



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

Unit 8: Writing for coursework

Recommended prior knowledge

Students should have a reasonable working knowledge of spelling, punctuation and grammar, and of the conventions of structuring stories and essays. They will have written for a variety of purposes and in different genres during their previous years of education. Their previous reading experience should have acquainted them with different models of composition writing.

Context

This is the third of three units on writing in specific contexts and should be related both to these and to the skills covered in Units 1–5. However, owing to the nature of coursework, this can also act as a stand-alone unit. It should be noted that the production of written coursework is an ongoing process and the division of the units into 2 per assignment should be seen as a guide for teachers rather than as being prescriptive.

Outline

The unit introduces students to the different types of coursework writing tasks and gives practice in writing for different purposes. A key feature is the linking of this work with both reading and speaking and listening activities. Teachers are encouraged to select their own stimuli, especially for Assignment 3. Teachers should explain the requirements and expectations of coursework production, how it differs from exam compositions, and how much support the teacher is allowed to give. They should also advise of the seriousness of plagiarism and ask for a bibliography for any sources used in the coursework preparation.

AO	Learning objectives	Suggested teaching activities	Related assignments	Learning resources
R1–R3 S1–S5	Assignment 1 Part 1: Writing to inform, analyse, argue	<ol style="list-style-type: none">1. Teacher presents or negotiates with the class a suitable, i.e. relevant, topic and title for a persuasive piece, and manages the class discussion and collection of ideas.2. Teacher elicits the success criteria for an effective piece of transactional writing, and students use these as a check list during the coursework process. Content, tone, syntax, diction, and structure should be considered.3. Teacher gives out a stimulus text on the chosen topic and asks students to collect further information on the issue by underlining facts and opinions in the text.	<ol style="list-style-type: none">1. Students do their own research on the selected topic or topics.2. Students devise and conduct a survey on their topic to collect data to use in their coursework.	<p>Non-fiction text on the selected topic, e.g. a current affairs issue affecting young people locally or nationally.</p> <p>Internet access to news articles and essays on current affairs topics.</p>

AO	Learning objectives	Suggested teaching activities	Related assignments	Learning resources
W1–W5	Assignment 1 Part 2: Writing to inform, analyse, argue	<p>1. Students plan their coursework piece as a single side of A4, containing 8–10 main ideas, arranging their notes under paragraph headings in logical order. They should indicate how evidence will be used to support each point.</p> <p>2. Teacher circulates and supports where necessary [differentiation by scaffolding], encouraging students to add more points or organise them more clearly. By the end of the lesson all students should have had their plan approved by Teacher.</p> <p>3. Teacher sets the writing of the draft as a homework assignment, and gives an appropriate deadline for its submission.</p>	1. Students in pairs exchange plans and give advice on improving their content and structure.	
R1–R4 S1–S5	Assignment 2 Part 1: Writing to imagine, describe, narrate	<p>1. Teacher presents or negotiates with the class a suitable theme and title for a creative piece, and manages the class discussion and collection of ideas.</p> <p>2. Teacher elicits the success criteria for an effective piece of imaginative writing, and students use these as a check list during the coursework process. Plot, character, style, imagery, voice, viewpoint, structure, and use of dialogue should be considered.</p> <p>3. Teacher gives out a short story previously studied on the chosen theme, and asks students to annotate devices by underlining them in the text.</p>	<p>1. Students read other short stories on similar themes and take notes of useful ideas.</p> <p>2. Students exchange ideas about possible plots and descriptive elements for their short stories.</p>	Short story collection, perhaps one being studied for Cambridge IGCSE Literature (English).
W1–W5	Assignment 2 Part 2: Writing to imagine, describe, narrate	<p>1. Students plan their coursework piece as a single side of A4, containing 8–10 main ideas, arranging their notes under paragraph headings in logical order. They should indicate how supporting detail will be used to develop each paragraph.</p> <p>2. Teacher circulates and supports where necessary [differentiation by scaffolding], encouraging students to</p>	1. Students in pairs exchange plans and give advice on their plot and use of detail.	

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		<p>add more ideas or sequence them more clearly. By the end of the lesson all students should have had their plan approved by teacher.</p> <p>3. Teacher sets the writing of the draft as a homework assignment and gives an appropriate deadline for its submission.</p>		
R1–R4 S1–S5	Assignment 3 Part 1: Writing in response to opinion	<p>1. Teacher presents a media text containing provocative opinions on a relevant topic – i.e. one which young people are interested in and feel strongly about – manages the class discussion and collection of ideas, and sets the task of writing a letter to the writer of the text to challenge his/her views.</p> <p>2. Teacher elicits the success criteria for an effective piece of critical writing, and students use these as a check list during the coursework process. Voice, viewpoint, persuasive devices, emotive language, selection of material, structure, and use of support should be considered.</p> <p>3. Teacher gives out a model of a critical response to an argument and asks students to annotate devices used to position the reader by underlining them in the text. These features – e.g. pathos, use of inclusive first person plural – can be employed in their own response, to elicit sympathy towards their viewpoint.</p>	<p>1. Students read other articles on the same topic to gather counter arguments.</p> <p>2. Students work in pairs on separating facts from opinions in the coursework text, and determining the level of bias by discussing the extent of omission of an alternative viewpoint, the use of misleading statistics, or the emotive use of language.</p>	<p>Media text from a newspaper, magazine or internet website.</p> <p>Model response to an assignment 3 type text previously used.</p>
W1–W5	Assignment 3 Part 2: Writing in response to opinion	<p>1. Students plan their coursework piece as a single side of A4, containing 8–10 main ideas, arranging their notes under paragraph headings in logical order. They should indicate how quotation from and reference to the text will be used to develop each point.</p> <p>2. Teacher circulates and supports where necessary [differentiation by scaffolding], encouraging students to add more justification for their ideas or sequence them</p>		

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		<p>more clearly. By the end of the lesson all students should have had their plan approved by the teacher.</p> <p>3. Teacher sets the writing of the draft as a homework assignment and gives an appropriate deadline for its submission.</p>		