

PAGE 1A: UNIVERSAL BODY – QUICK REFERENCE

PARA 2 – Side You DISAGREE With:

- Point 1 (reworded + shortened)
- Point 2 (reworded + shortened)
- Develop Points 1 & 2
- Evaluate Points 1 & 2
- Point 3 (reworded + shortened)
- Point 4 (reworded + shortened)
- Develop Points 3 & 4
- Evaluate Points 3 & 4

PARA 3 – Side You AGREE With:

- Point 1 (reworded + shortened) – evaluate OR develop
- Point 2 (reworded + shortened) – develop
- Point 3 (reworded + shortened) – develop
- Point 4 (reworded + shortened) – develop

PARA 4 – Text-wise Evaluation + Final Stance:

- Text-wise evaluation 1 (pick from the 7 criteria)
- Text-wise evaluation 2
- Text-wise evaluation 3 (minimum)
- Rule of Three
- Final stance (one clear sentence)

THE 7 TEXT-WISE EVALUATION CRITERIA:

1. **Idealistic vs Realistic** → Realistic = Stronger
2. **Age & 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

PAGE 1B: UNIVERSAL BODY – WRITTEN SHELL

PARAGRAPH 2 – Side You DISAGREE With (PDE Format)

It is undeniable that not only does [Point 1 reworded + shortened], but it also [Point 2 reworded + shortened]. {DEVELOP Points 1 & 2 – add a personal example, real-world connection, or consequence.} However, while this mr [Point 1 reworded + shortened] better option, {EVALUATE Points 1 & 2 – explain why this is a better option, but it is impractical.} Similarly, some argue that [Point 3 reworded + shortened], and [Point 4 reworded + shortened]. {DEVELOP Points 3 & 4.} Yet this perspective falls short because {EVALUATE Points 3 & 4.}

PARAGRAPH 3 – Side You AGREE With

Option A (recommended):

- [Point 1] – evaluate it (say why it matters most).
- [Point 2] – develop it.
- [Point 3] – develop it.
- [Point 4] – develop it.

Option B: All 4 points developed only (save all evaluation for Para 4).

PARAGRAPH 4 – Text-wise Evaluation + Final Stance

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].

5 Steps for directed writing:

- i) Get points out (points extracted)
 - ii) Reword the points as best as you can
 - iii) Text-wise evaluation → decide which side you agree with
 - iv) Decide which points to evaluate (PDE) in para #2
 - v) Developments
- = complete the response according to the format.

Question	Answer	Marks																		
1	Notes on task:																			
	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 25%;">Annotation</th> <th>Meaning</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">✓ 1</td> <td>Indicates ideas selected from Text A (Section A)</td> </tr> <tr> <td style="text-align: center;">✓ 2</td> <td>Indicates ideas selected from Text B (Section A)</td> </tr> <tr> <td style="text-align: center;">EVAL</td> <td>Indicates evaluation of an idea (Section A)</td> </tr> <tr> <td style="text-align: center;">DEV</td> <td>Indicates development of an idea (Section A)</td> </tr> <tr> <td style="text-align: center;">V</td> <td>Indicates merits of vocabulary (including spelling)</td> </tr> <tr> <td style="text-align: center;">P</td> <td>Indicates merits of punctuation</td> </tr> <tr> <td style="text-align: center;">F</td> <td>Indicates effective use of descriptive/narrative and structural features</td> </tr> <tr> <td style="text-align: center;">L5 L4 L3 L2 L1</td> <td>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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	<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 																			

Summer break:
 job / travel

Developments:

Agreeing

① Result (Benefit) ✓

Travelling is educational.

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 distance yourself from your busy life. Therefore by visiting places like mountains you can recharge your brain which allows you to be focused in university.'

② Example (Name) = Name of a place/person

Linguistically, 'For instance' and 'For example' were often good signal phrases preceding development.

③ Personal Experience

Point: It's an important learning experience.

which allows you to be focused in university.'

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 Statistics (logical) ✓

2005.

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.

restrained/restricted.

-- Research shows that
-- 30% of the people..

(facts and figures.)

⑤ Alternative // Solutions: ✓

S25/uniforms.

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.

↳ 2

↳ 3

Mobile phones

Evaluations :

o- Tone

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.

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 :-

- 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 zoos are paramount.'

It's a family outing for all ages.

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

Paper 2 Practice Worksheet

Question 1

W25 - QP22

"University is expensive; tuition, coursebooks, and living expenses add up."

Develop:

Research shows ... studies prove that ...
University is heavy on the budget
60% of university goes have to take hefty loans to complete their education
one in five.

Evaluate:

However, there are a lot of public options for the needy, for instance: Karachi University.

Question 2

S25 - QP21

"Wearing school uniform makes students feel like they belong — like they are all part of the same team."

Develop:

Evaluate:

Question 3

W24 - QP22

"Mobile phones help students stay in contact with their parents during the commute to and from school."

Develop:

Evaluate:

Question 4

S24 - QP22

"Zoos help protect endangered species and allow scientists to study animal behaviour."

Develop:

Evaluate:

Question 5

Specimen 2024

"Travelling is educational."

Develop (Solution/Alternative):

Instead of expensive international flights, schools could just use virtual reality so students can explore places like the Colosseum from the classroom.

Evaluate (Example of the opposite):

This is pretty weak when you think of tourists like my uncle Mark, who flies to exotic countries just to hide in a resort and completely ignore the local culture.

Specimen 2024

ANSWER KEY

Suggested Model Developments & Evaluations

Question 1

W25 - QP22

"University is expensive; tuition, coursebooks, and living expenses add up."

Develop (Result):

Because of this, a lot of graduates start their careers drowning in decades of student loan debt.

Evaluate (Counter-argument):

True, but university grads usually earn way more over their lifetimes, making the upfront cost worth it.

However,

Question 2

S25 - QP21

"Wearing school uniform makes students feel like they belong — like they are all part of the same team."

Develop (Example of a Place):

For example, students at Eton College often say their historic uniform helps build a really tight-knit community.

Evaluate (Statistics):

This isn't very strong, considering surveys show around 65% of teens feel uniforms just crush their individuality.

Question 3

W24 - QP22

"Mobile phones help students stay in contact with their parents during the commute to and from school."

Develop (Statistics):

In fact, reports show 82% of parents feel a lot less anxious when they can track their kids via GPS on the bus.

Evaluate (Personal Experience):

It sounds good in theory, but honestly, having a phone on the bus usually just meant I was scrolling social media instead of texting my mom.

Question 4

"Zoos help protect endangered species and allow scientists to study animal behaviour."

Develop (Personal Experience):

The last time we went to the zoo, talking to the biologists there taught me way more about conservation than a textbook ever could.

Evaluate (Solution/Alternative):

It would actually be way better for the animals if we spent that zoo money on protecting natural habitats and building wildlife reserves instead.

Do NOTs :-

⊗ Copy-paste the points

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.

⊗ List ideas without own addition

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.

⊗ Give a one-sided opinion

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.

⊗ Don't only evaluate OR ONLY develop

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.)

⊗ Use wrong 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.

DOs:-

✓ 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.

✓ Correct Features

- 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.

✓ Evaluation of text (Textwise evaluation)

- 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.

+ speakers

✓ Use general words, NOT names

- 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 ...'

✓ Correct Tone and formality

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.

DOs:- [→] Quality:

① Variety of sentence structures

A significant number of candidates used commas accurately within a list. Very few candidates used semi-colons and, where these were seen, their use was often inaccurate. Candidates should be encouraged to ensure that they include the full range of punctuation marks, as well as a range of simple, compound and complex sentences in their responses as this will help them to access marks in the higher levels for Writing.

② Range of vocabulary

The vast majority of candidates responded well to the topic of the paper which linked to environmental issues with which they were clearly familiar. Candidates clearly had the necessary vocabulary (such as 'extinction', 'habitat', 'life span', 'breeding programmes') at their disposal.

③ Rhetorical questions

zoo?' or 'I am here today to talk to you all about whether or not zoos should be banned'. Some responses sustained this awareness of audience through the use of rhetorical questions inviting the audience to consider/empathise with the animals' experience, for example 'How would you feel if you were taken away from your family and confined to a cage for the rest of your life?', or by beginning paragraphs with phrases such as 'My dear fellows' or 'Respected classmates'. The majority of responses adopted a suitable level of formality for the given context, however less formal and less appropriate phrases such as 'you guys' crept into some responses.

④ Always mention purpose in start

.. Awareness of the specified situation was good, with most responses offering an introductory paragraph which outlined the reason for the speech – and some acknowledging that this was part of the class debate specified in the question .

⑤ Give a clear stance

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

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. !!