

## Scheme of work – Cambridge IGCSE<sup>®</sup> First Language English (0500)

### Unit 10: Planning, drafting, editing and checking

#### Recommended prior knowledge

Students should have a reasonable working knowledge of spelling, punctuation and grammar, and of the conventions of structuring different genres of writing. When word-processing, they should be able to move sections of text around the page, and should understand that proof reading is an essential part of the writing process.

#### Context

This unit is to be used in conjunction with all the writing units.

#### Outline

The unit takes students through the processes of planning a piece of writing, and of improving the first draft of a coursework assignment or the final response to an exam question. N.B. There is no time for the writing of drafts in the exam, but evidence of planning and checking is expected.

AO	Learning objectives	Suggested teaching activities	Related assignments	Learning resources
C1:1 & 2 C2:1–3 C3:1 C4:1–3 C5:1 C6:1–3 R1–R4	Annotate stimulus material	<p>1. Students practise annotating a stimulus or source text prior to transferring ideas and facts to use in a written piece. They should use underlining or highlighting (different colours may be used for different kinds of material) but sparingly, indicating only the exact material to be used. [Note, students cannot use highlighters on the live Question Paper and Answer Booklet]</p> <p>2. Students practise using models before attempting the kind of writing required. They should identify, with marginal annotation, the aspects of structure and expression which make the model so effective, so that they can emulate them.</p>	1. Annotation, with underlining and marginal comments, of literary texts for exam or coursework study, e.g. key quotations, themes and stylistic traits.	<p>Source and stimulus texts for annotation practice.</p> <p>Models of high quality writing in various relevant genres.</p> <p>Texts for literary study.</p>
C1:2 C2:1–3 C4:1–3 R1–R4 W1 W2	Create a plan	1. Teacher demonstrates different planning models, e.g. mind maps, paragraph headings, topic sentences, brainstorming, and recommends different approaches for different types of writing, e.g. 2 columns of opposing	1. Students experiment with different ways of planning, using past Paper 3 composition titles.	Examples of different kinds of plan for different types of writing.

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		<p>points for argument, effective phrases based on 5 senses for description, time-line or structural diagrams for narrative.</p> <p>2. Students work in pairs on basic outline plans for argument, descriptive and narrative writing, to 'flesh out the skeleton' by adding supporting detail and considering the most cohesive structure. Students can use arrows, numbers and brackets to indicate the most effective order for the material collected. [Teacher monitors and offers differentiated support.]</p> <p>3. Students transfer highlighted text and annotations from a stimulus or source text into a plan. They should change the material into their own words as they transfer it. [Weaker students can be allowed access to a dictionary and thesaurus.]</p>	<p>2. Students in pairs swap their plans to make comparisons and exchange comments with another pair.</p>	<p>(N.B. Inspiration software can be used for this).</p> <p>Simple outline plans for the 3 main writing genres.</p> <p>Past Paper 3 composition titles.</p> <p>Texts previously annotated by students.</p>
<p><b>C4:1–3</b> <b>W1–W5</b></p>	<p>Write a draft</p>	<p>1. Teacher explains the process and aspects of turning a plan into a draft: development of ideas, addition of supporting detail, writing in continuous prose, paragraph usage, linking of paragraphs, suitably effective openings and endings.</p> <p>2. Students refer to mark schemes for writing, to devise success criteria and check lists for reference when writing a draft. (These can be turned into wall displays for the classroom or stuck into English folders.)</p> <p>3. Students use a previous plan to turn into a first draft, preferably word-processing it. They should be conscious of paragraph usage as a structural device. They should count the number of words in their completed draft.</p>	<p>1. Students view models of top band continuous writing in the relevant genre, after their draft has been written. They can make changes and improvements at this stage, before submitting their draft.</p>	<p>Plans previously prepared by students in section B.</p> <p>Assessment criteria and band descriptors for writing for Paper 3: 2 and Paper 4.</p>

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<b>C4:1–3 W1–W5 S1–S5</b>	Revise and edit a draft	<p>1. Teacher revises basic punctuation rules of sentence and clause separation, and direct speech.</p> <p>2. Students read the general advisory comment made by the teacher on their returned draft. They use a different coloured pen to identify and correct inaccuracies of spelling, grammar and punctuation, and to delete, add and clarify material. Special attention should be given to:</p> <ul style="list-style-type: none"> <li>- spelling which has relied on spell-checker and may therefore appear correct but not be so</li> <li>- introductory and concluding sentences, which should be engaging and effective</li> <li>- the structure and sequence of the content, which should be cohesive and progressive</li> <li>- vocabulary choices, which should be precise and ambitious</li> <li>- sentence structures, which should be varied</li> <li>- length, which should fall between 500 and 800 words.</li> </ul>	1. Students in pairs are given exemplar drafts to judge and write a comment on, before receiving back their own.	<p>Drafts previously submitted by students.</p> <p>Copies of sample first draft containing various types of error, and weakness of content and expression.</p>
<b>C1 C2 C3 W1–W5</b>	Check and correct	<p>1. Teacher stresses the need for checking and correcting all responses written in the exam. (Time is allowed for this and students should make use of it. Careless mistakes can make the difference of a grade.)</p> <p>2. Students in pairs read through a piece of each other's writing, and annotate errors, use omission marks to signify points which need extension – because they read as list-like – and brackets around material which drifts, repeats or is otherwise irrelevant.</p> <p>3. Students correct the errors in their returned piece of writing, use asterisks to add relevant material, and delete unnecessary material.</p>	1. Students are all given the same piece of exemplar writing by a previous student, to correct and improve in every possible way. Class shares and discusses the suggested changes.	<p>Highlights from previous Examiner Reports, from the Cambridge Teacher Support website, which strongly recommends the checking of exam answers.</p> <p>Copies of exemplar piece of student writing in middle band range.</p>

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<b>C3 C4</b> <b>W1–W5</b>	Improve the expression	<ol style="list-style-type: none"> <li>1. Students identify repeated, vague or weak vocabulary in their own writing, and replace it with more precise and ambitious words.</li> <li>2. Students look at ways to improve variety of syntax and sentence structures, and at the possibility of changing 'and', 'but' and 'so' for compound connectives or semi-colons.</li> <li>3. Students rewrite a paragraph which contains repetition of vocabulary and sentence structures in a more varied, fluent and concise style.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students rewrite parts of an exemplar exam or coursework composition, which have been indicated by the teacher.</li> </ol>	Exemplar text with areas of weakness indicated. Relevant highlights from previous Examiner Reports which comment on the distinct qualities of good and weak expression in Paper 3 and Paper 4.