

1. *Basics*
2. *Textual Evaluation*
3. *Evaluation and
Development*

ⓕ Spend time at home helping with chores
 play → 20% mood, serotonin

MS

Evaluation is offering judgement of an idea. Anything which suggests prioritization of one idea over another, or dismissal of an idea, is valid as evaluation.

= Counter Arguments

→ Impact why

Development is adding an example or information additional to an idea already in the text, e.g. a viable alternative, personal experience, etc. whereas evaluation is about offering a judgement of the quality or validity of that idea.

→ Example

→ Alternative

→ Personal experience

Candidates may also decide to evaluate the actual texts as well as, or instead of, the ideas and opinions within them – by considering the following aspects:

- how **sensible / convincing** the argument is
- ① evidence of **bias** in the texts ② Age of the speakers
- ② how well supported the argument is (with **evidence**)
- ③ consideration of **others' viewpoints**
- use of language

→ Water

→ Thinking skills

→ Dependent

→ realistic
 = statistics / numbers / examples

Favouring one side because of personal advantages

What's Evaluation?

12-14

Evaluation is when you look at someone's idea and decide what's wrong with it.

Example (Pro-Technology):

Idea: "Teens love technology because it saves time and helps them chat with friends."

Evaluation: This idea isn't great because it ignores how technology can distract teens from studying. For example, kids might spend hours on games instead of doing homework.

Try It! (Example 1):

Problematic

= Negative

Idea: "Integration of AI in education is hazardous and only produces negative side effects."

Evaluation:

↳ Adding

This argument lacks credibility since previously students had to spend hours browsing through books just to get a single answer. Now they can access limitless information at the press of a button.

Example (Anti-Technology):

- *Idea:* "Computers are bad for learning because they make kids forget how to memorize stuff."

- ① Saves money
- ② lack of resources → help the kids
- ③ variety → learning more



- *Evaluation:* This idea is weak because it ignores how computers help kids access tons of information quickly, like online articles or tutorials.

Try It! (Question 2):

- *Idea:* "Lack of uniforms in schools is a good idea, since it helps students showcase their personal style."

→ No uniforms. (X)
→
→

Uniforms ✓

Evaluation:

this idea is weak as young children do not have a working understanding of 'style' and their parents dress them up. Hence, this initiative will only result in added burden on the adults' shoulder.

What's Development?

Development is when you take your evaluation and suggest a *better* idea to fix the problem. It's like saying, "Okay, that argument's shaky, but here's a better way to do things!"

Example (Pro-Technology):

The idea that technology saves time isn't great because it can distract teens from studying.

→ Alternative:

Development: A better idea is teaching teens to use tech for learning, like apps for math.

Try It! (Question 3):

"Integration of AI in education is hazardous and only produces negative side effects."

- You said this idea has a problem (from Question 1). Now suggest a positive result of AI's use. Include an example, maybe mention a specific app or a way.

→ personal experience
→ example
→ impact

Development:

Impact / added into:

Not only is it reducing all users' critical thinking abilities, but also making us so dependent on it that we cannot even solve mager issues on our own.

Example (Anti-Technology):

Idea: Computers are bad for learning because they make kids forget how to memorize stuff."

Development: In my personal experience, the basics that we learnt in primary grades are still with me today, and I don't have to whip out my phone for every trivial detail.

Try It! (Question 4):

Idea: "Lack of uniforms in schools is a good idea, since it helps students showcase their personal style."

Development:

Research shows high schools that do not impose uniform restrictions are lower dress code violations - which is a testament to the success of the idea.

OR
Teenagers, only have a few avenues to express personal creativity. Allowing them this will aid them in, uncovering their hidden talents.

Quick Tips:

- **Evaluation:** Find the flaw and explain *why* it's a problem with an example.
- **Development:** Expand on the idea by: -
 - Giving an example ✓ / Evidence
 - Adding on extra info ✓
 - Presenting an alternative ✓ → Personal experience
- **Keep It Short:** Be clear, not wordy!

Using Evaluation and Development in Your O-Level Exam

Referencing Ideas for the Exam

Don't name the speaker or text directly (e.g., "Text A says..."). Instead, describe the speaker's role generally, like "some teachers" or "many parents," and put it in dashes, commas, or brackets.

→ A common view

→ One of the presented arguments.

Example:

- Some people ~~often worried teachers~~ say technology ^{only} harms learning.

Guideline:

- Use roles like "parents," "students," or "experts" and add dashes (—), commas (,), or brackets (()) around them.

Evaluation (Mostly Negative)

In the exam, evaluation means finding flaws in the text's arguments. Don't just repeat what the text says—explain why the argument is weak, using quotes or examples from the text.

Steps:

- Spot the Weakness:** Look for missing evidence, exaggerated claims, or ignored problems.
- Explain the Flaw:** Say why the argument isn't convincing, using text details.
- State Your View:** Say why you disagree, backed by evidence.

Phrases:

- The argument lacks credibility, as...
- This perspective is unconvincing, since...
- Contrary to this claim,...
- I partially agree with this statement, though...
- This may be true to some extent, yet...
- Some might share this opinion; however,...
- While some believe...most think

2-d

2e

Development (Mostly positive)

You can support the point made in the text by adding on to it

OR

After pointing out the flaw, suggest a better idea or solution. Use real-world examples, or a short personal example to show your fix works.

Approaches:

1. **Alternative Solution:** Suggest a practical fix for the problem.

Example: Instead of banning tech, schools could teach kids to use it for learning.

2. **Real-Life Example:** Use examples like Khan Academy or Studio Ghibli to show your solution in action.
3. **Personal Example:** Share a brief experience (e.g., "I saw students learn better with math apps").

YOUR EXAM FOLLOWS THE PDE

(Point+Development+Evaluation) Format

Exam Example 1: Pro-Technology Perspective

Text Says (Rephrased):

Young people love technology because it saves time, reduces stress, and helps them communicate. It's also great for making art, music, and researching.

Negative Evaluation:

- This perspective is unconvincing, as it overlooks how technology can lead to over-dependence, reducing critical thinking. For example, many teens use apps to copy answers instead of solving problems themselves.

Positive Development:

- A better idea is teaching students to balance technology with traditional skills. For instance, Studio Ghibli's blend of digital and hand-drawn animation shows how tech can support creativity without replacing skills.

Optimist → Hopeful

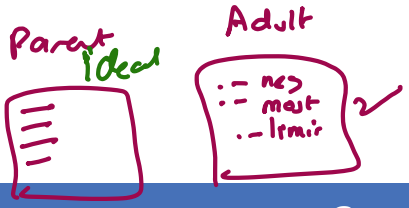
Idealistic ✓
= hope.

billionsaire

hidden

G	A	P
Genre (format)	Audience	Purpose
What am I writing?	Who am I writing for?	Why am I writing?

	Youngs people	



Conclusion Paragraph:

① Idealistic

(Only talks about one side of the argument, i.e. only pros OR only cons)

Unresided

vs

Realistic : STRONGER!

(Takes into consideration both sides of the debate)

② Age: (Older)

The speaker with the older age is considered more knowledgeable, experienced and learned. ∴ Stronger = older.

Case 2: If the choice is for a certain age group, the speaker who belongs to that age group has more authority.

③ Short term approach

= The text only considers advantages right now.

vs

Long Term Approach ∴ STRONGER

The text considers the benefits you will get over a longer period of time in the future.

④ Biasness:

= You will be given a speaker's role or job i.e. teachers /parents). If there is any evidence or point that suggests that they are getting any personal benefits or drawbacks, they are biased. (For example: parents biased against videogames)

⑤ Use Of Statistics = STRONGER! vs

Lack Of Statistics

• If a speaker has supported their argument by facts and figures, their point is considered more credible

point is

example : Percentage (20%)

: Research studies...
Studies prove
Statistics show...

⑥ Individual opinions

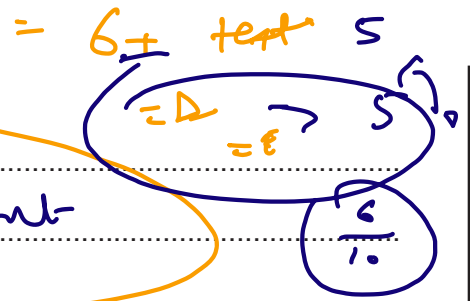
= Only considering personal impacts. what benefits or disadvantages are You (alone) gaining.

vs

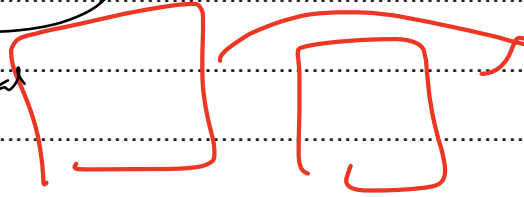
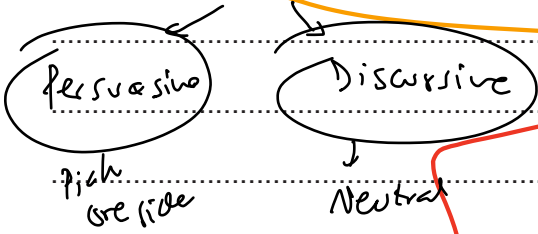
Communal Perspective STRONGER

= Thinking about the impacts that other people (ie. the community) will have.

Omission of a point (In almost every case, there will be a text that raises a point that the other text ignores. You can raise that as your key difference before concluding. In most cases, it will be one of those mentioned above)



10 Marks: Content



12-14

8 points! ←

At least 6 points

level 4 or level 5

- Step ① : Understand both sides of the argument ✓
- ② : Decide which side you'll support
- ③ : Get 8 points out (4 from each tent)
- ④ : Reward
- ⑤ : Evaluation and Development
- ⑥ : five paragraphs
- ⑦ : Intro and the conclusion = (5)
- ⑧ : Body paragraphs

- Section B:

→ Argumentative essay

← Argument

Note:-

① Argumentative writing = clearly, logically present both arguments.

(Persuasive)

Conclusive answer

(Argument)

Balanced answer

Audience :-

letter / Email :-

One person (individual)

Report :

Both

Article :

Communal

Speech :

Communal

General Features for All Directed Writings:

1. Use Praise Words

- Add words that express admiration or appreciation which helps create a positive and well-received tone. Examples:

Formal: *"Your dedication to teaching is truly commendable."*

Informal: *"I have always been in awe of your decision making, so I am sure..."*

2. Utilize Positive Vocabulary

- Use words that convey optimism and encouragement.
- Enhances the tone and mood of your writing.
Examples: *excellent, wonderful, delightful.*

3. Create a Personal Link/Connection

- Refer to shared experiences or common interests to engage the reader.
Examples:

Informal: *"I fondly recall our talk on environmental conservation last summer."*

Formal: *"As a concerned pupil of our school, it is my duty to share your burden."*

4. Use Emotive Language

- Express feelings clearly with words that evoke emotion (e.g., *thrilled, heartbroken, ecstatic*).
- Helps the reader connect with your message on a deeper level.

I am writing to bring your attention to a thought-provoking matter. As a concerned citizen and student, I feel it is important to highlight the pros and cons of a topic whose impact extends broadly, affecting each individual in a different way.



**4/5. LETTER
AND EMAIL
WRITING**

→ Individual

With due respect, I humbly present before you a matter that I believe deserves serious consideration, as its effects, both beneficial and harmful, touch the lives of people everywhere.

5. Rhetorical Questions

- Ask questions that don't require an answer but make the reader think.
Example: *"How can we ignore the pressing issues of climate change?"*

6. Exemplary Hypothetical Scenario

- Create "what if" scenarios to illustrate potential outcomes or emphasize importance. Example:

"Imagine a world where renewable energy has completely replaced fossil fuels."

7. Evidence from Experiences

- Use real-life examples or anecdotes to add credibility and relatability.
Example: *"In my volunteer work at the community center, I witnessed firsthand the benefits of youth engagement programs."*

→ be a little artificial

8. Sequence of Points (Most Important at the End)

- Begin with general details and build up to your strongest argument or request.
- Ensure the last point is the most impactful so it stays in the reader's memory.

Higher Education or Professional Life

↓
Masters

→ job / employment

Sarim:

I enjoyed school, but when I had to decide between further study or getting a job, the choice was easy. I got a job. In my opinion, school can only teach you so much about the real world. When I got my job with an IT company, it helped me learn how to talk and cooperate with others. I feel much more confident now.

I agree it's good to feel interested in what you're doing, Maham, but you learn something completely different in a job - practical skills. I think that a lot of what you learn at school has little to do with the real world. I don't think I've used more than 5 per cent of what I learnt in school. At work, the things I learn about IT, I use every day. Having a job seems like a more useful and rewarding thing to do, rather than just doing exams. That sounds really rewarding, but doesn't it feel strange still being at school? I feel part of the adult world now. I play sport with the other people at work, go for lunch with them and share the same humour. I know that I've grown up a lot and I like that. The other thing I enjoy is getting paid! It's a great feeling knowing that I'm earning money. Next month, I'm moving into my own house.

Maham:

That's great, Sarim, but you can also practise those skills in education. In schools and colleges there are lots of people to communicate with. I found that when I continued with further studies at school, teachers treated me differently because I was older. Continuing with education was a great choice for me. I've really enjoyed learning more about my subjects. I love studying and the challenge of exams. But studying is very useful. I'm studying science subjects and I know that what I learn will be very helpful to me when I train to be a doctor. It's impossible to do that job unless you have studied things in depth. The other thing about studying difficult subjects is that they really improve your ability to think. Sometimes, I have to really concentrate and struggle to understand difficult concepts, but I know that it's making me smarter. Obviously, staying in education doesn't help me earn money, but I don't mind waiting until I have an income. I know that the more I learn, the better my qualifications will be. Most people who stay in education earn more money over their career than those who don't. I also know that if I continue to university, I might travel more, meet more people and maybe even settle overseas.

Question 1

You have read two texts about the importance of education for young people. Your cousin has written to you and has asked your opinion about what life trajectory they should pursue.

Write your letter/email. ✓

In your piece you should:

- evaluate the ideas and opinions in both texts
- give your own views on the advantages and disadvantages of _____ for young people, based on what you have read in the texts.

Base your piece on what you have read in both texts but be careful to use your own words.

Address both of the bullet points.

Begin your letter/ email with Dear [cousin's name]

Write about 250 to 350 words.

Up to 10 marks are available for the content of your answer and up to 15 marks for the quality of your writing.

[25]

Decide:!

Writing letters and emails

1 Sarim's views: ✓ 2 deve, - 2 eval:

- School can only teach you so much about the real world.
- My job helped me learn how to talk and cooperate with others.

comfort zone.
age!
background/
less diversity

① • You learn practical skills in a job. evaluate

- A job seems like a more useful and rewarding prospect than school and exams.

② • Having a job makes you feel part of the adult world. = evaluate

- A job means you get paid and could own or rent your own home.

Maham's views: — = 3 develop. 1 evaluate

= Older
= Long term
= omit
= Realistic

- You can also practise job skills while in education.
- In school or college you communicate with lots of people.

- You learn more about specialist subjects.

③ • Studying for exams challenges you. ✓

- It's impossible to do some jobs (e.g. doctor) unless you have studied things in depth.

- Studying difficult subjects improves your ability to think.

- Gaining qualifications may help you to earn more money.

- While studying at university you can travel, meet more people, and maybe even settle overseas.

Students' own answers, but for part a they should note that Sarim has a job and Maham is in education, so these contexts and experience may have influenced their views.

Possible Evaluations:

1. ^e The argument is weak since your skills in a career are too specific to your career. Hence, if you ever change your careers, they won't be useful.

3. This idea is too circumstantial as it entirely depends on your company. If your coworkers are more immature than you, you will not gain these benefits.

6. In the age of rote memorization, exams prove less beneficial as students only camp information. Instead, more practical assessments should be introduced.

Personalized

Formal
-- Authority
--

Informal
-- Acquainted with

Strict
Serious
No jokes
Direct
-- Personal examples

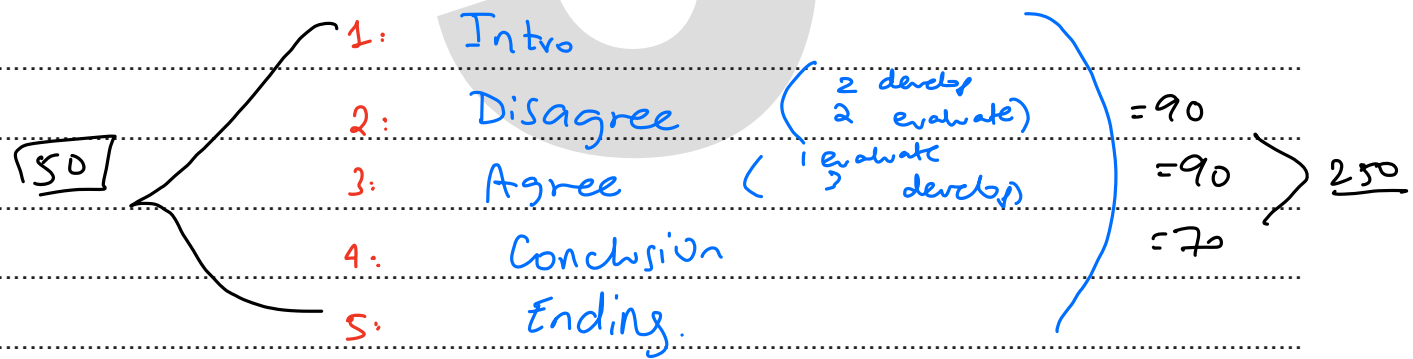
-- Jokes
-- Examples

Contractions

Hi e
→ Dear Jc

(don't)
(can't) = cannot
do not
will not
→ conclusion

A B



250 - 350

25 Marks
1 hour

LETTER/ EMAIL WRITING

How to draft the first paragraph?

Informal Letter: First Paragraph Formula

Think: HOW - WHY - WHO - WHAT - NEXT

↓
 Their life
 (Personal Connection) → Purpose +

Rapid Retention Card (for revision)

HOW – warm greeting
WHY – reason you’re writing
WHO – your link to them (friend / advisor / shared issue)
WHAT – what you’ll cover (tips / advice / story)
NEXT – bridge to main content

1. HOW (Well-being opener)

Show warmth; ask about them/their family.

Stems:

- I hope you and your family are keeping well.
- I trust this finds you in good health and high spirits.
- It was lovely hearing from you—how have you been?

→ Formal
 → Tone / Register
 - Audience

Cliche'

2. WHY (Purpose of writing)

Say why you are writing now.

Stems:

- I’m writing about _____.
- I wanted to get back to you regarding _____.
- Just picking up on your message about _____.

3. WHO (Remind relationship / role)

Why you are the right person to respond (friend, cousin, well-wisher, classmate, etc.).

General:-



funny

(Start)

Dear _____,

I am pleased to announce I'm finally free from the trenches known as "Final week". Now on to the topic at hand, your 'further education' dilemma. As you sought my advice on the matter, let me you about the conclusion I reached.

problem

seek to go after

Good job!

(End)

go on about// Talk excessively

Kudos to you for listening to me ramble on. But I am heading out now,

I entrust the final decision to you. Do keep me updated on what enfolds!

what will happen in the future

Love,
Jaweria

2nd :-

3/4 PDE

2 point- Develop +
2 point- Evaluate.

6. SPEECH WRITING

SPEECH WRITING

Key Principles to Remember:

- A **speech** is a way of communicating with an audience—possibly a large one. You need to ensure they understand your message clearly.
- To help with clarity and engagement, **repeat your key points** in different ways throughout the speech.

Techniques for an Effective Speech:

1. Repetition

- Repeating key points is a major feature of successful speeches.
- Listen carefully the next time someone is speaking to an audience—you'll notice repetition at work.

2. Rhetorical Questions

- These are questions with obvious or expected answers, used to strengthen your point and make the audience feel included.
- **Example:**
 "Do we really want to see a rise in crime in our village?" No
 "Is it right that children should have to work in these conditions?"

Anaphora

obvious or expected

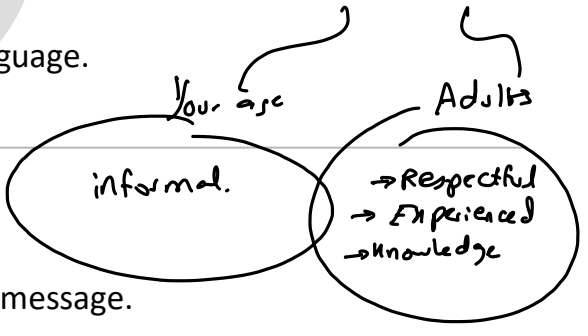
Police

Know Your Audience:

(Schools.)

essential!

- The speech task will usually tell you **who you are addressing**.
- Your tone and choice of language should reflect the audience.
- If you're speaking to a young audience, informal language and familiar expressions are fine.
- If it's a formal setting, use appropriate formal language.



Be Inclusive: = to include

- Make your audience feel like they are part of the message.
- Use collective expressions like:
 - "our school" instead of "the school"
 - "as we all know" to create shared understanding

Speech Jargon

→ Our
→ We
→ Us

Regularly Refer to the Audience:

Use phrases such as:

- My dear friends / My folks
- My fellows / my classmates
- My audience / my people

These phrases help build a connection and keep your listeners engaged.

Features of Speeches:

- Speeches are 'mixed mode' texts: they are written like essays, but **delivered aloud**, with the audience present.
- This **spoken delivery** influences how the speech is structured and written.
- Good speeches:
 - Include **direct references to the audience**
 - Ask **questions**
 - Invite responses or agreement
- You don't need to use subheadings, but bullet points or short paragraphs can help structure your ideas.

NOW IS THE TIME FOR CHANGE
 → Ellipsis (...)
 → Capitalization
 → Call to change

5

Example Speech Opening:

Salutation + Greeting

Fellow students, I would like to oppose the motion that school uniform is an outdated concept and should be abolished.

You have listened to the arguments of my opponent, who has wittily and articulately presented her reasons for suggesting that school uniforms should be abolished.

However, there is a lot more to consider in this matter than the points you have listened to, however skilfully they may have been made; for example, let us consider...

Salutation
 Greeting = Good Morning
 Rhetorical Question =
 Purpose =

ZOOS (banned or not)

Contrast

My dear fellows, Good Morning!
 What a fine morning! How would you feel if you were trapped in a cage and made to behave as a form of entertainment passer by today? Today, I stand in front of you to address the topic of banning our local zoos.

zoos

Jaweria Amer

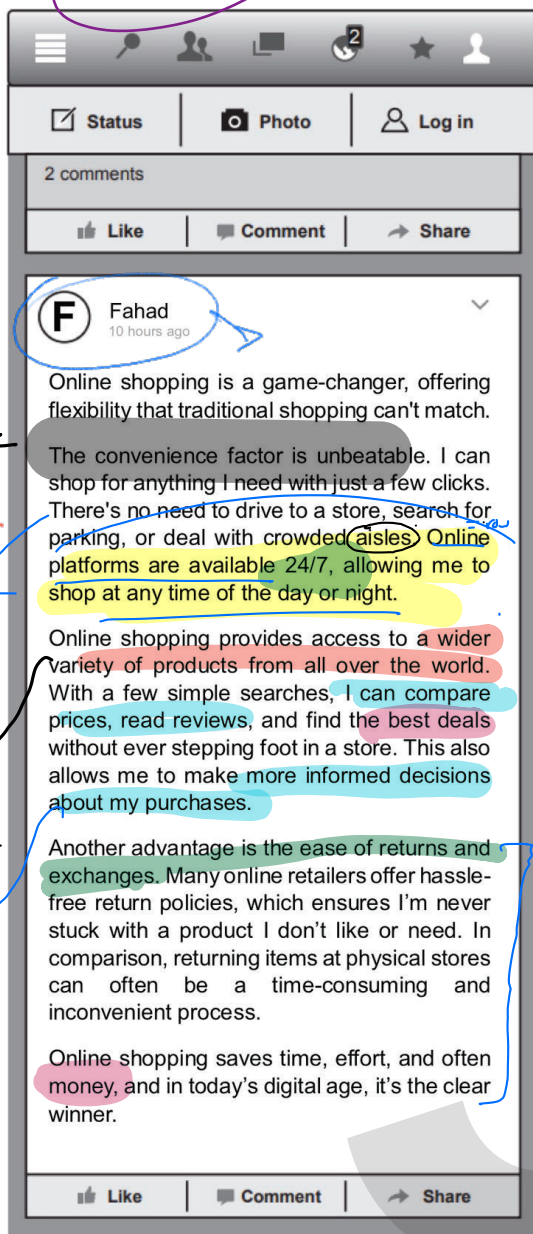
Section A: Directed Writing

Read both the texts and answer Question 1.

Text A

Fahad, 22

Online



Text B

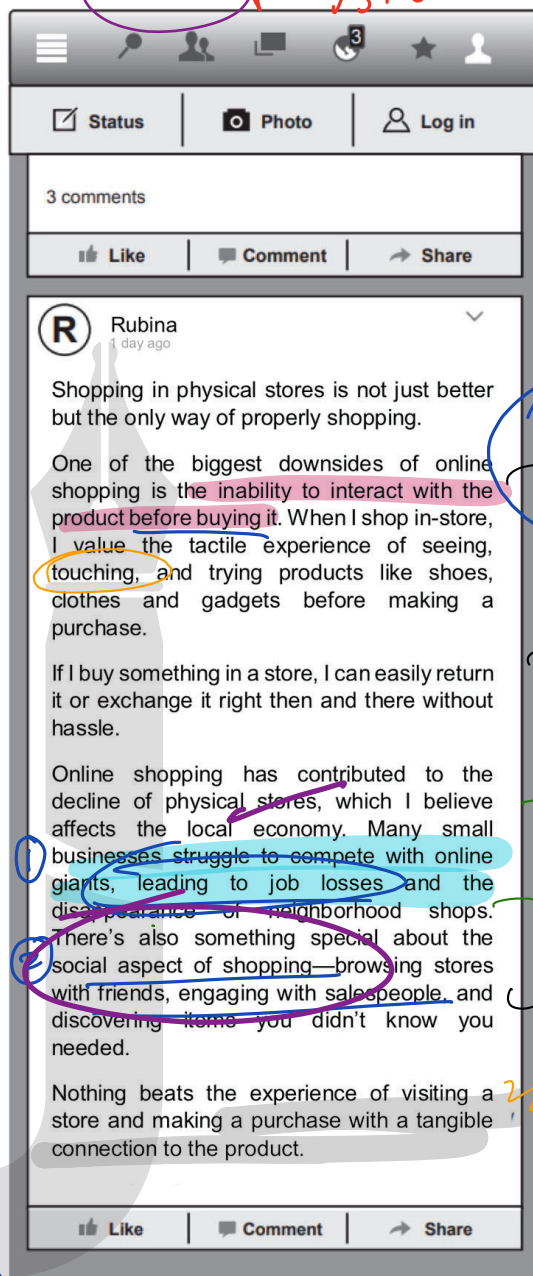
Rubina, 45

Physical

Realistic

- Asc

- Communal



It is feasible to carry out. hassle-free easier. Shop at your preferred time. Shop whenever you want. Shop instantly around the clock. We are not bound by geographical location. Globally manufactured products are available.

You cannot try out the items before purchase. Nonproblematic. Has a negative effect on small businesses. Downfall of their lifestyle. Socializing opportunity.

14

8

Question 1

You have read two comments about shopping on social media. You are researching for a speech you are about to present in your class about forms of shopping.

Write a speech for your class presentation.

In your speech you should:

- evaluate the ideas and opinions in both texts
• give your own views, based on what you have read in the texts about forms of shopping

Base your speech on what you have read in both the texts but be careful to use your own words.

Address both of the bullet points.

Begin your speech with, "My Dear Fellows."

Write about 250 to 350 words.

Up to 10 marks are available for the content of your answer, and up to 15 marks for the quality of your writing. [25]

My Dear Fellows, Good morning!

Do you think all ----- (topic) -----?

Some people are advocating for this; what side are you on? ✓

First Paragraph: Introduction :-

① Salutation + Greetings + ^{rhetorical question} + Purpose
[ie. Good Morning Everyone!]

Second Paragraph: Disagree side :-

② Refer to the audience + 2 points developed + seems like the better option + 2 evaluated + Real life example + Ending sentence

Third Paragraph: Side that you agree with :-

③ Refer to the audience + Rule of three + Side you Agree With + Anaphora (from 1st paragraph) + Connecting Sentence

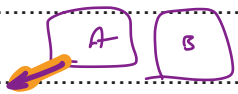
Fourth Paragraph: Textwise evaluation :-

④ Refer to the audience + Text wise evaluation + Finalizing sentence + (Common phrase)

Fifth Paragraph: Conclusion

⑤ Call to action (One phrase CAPITALIZED) + Repetition (from 1st paragraph) + Express Gratitude. baned 2005 saferi

Plb.



2 develop (agreeing) A
seems better

but
2 evaluate

7. REPORT WRITING

Older =

opt: choos

Homeschooling

Text A
A Real Education

Thirty years ago, my parents did something unusual and brilliant. They took me out of school and educated me at home. I was 12 at the time and wasn't enjoying school. The people were nice, but I was falling behind in my studies. So my mother gave up work and taught me.

Every day, we studied all the usual subjects. But we also did other things. We went to museums, concerts and galleries. We studied creatures in the local woodland. My mother wasn't an expert on everything, and we both struggled a bit with maths, but in the end, my results were excellent.

One of the best things about being educated at home is that you can decide your own timetable.

You can decide what you learn, when, and for how long. There'd be times when I studied physics all day for instance. You can't have that flexibility in school. You also get someone's undivided attention.

It's incredibly easy to learn when you have one-to-one tuition and no other distractions.

I missed some of my friends, but we stayed in touch and still played sport together. I also met new friends - other boys and girls who were being homeschooled - so I never felt isolated. I'm really glad I was educated at home.

(A2) older. / Homeschooled

30 years since they went to school)

Text B
The Best Days of Your Life

I will finish school next year and I know I will miss it. I enjoy learning and I also enjoy the social side of school.

My parents often tell me that school days are the best days of your life, and I'm pretty sure they're right. I've met some of my best friends through school. When you see the same people every day, you form strong bonds with them. You learn how to interact with people, how to laugh at yourself and also how to compromise. As I've matured, I've learnt the importance of other people. I love learning in pairs and groups.

It really helps you to talk about things and get new ideas. I think it would be impossible to learn some subjects on your own.

I'm really lucky to have excellent teachers who know their subjects and can explain them well. I know that they will help me achieve excellent results. It's been good to have a range of teachers, both male and female.

They all have different styles of teaching, but that's what makes things interesting.

I'm glad to have been educated at a nice school. I like the busy, friendly nature of school. My cousin was educated at home and I sometimes think he has missed out on lots of experiences like school trips and sports matches.

→ up to date

Specific to young people!
: more intune with current

ans

↳ long term benefits.

↳ unbiased.

↳ Statistics / Cousin / Real life examples.

Write an article/ report for a local newspaper about the topic of homeschooling.

In your article/ report you should:

- evaluate the views and opinions in both texts
- give your own views about whether students benefit from being educated at home or not.

: Evaluation

Base your article/ report on both texts, but be careful to use your own words. Address both of the bullet points.

Write about 250 to 350 words. [25]

Principal ← school
principle → rule

To: The editor ✓

Heading: Reeducating the education department

As per Subheading # 1: Introduction

Para 1: The report aims to examine whether TOPIC ^{instruction,}

Drawing upon student interviews and prevalent trends, the findings evaluate both approaches in order to determine the better option.

Subheading # 2: Side 1 ✓

Para 2: Side we Disagree with (2 points developed) + Evaluative phrase (ie. may seem like the better option but) + 2 points evaluated +

Facts and figures/statistics
ie. Studies show that

Subheading # 3: Side 2

Para 3: Rule of Three + Side we agree with (3-4)

(3/4 points developed) + Long term future idea

Subheading # 4: Final Comments

Para 4: Tentwise evaluation + Quotations + Final recommendations

↳ from the text OR made up

Subheading # 5: Conclusion

Para 5: Thank + closing sentence

Any individual who has made it thus far deserves my utmost gratitude. The report has achieved its aim to educate, and now entrusts you to act on said arguments wisely (and _____)

Reported by: [Name]

Jaweria Amer

People around you may be good educators

Text A

- 'I was falling behind in my studies. So my mother gave up work and taught me.' – parents, carers or guardians may be good teachers. *Acquainted / shy not*
- '... we also did other things. We went to museums, concerts and galleries ... studied creatures in the local woodland.' – there will be opportunities for wider learning than in school. *unconventional learning*
- '... we both struggled a bit with maths, but in the end, my results were excellent.' – problems can be overcome. *to achieve exceptional outcomes*
- 'You can decide what you learn, when, and for how long.' / 'You can't have that flexibility in school.'
- 'I missed some of my friends, but we stayed in touch and still played sport together.' / 'I also met new friends' – social development is important, but this is still possible with homeschooling. *You have*

Text B

- School can be enjoyable – 'the best days of your life'. Also, 'the social side of school' is important where you may make 'best friends' and 'form strong bonds'. *Recreational*
- Learning from and with others in pairs and groups may be crucial – 'I think it would be impossible to learn some subjects on your own.' *Some subjects require accumulative learning*
- Teachers may be experts in specific subjects. *May be specialised in particular subjects*
- Schools have a variety of teachers with different teaching styles. =
- School is a dynamic, stimulating place to learn – this may be difficult to copy in homeschooling. *liberty / freedom in scheduling*

Students' articles may evaluate the following ideas:

Text A

- whether the 'best' parts of school life are social rather than educational – therefore that different approaches to learning may be superior for gaining knowledge
- does classroom-focused learning at school put limits on broader and deeper learning, e.g. arts, culture, natural world?
- whether discovering knowledge along with parents or non-experts together increases learning when compared to standard teaching approaches in school
- whether the formal, disciplined environment at school stifles the joy, fun and creativity of learning when compared to a more flexible, spontaneous approach at home.

Text B

- whether it is irresponsible or unrealistic to expect every child to receive a good education with a formal school system
- collaborative activities are easy to implement at school – this might be difficult in some home environments, e.g. a child with no siblings or with no other young people to learn with
- teachers may have a passion for their subject and have studied it for decades – is it possible for parents to have this in several subjects?
- whether missing out on the social experiences of school would be damaging or limiting for children.

A possible synthesis that students may develop in their response:

The voice in Text A is older and from someone who had a positive experience of homeschooling whereas Text B is from the perspective of a younger person who is anticipating how much they will miss school when they leave soon. Both texts agree that school can be a place for social development, but Text A argues that if homeschooled you can keep in touch with former school friends and make new ones, whereas Text B focuses on the advantages school offers in terms of collaborative learning and different teachers as well as friends. ~~Text A points out that broader and deeper learning may be available with homeschooling whereas Text B does not address this point at all~~

= experience *hasn't even* *Short-term understanding*
SPORT
 Text A:
 Older ✓
 Wiser ✓
 Realistic ✓

8. ARTICLE WRITING

:Age
: Unbiased
: Up to date
: Long term

Para 2:

Disagree: (Home schooling)

2 Evaluate:

① We overcome problems together ; This would result in misconceptions , weaker concepts and a general wastage of time.

① No fixed schedule: Does not teach kids discipline haphazard.
2 develop:

③ It's more advantageous for students falling behind:
They can be more open with people they are comfortable around, they have a higher chance to eradicate their confusions.

④ More hands-on learning experiences: Your concepts may be better instilled, studies show that visual learning is retained in your mind for a longer time.

Para 3: Agree (School)

① result
② Example
③ personal
↑

① Schools - offer you the chance to interact with people with a myriad of interest and from a plethora of different backgrounds. Diverse teachers and a variety of students.

This ensures students step out of their comfort zone, learn to interact lines / age groups.

② Some subjects are impossible to learn alone i.e. public speaking

③ Teachers may be specialized in particular [25] fields