

Learner Guide

Cambridge IGCSE[®] (9–1)* First Language English 0627

For examination from 2017



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About this guide

This guide introduces you to your Cambridge IGCSE® (9–1) First Language English (0627) course and how you will be assessed. You should use this guide alongside the support of your teacher.

By the end of this guide, you should:

- ✓ understand how to reflect on your own learning
- ✓ have an overview of the course and what you will learn about
- ✓ understand the structure of the assessment that you will be taking
- ✓ be able to plan your revision
- ✓ know how to show your skills to the best of your ability.

Section 1: Getting started

Find out how to:

- reflect on your own learning
- improve your learning
- be organised
- take notes successfully.

Section 2: Syllabus content

Find out what topics you will be learning about. Your teacher can give you more detail.

Section 3: How you will be assessed

Find out:

- how many examinations you will take
- how long each examination lasts
- what different question types the examination will contain
- how to tackle each examination.

Section 4: What skills will be assessed

Find out what areas of knowledge, understanding and skills you will need to demonstrate throughout the course and in your examinations.

Section 5: Example candidate response

Take a look at a learner's response taken from a real examination. Find out:

- how to interpret the question
- how to avoid common mistakes
- how to improve your exam technique.

Section 6: Revision

Discover:

- ways to help you plan your revision
- example revision planners
- some basic revision skills
- some top tips for revision
- revision checklist for each topic.

Section 7: Answers

Check your answers to the 'Test yourself' questions in this guide.

Section 1: Getting started

Your teacher will help you to get the best out of your course, however, you also need to take **responsibility** for your own learning.

reflection
innovative
engage
responsibility
confidence

Reflect on your learning

The methods you use to remember and understand new knowledge are how you learn. Your methods might include making lists of information, asking questions or drawing diagrams.

In order to actively **engage** in your learning, you need to think deeply about the ways you learn, and if you can improve your learning by using different methods. This process of thinking deeply about your approach and changing it when you need to is known as **reflection**.

Reflecting on your learning in this way will help you to develop into an effective learner with **confidence** in your skills and knowledge, which in turn can lead to **innovative** thinking.

Use the *Getting started* section of this guide to help you reflect on your learning, and to find ways that you can improve your methods of learning, your organisation and your note-taking skills. Print this document to keep a record of your progress. If you prefer to work electronically, you can type in text and tick boxes directly in this pdf file, just don't forget to save it to your device each time you make changes.

Do you think about how you learn?

A, **B**, **C** and **D** in the list below represent different ways of reflecting on your learning. Tick the statement that best describes the way you reflect on your learning.

A: I do not think about how I learn, I just accept if I know something or not.

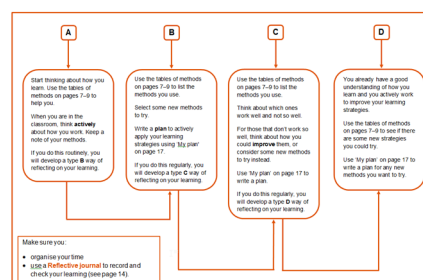
B: I am aware of some of the ways I learn, but I do not plan my learning.

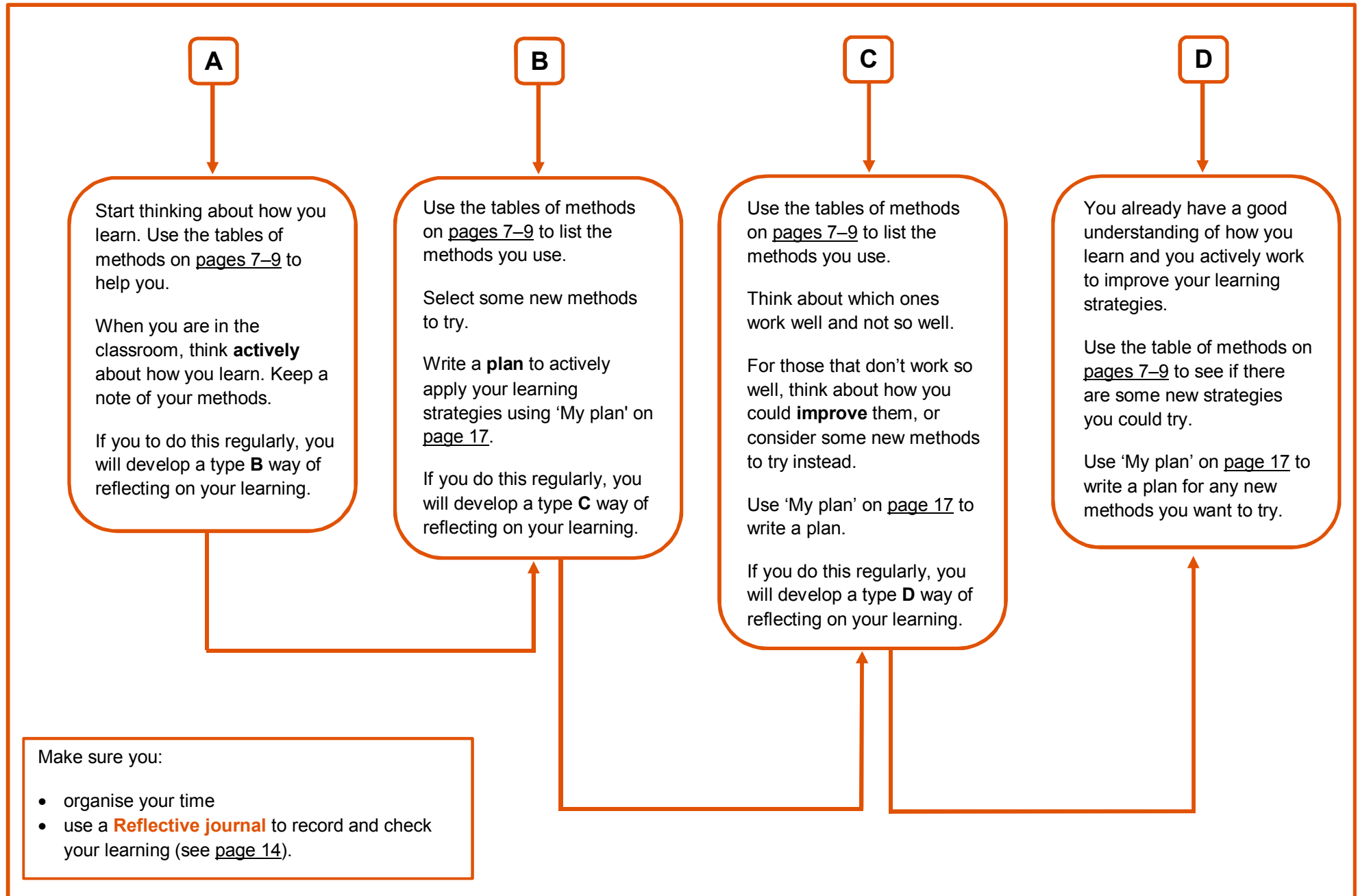
C: I know which methods I use to learn and I actively apply them.

D: I know which methods I use to learn and I actively apply them. I also change them if I need to.

Don't forget to save this file to keep a record of your progress.

D describes a reflective process that is considered to be the most effective way to learn. Use the diagram on the next page to help you develop how you reflect on your learning.





Methods to help you learn

The way you and remember new information is unique to you. Some common ways to learn (known as learning styles) are:

- **SEEING** the new information
- **SPEAKING AND LISTENING** (to) the new information
- **READING AND WRITING** the new information
- **DOING** something with the new information

You might learn using just one style, or you might learn using a combination of different styles. You and your friends will probably have different styles. There is no right way, just the way that works best for you.

Which learning style(s) do you use?

The tables on the next pages list some of the methods that work well for each learning style. Some methods work for more than one style and are repeated in the different tables.

I already know which learning style(s) work best for me: go to the appropriate table to pick some new methods to try in order to improve.

I am unsure how I learn best: try different methods from different tables to see which ones work for you.

You can try as many or as few methods as you like and they don't all need to be in the same table. You might find that different styles work better for different things you are learning. Repeat this process as many times as you need to in order to feel confident in your learning. You might even develop your own methods.

Click in the empty boxes of each table to add a tick electronically. *Don't forget to save this file so you can reflect on your methods later.*

SEEING METHODS

Methods of learning	I will try	Worked well	Did not work well
Draw information in my notebook; replace words with pictures or symbols			
Highlight important details (in my notes or handouts) by colour-coding, circling, highlighting or underlining			
Make lists			
Write detailed notes			
Watch videos on the topics I am studying			
Use mind maps, systems diagrams or other organisations of information			
Think in pictures and/or form a picture in my mind to imagine the new information			

SPEAKING AND LISTENING METHODS

Methods of learning	I will try	Worked well	Did not work well
Ask if I can record my lessons so I can play them back at my own speed			
Watch videos on the topics I am studying			
Record myself reading my notes and play them back to myself			
Repeat facts and information out loud			
Read notes out loud, trying to include rhyming or other techniques to make them dramatic and varied			
Use word association, poems, rhymes, phrases or word puzzles to help me remember facts, lists or important information			
Discuss topics with my teacher and classmates			
Ask and answer questions in the classroom			
Talk about new information			

READING AND WRITING METHODS

Methods of learning	I will try	Worked well	Did not work well
Copy down information from the board			
Write summaries of what I have learned			
Use quizzes			
Write notes			
Write key information in lists			
Read my notes and rewrite them			
Write the information from books and other resources in my own words			
Write information from my teacher in my own words			

DOING METHODS

Methods of learning	I will try	Worked well	Did not work well
Ask and answer questions in the classroom			
Start and contribute to discussions			
Use large sheets of paper and large marker pens to feel more active when writing and drawing			
Use physical objects as much as possible; for example flashcards that I can hold and move around			
Use visualisation techniques to imagine the sensations I would expect in different scenarios (what would I see, hear, smell, feel?)			
Use short definitions when writing notes			
Try to apply the information to real life			

All the methods from one learning style might work best for you, or a combination of methods from different learning styles. You can summarise which methods you plan to use in the box below.

Click in the box to type in text if you are working electronically. *Don't forget to save this file so you can reflect on your methods later.*

For example:

September: I think I learn by seeing and sometimes by actively doing. So I will try: making lists, writing notes using mind maps, highlighting important details and asking and answering questions in the classroom.

October: I didn't find making lists during lessons helpful, so I will try replacing words with pictures in my notes instead.

Getting organised

Being organised has many benefits.

helps you to **PRIORITISE**

improves **TIME MANAGEMENT**

reduces **STRESS**

helps you to **FOCUS**

increases **PRODUCTIVITY**

better **BALANCE**
between work
and play

increases **CONFIDENCE**

increases **EFFICIENCY**

How organised are you?

Tick the statements that apply to you.

A I always know where everything I need is, such as my notes, books, pens, highlighter pens, paper and a ruler	B I get overwhelmed by how much work I have and I avoid starting large tasks	A I get my homework done on time
B I hand in my homework late	B I leave homework to the last minute	B I often forget what homework I have
A I write down homework and the deadlines in one place, such as a planner	A I do my homework the day I get it	B I always rush my work
A I never need to rush my work	B I never know where everything I need is, such as my notes, books, pens, highlighter pens, paper and a ruler	A I break down large tasks into smaller tasks and tick these off when I complete them

Count the number of A statements you ticked and the number of B statements you ticked. Read the appropriate advice below. If you ticked an equal number of each, read both sets of advice.

Mostly A: You are a well-organised person who has developed strategies that work for you.

Be careful if you agreed with 'I do my homework the day I get it' as this might not be the most efficient strategy; you need to prioritise homework according to deadline and how long it will take, and also make sure you allow time for fun and relaxation. See the table on the next page for more ideas of how to be organised.

Mostly B: You could use some support in being more organised in order to make life easier for yourself. Try some of the suggested methods for being organised in the table on the next page then return to the activity above at a later date to see if you score differently.

If you do some work each day, rather than leaving it all to the last minute, you will feel more in control.

Tick the boxes in the table to reflect on how you already work and what you will try in order to improve. Aim to try at least some of these methods. Click in the boxes if working electronically.

Ways to be organised	I already do this	I will try this
Keep all my pens, paper and other equipment together in one place so I always know where everything is		
Keep my notes together and ordered by date as I go along; I will file them as soon as they are completed		
Use one place such as a planner to record each homework or assignment deadline as soon as I get it		
Include all activities in my planner so that I know what time I have available to work		
Estimate how long a given task will take me, then work backwards from the deadline and include some extra time to give me the date that I should start the work		
Be realistic about what I have time for		
Keep my planner up to date and check it every day		
Have a set time each day or week for completing homework or study so that it becomes part of my routine		
Prioritise homework or study according to which needs to be done first and not just which I like doing best		
Rank my homework as 1 (do it now), 2 (do it tomorrow), 3 (do it later in the week) and update the rank each day		
Break down any large assignments into smaller, more manageable tasks; each task will have its own deadline		
Tick off each homework or task once I have completed it		

Don't forget to save this file so you can reflect on your methods later.

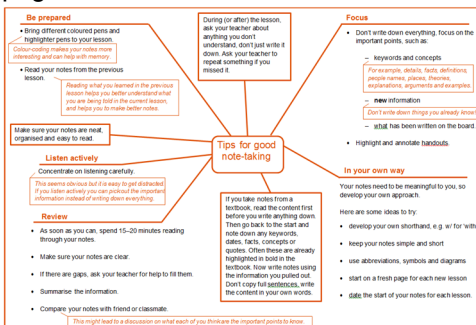
Taking notes

The process of writing and reviewing your classroom or lesson notes helps you to remember information. Making notes as you go along, little and often, will make it easier when you come to revise later (see *Section 6: Revision* on page 47).

It is also really important to ask your teacher or classmates questions if you are unsure about anything or if you have missed something. Do this during the lesson or at the end of the lesson.

Tips for good note-taking

Note-taking is a skill that can be developed and improved. Look at the tips for good note-taking on page 12.



Formatting your notes

If you are unsure how best to format your notes, try some of the suggested methods on page 13.

You might find that different methods work better for different types of task.

FREESTYLE METHOD
Just writing down what you hear as the teacher says it.

WRITE ON HANDOUT
Write notes on key points directly on handouts that contain notes or important information.

CHART METHOD
Use when learning about different or contrasting factors or approaches.
• Make a table with different columns for each factor or approach.
• Write details in each column, adding the details so that you can easily compare items between columns.

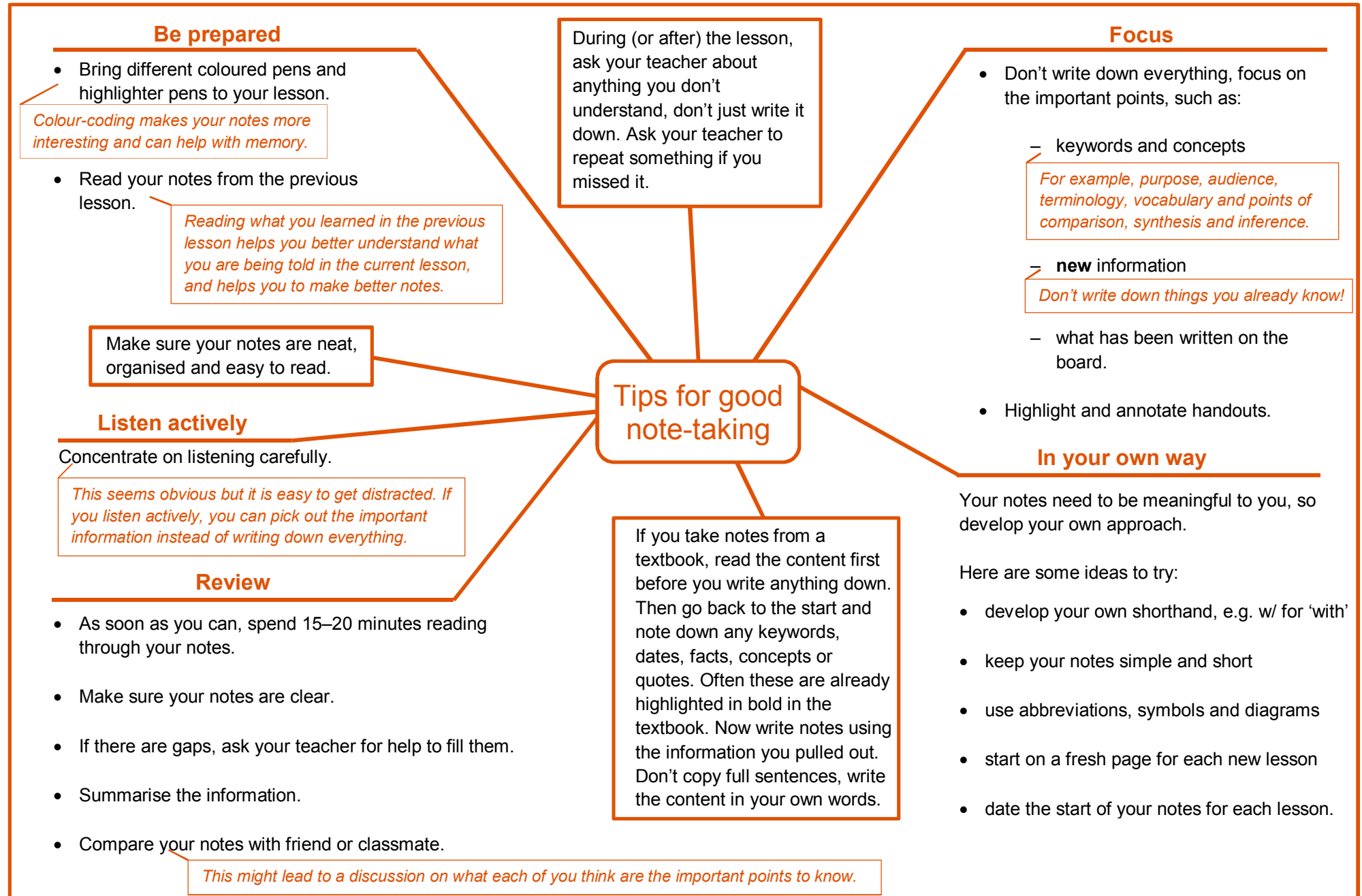
FLOW METHOD
Learn a little you learn. Create your own representation of the new information by:
• Putting what the teacher says into your own words.
• Using quick drawings to break down the content into separate ideas.
• Using arrows to link ideas together and to add supporting points.
• Colour coding different points using different pens, shades or coloured paper.

CORNELL METHOD
Divide your page into three sections.
• Use the header section to make notes during the lesson.
• Reduce sections of the notes into keywords and write them in the keyword column.
• Write a summary to consolidate what you learned.

MIND MAP METHOD
Write the main topic in the centre of your page.
• Add a new branch for each new sub-topic.
• Add more and more smaller and smaller branches for each, add more detail. These show the connections between factors.
• Add notes using words and diagrams, as shown to show links.
• Try to keep your notes short, see if you can put keywords along branches.
• Use coloured pens and highlight pens to emphasise key points.
(Find out more about mind maps in Section 6: Revision on page 47.)

OUTLINE METHOD
Use bullet points.
• Top level bullet points are the key points in the lesson.
• Sub-level bullet points are details about the top-level points.
• Sub-sub-level bullet points are further separation if needed.

Diagram Description: A central box labeled 'TIPS FOR GOOD NOTE-TAKING' is connected to five main branches: 'Be prepared', 'Listen actively', 'Focus', 'In your own way', and 'During (or after) the lesson'. Each branch contains specific advice and tips for effective note-taking.



Here are some useful ways to format your notes:

FREESTYLE METHOD

Just write down what you hear as the teacher says it.

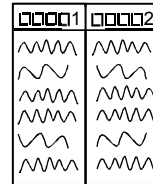
WRITE ON HANDOUTS

Write notes at key points directly on hand outs that contain notes or important information.

CHARTING METHOD

Use when learning about different or contrasting factors or approaches.

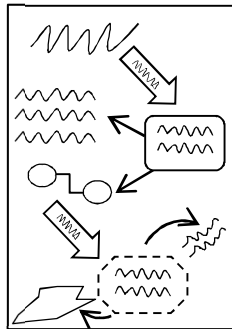
- Make a chart with a different column for each factor or approach.
- Write details in each column, placing the details so that you can easily compare items between columns.



FLOW METHOD

Learn while you listen. Create your own representation of the new information by:

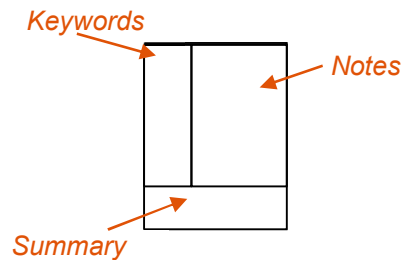
- putting what the teacher says into your own words.
- using quick drawings to break down the content into simple ideas.
- using arrows to link ideas together and to add supporting points.
- circling or boxing different points using different lines, shapes or coloured pens.



CORNELL METHOD

Divide your page into three sections.

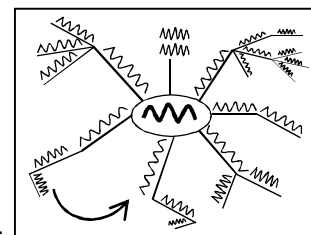
- Use the 'notes' section to make notes during the lesson.
- After the lesson, review your notes. Reduce sections of the notes into keywords and write them in the 'keywords' column.
- Write a summary to consolidate what you learned.



MIND MAP METHOD

Write the lesson topic in the centre of your page.

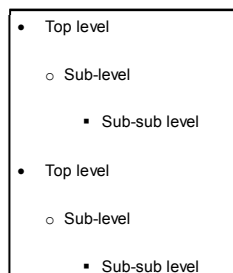
- Add a new branch for each new sub-topic.
- Add extra smaller and smaller branches for more detail; these show the connections between facts or ideas.
- Add notes using words and diagrams; use arrows to show links.
- Keep your notes short and put key words along branches.
- Use coloured pens and highlighter pens to emphasise key points. (Find out more about mind maps in *Section 6: Revision* on page 53).



OUTLINE METHOD

Use bullet points.

- Top level bullets are the key issues in the lesson.
- Sub-level bullets are details about the top-level points.
- Sub-sub level bullets provide more separation if needed.



This method is helpful if you already know the structure of the lesson and the structure of the learning points.

Reflective journal

Keeping a reflective journal is a useful way to record, analyse and reflect on how you learn. Here are some questions to get you thinking.

Write in the orange boxes below, or create your own journal somewhere else.

Don't forget to save this file to keep a record of your progress.

I am studying Cambridge IGCSE (9–1) First Language English (0627) because: *(Think about what you want to achieve by taking this course.)*

I like English because: *(What did you like about this subject when you have taken it in the past?)*

This is a good subject to learn because: *(What skills will it will help you develop? Are there any uses in the real world?)*

Useful skills for studying this subject are: *(Think about the skills that are useful to this course. For example, 'developing my ability to communicate clearly and effectively', 'learning how to use correct spelling, punctuation and grammar'. Ask your teacher for help creating this list.)*

These skills are also useful for: *(Think of the other subjects you are studying.)*

I am good at: *(Think about the skills relevant to this course.)*

I need to improve: *(What skills do you need to work on?)*

I learn best in: *(Think about the kind of environment you work best in, for example quiet, noisy, alone, with friends. You might like working with friends in a café, but do you learn best in this environment?)*

Other thoughts:

My plan

Based on the work you have done in this section, write a summary plan for your learning. Include *what* skills you want to develop and *how* you hope to do this. You could include your thoughts on your approach to learning a plan of which learning and organisation strategies you will try.

Write your plan in the box below, or you could create your plan somewhere else. Make sure you date your entries and include a date for review.

Don't forget to save this file to keep a record of your progress.

For example

October 1:

I have a type B approach to reflecting on my learning, I will try to develop a type C approach by actively applying the learning strategies I know work for me: making detailed notes; visualising the information I am being told; using rhymes; answering questions in the classroom; and copying down information from the board. I also want to try the speaking and listening technique where I discuss topics with classmates after some lessons. I need to ensure I write all homework down and split large tasks into smaller ones, and tick each one off as I complete it. I will try using more mind maps and the charting method when I'm taking notes in class. Check progress on November 1.

Section 2: Syllabus content – what you need to know about

There is not a set list of knowledge that you need to know. Instead, you are expected to develop a range of skills in organising content and adapting your written and spoken language to meet the needs of the purpose and audience.

You are expected to respond knowledgeably to a variety of passages, using some of these to inform and inspire your own writing. By the end of the course, you should become an appreciative and critical reader, writer, speaker and listener.

You will be assessed on three main skills: reading, writing and speaking and listening.

Skill	What you will do
Reading	Read 19 th , 20 th and 21 st century texts in a range of genres and types including literature (fiction and non-fiction), essays, reviews and articles.
Writing	Write in a variety of text types: letter, report, newspaper report, magazine article, journal, words of a speech, a reasoned argument, descriptive and narrative compositions, essays and reviews.
Speaking and Listening	Give a formal presentation of approximately 4–5 minutes, on a theme or topic you choose. Answer spoken questions on the theme or topic for approximately 4–5 minutes.

During the course you will:

- focus on writers' use of language and style and the ways in which writers achieve effects and influence readers
- study how influence may include fact, ideas, perspectives (viewpoint), opinions and bias
- be introduced to a range of skills – including the ability to compare, summarise and change perspective
- develop the skills of summarising within the context of the following text types: letter, report, newspaper report, magazine article, journal, words of a speech
- learn to create a discursive/argumentative letter or article and a descriptive/ narrative composition
- study using language devices and language appropriately
- develop presentation skills in employing and organising content
- develop skills in listening to, and responding to, questions appropriately.

Section 3: How you will be assessed

You will be assessed using three components:

- Paper 1 (Reading Passages)
- Paper 2 (Directed Writing and Composition)
- Component 3 (Speaking and Listening Test)

Component 3 is a speaking test that is marked by your teacher. Cambridge will make sure that your teacher is marking to the correct standard. The mark for Component 3 **does not** contribute to your overall grade.

You will take Paper 1 and Paper 2 at the **end** of the course.

Components at a glance

The table summarises the key information about each component. You can find details and advice on how to approach each component on the following pages.

Component	How long and how many marks	Skills assessed	Details	Percentage of the qualification
Paper 1 (Reading Passages)	2 hours 10 minutes 80 marks	Reading (all questions) Writing (Question 2 only)	You answer three questions: <ul style="list-style-type: none"> • Question 1: comprehension of a 19th century passage • Question 2: summary of a 20th or 21st century passage • Question 3: comprehension and comparison of two passages from the 20th and 21st centuries <p>You do not have any choice of questions in this paper.</p>	50%
Paper 2 (Directed Writing and Composition)	2 hours 80 marks	Writing (all questions) Reading (Section 1 only)	You answer two questions: <ul style="list-style-type: none"> • Section 1: one directed writing question on two 20th and/or 21st century passages • Section 2: one composition question from a choice of four 	50%
Component 3 (Speaking and Listening Test)	8–10 minutes 40 marks	Speaking and Listening	You carry out two tasks: <ul style="list-style-type: none"> • Part 1: Formal presentation on a topic of your choice (4–5 minutes) • Part 2: Answering questions on your topic (4–5 minutes) 	0%

About the components

It is important that you understand the different types of question in each component and how you should approach them.

Paper 1 (Reading Passages)

You need to answer **three** questions:

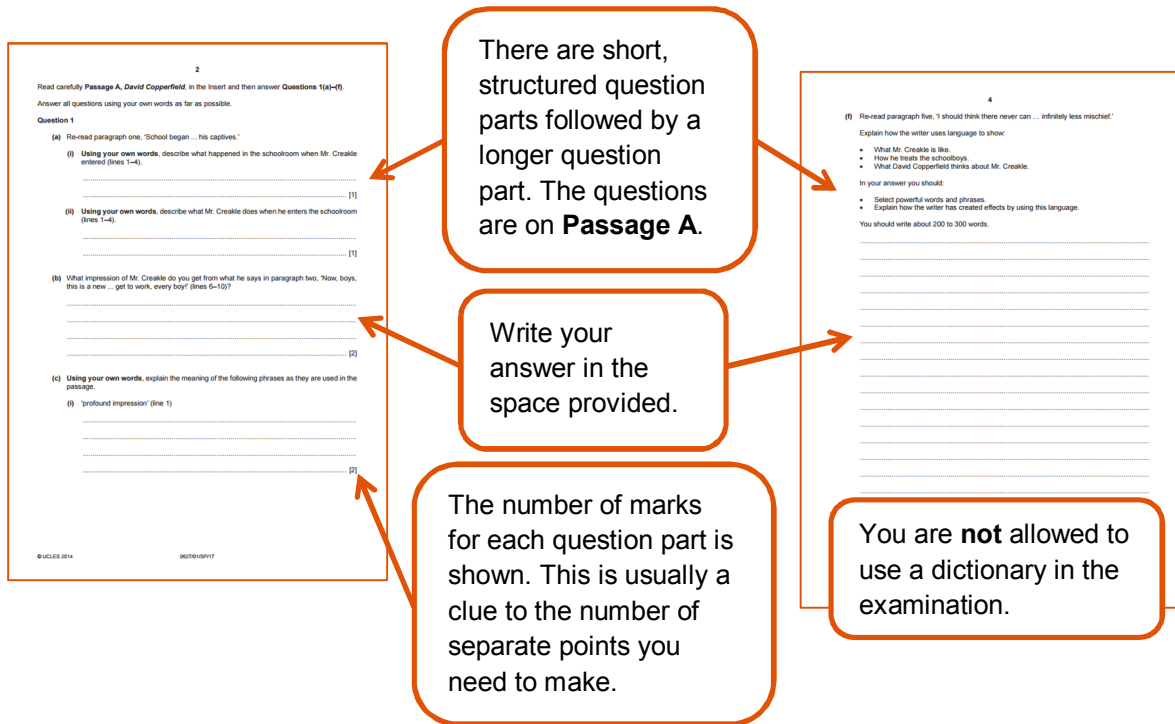
- Question 1 Comprehension (30 marks)
- Question 2 Summary (25 marks)
- Question 3 Comprehension and comparison (25 marks)

Question 1 Comprehension – question types and advice

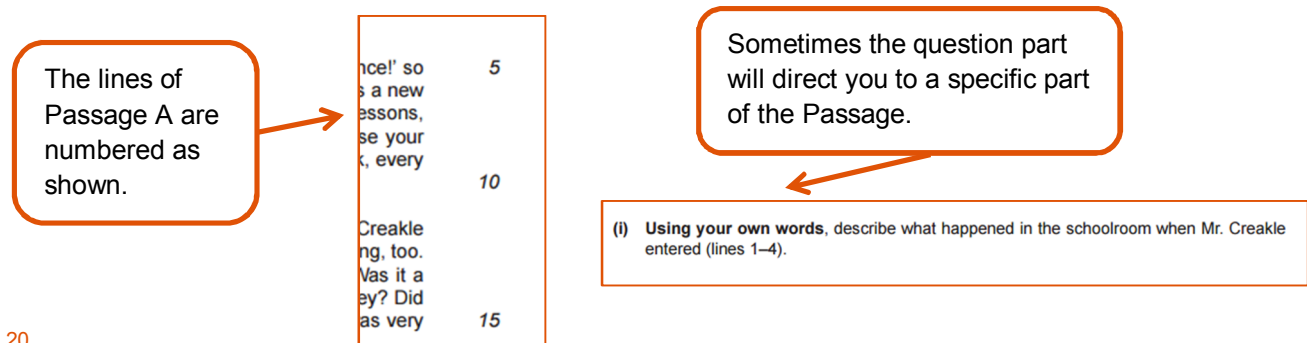
Question 1 Comprehension is a set of question parts on the writer’s use of language and structure, and the effects that these have.

The following **Reading** skills are assessed:

- understanding of explicit and implicit meanings and attitudes
- understanding of how the writer achieves effects and influences the reader.



Passage A is a 19th century text, which will be up to 600 words long. It is printed in the question paper insert. The insert is a separate document that you will be given with your paper.



Question 1 advice:

1. **Skim** read the passage before you look at the different parts of the question.
2. Then, **scan** the passage to find the answer to each part of the question in turn.

SAVE TIME:

- DON'T write out the question before beginning your answer. It is enough to start your answer with '*He means that...*' or '*It is because...*', for example.
- DON'T answer with a full sentence where you are asked to give a word or words.

Question 2 Summary – question types and advice

Question 2 Summary is a summary for a specific purpose and audience, where you need to change the perspective from that given in the associated passage.

This question assesses your **Writing** skills (all of the writing assessment objectives, see [pages 33–34](#)) and the following **Reading** skills:

- understanding of explicit and implicit meanings and attitudes
- ability to analyse and critically evaluate facts, ideas and opinions using appropriate support from the text.

Question 2 will ask you to summarise **Passage B** for a particular audience and purpose. You need to answer in your own words, getting the content for your summary from the associated passage. You will be told the form of the summary in the question.

It might be a:

- letter
- report
- newspaper report
- magazine article
- journal
- speech.

Passage B is a 20th or 21st century text, which will be up to 550 words long. It is printed in the question paper insert. The insert is a separate document that you will be given with your paper.

Section 3 How you will be assessed

You will be given a recommended word count for your summary, this is usually no more than 250 words

Write your answer in the space provided.

The lines of Passage B are numbered, as shown.

You are **not** allowed to use a dictionary in the examination.

...nce!' so 5
...s a new
...ssons,
...se your
... every 10
Creakle
...ng, too.
Was it a
...ey? Did
...as very 15

Question 2 advice:

TO START:

1. **Skim** read the passage for before you look at the question.
2. Then, **read** the passage **carefully** before you plan your answer.
3. **Highlight** the details in the text you are going to use. Do this in pencil, so that you can change your mind if you want to.

- Write using your **own words** not the language of the passage.
- Keep your answer **concise** and carefully structured to fit into the word guidance.
- Adapt your style of writing to take account of the **audience** and **purpose**.
- Try to 'hear' your answer in your head, to check that it sounds right.

USING IDEAS:

Evaluate the ideas you select, don't just copy them.

Reorganise and **link** ideas as you use them to build your answer and give a convincing overview.

DON'T add your own ideas or details.

Question 3 Comprehension and comparison – question types and advice

Question 3 Comprehension and comparison is a set of question parts that asks you to respond to two passages.

This question assesses the following **Reading** skills:

- understanding how writers achieve effects and influence readers
- your ability to analyse and critically evaluate facts, ideas and opinions, using appropriate support from the text
- your ability to compare how writers convey ideas and perspectives.

The diagram shows two sample question papers. The left paper contains two short-answer questions (3(a) and 3(b)) and a longer comparison question (3(c)). The right paper contains a single longer comparison question (3(c)).

- Callout 1:** There are short-answer question parts on comprehension of **Passages B and C.** (Points to questions 3(a) and 3(b) on the left paper.)
- Callout 2:** There is one longer question that requires you to compare **Passages B and C.** (Points to question 3(c) on the right paper.)
- Callout 3:** The number of marks for each question part is shown. This is usually a clue to the number of separate points you need to make. (Points to the mark values [1], [2], and [2] on the left paper.)
- Callout 4:** You will be given a recommended word count and guidance on points to include in your comparison. (Points to the word count and bullet points on the right paper.)
- Callout 5:** You are **not** allowed to use a dictionary in the examination. (Points to the left paper.)

Passage B is the same one as used in Question 2. **Passage C** is a 20th or 21st century text, which will be up to 550 words long. (Passage B and Passage C will cover both centuries.) It is printed in the question paper insert. Passages B and C will be on a similar theme.

The diagram shows a passage excerpt with line numbers 5, 10, and 15. The text includes: "nce!' so 5", "s a new 5", "essons, 5", "se your 5", "k, every 5", "10", "Creakle 10", "ng, too. 10", "Was it a 10", "ey? Did 10", "as very 15".

- Callout 1:** The lines of both passages are numbered, as shown. (Points to the line numbers.)
- Callout 2:** The short-answer questions focus on fact, ideas, perspectives, opinions and bias. (Points to the left side of the diagram.)
- Callout 3:** The longer question is a comparison on writers' or characters' ideas and perspectives and how they are conveyed. (Points to the right side of the diagram.)
- Callout 4:** Sometimes the question will direct you to a specific part of the Passage. (Points to question 3(i) in the box below.)

3(i) Using your own words, describe what happened in the schoolroom when Mr. Creakle entered (lines 1–4).

Question 3 Advice

Question 3(a) and 3(b) Comprehension

1. **Remind** yourself of Passage B.
2. **Skim** read Passage C before you look at the questions.
3. Then, **read** the passages carefully to find the answer to each part of the question in turn.

TO START:

Question 3(c) Comparison

- **Highlight** the details in the text you are going to use. Do this using a pencil so that you can change your mind.
 - Use the **bullet points** in the question to write a quick **plan** and check you have covered what is required.
- **Support** what you say with careful, brief **references** to details of each passage.
 - **Link** your ideas as you go, comparing how and in what ways the two passages are similar and/or different.
 - Remember to consider language, style and structure as well as ideas and opinions.
 - Write about **both passages together** rather than one at a time – it will help you to use your time more efficiently and remind you to compare each point you discuss.
 - **DON'T** copy big chunks of text.

Paper 2 (Directed Writing and Composition)

You need to answer **two** questions:

- **Question 1** in **Section 1 Directed writing** (40 marks)
- One question from **Section 2 Composition** (40 marks)

Both questions on this paper assess your **Writing** skills (all of the writing assessment objectives, see [pages 33–34](#)).

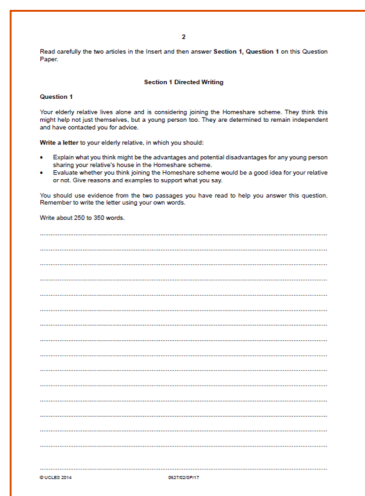
Question 1 also assesses the following **Reading** skills:

- analyse and critically evaluate facts, ideas and opinions, using appropriate support from both texts
- select and synthesise information for the specific purpose of the task.

Question 1 in Section 1, asks you use and evaluate the information in two passages to write a discursive or argumentative letter or article.

You need to evaluate and use ideas from **two** passages (A and B) with similar themes.

There is **no choice** of question.



The question gives points to include.

You need to write about 250–350 words.

You are **not** allowed to use a dictionary in the examination.

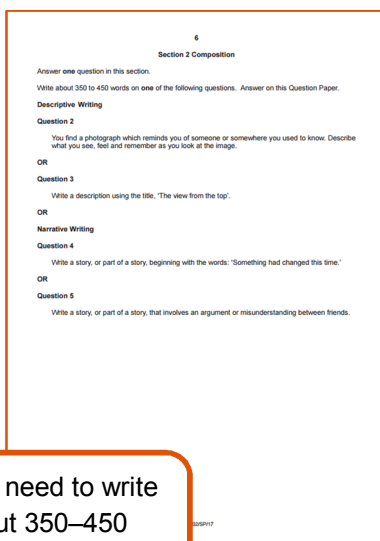
In Section 2, you need to choose **one** question from a choice of four.

There are two questions that require descriptive writing, and two questions that require narrative writing.

There are four titles, two are descriptive and two are narrative.

You use your chosen title to develop and write a composition.

You **must** state which question you are answering on the paper.



You need to write about 350–450 words.

Please write your chosen question number here (2, 3, 4 or 5):

Section 3 How you will be assessed

Passage A and **Passage B** are provided in an insert, which is a separate document given to you along with the paper. Passage A and B will have a combined word count of up to 950 words and will be from either the 20th or 21st century, or both.

Section 1 Directed writing – advice

TO START:

1. **Highlight** facts, ideas and opinions in the texts you think might be relevant to the task. Do this in pencil so that you can change your mind if you want to.
2. Use the **bullet points** in the question to draw up a quick **plan** and check you have covered what is required.
3. Plan the **structure** of the response. Aim to link your ideas together **logically**, so that someone could follow what you are saying step-by-step.

USING IDEAS:

- **Interpret** the material from the passages, to write from a **different viewpoint**.
- Use ideas from **both** passages.
- **Organise** your ideas to build your case.
- Make the **new interpretation** of the text clear, for example, to argue **against**, instead of **for** a topic.
- **Change** the way you **express** ideas to suit your task, your audience and your purpose.
- Make a **definite ending** to your response to provide an effective and satisfying conclusion.

Change the 'voice' you are writing in to make it clear that you are writing as someone different.

Address your audience directly – imagine someone in front of you – but remember that this is a formal piece of writing.

Be clear and, where you need to, be persuasive.

Find new vocabulary to make your points precisely.

DON'T reuse text directly from passages word for word.

Section 2 Composition – advice

CHOOSING THE QUESTION:

Choose the title you understand best and that best suits your writing abilities.

Plan the content of your answer before you begin writing the response. If after five minutes you have collected only a few ideas for your choice, switch to another one.

PLANNING:

Plan the **route** through your response so you know where you will **start**, how your ideas **link together** and where you will **end**.

- Grab your reader's attention with your opening and keep them interested as you work through your response.
- Remember that descriptive writing is different from narrative writing. Be aware of the characteristics of each and keep them in mind as you write.
- Choose your vocabulary carefully and deliberately to create the kind of effect you want. Try to find precise words to use.
- Avoid accidental repetition: vary your sentence structure and your vocabulary to show what you can do.

Descriptive compositions

- Give **structure** and **progression** to your description to make your reader want to read on.
- Include **details** in your description which evoke different senses to help create the environment and atmosphere. You need to create a convincing, original, overall picture with varieties of focus.
- Choose **precise**, mature **vocabulary** to define exactly the feeling, detail or idea you want to communicate to your reader.
- Have as little 'story' in your description as possible – do not allow any characters or events to take over or be dominant.
- Avoid repetition– unless you are deliberately using it carefully for effect.

For example, moving towards or through a place, or through a period of time, and recording the changes.

Avoid common, overused vocabulary, such as 'nice', 'big', 'little', 'a lot of', 'good', and 'bad'.

Narrative compositions

STRUCTURE

Plan your last sentence before you write your first. Your narrative has to build up to a **climax** and then lead towards a deliberate **conclusion** where things are either resolved or purposely left unresolved.

Decide how your **opening** will 'hook' your reader. How much you will give away at the start of your narrative? What clues and details will you release gradually as your story develops?

Balance the different parts of your narrative.

Avoid clichés such as 'It was all a dream'.

Do not make the introduction too long, and leave yourself time to create a memorable ending.

- Use your own knowledge and experiences – it will sound more convincing than making up something.
- Help your reader imagine characters and places by including significant details.
- Make comparisons (similes) unusual, but appropriate, by making them specific to the feeling or idea you want to communicate.
- Engage your reader and make them want to read on but don't exaggerate.

Avoid stereotypes.

Adapt and add to your experience to make the narrative relevant, fresh and memorable.

BE SELECTIVE

Select **key moments** in your plot and skip over the rest, changing the pace according to the intensity of the moment. Don't try to cover too much.

Don't include too many characters – generally no more than three. Save any dialogue for important moments and don't overuse speech.

Find synonyms for 'he/she said'.

BE CONSISTENT

If you decide to flashback or forward, manage this carefully.

Stay in the same tense

Tell your narrative in the same person and stick with your choice. It is generally safer to use third-person narration as it gives you more flexibility and a wider viewpoint.

Do not switch viewpoint accidentally.

General advice for Paper 1 and Paper 2

LET THE QUESTION PAPER HELP YOU

- Work through the paper in the **order given** – some of the tasks build up.
- Look at the **number of marks** available for each question– this will help you judge how much to write and the number of points you will need to include, as well as the time to spend on it.
- Look for the **key words** in a question and underline them – what exactly is the question asking you to do?
- Pay attention to the suggested **word length** to help you understand what is expected and what is possible within the time limit.

It might tell you to use your own words, give a certain number of reasons, or focus your attention in the right area.

SPELLING AND PUNCTUATION

Always be careful with your spelling and punctuation: mistakes can make your meaning unclear in reading tasks as well as writing tasks.

Leave yourself time to **check** for mistakes such as missed full stops or commas.

DON'T use commas as substitutes for full-stops.

SAVE TIME

DON'T spend time counting words – use the number of words you write on one line to estimate your total.

DON'T write rough drafts.

FINALLY

- Stay focused right to the end of your examination; concentrate on answering all questions to the best of your ability.
- Allow yourself time to check and edit your answers.
- Look at the sequencing of ideas, something you have missed or somewhere you can add more detail or explanation to make sure your ideas are clear, detailed and complete.
- Use a line through the word(s) you want to change and make a clear substitution above (^) or with an asterisk (*) below.

Component 3 Speaking and Listening Test

This test assesses your Speaking and Listening skills (see pages 33–34). There is no question paper and you must choose your own topic with the help of your teacher.

There are **two** tasks:

- Part 1 Individual Task (4–5 minutes) (20 marks)
You talk on a topic or theme of your choice. This is a formal presentation.
- Part 2 Questions (4–5 minutes) (20 marks)
You answer spoken questions on your chosen topic or theme.

Question types and advice

Part 1 Individual task

CHOOSING THE TOPIC

Choose a topic of personal interest, research it thoroughly and engage with it.

Try to choose a topic that has different aspects – a topic which could be considered from different perspectives, or which has changed over time.

Try listing some of the questions you think a listener might want to ask.

If you are interested in the topic you will be more likely to interest your audience.

If you can't think of any questions, you might need to change your topic.

CONTENT

- Do more than simply give facts – try to develop your topic to keep the interest of your audience.
- Make your presentation original – avoid relying on other sources or simply repeating them.
- If it helps to illustrate your points, you can use a limited quantity of visual material such as maps, diagrams, statistics and pictures.
- Keep your presentation to between 4 and 5 minutes – not too short, and not too long.

Don't overdo this or you will distract your audience from what you are saying

GIVING THE PRESENTATION

Write a short list of your key points in note form to refer to; they must fit onto one side of a small cue card only.

Do not rely heavily on notes – make eye contact with your audience and judge how well they are following what you say.

Make your presentation lively and interesting for your audience.

Vary your pace and intonation to help your presentation flow and to make your meaning clear.

Remember that this is a formal presentation: use English appropriately and accurately throughout.

For example, by using a variety of speaking devices or if appropriate, humour or irony.

You can use a dictionary to prepare your presentation but you cannot take on into the test.

Your presentation should be continuous

The task tests Speaking and Listening assessment objectives 1–4 (see [pages 33–34](#)).

Part 2 Questions

The individual task leads into spoken questions from the teacher about your chosen topic or theme. This part of the test assesses all of the Speaking and Listening assessment objectives (see [pages 33–34](#)).

LISTENING

Pay attention to the **details** of the questions you are asked so that you can respond in full and show that you have listened carefully.

RESPONDING

- Develop your answers, for example by giving reasons for what you say, going into more detail or offering examples to support your points.
- Remember that this is a formal setting and use a range of appropriate, precise vocabulary.
- Structure your answer logically – for example, if there are two main aspects, you might talk first about one and then move on to the other.
- Do not feel embarrassed about expressing viewpoints that are not those of your teacher/examiner – it is good to have a genuine interest in your topic and communicate that enthusiasm.

You could take account of different viewpoints from your own, and try to persuade your listeners to agree with you through reasoned argument.

Test yourself

Use the following questions to see how well you understand how you will be assessed. You can check your answers in *Section 7 Answers*. *Don't forget to save this file to keep a record.*

1. Fill in the gaps using the words provided to give the titles of the papers that you will take.

Speaking and Listening Test Reading Passages Directed Writing and Composition

Paper 1 _____

Paper 2 _____

2. How many questions do you need to answer for Paper 1? _____

Section 3 How you will be assessed

3. Complete the table by entering the correct letters A–C. (Type directly into the table if working electronically). **You can use the same letter more than once.**

Component	How long and how many marks
Paper 1	
Paper 2	
Component 3	

A: 8–10 minutes, no marks

B: 2 hours and 80 marks

C: 2 hours 10 minutes and 80 marks

4. Complete the table by entering the correct component. (Type directly into the table if working electronically).

Component	Description
	Answer two questions: one compulsory question one from Section 1 and one questions from a choice of four in Section 2
	Answer three questions
	Carry out two tasks

A: Paper 1

B: Paper 2

C: Component 3

5. Which of the following skills does Paper 1 test? (Tick **all** the correct options.)

Speaking

Reading

Writing

Listening

6. Which of the following skills does Paper 2 test? (Tick **all** the correct options.)

Speaking

Reading

Writing

Listening

Section 4: What skills will be assessed

The areas of knowledge, understanding and skills that you will be assessed on are called **assessment objectives** (AO).

AO1	AO2	AO3
Reading	Writing	Speaking and Listening

The tables explain what each assessment objective means and what percentage of the whole qualification is assessed using that objective. Your teacher will be able to give you more information about how each of the assessment objectives are tested in each component.

AO1	What this means	Where
<p>Candidates will be assessed on their ability to:</p> <p>R1 Demonstrate understanding of explicit and implicit meanings and attitudes</p> <p>R2 Compare how writers convey ideas and perspectives</p> <p>R3 Analyse and critically evaluate facts, ideas and opinions, using appropriate support from the text</p> <p>R4 Demonstrate understanding of how writers achieve effects and influence readers</p> <p>R5 Select and synthesise information for specific purposes</p>	<p>Reading</p> <p>This means you need to:</p> <ul style="list-style-type: none"> • show that you understand longer texts • show that you understand words and phrases within texts • show that you understand not just the explicit ideas (those that are obvious) but also the implicit ideas (those that are more subtle and require you to use hints and clues to identify them) • compare and contrast writers' ideas and viewpoints in two texts and how they express them • analyse and critically assess facts, ideas and opinions from texts • select relevant, brief, quotations from the text to support your analysis • show that you understand the language, structure and techniques writers use to achieve their effects and influence their readers • recognise and respond to language devices (such as metaphor, hyperbole, imagery), including figurative language • select appropriate information, such as facts, ideas and opinions from texts for specific purposes • summarise, reorganise and link information and ideas from a text for a specific audience and purpose. 	<p>Two out of three components:</p> <p>Paper 1 (65 marks) Paper 2 (15 marks)</p> <p>Percentage of IGCSE: 50%</p>

Section 4: What skills will be assessed

AO2	What this means	Where
<p>Candidates will be assessed on their ability to:</p> <p>W1 Articulate and express what is thought, felt and imagined</p> <p>W2 Organise and structure ideas and opinions for deliberate effect</p> <p>W3 Use a range of appropriate vocabulary and sentence structures</p> <p>W4 Use register appropriate to audience and purpose</p> <p>W5 Make accurate use of spelling, punctuation and grammar.</p>	<p style="text-align: center;">Writing</p> <p>This means you need to show that you can:</p> <ul style="list-style-type: none"> • express thoughts, feelings and imagined things • organise and communicate facts, ideas and opinions in a logical order, clearly and persuasively • keep the interest of your reader • use imaginative and varied vocabulary • use a variety of sentence structures effectively • use language, language devices and structure that is right for the reader, purpose and context • use accurate spelling, punctuation and grammar. 	<p>Two out of three components:</p> <p>Paper 1 (15 marks) Paper 2 (65 marks)</p> <p>Percentage of IGCSE: 50%</p>

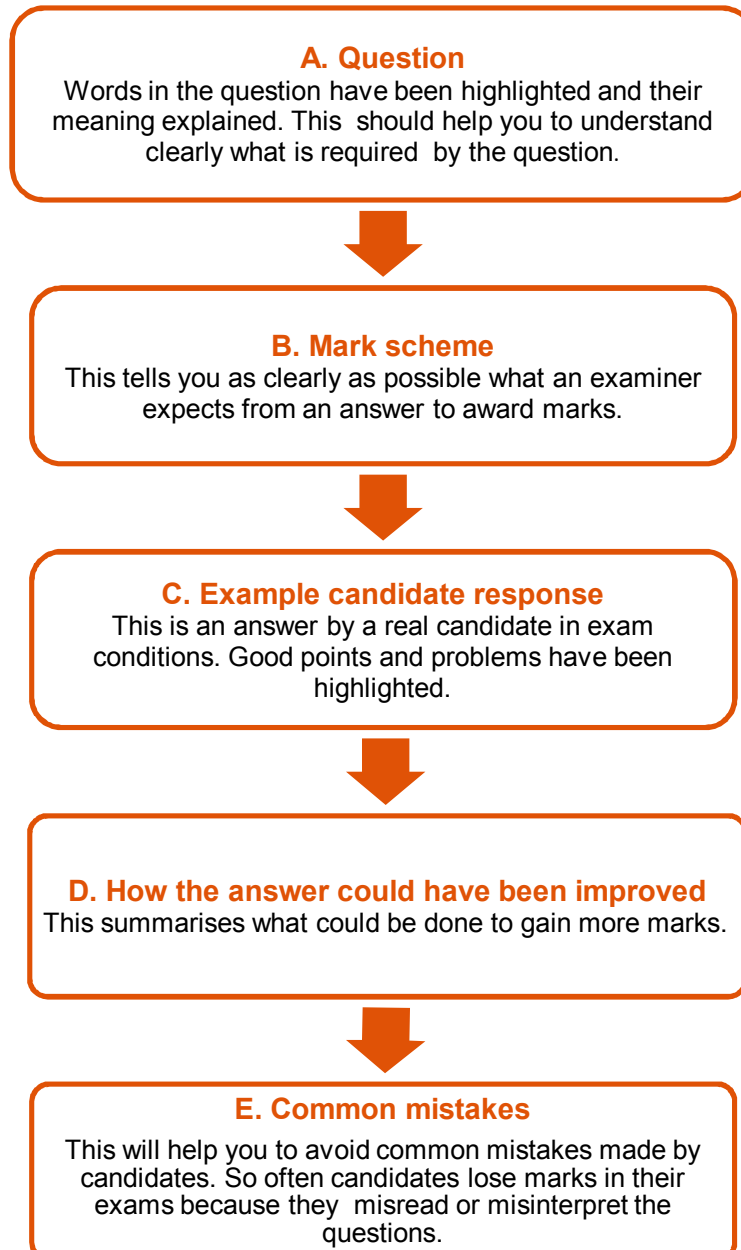
AO3	What this means	Where
<p>Candidates will be assessed on their ability to:</p> <p>SL1 Articulate experience and express what is thought, felt and imagined</p> <p>SL2 Present facts, ideas and opinions in a sustained, cohesive order</p> <p>SL3 Communicate clearly and purposefully using fluent language</p> <p>SL4 Use register appropriate to a formal setting</p> <p>SL5 Listen to and respond appropriately to questions</p>	<p style="text-align: center;">Speaking and Listening</p> <p>This means that you need to show that you can:</p> <ul style="list-style-type: none"> • describe and reflect on your experience • express thoughts, feelings and imagined things • understand and communicate complex information • organise and present facts, ideas and opinions in a logical order, clearly and persuasively • keep the interest of your audience • communicate clearly and fluently, with focus and purpose • use language, devices and style that are suited to a formal audience, purpose and context • evaluate and reflect on what you hear • answer questions appropriately. 	<p>One out of three components:</p> <p>Paper 3 (40 marks)</p> <p>Does not contribute to your overall grade.</p>

Section 5: Example candidate response

This section takes you through an example question and learner response from a Cambridge IGCSE (9–1) First Language English (0627) specimen paper. It has been answered by a real candidate under examination conditions and marked by real examiners. It will help you to see how to identify words within questions and to understand what is required in your response. Understanding the questions will help you to know what you need to do with your knowledge, for example, you might need to describe something, explain something, argue a point of view, apply the knowledge in a different way, or list what you know.

All information and advice in this section is specific to the example question and response being demonstrated. It should give you an idea of how your responses might be viewed by an examiner but it is not a list of what to do in all questions. In your own examination, you will need to pay careful attention to what each question is asking you to do.

This section is structured as follows.



A. Question

The question used in this example is from Paper 2 (Directed Writing and Composition).

Test yourself

Before you take a look at the example question, test how well you understand what is required of a question in the Paper 2 examination. You can check your answers in *Section 7: Answers*.

1. How long do you have for the Paper 2 examination? (Tick the correct answer.)

1 hour 1 hour 30 minutes 2 hours 2 hours 10 minutes 2 hours 30 minutes

2. How many questions do you have to answer? (Tick the correct answer.)

1 2 3 4 5

3. You are **not** allowed to take dictionaries into the examination. (Tick the correct answer.)

True False

4. There are two sections in a Paper 2 paper. Complete the table by adding the correct letter (A–D). (You can type directly in the table if working electronically.)

Section	Skills being assessed
1	
2	

- A:** Reading and writing
- B:** Speaking and listening
- C:** Writing only
- D:** Reading only

Now let's look at the question more closely. The example question is Question 1 from Section 1.

2

Read carefully the two articles in the Insert and then answer **Section 1, Question 1** on this Question Paper.

Section 1 Directed Writing

Question 1

Your elderly relative lives alone and is considering joining the Homeshare scheme. They think this might help not just themselves, but a young person too. They are determined to remain independent and have contacted you for advice.

Write a letter to your elderly relative, in which you should:

- Explain what you think might be the advantages and potential disadvantages for any young person sharing your relative's house in the Homeshare scheme.
- Evaluate whether you think joining the Homeshare scheme would be a good idea for your relative or not. Give reasons and examples to support what you say.

You should use evidence from the two passages you have read to help you answer this question. Remember to write the letter using your own words.

Write about 250 to 350 words. [40]

Read carefully the two articles in the Insert and then answer **Section 1, Question 1** on this Question Paper.

Read carefully ... this reminds you that you need to make sure you have read the two passages first before attempting the question.

Write a letter to your elderly relative, in which you should:

Write a letter ... tells you immediately the format your piece of writing should take.
... in which you should ... helps you plan the ideas your answer needs to cover.

Explain what ... advantages and ... disadvantages ... this means you need to show you have thought about ideas relevant to both sides of the argument. For example, where you are arguing for one point of view, taking account of the ideas for the other side in your argument is important.

- Explain what you think might be the advantages and potential disadvantages for any young person sharing your relative's house in the Homeshare scheme.
- Evaluate whether you think joining the Homeshare scheme would be a good idea for your relative or not. Give reasons and examples to support what you say.

Evaluate ... this means that you need to provide evidence that you have made a considered judgement and taken into account the facts, ideas and opinions in **both** passages.

... evidence from the two passages ... this means that you will need consider ideas and details from both passages for use in your answer. Remember, your response needs to be in your own words to show that you understand the relevant facts, ideas and opinions contained in the two passages, so you should **not** be copying word for word.

You should use evidence from the two passages you have read to help you answer this question. Remember to write the letter using your own words.

Write about 250 to 350 words.

The word count is there to prevent you from not writing enough to sufficiently support a considered argument, and to stop you from spending too long on one question.

B. Mark scheme

The mark scheme provides the ideas you might use in your answer. The answer is marked as a whole response, judging how well you have dealt with the ideas you include rather than just how many points you have included. You should aim to cover all areas of the question equally well and offer a wide range of ideas overall. Look at the mark scheme for Question 1 below.

Responses to this question are marked for **Reading** and for **Writing**.

Successful answers need to select, evaluate and use a wide range of ideas taken from the two passages.

Successful responses might use a number of the following ideas for bullet one:

Advantages for a young person joining the scheme:

- Desirable/convenient area
- Attractive property
- Affordable compared to conventional renting
- Company
- New perspective on life – learn from experience
- Meet interesting people
- Practicalities (no major moving expense, e.g. furniture, internet, etc.)

Potential disadvantages for a young person:

- Commitment
- Nature of the tasks required (chores/boring chats/dressing someone)
- Responsibility (if medical need/emergency)
- Limited freedom
- Insecure arrangement – things may change / things are likely to change
- Dependent on finding a suitable partner

Successful responses might use a number of the following ideas for bullet two:

Yes, Homeshare is recommended because:

- Relative would be contributing positively to society – helping young people when accommodation is expensive/ difficult to find
- Able to remain independent and stay in own home
- Reassuring for family – takes pressure off them
- Help in home difficult to get / not being funded now
- Company – few friends left
- New perspective – interesting people with interesting ambitions
- Help with basic things – e.g. going to shops
- Not expensive compared with other options
- Environmentally sound / good use of resources (empty room in house)

No, Homeshare is not recommended because:

- Trust – valuables/ornaments, etc. reliant on check by charity
- Not professional carers – some tasks inappropriate / beyond their capabilities
- Can't rely on sharers to stay – might go home and not come back
- May not stick to agreement – unnecessary hassle
- Used to being alone, may find it hard having someone there
- New relationships are tricky – young person will want friends to visit etc., lifestyle clash
- Costs money – have to provide internet and also pay charity

Evaluation of the arguments requires candidates to draw inferences and make judgements about whether the advantages outweigh the disadvantages. Evidence should be derived from the ideas and examples in both passages, developing claims and assessing their implications with clear and persuasive arguments.

The examiner uses the descriptions in 'Band descriptor' tables to help guide their decision on what level to award a candidate. The candidate who wrote the sample answer was awarded a **Band 4** for writing and **Band 3** for reading.

Band descriptors for Writing

Band 3	Band 4	Band 5
Some awareness of an appropriate register for audience and purpose.	Sometimes effective register for audience and purpose.	Effective register for audience and purpose.
Relies on the sequence of the original text.	Ideas generally well sequenced.	Secure overall structure with some helpful organisation of ideas and information.
Uses simple vocabulary with some reliance on the wording of the original text.	Vocabulary may be plain but adequate; some use of own words.	Some precision in vocabulary and mostly own words .
Straightforward sentences mostly correct; errors in more complex structures.	Mostly correct, if repetitive, sentence structure.	Appropriate use of sentence structures.
Frequent errors of spelling, punctuation and grammar, occasionally serious.	Spelling, punctuation and grammar generally accurate, but with some errors.	Spelling, punctuation and grammar mainly accurate, with occasional minor errors.

'**register**' means the type of language you use for a particular purpose setting, such as formal, informal, familiar, ceremonial and so on. For this question, you would need to use language suitable for a letter to your elderly relative.

This is about how well you **structure** your letter. To aim for band 5, you will need to organise the ideas in your letter to be clear to your audience (your elderly relative who will be reading it).

This is about using a range of carefully chosen and appropriate **vocabulary**, and not relying on the words of the passage to communicate your ideas. To aim for band 5, you should be thinking carefully about the words you use and choosing your vocabulary precisely to communicate effectively. For example, you should avoid using the same word over and over.

Using commas when you should have used full stops, for example, would be a serious error and lose you marks. Remember to check and edit your response to correct any errors.

Band descriptors for Reading

Band 2	Band 3	Band 4
Selects a little evidence and offers a general response to the task.	Selects some straightforward evidence and is sometimes focused on task and texts.	Begins to evaluate mainly explicit ideas and opinions.
Identifies explicit ideas and opinions.	Comments on explicit ideas and opinions.	Selects a range of evidence and is mostly focused on task and texts.
		Some sense of overview.

This is about how well you use evidence in the passages. To aim for higher bands, you will need to show evidence of close reading by considering more subtle hints and clues in the passages (implicit ideas) as well as the more obvious (explicit) ideas.

Section 5: Example candidate response

The examiner uses the band descriptors in the mark scheme to assess your response to the question. The band descriptors describe the specific evidence examiners are looking for to award a mark in a certain band. The descriptors in the mark scheme are based on the assessment objectives being tested in the question. Remember, assessment objectives are the areas of knowledge, understanding and skills you need to show you have by the end of your course. (You saw these in Section 4 on [pages 33–34](#).)

Assessment objectives W1 to W5 and R3 and R5 are tested in Paper 2, Question 1.

For your answer to achieve marks for **Reading** in the higher bands this means that you will need to:

- consider a **range of ideas** from **both** of the passages from **more than one perspective** (viewpoint) and cover **both bullets** of the question
- **bring these ideas together** and **use** them to **inform** your **judgements** to build a convincing argument and/or balance the discussion
- use **hints** and **suggestions** in the passages and the task details, as well as more obvious ideas, in order to **develop your arguments** further

For your answer to achieve marks for **Writing** in the higher bands this means that you will need to:

- **organise** your ideas effectively for the benefit of your **intended audience** and carefully **structure** your argument to persuade and/or offer balance
- **use your own, well-chosen, words** to write in a **style which sounds convincing** and shows that you have kept your intended audience in mind throughout.
- use appropriately **varied sentence structures** and **be accurate** in your use of spelling, punctuation and grammar

Now let's look at the sample candidate's response to question 1 and the examiner's comments on this response. The question and passages have been repeated before the answer for reference.

C. Example candidate response and examiner comments

The candidate's response has been separated into parts to make room for the comments. The examiner comments are included inside the orange boxes.

The examiner marks the answer as a whole to decide on a band for Reading and a band for Writing. However, for the purpose of this example, the examiner has assigned bands to sections of text to help you understand the standard being demonstrated.

2

Read carefully the two articles in the Insert and then answer **Section 1, Question 1** on this Question Paper.

Section 1 Directed Writing

Question 1

Your elderly relative lives alone and is considering joining the Homeshare scheme. They think this might help not just themselves, but a young person too. They are determined to remain independent and have contacted you for advice.

Write a letter to your elderly relative, in which you should:

- Explain what you think might be the advantages and potential disadvantages for any young person sharing your relative's house in the Homeshare scheme.
- Evaluate whether you think joining the Homeshare scheme would be a good idea for your relative or not. Give reasons and examples to support what you say.

You should use evidence from the two passages you have read to help you answer this question. Remember to write the letter using your own words.

Write about 250 to 350 words.

[40]

Passage A: Lack of care is a catastrophe, claims report

This website article explains the concerns some people have that elderly people are not being offered sufficient help and support in their homes.

A "catastrophic" situation is developing in the country with many vulnerable elderly people being denied care, campaigners say.

A recent study found the proportion of over-65s getting help had fallen by a third since 2005–6.

Last year, under 900,000 over-65s got help – one in 10 people in that group – compared with 15% seven years ago.

The review – based on published data – estimated at least 800,000 older people were going without vital help.

This includes help in the home, with daily tasks such as washing, dressing and eating, as well as the allocation of care home places.

The report's author Caroline Abrahams said: "The figures we have uncovered are catastrophic. Older people who need help and are now not getting it are being placed at significant risk and families who are now looking after their loved ones are experiencing intolerable strain."

Care and Support Minister Norman Lamb said: "We need to work differently to respond to the needs of our ageing population – we need to focus on keeping people well and living independently for as long as possible."

Passage B: Homeshare scheme brings comfort to young and old

This newspaper article explains an innovative project that some people suggest could help tackle the housing crisis. Beth, 26, lives with Barbara, 97, as part of the Homeshare scheme.

For the majority of the 53 years Barbara has lived in her Victorian ground floor flat in an idyllic tree-lined street in central London, she's been alone – now the 97-year-old has a friend. Beth, 26, has been staying in Barbara's spare room for just two weeks – already she cooks, washes-up and does the shopping. It's like having the perfect granddaughter to stay, except Beth's not related. Until a month ago, she'd never even heard of Barbara. The odd pairing, bringing together two people seven decades apart in age, came through a scheme called Homeshare.

The project, organised by a charity, provides affordable housing for young people in central London and companionship and support for elderly people who live on their own. Beth, an actor currently working as a teaching assistant, pays just a fraction of the weekly rent she might normally expect to have to pay for a room two minutes' walk from the tube station. In return for her bargain-basement rent, Beth agrees to give up 10 hours weekly to help her elderly flatmate and spend at least five nights at the flat. "If you want to be in a location like this then it's going to be very expensive," says Beth. "I could afford to live in a flatshare, just about. But I wouldn't have as much money as I need to do things that I want to do. People are really interested when I tell them about my situation – someone so young living with someone so old. I think you learn a lot actually, about life. It's a completely different perspective, without any kind of family ties."

Barbara, who owns the property, pays a small amount each week to the charity, covering the cost of providing regular support and check-ups on pairings. "My arthritis means it is difficult even going to the shops now," explains Barbara, a retired receptionist who worked for the Ministry of Information during the war. "For me, this means I can stay here with my own things and not go into a care home." Barbara

has had two previous homesharers, a young Irish girl who "went back to Ireland for the weekend and never came back", and a middle-aged Australian who stayed for over a year.

Two's company

Sitting in her cosy living room, surrounded by her ornaments, Barbara says she heard about the scheme through a friend. "She had to give up because she's very frail and needs full-time care. I've only got one friend left from my own generation. All my contemporaries have gone, which is boring. So it's nice to have someone around the place."

Jenny, who manages Homeshare, describes it as "like a crazy dating service". The charity interviews and selects potential homeowners and homesharers before they are introduced and, providing all goes well, are finally "matched". Currently, the youngest homesharer is 19. In most cases, the homeowner provides furniture and an internet connection. "In the early stages you work out what kind of tasks you need doing and make sure the hours are being fulfilled," says Jenny, who asks all homesharers to commit to stay for at least six months. "The relationship adapts over time – you get to know each other and find out more as time goes on. It's an ongoing issue about high rents in London and also people being isolated in their homes. It's reassuring for family and friends to know if there is someone a little bit older, there is someone there in the evening and overnight."

Rebecca, 32, a student nurse, has been homesharing with a lady in her 70s, for the past two months. "There are obviously boundaries," she says. "It's still a professional agreement, but she's a bit like my gran, really. I do everything from popping to the shops to pick up bits and pieces, to having a nice chat with a cup of tea." Rebecca missed out on student accommodation – which is becoming increasingly expensive and hard to find – when she moved to London from Suffolk, where she used to be a radio presenter. "For her family it provides peace of mind," says Rebecca. "They're keen on somebody being there; otherwise they'd have to think about sheltered accommodation. To give up a home which she's lived in for longer than I've been on the planet seems really unfair." For Rebecca, the best thing about the scheme is knowing there's someone else in the house. She says she could see herself homesharing for the duration of her three-year degree.

Section 5: Example candidate response

Hi, ~~to~~ Gran. Its me!

At the start, there is some evidence of focus on the task in straightforward terms and some sense of an audience.

I wrote this letter to ~~inform~~^{give} you more information and detail on the Homeshare Scheme. I know you've ~~re~~ been considering it and so I thought it ~~was~~^{is} a good idea you get to learn about it more.

We know from the task that the relative is already considering joining the scheme and has asked for advice (evaluation) rather than information and detail about the scheme. This suggests that the purpose for the letter has not been fully grasped. To aim for a higher band, the answer needs a clear focus on the task, which includes keeping in mind the purpose for writing. An answer that only sometimes focuses on the task would be in Band 3.

As you ~~are~~^{might have} ~~probably~~ heard, ~~the~~ care for the elderly is rapidly decreasing and since 2008 it is estimated that help for over-65s has fallen by a ³third! Just last year only ~~2~~ one in ten elderly people got the help they needed and deserved, ~~over~~ in comparison to the 15% ~~of~~ elderly people helped ~~5~~ seven years ago. These results are shameful to the Government and to ~~change~~^{change} these results ~~for~~^{for} the better, ~~they~~^{we} have ~~found~~^{introduced} a the Homeshare scheme.

Sometimes serious errors mean the response does not flow well because you notice the error rather than the idea. For example, here the response reads 'so I though' when it should say 'so I thought' causing the reader to have to go back and check the sense of the idea.

There is a reference here to Passage A which could have been developed more carefully to show evidence of understanding. The answer does attempt to set the Homeshare Scheme in context using ideas from Passage A as background to set the scene. It does not however, really make the connections between the issues and ideas in Passage A and those in Passage B and so misses the opportunity to use these ideas in the argument for taking part in the scheme.

There is a reliance here on the sequence of ideas in the original text, which is evidence of band 3 Writing. It will need to be balanced against the strengths of the answer when the examiner arrives at the final Writing mark for this response.

* a charity ~~organ~~ organization

* 1 met at

One of my ~~the~~ friends ^{Barbara} University is involved in the Homeshare Scheme. She is sharing a home with a 97 year old, Barbara. So far its going great, Beth says. Beth has been living with Barbara for only just two weeks and has already started a basis of helping Barbara for at least 10 hours a week. This includes daily tasks, like washing, dressing, eating, cooking, washing, ^{shopping} etc. Barbara, just like you has activities and struggles to look after herself independently and was also living by herself until Beth came.

The purpose of the letter is not to tell the relative about Barbara and Beth's experience but to consider the scheme from the relative's point of view.

So, the purpose for writing has not been kept clearly in mind as the answer just relates the experience of Beth and Barbara as described by Passage B.

There is little awareness of the need to evaluate and apply ideas and opinions from both texts in order to build an argument for their own relative's situation.

Answers which begin to evaluate ideas and opinions can target Reading bands 4 and above. As this answer is not

Another error: 'started a basis' does not make full sense and would make the reader hesitate. This is not a minor error and might well have been avoided with more careful editing. An answer containing 'some errors' shows evidence of skills at band 4 level for Writing.

However, sometimes the Homeshare doesn't go as planned and there have been reports of ~~the~~ theft, however are very infrequent. Barbara has ^{had} ~~used~~ other Homeshares before Beth ~~met~~. One was an Irish girl who "went for a weekend to Ireland and never returned" and another an Australian bloke who only stayed for the minimum of half a year. So the Homeshare scheme doesn't always work out the ~~the~~ way people expect it.

Here there is a reliance on the wording of the original text. This is evidence for band 3 Writing and will need to be balanced by the examiner against use of the candidate's own words elsewhere. It is likely to result in a lower mark than might have been achieved had the candidate used their own words consistently.

Section 5: Example candidate response

Beth has also told me that over time a very strong bond is made and Barbara has said that Beth is like 'the grand~~da~~ granddaughter she never had. But apart from helping you it also helps the person ~~from~~ who is sharing a home with you. For example being young, ~~and in only~~ being a teaching assistant, and also living in London, Beth says that if she were to try and rent ~~there~~ a flat, she wouldn't be able to have spare money ~~to~~ to do

The candidate's answer does not recognise the need to evaluate the experiences described in both passages. They have not considered the possible disadvantages and advantages of the scheme that are hinted at in the passages (the implicit ideas). The material is being reported rather than used to inform the argument. Evidence of evaluation is needed for bands 4 and above, and implicit ideas need to be considered for marks in bands 5 or above.

Potentially useful evidence from the passage is selected deliberately here but is replayed mechanically rather than used as part of the argument. This section is relating Beth and Barbara's experience without suggesting how that is relevant to the relative receiving this letter. For example, the suggestion that it would not be like having a stranger in the house but feel more like having a relative to stay might have been used as an argument for the scheme. Opportunities are being missed here to target bands 4 and above for Reading.

things she likes to do, and so as ~~the the~~ ^{renting in the} Hongeshave scheme I is so much cheaper, it's a massive help that she would like to, repay Barbara by caring for her. Also as Barbara is 7 decades older than Beth, Barbara can teach Beth about so many problems Beth may have to face in life.

In my opinion the homeshare scheme is an excellent idea, that you should definitely consider and I think you should get involved in. To help yourself with caring for yourself and also for young people out there who need the help the homeshare scheme can offer. them, for example Beth and Barbara, ^{they} have made a great bond, they have helped each other massively and have both benefitted from the homeshare scheme. ~~I hope you make the right~~ I hope you choose to get involved.

Some comment is offered as regards explicit ideas, the scheme does benefit both parties involved. Commenting on explicit ideas and opinions is evidence of band 3 Reading.

This is a less well-focused argument since providing care for the older person is not part of the scheme. The passage explains that the scheme involves a commitment to offering support such as collecting shopping, and companionship, – not personal care.

from D

Overall, there is evidence that ideas have been organised, a sense of basic overall structure and adequate use of own words. This is just enough to evidence Band 4 Writing skills.

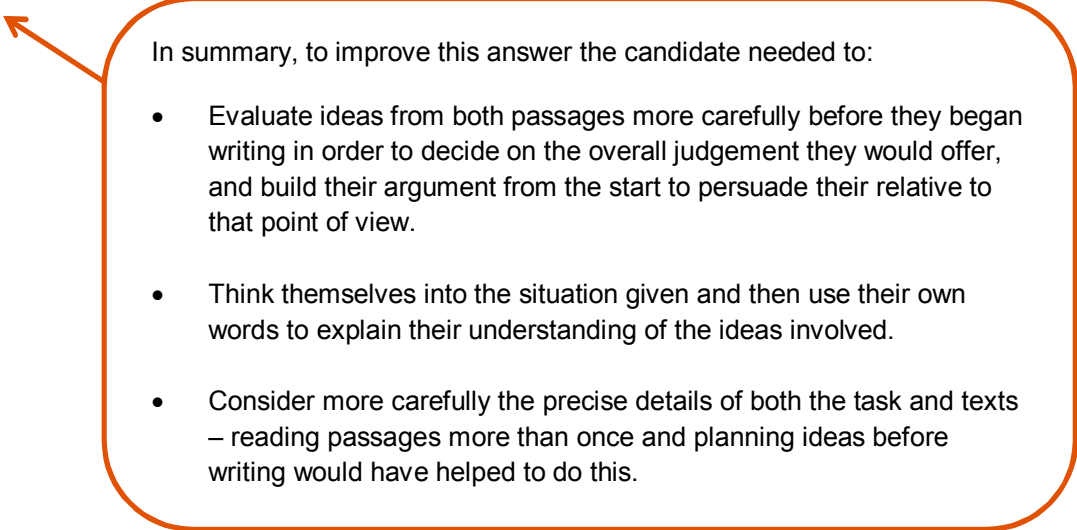
Some straightforward evidence has been selected in this answer and some comment has been offered. The response is sometimes focused on the specifics of the task and texts and deals with explicit ideas. This provides evidence of skills and understanding for band 3 Reading.

Band 3 Reading
Band 4 Writing

D. How the answer could have been improved

This answer needed to consider the specific guidance given in the question and bullets. This would have helped to produce a more effective response. The letter is addressed to a relative and is signed off informally, which is appropriate for the audience. However, the body of the response does not sound convincing as an attempt to persuade or offer advice for or against this relative joining the scheme. The answer only shows evidence of basic planning. The response needed to be far more carefully crafted in order to organise and structure the argument and convince its reader.

The answer needed to consider ideas in relation to Homescheme both from the point of view of any young person involved and also from the relative's perspective. For example, as the question explains that the relative lives alone, the candidate could have used the company offered by any potential sharer as a reason to consider the scheme. There were hints in both passages referring to the worries and concerns of families (for example the intolerable strain for those providing care in Passage A, and the reference to the role of the perfect granddaughter in passage B) that could have been used in the answer to suggest that knowing the relative had someone there just in case of emergency would be reassuring to them as a family member, and perhaps relieve some of this strain for them.



In summary, to improve this answer the candidate needed to:

- Evaluate ideas from both passages more carefully before they began writing in order to decide on the overall judgement they would offer, and build their argument from the start to persuade their relative to that point of view.
- Think themselves into the situation given and then use their own words to explain their understanding of the ideas involved.
- Consider more carefully the precise details of both the task and texts – reading passages more than once and planning ideas before writing would have helped to do this.

E. Common mistakes

The most common errors when answering this kind of question include:

- Not addressing all aspects of the question.
- Forgetting that the task is being assessed for **Writing** as well as **Reading**.
- Not maintaining a sense of audience and purpose throughout the whole answer.
- Repeating the words of the passage rather than using their own words.

General advice

In order to target higher bands for Reading and Writing when answering this kind of question, make sure you:

- Plan the ideas you will include in your answer before you write.
- Plan your route through the answer to shape your discussion and/or build your argument.
- Keep your intended reader in mind throughout the whole answer.
- Use ideas from the passages rather than repeat them.

Section 6: Revision

It is important that you plan your revision in plenty of time for the examinations and that you develop a revision technique that works for you.

Planning your revision

A well-structured revision plan can give you the best chance of success in your examinations. As early as possible (at least six weeks before the examinations for each subject) identify the time you will spend revising and **schedule** slots for revision of this subject alongside your other subjects.

To create a revision schedule, you could use an overall planner for the weeks leading up to the examinations. You could then create weekly revision plans at the start of each week, which include the detail of which subjects you will revise and when. There are some example planners on the next page but there are lots of other ways you can do this. Planning takes time but will help you be more productive.

Use the following as a checklist to help you create your schedule.

Write down the dates and times of each of the examinations you are taking, in a calendar, diary or planner.

Work out how much time you have before each examination, so you can leave yourself plenty of time to revise each subject.

For each subject make sure you:

know how long each examination paper is

know what each examination paper is going to assess

work out how much time you can spend on each topic so that you revise all topics.

It is important to have breaks in order to stay alert and productive, so make sure you:

include one rest day per week, or break this up into shorter rest breaks across a week

include at least two hours of rest before bed time; working too late is unlikely to be productive

take regular breaks during revision; revising for hours without a break will overload you

have short revision sessions and short breaks between each session

know ways to relax during your breaks; for example, physical exercise can be good during breaks.

It is important to be flexible and realistic, so make sure you:

include most days leading up to the exams **and** include any days or times when you are not able to revise (for example due to attending school, eating meals, participating in sports and hobbies)

are honest with yourself about how much time you can really spend on each subject and topic

don't get upset about plans that did not work – think of new plans that are easier to achieve.

It might help to:

include a mixture of subjects each day

break up the material in your subjects into manageable chunks.

Plan to **return** to topics and **review** them; revisiting a topic means that you can check that you still remember the material and it should help you to recall more of the topic.

Include doing past paper examinations in your plan.

Revision planners

There are many different planners, calendars and timetables you could use to plan your revision. The ones provided in this section are just examples. They range from an overview of all the weeks leading up to the first examination, to the detail of what you will be revising each day.

Use colour-coding for different subjects, time off, examinations and so on. Plan which subjects you are going to revise in which slots. You could then add more detail such as topics to be covered. The planner can be as detailed and large and colourful as you like. Remember to tick off sections as you complete them and to review your plans if needed.

Overview planner

In the example below, the first examination is on 1 June. Here, the box has just been highlighted but you should write down the Paper number, the subject and the time of the examination. You should do this for **all the examinations** you have. This helps you to visualise how much time you have before each examination. You can use this to block out whole or half days when you can't revise. You can also include as much or as little detail about your daily or weekly revision plan as you like.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
17	18	19	20	21	22	23
24	25	26	27	28	29	30
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

Weekly planner

This allows you to input greater detail about what you will revise each week. In the example below, each day is split into three.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Evening							

In the example below, each day has been split into 1 hour slots so you can include even more detail.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
08:00 – 09:00							
09:00 – 10:00							
10:00 – 11:00							
11:00 – 12:00							
12:00 – 13:00							
13:00 – 14:00							
14:00 – 15:00							
15:00 – 16:00							
16:00 – 17:00							
17:00 – 18:00							
18:00 – 19:00							
19:00 – 20:00							
20:00 – 21:00							

General revision advice

Here are some useful tips to help you with your revision. Use this as a checklist.

Make accurate notes during the course.

Look at the revision checklists in this guide and be really clear what topics you need to know.

Check that your notes are complete and make sense.

If you need to improve your notes, you could:

ask your teacher for help, especially if you don't understand some of your notes

ask a friend if you can copy missed work, but make sure you understand it

find more information on topics using your teacher, textbook, the library or the internet; your teacher will have a full copy of the syllabus

use different note-taking methods such as colour-coded notes, tables, spider-diagrams and mind maps; Venn diagrams can be very useful when you need to compare and contrast things

Make lots of new notes: they don't have to be neat, you can use scrap paper or a digital notepad; remember that the process of writing and reviewing your notes helps you to remember information.

Be organised: keep your notes, textbooks, exercise books and websites to hand.

Find a revision method that works for you; this might be working alone, with friends, with parents, online, at school, at home or a mixture of many different methods.

Have a clear revision plan, schedule or timetable for each subject you are studying.

Vary your revision activities: your revision programme should do more than remind you what you can and cannot do – it should help you to improve.

Use revision checklists to analyse how confident you feel in each topic.

Try doing some past examination papers; use the mark schemes to assess yourself.

Use plenty of pens, colours, paper and card of different sizes to make your notes more fun.

Test yourself in different ways, for example by:

playing 'Teach the topic' (see [page 54](#))

using Question and Answer cards (see [page 54](#))

answering real exam questions (see [page 55](#))

Buy a good revision guide.

You might also find it helpful to:

Target single issues such as correcting those little things you always get wrong, or reminding yourself about any facts/issues/skills that you have never been too sure of.

Spend most of your time on specific skills, knowledge or issues that you have found more difficult when practising them, either during revision or earlier in the course during tests or mock exams.

Spend some time focussing on your strengths as well, so that you can improve.

Top revision tips for Cambridge IGCSE (9–1) First Language English (0627)

1. Read as widely and as often as you can

Look through the texts you worked with in class; find other examples of texts from the 19th, 20th and 21st centuries in a library or online. You could look for more examples of texts written by an author you know already or look for certain types of text.

Aim to read all sorts of texts: literature, fiction and non-fiction; in books, articles, newspapers, magazines, the internet; from reviews and essays to short stories, from leaflets and literature to letters sent out by businesses or schools. This will help to remind you of some of the ways in which English can be used.

As you read different types of texts, notice how they sound different from each other and how they compare. You can also use these texts to help you understand the choices you need to make in your own writing.

Put simply, the more reading you can do, the better!

2. Rewrite a text for a different purpose

Use the same basic information and think about how you change the style of your writing to match the writer, the audience, and the aim of your writing.

You might rewrite the text:

- in a different **text type** – for example, turn a letter into the words of a speech, or rewrite a narrative as a report
- from a different **perspective** – for example, the viewpoint of someone else mentioned in the text, or from a different point in time, the words of a speech from a different viewpoint.

Choose:

- appropriate structure and devices for that type of text, or genre
- appropriate vocabulary and syntax to write in a suitable register, or voice.

Use two columns to practise changing perspective. Label Column 1 'The text says' and Column 2 'The new writer would say'. Select an important idea from the text and copy it into Column 1. In Column 2, write the response to that point from your new perspective. Check you are not repeating words from the original text in your new response in Column 2.

3. Write an explanation of a text for someone who hasn't seen it before

Think about which ideas would be most obvious to someone new to the text and the ideas that may need pointing out to them. How is the writer influencing their reader? In what ways is this text similar to or different from another text you have seen?

- Read the text and underline just the most obvious ideas.
- Look through the parts of the text you have not underlined, for clues and hints that might suggest more than is obvious on the first read.

In the exam, you will need to read sections of texts more than once in order to answer questions successfully.

4. Read texts out loud

Read short sections of texts out loud to 'hear' the register or 'voice' of the text. It will also help you judge the tone of the text and better understand the writer's attitude.

With your own writing:

- Can you hear a difference in the register (voice) you are using in each different response?
- How realistic does each one sound?
- Think about how you can make each voice more convincing and different from the others – for example, experiment with using more precise vocabulary.
- Spot other areas where your writing might be improved then try reworking just those aspects or sections. Look at the beginning of your piece, or the end, and redraft it to be more effective.

5. Mind maps

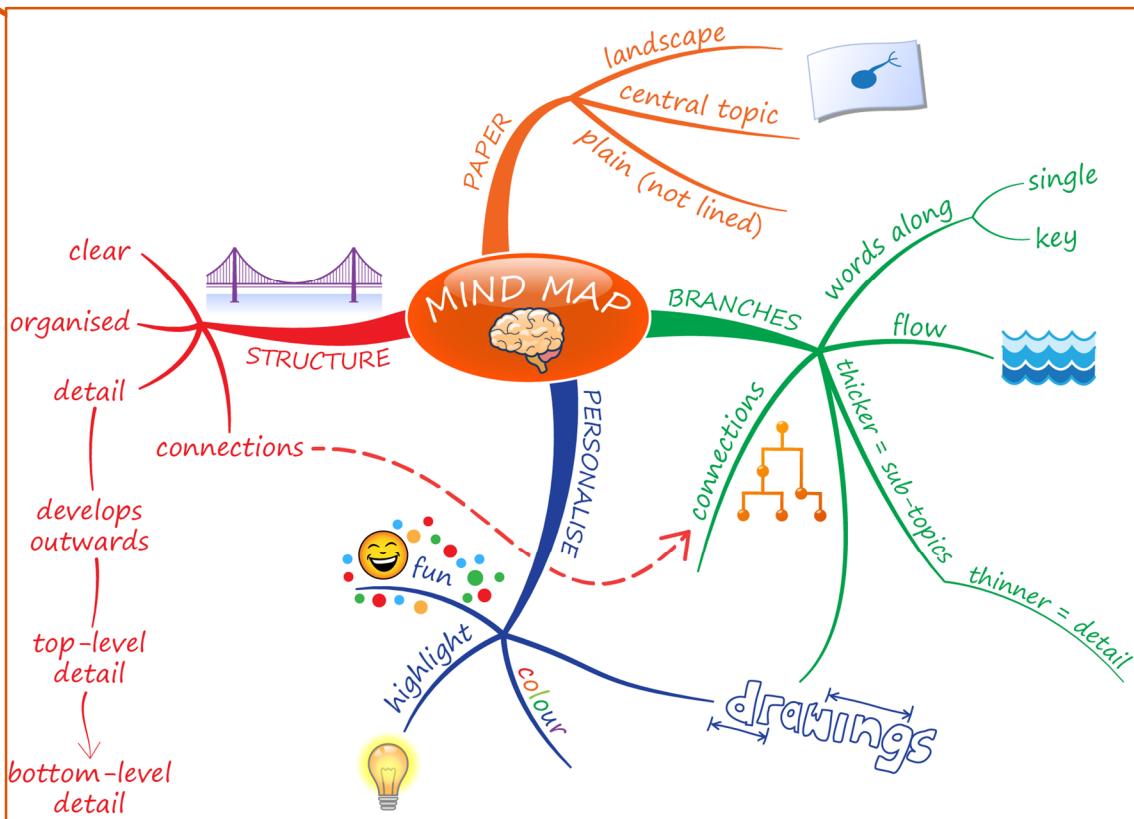
Mind maps are a great way to revise the links between different factors or to explore a larger topic. They can also be used to brainstorm your ideas.

- i) Use a blank sheet of paper and turn it on its side (landscape).
- ii) Put the topic title in the middle of the page and build the mind map outwards using lines called 'branches'.
 - The first branches are from the central topic to sub-topics; draw these as thick lines.
 - Add new branches from the sub-topics to include more detail; draw these as thinner lines.
 - Add even more detail to a point by adding more branches.

This creates a hierarchy of information from 'overview' (the thick branches) to 'fine detail' (thinnest branches).

- iii) Write single key words or phrases along a branch and add drawings for visual impact.
- iv) Use different colours, highlighter pens, symbols and arrows to highlight key facts or issues.

It is a good idea to use a large piece of plain A3 (or larger) paper and lots of coloured pens.



6. Teach the topic

This is a very simple but effective technique that focusses on knowledge recall. It tests the brain and rehearses the information you need to know for a certain topic and so will help your revision.

- i) Create some topic cards with key bullet points of information on. Leave space for ticks.
- ii) Give these to your parents, family, friend or whoever you want.
- iii) Give yourself 10 minutes maximum to teach your audience the main points of the topic. You could use a mini-whiteboard or flipchart to help.
- iv) Your audience tick off all the points you mention in your presentation and give you a final score.

The brain loves competition, so if you do not score full marks, you can try again the next day, or compete against friends. This system of repeat and rehearsal is very effective, especially with more complex topics and doesn't take much preparation.

7. Question and answer (Q & A) cards

This is very similar to 'Teach the topic' but less formal and less public for those who dislike performing in front of others. It tests knowledge recall and rehearses the information you need to know for a certain topic.

- i) Pick a topic and create two sets of cards: question cards and answer cards. You might find it helpful to make the question cards a different size or use different coloured card for answers.
- ii) Make sure you have the topic, or something appropriate depending on what you are focussing on, as a heading on each card. The questions should test your knowledge and understanding of key areas of the course.
- iii) A friend or family member uses the cards to test you in short 5 or 10 minute periods at any time during the day.
- iv) You could also do this alone by reading the questions to yourself, giving the answer and then checking the correct answer card.
- v) This game can be adapted by using the cards to find matching pairs: turn all cards face down across the space in front of you. Turn over two cards, leaving them where they are. If they match (one is a question card and the other is the corresponding answer card) pick up the pair and put them to one side. If they don't match, try to remember where they are and what is on each card, then turn them back over. Turn over two other cards. Continue until you have matched all pairs.

8. Question papers and mark schemes

Looking at past question papers and the mark scheme helps you to familiarise yourself with what to expect and what the standard is. If these are not available, you can use specimen papers.

- i) Ask your teacher for past paper questions with mark schemes for the course – ask your teacher for help to make sure you are answering the correct questions and to simplify the mark scheme.
- ii) Look at the revision checklist and identify which topic or unit a given question relates to – you might need to ask your teacher to help you do this.
- iii) Once you have finished revising a topic or unit, time yourself answering some appropriate exam questions. Check the mark schemes to see how well you would have scored or give the answers to your teacher to check.
- iv) Add details or notes to the mark scheme where you missed out on marks in your original answers using a different coloured pen. Use these notes when you revise and try the question again later.

You can find plenty of past exam papers and mark schemes (or specimen papers) on the Cambridge website

<http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-english-first-language-9-1-england-0627/past-papers/>

Don't forget ...

... the advice given earlier in this Learner Guide about how to improve your learning approach, organisation skills and note-taking. Methods that you tried to help you learn during the course can also be applied to your revision.

For example, if you find the listening learning style useful, you could record yourself reading your revision notes out loud. You could read out particular topics that you find difficult, or specific information such as definitions, dates, facts or formulas. Play the recording back again and again. You can pause the recording and repeat certain parts, or try to guess what comes next. You could even make up songs, poems, phrases or rhymes and record these to help you remember.

Other useful revision advice for Cambridge IGCSE (9–1) First Language English

Remember that each skill you practise will benefit the other skills.

Be careful to follow the instructions for each task – if you are told to use your own words, don't use the words of the original. If you are asked to find one sentence which shows a certain fact or idea, don't select more than one.

Think carefully about the writer's choices of vocabulary, sentence structure, use of imagery and other language techniques. Be clear and precise in the way that you use English when you write your own responses to tasks or explain how other writers have crafted their texts.

Reading

- Skim read texts to identify the main points.
 - Who wrote each of these texts and when?
 - Who is the intended audience, and why was it written?
 - What type of text is it?
- Scan texts for powerful, effective or interesting words – check their precise meanings using a dictionary.
- Decode unfamiliar words – use clues in the context or the prefix at the start of the word. Check meanings in a dictionary to see whether you have guessed correctly.
- Remove words, phrases and sentences from the text which can be taken away without affecting the main ideas – look at what you are left with, and what you took away, to decide why the writer might have included more than the main ideas.
- Visualise the text – for example, present the text as a cartoon, comic strip, flow diagram, or storyboard for a film/video.
- Find examples of things people have said in the text (these may be examples of direct speech or be reported) – try to decide why each of these have been included.
- Find examples in the text of any devices and techniques you recognise – for example, you might spot a metaphor or hyperbole (exaggeration), or an opinion presented as a fact. Once you have spotted an example, try to work out why exactly it has been used by the writer at that point in the text.
- In non-fiction texts, look for clues of the writer presenting opinion as fact, to influence the reader.
- Ordering of facts and opinions in non-fiction texts:
 - number the paragraphs and read them in order
 - read the paragraphs in different orders; start with the last paragraph first, start in the middle or read in random order
 - each time you try a different order, make a note of how easy it is to understand the text and any difficulties you have once the order is changed
 - finally, re-read the paragraphs of text in the correct order and think about why it works better this way.
- Invent questions you could be asked about a text in an exam – think about the kind of answer you would need to give to each question.

Writing

- Write the 'plan' for longer written responses – for example use lists of ideas or paragraph plans, numbers, or mind maps to help you to plan the structure and order of your writing to link ideas more effectively for your reader.
- Try recording your plan orally – explaining to yourself what you are going to write and how it will work. You can check back afterwards to see how useful your original plan was and identify how you might improve your planning for this kind of task.
- Take a piece of your non-fiction writing and number your paragraphs, then try moving them round to find the best, most effective, order for your ideas.
- Imagine you have a 'real' audience when you write and think about how they might react to what you are writing – what they might say and think. Plan the structure of your writing with this kind of 'dialogue' in mind. This helps you to control the effect of what you write and maintain the interest of your reader.
- Take an example of a text and write what happens next – for example, if your text is a letter or a speech, write a letter or speech in response to it, or for an extract from a novel, write the opening of the next chapter. For a description, try writing the next few moments that follow, or for a journal, the next day's entry.
- Read back through examples of writing activities and tasks you have already done, and practise writing more examples in timed conditions. This will help remind you of the ways in which you can use English effectively. You can also look out for the 'typical' errors you make when you are writing quickly and use this to target single issues.

Targeted work on single issues

- Learn the difference between:
 - it's (it is/it has) and its (belonging to it)
 - who's (who is/who has) and whose (belonging to who)
- Use 'should have' and not 'should of'.
- Learn spellings you find tricky.
- Remind yourself of any punctuation marks of which you have never been sure. For example, the rules for the use of the **apostrophe** (missing letter or possession) or the **hyphen** (using two words as one) or starting a **new paragraph** (change of time, place or topic).
- Revise how to punctuate speech.
- Skim read a short story or a section of a novel to find alternatives for the word 'said', or skim read the first page of a number of novels/stories to spot different ways to get the reader's attention at the start of a story.
- Practise joining simple sentences into complex sentences, using a range of connectives and participles (trying to avoid using 'and', 'but' and 'so').

Speaking and Listening

- Listen to others speaking on a single topic for 4–5 minutes (for example in podcasts or videos of speeches) and think about how much detail they offered their listeners.
- Practise speaking for 4–5 minutes to check how much material you could comfortably cover in that time. You might find it helpful to record yourself and play back what you have said to help you to consider how clear your talk would be for your listeners.
- Watch and/or listen to video and audio recordings of people speaking in formal situations, such as interviews and online presentations.
- Note some of the ways speakers use or vary the following list in order to engage, interest or persuade an audience. Consider how you could incorporate these into your own speaking test.
 - language
 - language devices
 - tone
 - pace
- When you are planning your presentation, imagine you have a ‘real’ audience and think about how they might react to what you are saying; what might they say and think? This will help you to control the effect of what you say and maintain the interest of your audience.

Test yourself

Before you start your revision, answer the questions below to see how well you understand how you will be assessed. You can check your answers in *Section 7: Answers*.

1. Complete the table by adding the skills assessed (A–E) for each component. **You can use the same letter more than once.** (You can type directly into the table if working electronically.)

Component	Skills assessed
Paper 1	
Paper 2	
Component 3	

- A:** Reading skills only
- B:** Writing skills only
- C:** Reading and Writing skills
- D:** Speaking and Listening skills

2. Complete the table by adding the correct letter (A–C) to each description. **You can use the same letter more than once.** (You can type directly into the table if working electronically.)

Question	Description
	Summary for a specific purpose and audience
	Short answers and extended responses on one passage
	Short questions on two passages and a comparison

- A:** Paper 1 Question 1
- B:** Paper 1 Question 2
- C:** Paper 1 Question 3

3. Complete the table for **Paper 1** by adding the correct letter (A–C) to each description.

(You can type directly into the table if working electronically.)

Question	Description
1	
2	
3	

A: Answer questions on Passage B and Passage C. The passages will be taken from both the 20th and 21st centuries.

B: Answer a series of questions on Passage A, from the 19th century.

C: Answer one question on Passage B, from the 20th or 21st century.

4. In Paper 2, which of the following tasks will you have to do? (Tick **all** the correct answers.)

- Write an article or letter based on one passage
- Write an article or letter based on two passages
- Complete one task from a choice of four titles
- Write a discursive or argumentative piece
- Write a summary
- Write a narrative or descriptive piece

5. You have no option of questions in Paper 2. (Tick the correct answer.)

- True False

6. How many tasks are there in Component 3 Speaking and Listening Test? _____

7. Your teacher will tell you what topic to write your presentation on for Component 3 Speaking and Listening Test. (Tick the correct answer.)

- True False

Use the appropriate revision checklist on the next pages to help guide your revision.

Revision checklists for Cambridge IGCSE (9–1) First Language English

The tables that follow provide an outline of the skills that you need to demonstrate. They can be used as a revision checklist. **They don't contain all the detailed knowledge you need to know, just an overview.** For more detail talk to your teacher.

You can use the tick boxes in the checklists to show when you have revised a topic and are happy that you do not need to return to it. Tick the 'R', 'A', and 'G' column to record your progress. The 'R', 'A' and 'G' represent different levels of confidence, as follows:

- R = **RED**: means you are really unsure and lack confidence in a topic; you might want to focus your revision here and possibly talk to your teacher for help
- A = **AMBER**: means you are reasonably confident in a topic but need some extra practice
- G = **GREEN**: means you are very confident in a topic

As your revision progresses, you can concentrate on the **RED** and **AMBER** topics, in order to turn them into **GREEN** topics. You might find it helpful to highlight each topic in red, orange or green to help you prioritise.

You can use the 'Comments' column to:

- add more information about the details for each point
- include a reference to a useful resource
- add learning aids such as rhymes, poems or word play
- highlight areas of difficulty or things that you need to talk to your teacher about.

Reading

What you need to be able to do:	R	A	G	Comments
Demonstrate understanding of extended texts Demonstrate understanding of the words and phrases within extended texts				
Synthesise, develop, analyse and critically evaluate facts, ideas and opinions: <ul style="list-style-type: none"> – synthesise – develop – analyse – critically evaluate 				
Extract appropriate information for specific purposes				
Summarise material for a specific: <ul style="list-style-type: none"> • audience • purpose Use material for a specific: <ul style="list-style-type: none"> • audience • purpose 				
Demonstrate understanding of how writers: <ul style="list-style-type: none"> • achieve their effects • influence readers using fact, ideas, perspectives, opinions and bias 				
Recognise and respond to linguistic devices, including figurative language				
Compare writers' ideas and perspectives Compare how writers' ideas and perspectives are conveyed				
Compare, summarise and change perspective				

Writing

What you need to be able to do:	R	A	G	Comments
Express what is thought, felt and imagined				
Organise and convey effectively: <ul style="list-style-type: none"> • facts • ideas • opinions 				
Demonstrate use of imaginative and varied vocabulary				
Demonstrate a sense of: <ul style="list-style-type: none"> • audience • purpose • context 				
Demonstrate accuracy in: <ul style="list-style-type: none"> • spelling • punctuation • grammar 				
Use effectively a variety of sentence structures				
Compare, summarise and change perspective				
Be able to summarise information for use in different types of text: <ul style="list-style-type: none"> • letter • report • newspaper report • magazine article • journal • speech • discursive letter or article • argumentative letter or article • descriptive composition • narrative composition 				

Speaking and Listening

What you need to be able to do:	R	A	G	Comments
Describe experience				
Reflect on experience				
Express what is thought, felt and imagined				
Understand and convey complex information				
Order and present effectively: <ul style="list-style-type: none"> • facts • ideas • opinions 				
Respond appropriately to questions				
Communicate with: <ul style="list-style-type: none"> • clarity • focus • purpose 				
Communicate appropriately for the: <ul style="list-style-type: none"> • audience • context 				
Evaluate what is heard				
Reflect on what is heard				

In preparation for your assessment, engage with a range of genres and types from the 19th, 20th and 21st centuries, including literature, (fiction and non-fiction), essays, reviews and articles.

Section 7: Answers

Section 3: How you will be assessed

Where appropriate, answers may be in **bold**.

1. Paper 1 **Reading Passages**

Paper 2 **Directed Writing & Composition**

The third component is called
Component 3 Speaking and Listening
Test

2. 3

In Paper 1 (Reading Passages) there are **three** compulsory questions, you must answer them **all**:

- Question 1 Comprehension
- Question 2 Summary
- Question 3 Comprehension and comparison

3.

Component	How long and how many marks
Paper 1	C
Paper 2	B
Component 3	A

A: 8–10 minutes, no marks

B: 2 hours and 80 marks

C: 2 hours 10 minutes and 80 marks

4.

Component	Description
B	Answer two questions: one compulsory question from Section 1 and one question from a choice of four in Section 2
A	Answer three questions
C	Carry out two tasks

A: Paper 1

B: Paper 2

C: Component 3

5. Reading and Writing

Question 1 Comprehension assesses the following **Reading** skills:

- understanding of explicit and implicit meanings and attitudes
- understanding of how the writer achieves effects and influences the reader.

Question 2 Summary assesses all of the **Writing** assessment objectives (see [pages 33–34](#)) and the following **Reading** skills:

- understanding of explicit and implicit meanings and attitudes
- ability to analyse and critically evaluate facts, ideas and opinions using appropriate support from the text.

Question 3 Comprehension and comparison assesses the following **Reading** skills:

- understanding how writers achieve effects and influence readers
- your ability to analyse and critically evaluate facts, ideas and opinions, using appropriate support from the text
- your ability to compare how writers convey ideas and perspectives.

6. Reading and Writing

Both questions of Paper 2 assess all of the **Writing** assessment objectives (see [pages 33–34](#)).

Question 1 of Paper 2 also assesses the following **Reading** skills:

- analyse and critically evaluate facts, ideas and opinions, using appropriate support from both texts
- select and synthesise information for the specific purpose of the task.

Section 5: Example candidate response

1. 2 hours

Paper 1 (Reading Passages) is 2 hours 10 minutes long.

Paper 2 (Directed Writing and Composition) is 2 hours long.

Component 3 Speaking and Listening Test should last around 8–10 minutes.

2. 2

In Paper 2, you have to answer **two** questions.

Question 1 in Section 1 is compulsory.

In Section 2, you have to pick **one question** from a choice of four. There are two questions that require descriptive writing, and two questions that require narrative writing. There are four titles to choose from.

Section 7: Answers

3. True

You are **not** allowed to use a dictionary in the examination.

4.

Section	Skills being assessed
1	A
2	C

- A: Reading and writing
- B: Speaking and listening
- C: Writing only
- D: Reading only

Section 6: Revision

1.

Component	Skills assessed
Paper 1	C
Paper 2	C
Component 3	D

- A: Reading skills only
- B: Writing skills only
- C: Reading and Writing skills
- D: Speaking and Listening skills
- E: Reading, Speaking and Listening skills

Remember that each of the tasks tests your English skills in a slightly different way. Some questions test only your Writing skills, some test Reading and Writing, some test specific Reading skills only. It helps you to show your skills to the best of your ability if you understand what is being tested where and the kind of evidence you will need to provide.

2.

Question	Description
B	Summary for a specific purpose and audience
A	Short answers and extended responses on one passage
C	Short questions on two passages and a comparison

- A: Paper 1 Question 1
- B: Paper 1 Question 2
- C: Paper 1 Question 3

Remember that some of the examination questions in Paper 1 ask for shorter, more concise answers on one text at a time.

3.

Question in Paper 1	Description
1	B
2	C
3	A

A: Answer questions on Passage B and Passage C. The passages will be taken from both the 20th and 21st centuries.

B: Answer a series of questions on Passage A, from the 19th century.

C: Answer one question on Passage B, from the 20th or 21st century.

Remember that in both of the written examinations there are passages, or texts, to read. During your course you will read and work with examples of texts from the 19th, 20th and 21st centuries. In your final examinations, you will not be asked to compare a 19th century text (passage) with any other text.

4. In Paper 2, the following tasks have to be completed:

Write an article or letter based on two passages

Complete one task from a choice of four titles

Write a discursive or argumentative piece

Write a narrative or descriptive piece

5. False

In Section 2 of Paper 2, you choose one question from a choice of four. (In Section 1 however, there is only one question and you **must** answer it.)

6. 2

There are **two** tasks in Component 3 (Speaking and Listening Test):

- Part 1 Individual Task (4–5 minutes) (20 marks)
You talk on a topic or theme of your choice. This is a formal presentation.
- Part 2 Questions (4–5 minutes) (20 marks)
You answer spoken questions on your chosen topic or theme.

7. False

Your teacher can offer you guidance on which topic you choose for Component 3 (Speaking and Listening Test) but you **must** choose the topic yourself. Choose a topic of personal interest, research it thoroughly and engage with it.

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