



Overview

Syllabus Overview: Year 2 - IGCSE English Language (Specification B)

This year's IGCSE English Language syllabus is designed to develop core reading and writing skills essential for success in the exam, with a strong focus on understanding and responding to texts. The course integrates High-Performance Learning (HPL) principles to foster resilience, metacognitive reflection, and intellectual agility, ensuring students build not only the technical skills needed for the exam but also the personal attributes necessary for lifelong learning.

Learning Outcomes

1. **Literacy as a Foundation:** Students will develop a solid foundation of literacy skills that will support them in future academic endeavors and their professional lives.
2. **Critical Reading and Interpretation:** Students will learn to critically analyze and interpret unseen literary and non-literary texts, focusing on the writers' use of language, structure, and form.
3. **Textual Comparison:** The ability to compare and contrast texts, both fiction and non-fiction, will be a key focus, enabling students to understand how different texts approach similar themes or ideas.
4. **Directed Writing:** Students will practice converting information from texts into new formats, considering purpose and audience, which will develop their skills in directed writing.
5. **Creative and Argumentative Writing:** Students will enhance their imaginative writing skills while also learning to structure coherent arguments, honing their ability to use language effectively for a variety of purposes.

Course Components:

1. **Reading:**
 - Exposure to a broad range of modern texts, including biographies, autobiographies, newspaper articles, magazines, speeches, letters, diaries, and travel writing.
 - Focus on analysing language use, structure, and stylistic devices to interpret texts.
 - Opportunities for independent reading and engagement with thematically linked unseen texts, encouraging critical analysis.
2. **Text Comparison:**
 - Compare unseen texts to draw conclusions about tone, language, style, and purpose.
 - Develop skills in making connections between different genres and forms, with a particular focus on thematic and linguistic similarities or differences.

Unit Overviews

Term 1

Term 1: Reading and Writing Focus

In Term 1, students will focus on developing their reading and writing skills, with particular attention on the objectives tied to AO1, AO4, and AO5. The emphasis will be on **Section B** of the exam, which assesses students' ability to interpret, summarize, and adapt texts for different audiences and purposes. This term will build students' confidence in communicating effectively, whether through summaries, responses, or written adaptations of texts.

Reading lessons will teach students how to identify the form, audience, and purpose in various texts, while they also practice organizing their thoughts clearly in writing. A key part of this process will be improving their use of connectives, ensuring smooth transitions between ideas and paragraphs. Students will learn to present ideas from texts in their own words, giving them the flexibility to engage critically with source materials.

In writing, students will be introduced to a variety of rhetorical devices, enabling them to craft more engaging and impactful pieces. They will focus on organizing ideas effectively, making their writing clearer and more persuasive. Narrative and imaginative writing will also be introduced, encouraging students to explore different storytelling techniques, develop their creativity, and refine their ability to generate and organize ideas into coherent structures.

HPL principles will guide their learning, particularly in building **resilience** as they work through drafts and refine their writing based on feedback. Students will also begin developing **meta-thinking**, learning to reflect on their own learning processes and adapt them to improve their work. **Creative thinking** will be encouraged as students experiment with new writing techniques and rhetorical devices to express their ideas more effectively.

TERM 2

Term 2: Narrative and Argumentative Writing Focus

In Term 2, the focus will shift to Section C of the exam, which covers narrative and argumentative/discursive writing. Students will continue to develop their narrative skills, learning the key elements of successful storytelling, including character development, plot structure, and the use of vivid description. They will practice techniques such as using sensory language, metaphor, and imagery to engage their readers and create immersive narrative experiences.

In addition to narrative writing, students will focus on building confidence in argumentative and discursive writing. They will explore how to structure persuasive arguments, use logical reasoning, and support their opinions with evidence. Lessons will emphasize rhetorical techniques such as anaphora, antithesis, and appeals to ethos, pathos, and logos, helping students craft compelling

responses to controversial topics. As they build these skills, they will also learn to express their opinions clearly and with precision.

Throughout the term, the HPL principles of agility and problem-solving will be emphasized. Students will adapt their writing style to suit different audiences and purposes, whether in narrative or argumentative tasks. They will also develop intellectual confidence, learning to present their ideas with clarity and persuasiveness. Through the refinement of their writing, students will continue to deepen their self-regulation and reflective thinking skills.

Term 3

Term 3: Exam Preparation and Revision

Term 3 will be fully dedicated to exam preparation and revision, ensuring students are confident and well-prepared for the IGCSE English Language exam. This term will focus on consolidating all the skills developed in Terms 1 and 2. Students will review key reading and writing strategies, revisiting essential techniques for success in Section B and Section C of the exam.

A significant part of the revision will involve students engaging with practice papers and exam-style questions, both individually and in groups. They will work on timed responses, refining their ability to write clearly and concisely under exam conditions. Practice will include comparative analysis tasks, directed writing exercises, and essay-based questions, all aimed at building their ability to produce high-quality answers within the time constraints of the exam.

Students will also be encouraged to take an active role in their revision by finding their own extracts and preparing questions for class discussions. This will allow them to engage more deeply with the materials and take ownership of their learning. Additionally, students will develop a key terminology bank for AO2, which will help them articulate their responses more effectively during both reading and writing tasks.

HPL strategies will continue to underpin all aspects of their learning during this term. Students will focus on self-regulation, developing personalized revision plans and managing their time effectively during exam preparation. Critical thinking will also be key, as students assess their own work against exam criteria and identify areas for improvement. Collaboration will be encouraged during group revision sessions, helping students share insights and strategies for success.

By the end of Term 3, students will have refined their understanding of the exam structure, improved their timed writing skills, and gained the confidence necessary to tackle the exam with clarity and precision. Through the integration of HPL and a clear focus on exam-readiness, students will be fully equipped to excel in their IGCSE English Language exam.

Assessment

Formative: Throughout the units, students will complete assessments and quizzes, allowing the teacher to assess students' progress and inform their planning. These formative assessments foster the *High Performance Learning (HPL) Values, Attitudes, and Attributes (VAAs)* of *agility and resilience*, as students engage in regular feedback cycles that encourage growth and adaptability in their learning. Additionally, these activities promote *Advanced Cognitive Performance (ACP)* skills such as *meta-cognition* and *critical thinking*, as students reflect on their understanding, identify areas for improvement, and apply problem-solving strategies to enhance their skills.

Summative: Mock Exams