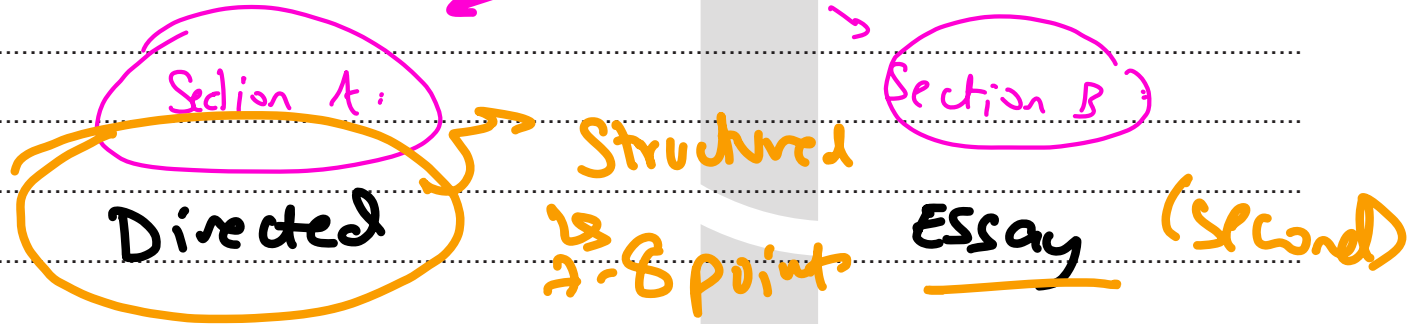


Stream will start at 6PM!

2 hours ✓

Paper: 2 - Writing

50 Marks



25 Marks

25 Marks

10 marks:

Develop & Evaluate

↳ Problem Story
→ love
→ ss
10 marks

30 marks: Quality of Writing

50

55 min

5 min per section.

~~embarrassed~~

~~5 min / section~~

SS

= planning

TS

= 40 min

5 min:

Stream Breakdown:-



6:00 - 6:10 PM Common errors +
10 mins: Paper pattern +
Mark division

6:10 - 6:40 PM Directed Writing:

30 mins:

→ All important things!

6:40 - 7:05 PM - Essay writing
25 mins. (Narrative)

No maz break: 7:05 - 7:15 PM

7:15 - 7:35 : Quality of language

20 mins:

7:35 - 7:50: Exam day hacks!

7:50 - 8:00: What to do now?

8:00 - 8:10 - Descriptive essay
+ Break for those who attempt narrative

8:15 onwards: Q/A Session!

NARRATIVE ESSAY – MARKING RUBRIC

Fill in the blank boxes as you discover the marks for each criterion

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NARRATIVE ESSAY / 25
Total:

30

CONTENT / 10

QUALITY / 15

Conflict	→ funny → horror	2
Narrative Features	dialogue Time-travel Senses object: imp / symbol	2
Characterisation	touch feel 1-2 main ✓ : Personality	2
Starting	→ x woke up in the morning	1
Ending	X it was all a dream	1
Flow	→ reason → result (need not be solved)	1
Environment		1
CONTENT TOTAL		/ 10

Spelling	→ correct Common	2
Grammar	→ tense → than/ta	3
Vocabulary	15 words	2
Special Vocabulary	→ directed → sensory	2
Punctuation	→ correct : 2 marks → Complete : 1 mark	3
Sentence Structures		3
QUALITY TOTAL		/ 15

GRAND TOTAL / 25

KEY:

The small boxes [/] next to each criterion are for you to fill in.

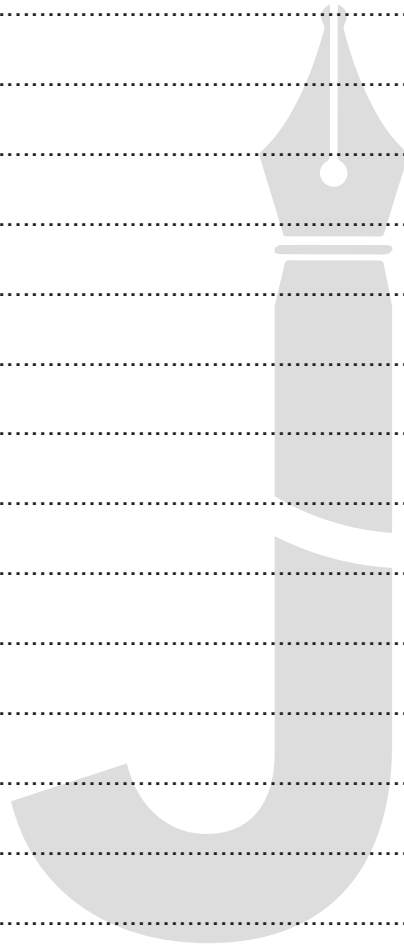
Write the marks as you learn them – this is your reference sheet to build.

= 4 min

Checklist:-

Paper pattern overview

Time division / Marks division



Common misconceptions

→ No marks are deducted

✓ Word limit ?

650

25/25 700

Directed:

250 - 350

Essay:

350 - 450

- ① Time ✓
- ② Errors ✓
- ③ Requirement ✓

Time

Errors

Requirement

x no errors

✓ Have to make a draft?

→ planning

450

→ 600

15

→ 25 ✓

Formats (To: / From: ??)

Formal vs Informal

<p>letter</p> <p>→ Salutation ✓ : opening ✓ : 'Dear Principal' ✓ Ending ✓ Formal ✓</p>	<p>Speech: ✓</p> <p>Refer to the audience ✓</p>	<p>Article:</p> <p>Heading ✓</p> <p>By: ✓</p>	<p>Report:</p> <p>Heading ✓</p> <p>Subheadings ✓</p> <p>Reported by: ✓</p>	<p>Email</p> <p>Subject ✓</p> <p>Opening: ✓</p> <p>Closing: ✓</p>
--	---	---	--	---

Cutting out points

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✓ Paragraphing

= Coherent / logical

4-6

Method of rechecking:

Directed Writing Confusions:

Do NOTs:-

Do NOTs:-

-Write them
in your
own words

① Copy-paste them

Although it was acceptable for candidates to lift isolated words from the texts, it was important that they used their own words as much as possible to demonstrate understanding of the meaning of the ideas presented in the given texts. There were some good examples of candidates putting the ideas from the texts into their own words, with the use of synonyms and effective paraphrasing. However, some responses included phrases or whole sentences which had been directly lifted from the texts. As well as affecting the Reading mark, this could also impact on writing performance as it meant missed opportunities for candidates to demonstrate their linguistic range and be credited for this in the Writing mark.

② Do NOT list points without development and evaluation.

The pure listing of ideas without any expansive detail, however, was not a successful approach; the best responses developed each idea referred to and included some evaluation of those ideas.

③ Never write a one-sided argument.

Some candidates clearly favoured the arguments made in one of the texts and so only touched on those made in the second text. A few candidates chose one idea (e.g. access to the internet being a problem) and wrote about this at great length rather than considering a range of ideas. Both approaches limited performance on Reading.

④ Do not ONLY develop OR ONLY EVALUATE :- must do both together

The key factor in whether or not candidates achieved Level 4 or Level 5 for Reading was whether or not they evaluated the ideas in each of the given texts. Evaluation meant offering judgement on the validity of the ideas expressed by Hazeema and Jianyu. This sometimes came in the form of an agreement or disagreement with an idea and a justification.

⑤ Follow the correct tone.

Candidates usually managed to write in a suitably formal tone for a letter to the school principal although there were a few responses that used inappropriately informal expressions such as 'wanna' and others that used exclamation marks that were not appropriate for this task.

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vocab

One class

DOs:-

Write in your own words

- Although candidates are expected to base their response on the ideas and opinions in both texts, it is important that they use their own words when writing about these.

as best as you can

Correct features should be followed

- Features of the text type should be included, for example, for an article, a suitable headline should be supplied, and for a letter an appropriate salutation and valediction would be required.

opening

...

Always text-wise evaluate

- When evaluating ideas and opinions from the stimulus texts, candidates should consider how sensible/ convincing the arguments presented are, evidence of bias (thinking carefully at the given age/ occupation, etc. of the writer can be helpful for this aspect), how well supported the argument is (with evidence), reference to others' viewpoints and use of language.

Never mention names of speakers or texts

✓
X

- When referencing ideas and opinions in the texts, candidates may use phrases like 'Some may say ...' or 'Others might consider ...' rather than '[Name] says ...' or 'The voice in Text A suggests ...'

Always say: 'Some people ...'

Candidates usually managed to write in a suitably formal tone for a letter to the school principal although there were a few responses that used inappropriately informal expressions such as 'wanna' and others that used exclamation marks that were not appropriate for this task.

- Vocabulary choices were precise and effective and helped to convey an appropriate tone, however the selection of 'lousy' was a little less formal and an alternative that was more appropriate to the required register could have been selected.

Give a clear stance:-

then providing a conclusion with their personal opinion on the issue of whether or not zoos should be banned.

There were some responses in which the key question, as to whether zoos should be banned, was not answered, but in the majority of cases, a firm conclusion was given.

Main Body Paragraphs:-

5

Note:

BIC



2

Side you 'disagree' with

: 2 points (own words)
 (side by side) : develop : Agree
 : evaluate : Disagree

PDE

2 points
 + develop
 + evaluate

3

Side you 'agree' with

4

Final opinions:

Question	Answer	Marks																		
1	Notes on task:																			
	<table border="1"> <thead> <tr> <th data-bbox="164 309 418 365">Annotation</th> <th data-bbox="418 309 1430 365">Meaning</th> </tr> </thead> <tbody> <tr> <td data-bbox="164 365 418 429">✓ 1</td> <td data-bbox="418 365 1430 429">Indicates ideas selected from Text A (Section A)</td> </tr> <tr> <td data-bbox="164 429 418 493">✓ 2</td> <td data-bbox="418 429 1430 493">Indicates ideas selected from Text B (Section A)</td> </tr> <tr> <td data-bbox="164 493 418 557">EVAL</td> <td data-bbox="418 493 1430 557">Indicates evaluation of an idea (Section A)</td> </tr> <tr> <td data-bbox="164 557 418 622">DEV</td> <td data-bbox="418 557 1430 622">Indicates development of an idea (Section A)</td> </tr> <tr> <td data-bbox="164 622 418 686">V</td> <td data-bbox="418 622 1430 686">Indicates merits of vocabulary (including spelling)</td> </tr> <tr> <td data-bbox="164 686 418 750">P</td> <td data-bbox="418 686 1430 750">Indicates merits of punctuation</td> </tr> <tr> <td data-bbox="164 750 418 815">F</td> <td data-bbox="418 750 1430 815">Indicates effective use of descriptive/narrative and structural features</td> </tr> <tr> <td data-bbox="164 815 418 989">L5 L4 L3 L2 L1</td> <td data-bbox="418 815 1430 989">Indicates level of achievement (use of sentence structures and grammar)</td> </tr> </tbody> </table>	Annotation	Meaning	✓ 1	Indicates ideas selected from Text A (Section A)	✓ 2	Indicates ideas selected from Text B (Section A)	EVAL	Indicates evaluation of an idea (Section A)	DEV	Indicates development of an idea (Section A)	V	Indicates merits of vocabulary (including spelling)	P	Indicates merits of punctuation	F	Indicates effective use of descriptive/narrative and structural features	L5 L4 L3 L2 L1	Indicates level of achievement (use of sentence structures and grammar)	
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L5 L4 L3 L2 L1	Indicates level of achievement (use of sentence structures and grammar)																			
	<p>Credit <u>any</u> wording in candidate response which captures the <u>idea</u>; it does not need to be expressed in the wording of the texts or of the MS.</p> <p>Evaluation is offering judgement of an idea. Anything which suggests prioritisation of one idea over another, or dismissal of an idea, is valid as evaluation.</p> <p>Also look out for:</p> <ul style="list-style-type: none"> the use of rhetorical questions which may be evaluative tone which implies evaluation emotive vocabulary which implies evaluation <p>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. It is also possible that we will see development of evaluation.</p> <p>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:</p> <ul style="list-style-type: none"> how sensible / convincing the argument is evidence of bias in the texts how well supported the argument is (with evidence) consideration of others' viewpoints use of language 																			

Developments:

① By personal experience

Development was offered in the form of an example or information additional to an idea from one of the given texts. This often took the form of a viable alternative to zoos, such as a safari park, or personal experience to support an idea, for example, 'My grandfather and my baby cousin both loved our recent visit to the zoo' (developing the idea of the zoo as a great day out for all ages). We also saw examples of development of an evaluation, for example, 'The daily routines of animals in zoos and animals in nature are completely different, actually. According to the documentary 'The Green Planet' filmed by the BBC, wild animals are awake four more hours than animals in zoos on average.' or 'Good zoos whose main goal is to protect animals have trained professionals taking care of the animals, but bad or unqualified zoos do not. So, instead of banning all zoos, let's ban the unqualified ones.' In the first example, we have evaluation of the idea that zoos affect animals' behaviour, with the use of 'actually' signalling evaluation. The evaluation is then developed with the mention of a documentary which proves that animals' behaviour is changed when in a zoo. The second example picks up on the idea of staff who lack specialist knowledge from Text B and suggests that this is not true for all zoos. The development here is an alternative to banning all zoos, the point brought out by the evaluation.

② By example

people from different cultural backgrounds. Linguistically, 'For instance' and 'For example' were often good signal phrases preceding development.

some candidates developed ideas in a more thoughtful, thorough and personal manner: 'You can learn more about mountains and the different traditional festivals that take place around the world as I did when I visited the Kalash valley at the time of the Ushal festival.' [The long summer break is] a time to relax. You can

③ By result

which allows you to be focused in university.' Some responses developed ideas with the inclusion of an anecdote from the candidate's own travels: 'When I went abroad without my parents, it helped me to become mature and venture out of my comfort zone.... I became more independent and build my confidence.' 'Whenever I recall my school life I only remember one thing – joyful memories with my mates. We travelled in the country visiting places we only learn about in geography lesson.' Candidates also developed points

④ Stats

Research

(99.1.)

- The response could have included exemplification of the reduction in animals' lifespans with an additional sentence such as, 'Studies have shown that animals living in the wild live, on average, five years longer than those in captivity'. If slightly fewer ideas had been selected but these had each been developed and evaluated, this would have improved the response.

case d.

⑤ An Alternative

personality by talking about the candidate's own frustrations on this subject. Another way in which candidates could demonstrate development was by offering solutions to some of the issues raised in the two texts, e.g., by agreeing that school uniform should be worn and then suggesting that there could be regular non-uniform days as a compromise.

Evaluations :

o- Tone

faults.

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

Also look out for:

- the use of rhetorical questions which may be **evaluative**
- tone which implies **evaluation**
- emotive vocabulary which implies **evaluation**

o- Rhetorical questions

It was common to see rhetorical questions used to create an evaluative tone: 'Wouldn't it make better sense to travel while you are young enough to make memories with your friends?' 'Once you start your career, will you have the time or energy to travel?'. Both direct address and emotive appeals were also frequently seen: 'I've seen you with your head buried in books all year.' 'You've been cooped up for so long – think about your mental health and wellbeing.' Devices such as onomatopoeia, hyperbole, and emphatic language, e.g. 'It cannot be ignored', 'You're only young once', were effectively used to persuade in some responses.

some candidates developed ideas in a more thoughtful, thorough and personal manner: 'You can learn more about mountains and the different traditional festivals that take place around the world as I did when I visited the Kalash valley at the time of the Uchal festival.' '[The long summer break is] a time to relax. You can

o- Points (Result):

Many responses included at least some evaluation, often signalled by phrases such as 'In my opinion...', 'However...', 'You cannot ignore...', or rhetorical questions, e.g. 'Travel might be fun, but at what cost?'. Stronger responses integrated evaluation throughout, weighing the merits of each argument rather than reserving judgement for a concluding paragraph: 'It is true that travel teaches life skills, but important skills can also be gained through work experience.' 'Some people argue that travelling is expensive, but it is worth every penny if it gives you experiences you'll never forget.' Other successful attempts at evaluation included weighing financial constraints, considering long-term benefits, challenging assumptions, e.g. 'Who in their right mind would want to work in their summer break?' or providing evaluation in the form of prioritising a single idea already mentioned in support of the final judgement: 'Of all the benefits of travelling, the most important is definitely making memories with the friends that you won't see as often once you start university.'

o- Text-wise Evaluation

as Jianyu points out.' Another valid approach to evaluation took the form of signalling potential bias in the ideas of the two writers, e.g. pointing out that Hazeema was younger and so might be less mature than Jianyu and so less likely to see the importance of homework.

PDE Format :-

lenient (2)
Recommend ✓

2+

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- Evaluation of the ideas selected was required to achieve a mark at Level 4 or above. Candidates needed to ensure that they included this alongside development. For example, candidates could have added an example or information additional to an idea already in the text, and then offered a judgement on the quality or validity of that idea. Using the PDE (Point Development Evaluation) structure would have helped candidates to provide all the required elements. For example, the idea of the zoo being a fun family outing for all ages could be developed and evaluated as follows: 'A visit to the zoo appeals to both children and adults, as they can explore exhibits, attend interactive shows, and enjoy outdoor activities together. However, the ethical concerns regarding animal welfare in

PDE

Candidates should be encouraged to avoid repeating points from given texts but rather to interpret and expand on these points with personal insights and original thought. Approaching the question using a clear structure (for example: Point, Development, Evaluation) will support candidates in achieving this. Development of points (extracted from the texts) could be enhanced by including examples from wider reading on, or personal experience of, societal issues.

✓

- Where possible, candidates are encouraged to link points from the two texts and use one to help evaluate the other. An example of this, using the ideas of gaining scientific knowledge (from Text A) and behavioural changes in animals (from Text B), would be as follows: 'Zoos allow researchers to observe animal behaviour without the unpredictable variables present in their natural habitat, such as predation and weather. This setting allows for detailed, long-term research on social interactions, reproduction, and development. However, behaviours in captivity may differ from those in natural habitats due to stress and confinement, raising concerns about the validity of findings'.

Many responses featured creditworthy evaluation, for example, 'Using a mobile phone provides crucial safety for students by allowing instant communication in emergencies, so rather than banning mobile phones, perhaps it would be better to only allow their use at certain times of the day, for example on the journey to and from school when students are more likely to be at risk.' or 'The high cost of mobile phones undoubtedly causes jealousy among students when they don't have the latest model and making sure their children always have the most up to date phone can place financial strain on families.' In the first example, we have evaluation of the idea that mobile phones provide safety, with the use of 'crucial' being a signal that this is evaluative. The development provided here is a solution which supports the evaluation by mentioning that permitting the use of mobile phones on the way to and from school would offer security in emergency situations. The second example picks up on the Text B idea of envy, judging that there is validity in this idea with the use of 'undoubtedly'. The development here comes with the effect of the expense on families.

DEVELOPMENT & EVALUATION

DEVELOPMENT — Adding New Information Beyond the Text

Type	What It Does	Example
1. Result / Benefit	Show the consequence or outcome of the point.	<i>"Because of this, graduates start their careers burdened by decades of student loan debt."</i>
2. Named Example	Name a real person, place, or organisation.	<i>"For example, students at Eton College say their uniform builds a strong community."</i>
3. Personal Experience	Share a personal anecdote relevant to the point.	<i>"When I went abroad without my parents, I became more independent and self-reliant."</i>
4. Statistics	Use facts, figures, or research (these can be made up).	<i>"Studies show that 82% of parents feel less anxious when they can track their children."</i>
5. Alternative / Solution	Propose a compromise or a different approach.	<i>"Instead of banning phones entirely, schools could permit them only during break times."</i>

Signal phrases: *"For instance..." / "For example..." / "In fact..." / "Studies show that..." / "Consider the case of..." / "A better approach would be..."*

EVALUATION — Making a Judgement About an Idea

Type	What It Does	Example Phrases
1. Tone / Rhetorical Qs	Use evaluative tone or rhetorical questions to imply judgement.	<i>"But at what cost?" / "Travel might be fun, but is it truly educational?"</i>
2. Point-Based (Counter)	Judge a specific point — say why it is weak, flawed, or impractical.	<i>"This may seem like the better option, but..." / "However, this lacks credibility..."</i>
3. Text-wise (7 Criteria)	Judge the text itself — the writer's age, bias, perspective, or omissions.	<i>"The opposing argument is presented by someone too young to..." / "This view is idealistic."</i>

Signal phrases: *"However..." / "In my opinion..." / "You cannot ignore..." / "Albeit this lacks credibility..." / "While this may seem appealing..."*

KEY DIFFERENCE: Development adds new information (facts, examples, experiences). Evaluation makes a judgement (why something is good, bad, weak, or strong).

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THE UNIVERSAL BODY – 3 CORE PARAGRAPHS

These three paragraphs stay the same across every format. Only the tone and format-specific features change.

PARAGRAPH 2 – Side You **DISAGREE** With (PDE Format)

- **Point 1** (reworded + shortened from text) and **Point 2** (reworded + shortened)
- **Develop** Points 1 and 2 — add a personal example, real-world connection, or consequence
- **Evaluate** Points 1 and 2 — explain why they are flawed, limited, or impractical
- **Point 3** (reworded + shortened) and **Point 4** (reworded + shortened)
- **Develop** Points 3 and 4
- **Evaluate** Points 3 and 4

debate

Written shell: "It is undeniable that not only does [Point 1 reworded], but it also [Point 2 reworded]. {DEVELOP Points 1 and 2.} However, while this may seem like the better option, {EVALUATE Points 1 and 2.} Similarly, some argue that [Point 3 reworded], and [Point 4 reworded]. {DEVELOP Points 3 and 4.} Yet this perspective falls short because {EVALUATE Points 3 and 4.}"

PARAGRAPH 3 – Side You **AGREE** With

Option A (recommended):

- [Point 1] — full PDE (state, develop, and evaluate — say why it matters most)
- [Point 2] — develop it
- [Point 3] — develop it
- [Point 4] (optional) — develop it

Option B: All 3 to 4 points developed only (save all evaluation for Paragraph 4).

25/25 ←
eval ✓

→ 23 ↑
develop

(best)

PARAGRAPH 4 – Text-wise Evaluation + Final Stance

- Use **3 or more criteria** from the 7 text-wise evaluation criteria (see below)
- **Rule of Three** — three powerful adjectives or verbs in a row
- **Final stance** — one clear sentence stating your position

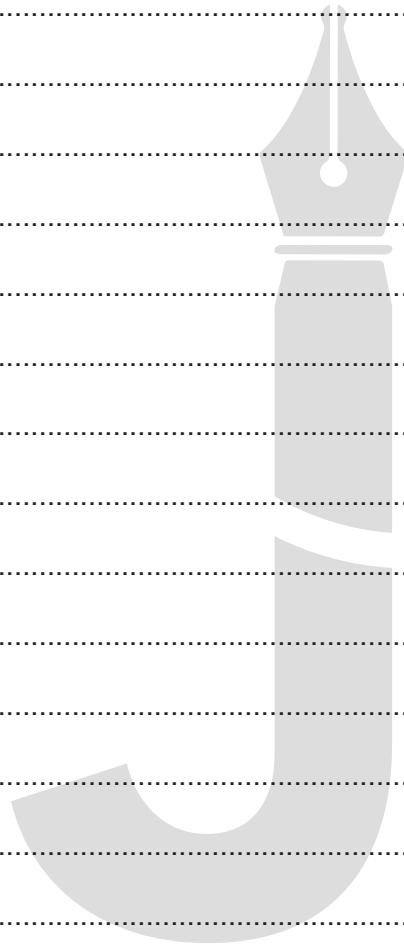
Stance

Written shell: "All in all, the argument for [disagree side] relies on a [short-term / idealistic / biased / individual] perspective, whereas [agree side] offers a more [long-term / realistic / objective / communal] approach. Furthermore, the opposing argument is presented by someone [age/experience evaluation], and it completely omits [what they missed]. [Rule of Three.] Hence, I firmly believe that [final stance]."

THE 7 TEXT-WISE EVALUATION CRITERIA

Criterion	Rule
1. Idealistic vs Realistic	Realistic = Stronger
2. Age and Experience	Older = Stronger (BUT if topic is about a specific group, belonging to that group = Stronger)
3. Short-term vs Long-term	Long-term = Stronger
4. Bias	Unbiased = Stronger
5. Use of Statistics	Evidence-backed = Stronger
6. Individual vs Communal	Communal = Stronger
7. Omission of a Point	If a text ignores something obvious, it is weaker

Differences in
Formats: ✓✓.



Formal

v/s

Informal:

3 words: [enhance, enrich and elevate ...]

Formal: formal (email) letter, report

→ RO3 ✓

Informal: Speech ✓, Article ✓, informal email/letter ✓

→ Rhetorical question ✓

- NO Contractions (can't / don't)

- Use Of Contractions (don't / can't / won't)

- One statistics development

- One personal experience
↓
One development

- Formal connectors (Moreover / Furthermore / On the contrary / Additionally / Similarly / Ultimately / etc.)
③
x no exclamatory inter

- Show connection to the reader
- Exclamatory statements Any sentence ending with an exclamation mark.
- Jokes / puns / humour.

* - Praise words

- Rhetorical questions *

- Anaphora

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FORMAL vs INFORMAL – KEY DIFFERENCES

	FORMAL (Email, Letter, Report) ✓	INFORMAL (Email, Letter) <i>Speech Article</i>
Tone	Professional, respectful, objective	Conversational, personal, friendly
Salutation	Dear [Title/Name as given], OR: Respected [designation],	Dear [First Name],
Valediction	Email: Regards , [Full Name] Letter: Yours sincerely , [Full Name]	Email: Love , [First Name] Letter: Yours faithfully , [First Name]
Contractions	✗ BANNED (don't, I've, you're)	✓ REQUIRED (don't, I've, you're)
Slang / Jokes / Puns	✗ BANNED	✓ Allowed – keep it natural
Abbreviations	✗ BANNED (omg, lol)	✓ Allowed

FORMAT-SPECIFIC FEATURES

FORMAL ONLY	INFORMAL ONLY
<ul style="list-style-type: none"> • Transition words throughout (However, Furthermore, Moreover, Nevertheless, etc.) • ONE statistics development (e.g. "Studies show that...") • Quotation for development (from the text or made up) • Praise the receiver ("Since you are more well-versed...") • Final recommendation (formal phrasing) • Report adds: Subheadings + Heading + Date 	<ul style="list-style-type: none"> • ONE personal experience development • Contractions throughout (don't, I've, you're, they've, etc.) • Conditional sentence ("If I were in your place, I would...") • Close-connection sentences ("As you know..." / "You of all people...") • Idioms (1–2 throughout) • Hyperbole (at least one) • Modal auxiliary verbs (May, Can, Must)

SHARED ACROSS ALL FORMATS

All 7 formats share the same **universal body** (Paragraphs 2, 3, and 4). The only things that change are the **opening, closing, tone, and format-specific features**. Every format uses: **Rhetorical questions, Rule of Three** (in Para 4), and **Text-wise evaluation** (7 criteria).

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Paragraph 1:

Rhetorical Question ✓

+

Purpose ✓

Paragraph 5:

↳ Closing Comments

Thankyou.

ARTICLE FORMAT

Subject: [Make it catchy — a question, wordplay, or pun, e.g. "Social Media: Blessing or Curse?"]

By line: By [Your Name]

Paragraph 1 — Introduction (~35 words)

- Open with a **rhetorical question** related to the topic
- State the **purpose** of the article
- **Two-sided Q shell:** "[Side A] or [Side B] — which path truly leads to success? This article endeavours to dissect this polarising debate before arriving at a final verdict."
- **One-sided Q shell:** "Is [topic] truly a blessing, or has it quietly become our greatest curse? This article endeavours to examine the merits and pitfalls of [topic] before arriving at a final verdict."

→ Question + Purpose

Paragraph 2 — Side You Disagree With (PDE Format)

- **Points 1 and 2** (reworded + shortened) → **Develop** → **Evaluate**
- **Points 3 and 4** (reworded + shortened) → **Develop** → **Evaluate**
- Include **ONE allusion or real-life example** (name a person or place)
- End with: "But is that all there is to the story?"

Paragraph 3 — Side You Agree With

- **Option A:** Point 1 — full PDE (evaluate it) + Points 2, 3, and 4 — develop each
- **Option B:** All 3 to 4 points developed only
- Include **anaphora** (repeat a phrase at the start of successive clauses)
- End with: "So, what is our final decision?"

Paragraph 4 — Text-wise Evaluation + Final Stance

- 3 or more criteria from the **7 text-wise evaluation criteria**
- **Rule of Three** (three powerful adjectives or verbs)
- End with: "Is the answer not evident?"

Paragraph 5 — Ending (~35 words)

- Include a **pun or wordplay** related to the topic
- Include an **exclamatory sentence**
- End with: "Thank you for reading."
- **Shell:** "After all, if we [pun related to topic], [humorous consequence]. Life is far too short to [tie back to topic]! Thank you for reading."

Thank!

CHECKLIST — EVERY ARTICLE NEEDS:

- ✓ ONE allusion or real-life example (name a person or place)
- ✓ Use of humour or pun (in Paragraph 5)
- ✓ Exclamatory sentence (in Paragraph 5)
- ✓ Rhetorical questions throughout
- ✓ Ending question in Paragraphs 2, 3, and 4
- ✓ Rule of Three in Paragraph 4
- ✓ Anaphora in Paragraph 3

REPORT FORMAT

To: [As given — e.g. The Principal] Date: [Any date]

Heading: A report about [topic] OR An assessment of [topic]: findings and recommendations

Subheading 1: Introduction (~35 words)

Introduction

- State who requested the report and what it aims to examine
- **Shell:** "As per [Title]'s instruction, this report aims to examine whether [core issue]; drawing upon student perspectives and prevailing trends, the subsequent findings evaluate both approaches in order to determine the most beneficial course of action."

Paragraph 2 — Side You Disagree With (PDE Format)

perceived benefits of the library

- **Points 1 and 2** (reworded + shortened) → **Develop** → **Evaluate**
- **Points 3 and 4** (reworded + shortened) → **Develop** → **Evaluate**
- Include **ONE statistics development** (e.g. "Studies consistently show that...")
- Include **ONE quotation** for development (from the text or made up)
- Use **formal transition words** throughout (However, Furthermore, Moreover)
- Use a **subheading** (e.g. "Perceived Benefits of...")

Paragraph 3 — Side You Agree With

→ Merits of the sports hall

- **Option A:** Point 1 — full PDE (evaluate it) + Points 2, 3, and 4 — develop each
- **Option B:** All 3 to 4 points developed only
- Include a **long-term future idea** (e.g. "This approach secures a future where...")
- Use **formal transition words** throughout
- Use a **subheading** (e.g. "Merits of...")

Paragraph 4 — Text-wise Evaluation + Final Stance

Evaluation

- 3 or more criteria from the **7 text-wise evaluation criteria**
- **Rule of Three** (three powerful adjectives or verbs)
- Final recommendation: "**I recommend...**"
- Use a **subheading**: "Final Comments"

Subheading 5: Conclusion (~35 words)

Conclusion.

- Thank the reader and entrust them with the decision
- **Shell:** "Any individual who has persevered thus far deserves my utmost gratitude; this report has achieved its aim to inform and illuminate, and it now entrusts you — as someone more well-versed on this matter — to act on these findings judiciously."

Reported by: [Your Name]

CHECKLIST — EVERY REPORT NEEDS:

- ✓ Formal transition words throughout
- ✓ ONE statistics development
- ✓ Heading + Subheadings for each section
- ✓ ONE quotation for development
- ✓ Final recommendation in Paragraph 4
- ✓ Rule of Three in Paragraph 4

arduous

SPEECH FORMAT

Paragraph 1 – Introduction (~35 words)

- Open with a **salutation** (e.g. "Good morning, everyone!")
- Include a **rhetorical question**
- State the **purpose** of the speech
- **Shell:** *"Good morning, everyone! [Rhetorical question]? Today – as your fellow student who has contemplated this matter extensively – I stand before you to share my views on [topic], a subject that profoundly affects us all."*

Paragraph 2 – Side You Disagree With (PDE Format)

- Open with **"My dear friends,"** (refer to the audience)
- **Points 1 and 2** (reworded + shortened) → **Develop** → **Evaluate**
- **Points 3 and 4** (reworded + shortened) → **Develop** → **Evaluate**
- Include a **real-life example**
- Use **communal words** throughout (us, we, our)

Paragraph 3 – Side You Agree With

- Open with **"That being said, my classmates,"** (refer to the audience)
- **Option A:** Point 1 – full PDE (evaluate it) + Points 2, 3, and 4 – develop each
- **Option B:** All 3 to 4 points developed only
- Include **Rule of Three** and **anaphora**
- Use **communal words** throughout

Paragraph 4 – Text wise Evaluation + Final Stance

- Open with **"My respected listeners,"** (refer to the audience)
- 3 or more criteria from the **7 text-wise evaluation criteria**
- **Rule of Three** (three powerful adjectives or verbs)
- Include an **idiom or common phrase** (e.g. "Actions speak louder than words")
- Use **communal words** throughout

Paragraph 5 – Conclusion (~35 words)

- Open with **"My friends,"** (refer to the audience)
- **Call to action** – ONE PHRASE CAPITALISED
- **Repetition** – "[key point], I repeat, [key point]"
- Express **gratitude:** *"I would like to extend my sincerest gratitude for your unwavering attention. Thank you!"*

CHECKLIST – EVERY SPEECH NEEDS:

- ✓ Refer to the audience in EVERY paragraph
- ✓ Communal words throughout (us, we, our)
- ✓ ONE capitalised sentence (call to action in Paragraph 5)
- ✓ ONE repetition in Paragraph 5
- ✓ Idiom or common phrase (in Paragraph 4)
- ✓ Rule of Three in Paragraph 4
- ✓ Anaphora in Paragraph 3

FORMAL EMAIL & LETTER FORMAT

	Formal Email	Formal Letter
Subject line	✓ Required — short and relevant	✗ No subject line
Valediction	Regards, [Full Name]	Yours sincerely, [Full Name]

Cannot use: Slang, jokes, puns, contractions, or abbreviations

Paragraph 1 — Introduction (~35 words)

- State the topic and the purpose of the email or letter
- **Shell:** *"With the changing times, [topic] has become a matter of considerable debate; as per your request, the subsequent email/letter aims to meticulously weigh both perspectives, and the points are laid out below for your esteemed consideration."*

Paragraph 2 — Side You Disagree With (PDE Format)

- **Points 1 and 2** (reworded + shortened) → **Develop** → **Evaluate**
- **Points 3 and 4** (reworded + shortened) → **Develop** → **Evaluate**
- Include **ONE statistics development** (e.g. "Studies show that...")
- Include **ONE quotation** for development (from the text or made up)
- Use **formal transition words** throughout

Paragraph 3 — Side You Agree With

- **Option A:** Point 1 — full PDE (evaluate it) + Points 2, 3, and 4 — develop each
- **Option B:** All 3 to 4 points developed only
- Use **formal transition words** throughout

Paragraph 4 — Text-wise Evaluation + Final Stance

- 3 or more criteria from the **7 text-wise evaluation criteria**
- **Rule of Three**
- **Praise the receiver:** *"Since you are more well-versed on this matter..."* or *"Given your expertise..."*
- Final recommendation

Paragraph 5 — Closing (~35 words)

- Thank the receiver, express trust in their judgement, and hint at a response
- **Shell:** *"I am honoured that you took the time to consider my suggestions; ultimately — given your expertise and sound judgement — I trust you will undertake the decision that most effectively supports our collective goals, and I eagerly await your response."*

CHECKLIST — EVERY FORMAL EMAIL/LETTER NEEDS:

- ✓ **Formal transition words throughout**
- ✓ **ONE statistics development**
- ✓ **Salutation (Dear [Title],)**
- ✓ **Valediction (Regards, / Yours sincerely,)**
- ✓ **Praise the receiver in Paragraph 4**
- ✓ **Rule of Three in Paragraph 4**

Directed Writing:

How to plan for directed?

What to do if cannot reward?

① Step 1: Points attract

② Step 2: Reward

③ Step 3: Stronger

- TIME

④ Step 4: develop

⑤ Step 5:

eval.

→ stance

INFORMAL EMAIL & LETTER FORMAT

	Informal Email	Informal Letter
Subject line	✓ Required — casual but relevant	✗ No subject line
Valediction	Love, [First Name]	Yours faithfully, [First Name]

Must use: contractions, idioms, rhetorical questions, and close-connection sentences

Paragraph 1 — Introduction (~35 words)

- Greet the reader warmly and state the topic
- Include a **close-connection sentence** (e.g. "You know..." / "As you know...")
- **Shell:** "Hey, I just finished reading your mail/letter regarding [topic]; you know — as someone who has wrestled with this dilemma myself — I am so glad you have asked for my opinion because I have quite a lot to say, so here goes nothing!"

RQ ✓

Paragraph 2 — Side You Disagree With (PDE Format, informal tone)

- **Points 1 and 2** (reworded + shortened) → **Develop** → **Evaluate**
- **Points 3 and 4** (reworded + shortened) → **Develop** → **Evaluate**
- Contractions allowed throughout
- Include **ONE personal experience** development
- Include a **conditional sentence**: "If I were in your place, I would..."
- Include **ONE idiom**

Purpose ✓

Paragraph 3 — Side You Agree With (informal tone)

- **Option A:** Point 1 — full PDE (evaluate it) + Points 2, 3, and 4 — develop each
- **Option B:** All 3 to 4 points developed only
- Include a **close-connection sentence**: "As you know..." / "You of all people understand..."

✓

Paragraph 4 — Text-wise Evaluation (informal tone)

- 3 or more criteria from the **7 text-wise evaluation criteria**
- **Rule of Three**
- Casual final recommendation

✓

Paragraph 5 — Closing (~35 words)

- Thank the reader casually and include a **close-connection sentence**
- **Shell:** "Well, kudos to you for listening to me ramble on about that dilemma; I genuinely hope I have helped you get a little closer to the final call — but I must dash now as my mother is calling, so take care!"

Then

CHECKLIST — EVERY INFORMAL EMAIL/LETTER NEEDS:

- ✓ ONE personal experience development
- ✓ Contractions throughout (don't, I've, you're, etc.)
- ✓ Conditional sentence ("If I were in your place...")
- ✓ Close-connection sentences ("As you know...")
- ✓ Idioms (1–2 throughout)
- ✓ Rule of Three in Paragraph 4

Stream will
continue at
7:15 PM!

jaweriaamer.com

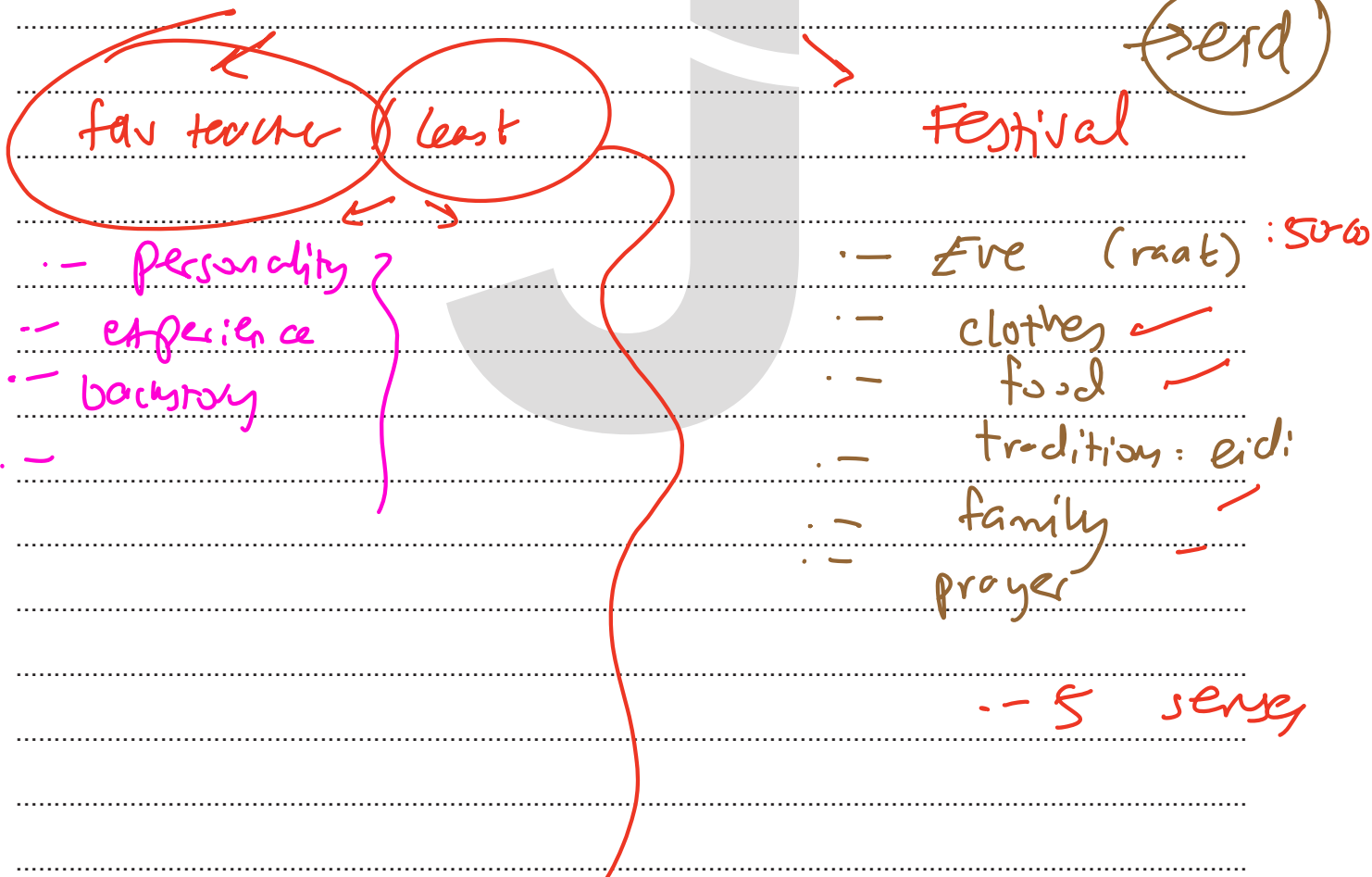
Essay Writing:

Narratives:

→ ① Conflict

→ ② Character

→ ③ Ending



Grammar + Quality of Writing Revision:

① Vocabulary

→ Do NOT use words you don't understand

→ 12 words in directed + Topic specific vocab

→

Para # 1

→ Character

→ Environment

#

②

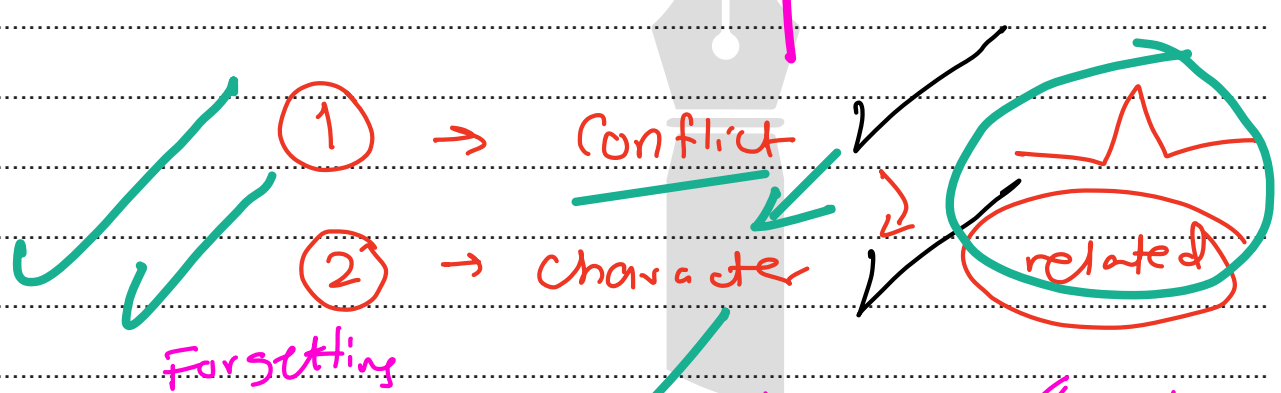
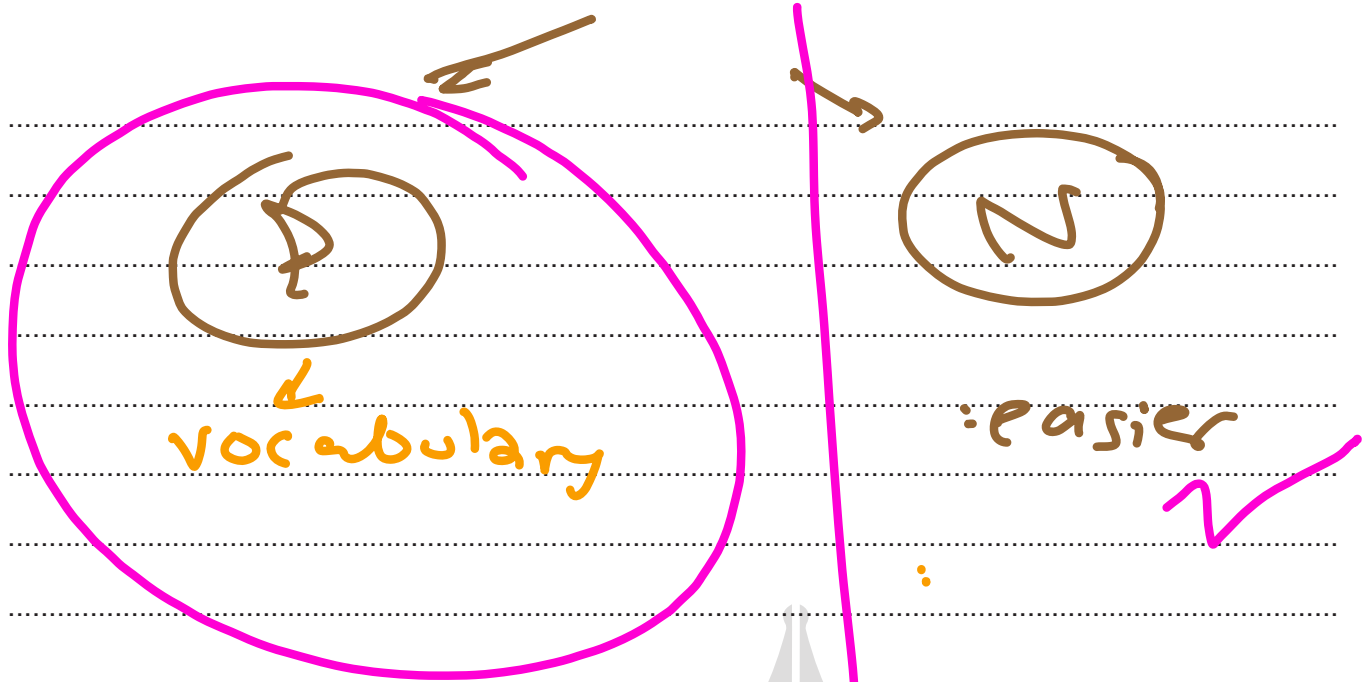
↳ Theme

(More call)

2-3

↳ Sentence

includes the words, " . "



Forgetting

clumsy

reckless

pampered

Ending

loss/
negative

Suspense

cliffhanger

① Positive // good :-

Full circle ending.

'You are brave'

'You are the most brave.'

Note:

match ✓
↳ win

, but at what cost?

④ Starting

DOS & DON'TS

What the examiner rewards — and what costs you marks every time

Each point below comes directly from CIE examiner reports (2024 & 2025). Your teacher will add the exact quote from the report next to each point.

✓ THE DOS

Start with conflict, action or tension immediately.

Use a flashback, in medias res, or suspense opening. No morning routine.

- ↳ Flashback . (2-3)
- ↳ Dialogue
- ↳ In the middle

Chor. det ✓
 master one
 → old age / date → current age / date
 } Read ①

Limit your story to 1–2 characters, shown through action — not description.

Give them one clear trait revealed through what they do, say, or feel.

① ✓
 5, 6 → First!

winner } → Confident } → loser
 } → Self-doubt

Stay in one tense throughout (past tense is safest).

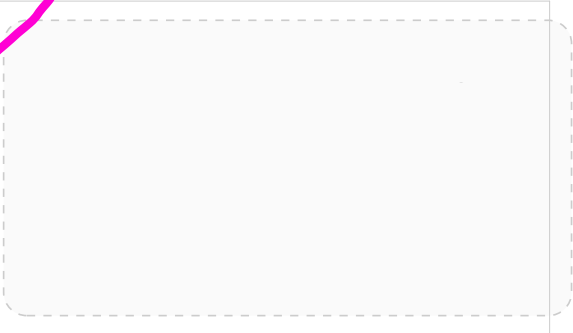
Check your tense after every paragraph. One slip costs grammar marks.

2 →
 (circled in pink)

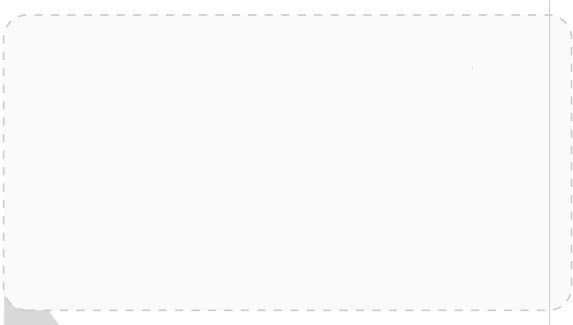
Punctuate dialogue correctly.

New line per speaker. Punctuation inside speech marks. Capital after a comma inside speech.

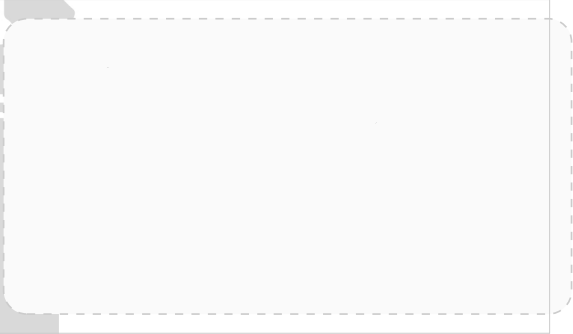
End with a full circle or a quiet emotional moment.
Return to an image or word from your opening. No sudden moral. No 'and then I woke up.'



Balance description, dialogue, and action equally.
Do not spend the whole essay describing — something must happen, someone must speak.



Stay within 350–450 words.
Exceeding the word count consistently leads to less controlled, less successful responses.

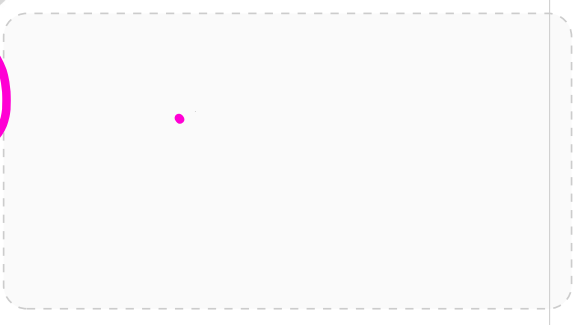


X THE DON'TS

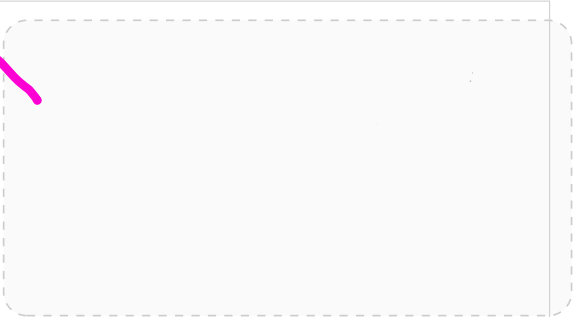
Don't start with a morning routine or 'Once upon a time.'
These openings signal low ability. Examiners see them as immediately weaker responses.



Don't use supernatural elements: no ghosts, zombies, magic, or aliens.
The story must be grounded in reality. Fantasy/supernatural elements are not credited.



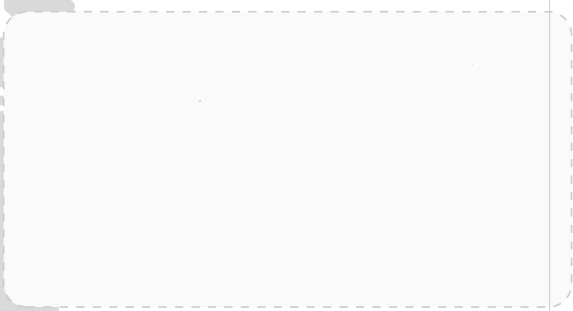
Don't include violence, drugs, murder, or adult themes.
Inappropriate content choices are highlighted as problematic in examiner reports.



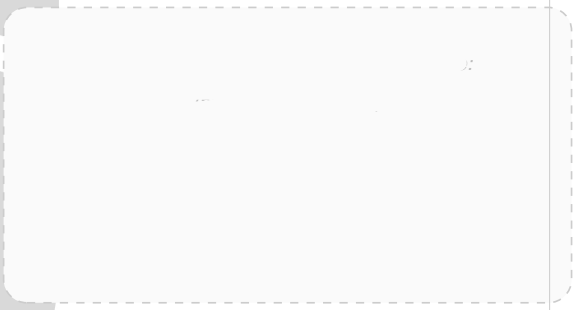
Don't write more than 450 words.
Exceeding the count leads to loss of focus, increased errors, and rushed endings.



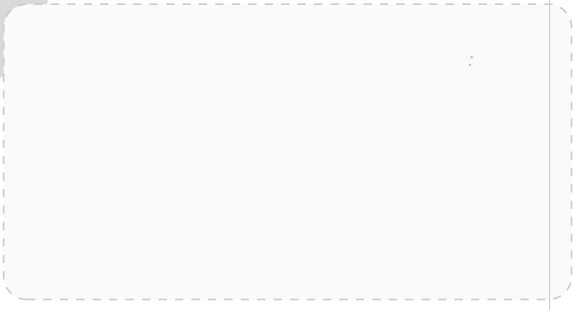
Don't end with 'And then I woke up' or a tacked-on moral.
This is called out by name in the 2025 report as the most common weak ending.



Don't shift tense mid-story.
Tense inconsistency is the single most common grammar error across all sessions.



Don't force the required sentence awkwardly into the wrong moment.
The sentence should feel natural — place it at Para 3 where tension peaks.



TYPE B — Mistake, Conflict & Accusation

Stories driven by an error, misunderstanding, or confrontation · 5 Topics

These prompts share a conflict-centred structure: something goes wrong between people (a message misdelivered, an object taken by mistake, an accusation) and the tension must be resolved — or not. The ending can be a twist, a reconciliation, or a bittersweet consequence. Avoid melodrama; the examiner consistently rewards realistic, school/home-based scenarios over fanciful ones. Use Story 2 (Silver Stars) as your base template for all Type B topics.

3	Write a story in which a message was not given to the correct person. <i>Prompt: topic-based</i>	Story 2 — Silver Stars
5	Write a story in which someone takes another person's bag home by mistake. <i>Prompt: topic-based</i>	Story 2 — Silver Stars
7	Write a story about a time when someone missed an important appointment. <i>Prompt: topic-based</i>	Story 2 — Silver Stars
10	Write a story which includes the sentence: 'What do you mean, you forgot it?' <i>Prompt: sentence-based</i>	Story 2 — Silver Stars
16	Write a story which includes the words: 'Stop lying to me. I know you took it!' <i>Prompt: sentence-based</i>	Story 2 — Silver Stars

Exam Strategy: The confrontation structure (Para 1: accusation → Para 3: revelation → Para 5: resolution or twist) absorbs every Type B prompt with small changes. For sentence-based topics (10, 16), the sentence slots directly into Para 1 or Para 3. For topic-based prompts (3, 5, 7), adjust only the central object or consequence.

Topic	Prompt	Insert at	Exact wording / what to add
4	Time was running out, so we had to try something different.	End of Para 1	Already embedded: "It was clear that time was running out, so we had to try something different." No change needed.
6	'I knew I had to overcome my fear if I was going to win.'	Start of Para 2	Already embedded verbatim: "I knew I had to overcome my fear if I was going to win." No change needed.
8	'I know it isn't easy, but we have to get it right.'	Para 1	Already embedded verbatim in Para 1 as dialogue. No change needed.
11	Someone gives up something important to help a friend.	Para 4	The narrator gives up their anger — something important emotionally — to protect the friendship. Insert at Para 4 insertion point: "I decided then that winning mattered far less than she did."
17	A small notebook is important.	Para 1 & 3	The notebook of measurements is already woven through Para 1 and Para 3. No change needed — the unchecked item in the notebook IS the too-much baking soda.

last night plans:

- ☐ Job down all the formats in one place → notebook
- ☐ Revise
 - 4 dev phrases ✓
 - 4 eval phrases ✓
 - 5 rule of threes ✓
 - 3 sensory details ✓
 - 1 - Anaphora practice. ✓
- ☐ Quickly read 3 sample essays → N / D
 ↳ or your own skeleton essay
- ☐ Read all sample directed writings. 9
- ☐ Revise formal v/s informal differences ✓

Social Media: Devil in Disguise

Tips

Question

QUR ✓ first

Essay ✓ second

⊕ Pencil ✓ penned.

'I had never imagined what
was inside the shop until
that fateful day.'

know!