

## Scheme of work – Cambridge IGCSE® First Language English (0500)

### Overview

This scheme of work provides ideas about how to construct and deliver a course. The 2013 syllabus has been broken down into teaching units with suggested teaching activities and learning resources to use in the classroom.

### Recommended prior knowledge

Students are likely to have experience of developing skills in reading, writing and speaking and listening prior to their Cambridge IGCSE studies. They are likely to have read and written a wide range of text types.

### Outline

Cambridge IGCSE First Language English has three Assessment Objectives (AOs).

#### AO1: Reading

Candidates will be assessed on their ability to:

- R1 Understand and collate explicit meanings
- R2 Understand, explain and collate implicit meanings and attitudes
- R3 Select, analyse and evaluate what is relevant to specific purposes
- R4 Understand how writers achieve effects

#### AO2: Writing

Candidates will be assessed on their ability to:

- W1 Articulate experience and express what is thought, felt and imagined
- W2 Order and present facts, ideas and opinions
- W3 Understand and use a range of appropriate vocabulary
- W4 Use language and register appropriate to audience and context
- W5 Make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation

#### AO3: Speaking and listening

Candidates will be assessed on their ability to:

- S1 Understand, order and present facts, ideas and opinions
- S2 Articulate experience and express what is thought, felt and imagined
- S3 Communicate clearly and fluently
- S4 Use language and register appropriate to audience and context
- S5 Listen to and respond appropriately to the contributions of others

These assessment objectives are identified in the first column of this scheme of work (AO).

The units within this scheme of work are:

**Unit 1: Developing reading skills**

**Unit 2: Developing writing skills**

**Unit 3: Writing summaries**

**Unit 4: Responding to reading**

**Unit 5: Selecting, analysing and using information**

**Unit 6: Directed writing**

**Unit 7: Composition writing**

**Unit 8: Writing for coursework**

**Unit 9: Speaking and listening**

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

Unit 1 Developing reading skills	Unit 2 Developing writing skills	Unit 3 Writing summaries	Unit 4 Responding to reading
Read for gist (skim)	Communicate with the audience	Summarise by removal	Levels of response
Read for detail (scan)	Choose the right word	Summarise by selection	Developing ideas
Read for new vocabulary	Structure and sequence	Paraphrase and use own words	Respond to description
Read for purpose	Write in different genres and registers	Re-order material	Respond to narrative
Read for voice	Write in different voices and viewpoints	Concision and focus	Respond to character
Read for style	Improve style and accuracy	Fluency and clarity	Respond to argument

Unit 5 Selecting, analysing and using information	Unit 6 Directed writing	Unit 7 Composition writing	Unit 8 Writing for coursework
Select and organise relevant information	Voice, audience, register and purpose	Persona and viewpoint	Assignment 1 Part 1
Expand and link notes	Writing an interview	Whole-text and sentence structures	Assignment 1 Part 2
Explain and analyse stylistic effects	Writing a letter	Argumentative and discursive writing	Assignment 2 Part 1
Make a persuasive case	Writing an article	Descriptive writing	Assignment 2 Part 2
Give an account or report	Writing a speech	Narrative writing	Assignment 3 Part 1
Evaluate and review	Writing a dialogue	Openings and endings	Assignment 3 Part 2

Unit 9 Speaking and listening	Unit 10 Planning, drafting, editing and checking
Giving a talk	Annotate stimulus material
Talking in pairs	Create a plan
Group discussion	Write a draft
Role play and simulation	Revise and edit a draft
Dramatisation	Check and correct
Debating and challenging	Improve the expression

## Rationale for content and structure

All the suggested learning activities for First Language English are skills based. There is no requirement for specific knowledge to be tested in the examination.

Each unit has six sub-sections, which cover different aspects of each type of question set in First Language English components. Since most questions test a selection of specified skills, this allows each to be considered and practised separately. Some of the Reading activities are supplemented by Speaking and Listening assignments, which may be assessed for candidates working to complete the requirements of Component 6.

Students following the Reading Units are given practice in reading from different genres. There are sub-sections in Units 1 and 4 that address the question in Component 2 on the writer's use of language.

There is one specific Speaking and Listening unit that gives suggestions appropriate to each category of task in Components 5 and 6. Opportunities for assessment in Component 6 are indicated wherever they occur.

The unit on drafting and editing addresses some of the challenges students experience when writing extended pieces in different genres.

References to the syllabus are given as follows:

- (i) Assessment objectives: **R1–R4** (Reading); **W1–W5** (Writing); **S1–S5** (Speaking and Listening);
- (ii) Components and questions in the examination: for example, 2:3 (Component 2, Question 3); 3:2 (Component 3: Section 2); 4:3 (Coursework assignment 3)

Activities are at **Core** level unless labelled as **Extended** level activities with **[E]**. Note: the Core Reading tier of First Language English (Paper 1) and the Extended Reading tier (Paper 2) address the same skills. Differentiated level skills assessment opportunities are not applicable to Units 8 to 10. Opportunities for differentiation are sometimes indicated; there is the potential for differentiation by resource, length, grouping, expected level of outcome, and degree of support by teacher, throughout the scheme of work. Timings for activities and feedback are left to the judgment of the teacher, according to the level of the students and size of the class. Length of time allocated to a task is another possible area for differentiation.

Formative assessment opportunities are indicated by **[F]**.

It is expected that most of the activities for the classroom (rather than for homework), will be interactively completed in pairs or small groups, provoking discussion and leading to consensus.

## Teacher support

The up-to-date list of resources for this syllabus can be found on the University of Cambridge International Examinations website [www.cie.org.uk](http://www.cie.org.uk). In addition, the password-protected Teacher Support website (<http://teachers.cie.org.uk>) provides access to specimen and past question papers, mark schemes and examiners' reports. We offer online and face-to-face training; details of forthcoming training opportunities are posted on the Cambridge website.

Appropriate material for resources may be selected from the following sources:

Coursebooks and workbooks	Newspapers	Magazines	Travel literature
Websites	Diaries	Transcripts from TV and radio	Short stories and novels
Cambridge Teacher Support website	Poems and plays	Biographies/autobiographies	Reference books
Cambridge Students website	Charity appeals	Leaflets	Advertising

## Resources

Some useful software is available online:

<http://grammar.ccc.commnet.edu> has many quizzes and guides.

[www.carepress.co.uk](http://www.carepress.co.uk) is a software package with websites annotated for curriculum relevance.

[www.englishonline.co.uk/freesite\\_tour/resource/wordlab/collapser.html](http://www.englishonline.co.uk/freesite_tour/resource/wordlab/collapser.html) Collapser is a text-sorting utility.

<http://hotpot.uvic.ca/> Hot Potatoes allows you to author six different kinds of interactive activity.

[www.inspiration.com/productinfo/inspiration/index.cfm](http://www.inspiration.com/productinfo/inspiration/index.cfm) Inspiration is a concept-mapping tool with multiple frameworks.

[www.microsoft.com](http://www.microsoft.com) Photo story 3 for Windows is a simple free download which allows students to mix sound and image to create a narrative or 'photo video'.

Some useful websites for locating stimulus material are:

[www.bibliomania.com](http://www.bibliomania.com)

[www.bbc.co.uk/videonation](http://www.bbc.co.uk/videonation)

[www.thepaperboy.com](http://www.thepaperboy.com)

[www.themagazineboy.com](http://www.themagazineboy.com)

[www.guardiancentury.co.uk](http://www.guardiancentury.co.uk)

[www.bl.uk/learning/index.html](http://www.bl.uk/learning/index.html)

[www.webplaces.com/html/sounds](http://www.webplaces.com/html/sounds)

[www.englishplus.com](http://www.englishplus.com)

[www.glossarist.com](http://www.glossarist.com)

[www.poetryarchive.org](http://www.poetryarchive.org)

[www.teachit.co.uk](http://www.teachit.co.uk)

[www.chalkface.com](http://www.chalkface.com)

[www.english-to-go.com](http://www.english-to-go.com)

[www.webenglishteacher.com](http://www.webenglishteacher.com)

[www.english-teaching.co.uk](http://www.english-teaching.co.uk)

[www.englishonline.co.uk](http://www.englishonline.co.uk)

[www.onestopenglish.com](http://www.onestopenglish.com)

[www.learn.co.uk](http://www.learn.co.uk)

[www.bbc.co.uk/schools/gcsebitesize/english/](http://www.bbc.co.uk/schools/gcsebitesize/english/)

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