

A GUIDE FOR OUR
COMMUNITY



Dare Excel Share Create

DESSC Literacy

SPELLING

SWEAR

SUCCESS

SCAFFOLD

STAMINA

STANDARDS

STYLE

SWEATY

SHOW

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DESC *Literacy*



WELCOME

BY LOUISE FORD

DESC understands that strong literacy skills hold the key to unlocking the entire curriculum. Without the ability to read fluently, to write intelligibly and to speak confidently you will not succeed. This guide aims to act as your companion as you travel from subject to subject providing an insight into the different demands of each of those disciplines. For consistency, the guide has 9 specific sections designed to provide a framework for approaching literacy across the curriculum. For each subject you will find information regarding:

1. **STAMINA:** The length of writing demanded by that subject.
2. **SYSTEM:** The main acronyms devised by that subject to chunk literacy information together and to help you formulate paragraphs.
3. **SUCCESS:** What a grade 9 paragraph/section looks like for that subject.
4. **SPELLINGS:** Words that must always be used accurately and are often misspelt.
5. **SCAFFOLD:** Sentence starters to choose from.
6. **STYLE:** Reminders about tense and person as well as a generic formatting guide for typed essays.
7. **SHOW:** 9 final edits you should make of every written piece of work before submission.
8. **SWEAR WORDS:** Words that you should never use.
9. **STANDARDS:** An overall approach to Literacy in that subject.

Also included are generic ways to structure essays, vocabulary lists, top tips, common mistakes and approaches to reading.

Keep this guide safe and refer to it whenever you are working.

I hope you find it useful.

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READING



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Reading is a habit deeply ingrained at the College. We expect you to read for at least twenty minutes each day and to have a reading book with you at all times. Universally there are four types of reading: **skim, scan, intensive and extensive**. Here at DESC we, of course, have 9. Practise all 9 types regularly and track your progress through A.R.

949 TYPES OF READING

SKIM: A skim read involves reading the text quickly to pick out the main points. Focus on headings and nouns and move eyes side to side.

1 = SKIM

SCAN: A scan read involves reading the text quickly to locate a certain point or chapter. Focus on the index and scan pages up and down.

2 = SCAN

SLOW: A slow read involves reading the text carefully to digest the meaning. Focus on looking up words that are unfamiliar. Have a dictionary to hand.

3 = SLOW

STUDY: A study read involves reading the text carefully whilst making notes. Have a notepad to hand and write down key ideas/terminology.

4 = STUDY

SWOOP: A swoop read involves reading the text in non-chronological order. Turn to the page/chapter that you need and go from there.

5 = SWOOP

SPLICE: A splice read involves merging two texts together to identify common themes and points of agreement or contention. Move your eyes from text to text.

6 = SPLICE

SWAG: A SWAG read involves focusing on one particular word/motif or idea and tracking it through the text. It stands for single word analysis glory and is a more in-depth version of a slow read.

7 = SWAG

SWELL: A swell read involves reading around a particular subject to improve overall knowledge. Focus on quantity and make this a regular habit.

8 = SWELL

SOOTHE: A soothe read involves reading purely for pleasure. Loose yourself in a book and enjoy the mental and physical benefits.

9 = SOOTHE

STAMINA



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PUSH YOURSELF. TRAIN YOURSELF. TEST YOURSELF.



Many students leave long examinations complaining of sore arms/hands. It would be unrealistic to expect a 1500M runner to be able to complete a marathon with no training—yet how often do you sit and write for the entire time that you will need to in an exam?

Unless you regularly experience what it feels like to physically write for an extended period, you will never be fully prepared for your exams, nor have the range of vocabulary to fulfil the variation required of writing at length.

Don't let your stamina let you down. Train like you would in sport. Set uninterrupted time aside to complete past papers in full. Build up the mental and physical strength needed to perform at a high level for up to three hours.

Be aware of the stamina required for each of your different subjects and train to win.

949 TOP TIPS

Write anything at all for 20 minutes every single day. Warm up those muscles.	1
Keep a diary/journal and try to begin every single day in a new way.	2
Write for 60 minutes each week, varying the start of each paragraph.	3
Write for 180 minutes once a fortnight, attempting to keep writing legible.	4
Learn and use a variety of sentence starters and connectives.	5
If your hands are sore- take a 20 second break and rub them together.	6
If your arms are sore—move them around to get the blood flowing freely.	7
Try out different pens to find one that suits your pace and handwriting.	8
Know the exact timings of your exams and practice them under timed conditions.	9

SYSTEM



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GET SWEATY. BE SWEATY. LOVE SWEATY. IT IS DUBAI ;)

SWEATY is the main system used at DESC to write analytical paragraphs. It is an acronym designed to help you work through the distinct sections of an argument and reminds you to include both evidence and technical terms. At GCSE and certainly beyond, the main type of writing expected in essays is that of an argument. Master SWEATY and you will argue with ease. Although sometimes daunting at first, unlike PEE or other acronyms used around the literacy world, SWEATY forces you into good habits from Year 7 and ensures that you can achieve a level 9 or even a PHD!

Due to the distinct requirements of individual departments, SWEATY has re-invented itself in some disciplines to accommodate the unique quirks of that type of writing. However, when the letters of SWEATY are used in any other department they still equate to the same thing.

Mastering SWEATY and its offspring should be a priority. Once you do, you will realise how easy it is to make your writing analytical, accurate and stylish.

TOP TIPS
KEEP THIS SHORT
MAKE SURE IT ANSWERS THE QUESTION
USE THE WORDS OF THE QUESTION

THE THING YOU KNOW/BELIEVE. THE ANSWER TO THE QUESTION.

CONNOTATIONS: FACTUAL, TRUTHFUL, CONCISE, CLEAR

TOP TIPS
KEEP THIS SHORT
COPY IT OUT EXACTLY
DON'T FORGET "X"

THE WORDS FROM THE TEXT IN "XXX".

CONNOTATIONS: BORROWED, ACCURATE, PROOF

TOP TIPS
MAKE THIS THE LONGEST PART OF YOUR PARAGRAPH
SQUEEZE EVERY LAST BIT OUT OF YOUR EVIDENCE
CONSIDER OTHER INTERPRETATIONS
ADD SOME S.W.A.G.

THE LONGEST PART OF THE PARAGRAPH. HIGHER ORDER SKILL

CONNOTATIONS: DETAILED, BALANCED, INSIGHTFUL

949 TIPS FOR SWEATY SUCCESS

1. My **STATEMENT** is short
2. My **STATEMENT** answers the question (ATQ)
3. I have **WOVEN** in a piece of **EVIDENCE**
4. My **EVIDENCE** is concise and accurate
5. I have included a **TECHNICAL TERM**
6. My **TECHNICAL TERM** is accurate and spelt correctly
7. My **ANALYSIS** doesn't repeat my statement
8. My **ANALYSIS** is the longest part of my paragraph
9. **YES** I have answered the question!

S_w "E" A_{SWAG} T Y

TOP TIPS
MAKE THIS THE EASIEST ROUTE POSSIBLE
USE THE CONTEXT TO HELP YOU
BE READ FOR SENSE
NO-ONE THE EVIDENCE IS NECESSARY

A WAY TO GET FROM YOUR STATEMENT TO YOUR EVIDENCE.

CONNOTATIONS: SMOOTH, CONTEXTUALISED

TOP TIPS
MAKE SURE THIS IS ACCURATE
SEE THE 3-RULE
ADD THIS IN ANYWHERE YOU USE

THE TECHNICAL HOW. THE IDENTIFICATION OF THE 'WAY'

CONNOTATIONS: SPECIFIC, ACCURATE, NAMED

SINGLE
WORD
ANALYSIS
GLORY



SUCCESS



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KNOW WHAT A 9 LOOKS LIKE. EMULATE IT. MAGPIE FROM IT.



When starting a new unit or piece of work ensure that you have been provided with what ‘success’ looks like. This should be in the form of a grade 9 answer by a previous student. Unless you know what the end product consists of, you will not be able to construct a literacy journey to reach that destination.

The idea is certainly not to copy that students’ response, however dissecting its structure, tone and key vocabulary is perfectly acceptable and good practice. This is known at DESC as being a Magpie. Magpies are renowned for loving shiny things as you need to become used to ‘borrowing’ sparkling literary ideas.

The best writers are also the best readers. Every time they read they are absorbing better ways to phrase an idea or more interesting vocabulary to express themselves. You must do the same.

949 TOP TIPS

Ask to be provided with ‘Success’ at the start of a new unit.	1
Study that example of ‘Success’ at timely intervals and use it to plan your own.	2
Understand how ‘Success’ has been structured and use this to plan your own.	3
Magpie key technical terms from ‘Success’ and create a checklist.	4
Magpie ambitious vocabulary from ‘Success’ and start your own dictionary.	5
Begin to absorb connecting phrases and ways of opening and closing a response.	6
Study the ‘Success’ examples provided in this booklet as a first port of call.	7
Turn the ‘Success’ into a mathematical formula that is transferable.	8
Become a 9 yourself so that your responses can be the ‘Success’ of the future.	9

SPELLING



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LEARN THE KEY SPELLINGS FOR EACH SUBJECT. END OF.

50 COMMONLY MISPELLED WORDS

- 1 Accessory
- 2 Accommodate
- 3 Acquire
- 4 Appearance
- 5 Beautiful
- 6 Believe
- 7 Business
- 8 Calendar
- 9 Changeable
- 10 Colleague
- 11 Conscience
- 12 Definite
- 13 Difficulty
- 14 Discipline
- 15 Embarrassed
- 16 Equipment
- 17 Exhilarate
- 18 Fluorescent
- 19 Foreign
- 20 Friend
- 21 Government
- 22 Graffiti
- 23 Guarantee
- 24 Humorous
- 25 Illicit
- 26 Millennium
- 27 Minuscule
- 28 Mischievous
- 29 Necessary
- 30 Neighbour
- 31 Occasionally
- 32 Occurrence
- 33 Possession
- 34 Pronunciation
- 35 Psychiatrist
- 36 Questionnaire
- 37 Queue
- 38 Receipt
- 39 Receive
- 40 Relevant
- 41 Religious
- 42 Restaurant
- 43 Rhythm
- 44 Separate
- 45 Species
- 46 Symphony
- 47 Technology
- 48 Vacuum
- 49 Weird
- 50 Xylophone

There is nothing that irritates a teacher/examiner more than the misspelling of the key words associated with their subject.

You need to just learn them and get them right every single time. This guide provides 9 spellings for each subject. This is not an overwhelming amount and should be approached as a canon of words that you should commit to memory.

Yes, spell check can help in certain situations, but it will not help in written exams nor is it any substitute for knowing the words yourself.

Not only do these 9 spellings feature heavily in the subjects they relate to, they also form a body of knowledge for that subject, which if committed to memory, will also aid written fluency and idea generation.

Practice makes permanent. Learn them right!

949 TOP TIPS

The old Primary method of 'Look, Cover, Write' still works well.	1
Write each word out three times a week until it is committed to memory.	2
Make up a rhyme or acronym to remember the 9 key words of a subject.	3
Frequently practise the ones you tend to get wrong and recognise your mistakes.	4
Copy, copy, copy. Copy them out until you can see them in your sleep.	5
Check your work for silly spelling mistakes before handing it in.	6
Take your time when writing key words—give them the time they deserve.	7
Use the spellings as a checklist of key ideas/technical terms to include.	8
Learn them. End of. Your grades are relying on this.	9

SCAFFOLD



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LEARN SCAFFOLDS. THEY WILL SUPPORT YOU.



Under the pressure of an assessment or an exam, it is not uncommon for the mind to go blank. Everyone has different ways of dealing with stress, but one thing that we all have in common is that scaffolds are incredibly useful and effective when it comes to committing things to memory.

The brain functions best when short term memory is freed up and one way to do this is to chunk information together, in the form of a scaffold. This can then be stored in the long term memory and recalled when needed as a supportive influence.

Scaffolds can also help to increase your speed. Most writing follows a set format and knowing this in advance can allow you to experiment with ambitious content but not at the expense of structure.

949 TOP TIPS

Learn the scaffolds provided for your subjects.	1
Commit them to memory and recall them regularly to keep them secure.	2
Experiment with changing the content of the gaps whilst keeping the scaffold.	3
Start with the full scaffold and slowly chunk the information further.	4
Think of the scaffold as your support system and use it as such.	5
Devise your own scaffolds for questions that you typically find challenging.	6
Create generic scaffolds that can be easily recalled for openings/endings.	7
Memorise the scaffold in the same way you would facts/statistics.	8
Recite the scaffold regularly and feel confident in its application.	9

STYLE



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STYLE NEVER GOES OUT OF FASHION.



When it comes to literacy, DESC is very clear in what it considers stylish writing and has established rules, by subject, to avoid a call to the fashion/literacy police!

This focus on style ensures that you get into good habits from day one and provides a set of guidelines in terms of person and tense amongst other key areas.

A good rule to follow is that if you are writing about someone else's writing or ideas, then your writing should be at least as good as theirs in terms of content and style.

Some subjects, including English, command that their essays are written in the third person/present tense with a focus on using the author's surname. Others are comfortable with you using first person 'I'. Check this guide and ensure that you are a style chameleon!

949 TOP TIPS

Use the appropriate 'person' for the subject you are writing for.	1
Use the appropriate 'tense' for the subject you are writing for.	2
Avoid empty adjectives regardless of the subject (nice, boring)	3
Use the appropriate level of force. Do you need to be direct or tentative?	4
Use the appropriate passive/active voice depending on the argument	5
Avoid using 'I' when analysing unless the subject specifically demands it	6
Avoid using the past tense when analysing unless it is specifically asked for.	7
Avoid informal, chatty, slang language unless you are being deliberately creative	8
Avoid contractions in academic writing. (can't = can not) Write words out in full	9

STYLE 2.0



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STYLE NEVER GOES OUT OF FASHION.



When submitting word processed work or coursework please follow the guidelines below to ensure that the style of your work is in keeping with our high standards and House Style. When you move on to University and beyond, formatting of this nature will be mandatory and non-compliance could even result in your essay being rejected, so learn the basics now and get into good habits!

You can not put a price on style! First impressions count.

- Font = Trebuchet MS
- Size = Main body 12
- Titles = 14, In Header, CAPS; Centered
- Margins = Moderate
- Spacing = 1.5. Extra line between paragraphs
- Paragraphing = Justified
- Referencing = Harvard
- Numbering = Bottom right
- Subsections = Italicised and centered

HOW TO FORMAT A DESC ACADEMIC ESSAY

How to format a DESC academic essay. How to format a DESC academic essay. How to format a DESC academic essay. How to format a DESC academic essay. How to format a DESC academic essay. How to format a DESC academic essay. How to format a DESC academic essay. How to format a DESC academic essay. How to format a DESC academic essay. How to format a DESC academic essay. How to format a DESC academic essay. How to format a DESC academic essay. How to format a DESC academic essay. How to format a DESC academic essay. How to format a DESC academic essay. How to format a DESC academic essay. How to format a DESC academic essay. How to format a DESC academic essay. How to format a DESC academic essay.

How to format a DESC academic essay. How to format a DESC academic essay.

SHOW



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EDITING IS A VERB. A 'DOING WORD' , THAT YOU MUST DO.

YOU'RE YOU ARE.
 YOUR IT BELONGS TO YOU.
 THEY'RE THEY ARE.
 THEIR IT BELONGS TO THEM.
 THERE A PLACE.
 WE'RE WE ARE.
 WERE PAST TENSE OF ARE.
 WHERE A PLACE.
 THEN A POINT IN TIME.
 THAN A METHOD OF COMPARISON.
 TWO THE NUMBER 2.
 TO INDICATES MOTION
 TOO ALSO OR EXCESSIVELY

Show applies to both you the student and your teacher. To you, it should serve as a reminder to show off your accuracy by editing your work carefully before submitting it for marking. If you don't, your teacher will use our marking code to show you where you have gone wrong.

Although each department has created its own set of nine specific edits, there are some common edits that are generic and should be used as a checklist for every piece of written work to avoid making a show of yourself!

The list on the left is a very good place to start and there is no excuse for mixing these up. Learn them and use them correctly whatever the subject.

Practice does make perfect but the same mistakes time and time again can become permanent and hinder your chances of success.

949 TOP TIPS

Edit your tense. Is it right for the subject? Have you used it consistently throughout?	1
Edit your use of person. Is it right for the subject. Have you used it consistently?	2
Edit your contractions. Take them out and instead write the words out in full.	3
Edit your empty adjectives. Replace them with more ambitious vocabulary.	4
Edit your homophones. Have you used the right there/their/they're?	5
Edit your structure. Have you used paragraphs. Do they all begin differently?	6
Edit your handwriting. Is it legible? Does it appear that pride has been taken?	7
Edit your agreements. Check that singulars and plurals are accurate.	8
Edit your language. Check you haven't sworn or spelt a key word incorrectly.	9

PRACTICE

makes

PERFECT

PERMANENT

SWEAR!



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AVOID SWEAR WORDS AT ALL COST. BAN THEM. FOREVER.



Swear words are words that are unwelcome in our DESC community. Words that make your teachers wince. They are NOT traditional swear words, although the reaction and the connotations remain the same. Instead they are words that are either used incorrectly, used too often or misused completely.

Each subject has their own nine words and they should be committed to memory and then locked away—never to grace a page ever again.

When editing your work, look out for swear words or face the wrath of your teacher who may make you pay a fine to the swear jar!

Of course, traditional swear words are also obviously completely banned but if you think of the subject-specific ones with the same disdain - your literacy will improve, along with your manners!

9 DESC SWEAR WORDS

NICE	1
BORING	2
QUOTE	3
DUNNO	4
ALRIGHT	5
CAN'T	6
SHOWS	7
WON'T	8
LIKE	9

STANDARDS



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CONSISTENCY OF COMMUNICATION

‘Like a DESC Student, please’ has become synonymous with the high standards we expect of all types of communication at the College. Whether conversing with a teacher or collaborating with other students, all of the 9 areas of Literacy outlined in this guidebook should be considered. Successful writing often begins with succinct, concise and polite oral responses and as such it is important that we continue to raise the standard of our communication to create a highly literate and articulate community.

No-one knows what the future holds but what is certain is that those who can communicate effectively, challenge politely, collaborate effectively and present with poise are more likely to succeed.



LIKE A DESC STUDENT PLEASE...

DAY TO DAY



Direct
Engage/Eyes
Sir/Miss & Smile
Carry on

EVERY LESSON



Direct
Engage/Eyes
Sentences/Smile
Consider

SPEECHES



Deliver
Engage/Eyes
Stand/Silent/Smile
Conclude/Clap

COLLABORATION



Direct
Engage/Eyes
Speak/Silent/Smile
Contemplate

ENGLISH



The main type of writing featured in English is ANALYTICAL

STAMINA: Writing varies in length from 50-1,500 words

SYSTEM: The main acronym used in English is SWEATY

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SUCCESS

Shakespeare presents Gonzalo as an optimistic and enthusiastic character. Upon landing on the island, despite the bleak weather conditions, Gonzalo exclaims how "lush and lustrous the grass looks! How green!" This highlights Gonzalo's sense of sanguinity as, although their ship has been destroyed and they have lost everything, he focuses on the beauty around him. The use of the two exclamative sentences convey Gonzalo's almost childish sense of wonder. He is fascinated by his surroundings, imagined through the use of the adjectives "lush" and "lustrous." Prior to this, the audience is aware that Gonzalo has been involved in a terrifying storm but Shakespeare presents him as extremely hopeful, as he is able to maintain a positive outlook when other characters are not. Shakespeare perhaps creates the character of Gonzalo as a point of contrast to some of the more pessimistic characters. An audience would likely sympathise with Gonzalo, and hope that they would also act in a similar manner.

SPELLINGS

1. audience
2. beginning
3. believe
4. metaphor
5. onomatopoeia
6. opinion
7. rhythm
8. Shakespeare
9. author

SCAFFOLD

1. X positions the reader to believe that
2. X could be suggesting that
3. Whilst some readers.... others
4. The reader is caught between
5. X appears to be motivated by
6. On first reading... however
7. By the close of the novel
8. Perhaps X wants the reader to
9. The astute reader understands that X

STYLE

English writing avoids first person, 'I' instead it uses the authors name.

I think that Shakespeare uses Romeo to explore...(NO)

Shakespeare uses Romeo to explore...(YES)

English writing uses the present tense for analysis, even if the author is deceased.

Perhaps Shakespeare was suggesting that...(NO)

Perhaps Shakespeare is suggesting that...(YES)

SHOW

Edit your work

1. **Novel** not Book
2. **Reader** not I
3. **Play** with an **audience**
4. No contractions (can't)
5. No numbers except dates
6. No clichés
7. No colloquialisms
8. No sweeping statements
9. No empty adjectives (nice)

SWEAR WORDS

shows, word, quote, says, nice, book, can't, it's, quote

ARABIC



The main types of writing featured in Arabic A are Narrative and Analytical

STAMINA: Writing varies in length from 100—1000 words

SYSTEM: The main acronym used in Arabic A is SWEATY

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SUCCESS

هل تعرفون معنى أن يسكن الإنسان في قارورة عطر؟! بيتنا كان تلك القارورة.

إنني لا أحاول رشونكم بتشبيهِ بيلغ، ولكن ثقوا أنني بهذا التشبيه لا أظلم قارورة العطر، وإنما أظلم دارنا.

والذين سكنوا دمشق، وتغلغلوا في حاراتها وزواربيها الضيقة، يعرفون كيف تفتح لهم الجنة ذراعيها من حيث لا ينتظرون. بوابة صغيرة من الخشب تنفتح، ويبدأ السير على الأخضر، والأحمر، والليلكي، وتبدأ سمفونية الضوء والظل والرخام.

شجرة النارنج تحتضن ثمارها، والدالية حامل، والياسمينَةُ ولدت ألف قمرٍ أبيض وعلقتهم على قضبان النوافذ، وأسراب السنونو لا تصطاف إلا عندنا.

هذا البيت دمشقي الجميل استحوذ على كل مشاعري، وأفقدني شهية الخروج إلى الزقاق كما يفعل الصبيان في كل الحارات، ومن هنا نشأ عندي الجس (البيتوتي) الذي رافقتني في كل مراحل حياتي.

طفولتي قضيتها تحت " مظلة الفيء والرطوبة" التي هي بيتنا العتيق. كان هذا البيت هو نهاية العالم عندي، كان الصديق، والواحة، والمشتى، والمصيف.

SPELLINGS

1- لا سيما

2- لكن

3- أولو

4- شيء

5- مائة

6- هؤلاء

7- انتصار

8- مئذنة

9- حضرات

SCAFFOLD

1 - لا يختلف اثنان على أهمية هذا الموضوع

2- كان ياما كان في قديم الزمان،..

3 - في الحقيقة، ولا شيء غير الحقيقة،...

4 - عندما فكرت في كتابة هذا الموضوع، تأثرت روعي، بل كل جوارحي.

5 - يستطيع أي إنسان الكتابة في هذا الموضوع، ولكن كتابة التجربة شيء آخر.

6- في الماضي، كان الناس يتخيلون أن هذا الشيء من السهولة بمكان.

7 - ربما يريد القارئ توضيحا هنا،....

8- وفي الختام، أحب أن أستعين بكلماتي...

9- أخيرا وليس بآخر،...

STYLE

الفعل يسبق الفاعل لزيادة قوة التركيب.

(سمع أحمد الحديث) وليس (أحمد سمع الحديث).

الألف الذي ينطق ولا يكتب (هذا- لكن- هؤلاء) وليس (هاذا- لاكن- هاؤلاء)

إذا بدأت الجملة بالفعل يكون في صيغة المفرد حتى لو بعده جمع: (قام الطلاب) وليس (قاموا الطلاب).

SHOW

عَدِّل كتابتك

1- تخطيط الأفكار يحتاج تنظيم.

2- حافظ على سلامة الإملاء.

3- كن دقيقا في استخدام علامات الترقيم.

4- اكتب الأرقام كلمات (أربعون)

5- مراعاة النحويات (كان راعا) وليس (راع).

6 - فرق بين الهمزات المفتوحة فوق الألف والمكسورة تحته، أو همزة المد، أو المحذوفة.

6- المحافظة على الشكل وتنظيم الخط.

7- التدقيق والمراجعة بعد الكتابة.

SWEAR WORDS

و أيضا- نروح- طيارة (طائرة)-خصوصا (لا سيما)- ممكن (ربما)- بالإضافة (علاوة على)

MATHEMATICS



The main type of writing featured in Mathematics is NUMERICAL

STAMINA: Writing varies in length from 1 line to multiple lines of working out

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SYSTEM: The system depends on the topic

SUCCESS

Question # 1

The angle of elevation of a hot air balloon, climbing vertically, changes from 25 degrees at 10:00 am to 60 degrees at 10:02 am. The point of observation of the angle of elevation is situated 300 meters away from the take off point. What is the difference in height off the ground from 10am and 10:02am?

① Draw a diagram ② label the sides

③ Find h_1 SOH CAHTOA
 $\tan \theta = \frac{\text{opp}}{\text{adj}} \quad \theta = 25^\circ, \text{Adj} = 300\text{m}$
 $\tan 25^\circ = \frac{\text{opp}}{300} \Rightarrow \tan 25^\circ \times 300 = \text{opp}$
 $h_1 = 139.89\text{m (2dp)}$

④ Find h_2 SOH CAHTOA
 $\tan \theta = \frac{\text{opp}}{\text{adj}} \quad \theta = 60^\circ, \text{Adj} = 300$
 $\tan 60^\circ = \frac{\text{opp}}{300} \Rightarrow \tan 60^\circ \times 300 = \text{opp}$
 $h_2 = 519.62\text{m (2dp)}$

⑤ Final Answer
 $h_2 - h_1 = 519.62 - 139.89$
 $= 379.73\text{m}$
 The height of the balloon increases by 379.73m (2dp)
 Don't forget the units

SPELLINGS

1. algebraic
2. perpendicular
3. pythagoras
4. cumulative
5. independent
6. coefficient
7. hypotenuse
8. reciprocal
9. parallelogram

SCAFFOLD

1. Show that....
2. Work out....
3. Estimate....
4. Calculate....
5. Prove....
6. Evaluate....
7. Simplify
8. Describe/Interpret....
9. Explain....

STYLE

1. For questions that just require a single numerical response remember show all of your working out
2. For questions that require justification for your answer in addition to showing your working out remember to include a closing statement

?? proves ?? Is right

SHOW

EDIT YOUR WORK

1. For basic calculation errors
2. To include units
3. Check correct use of '=' sign
4. For misplaced decimal points
5. For rounding errors
6. For order of operations (BIDMAS)
7. To check negative number rules
8. For clear number formation
9. To check that I have answered the question asked

SWEAR WORDS

Letter (Variable), Point (Coordinate), Improper (Top Heavy), Move (Translate), Goes up/down (Increase/decrease), Number in front of (Coefficient), F Angle (Corresponding Angle), Z Angle (Alternate Angles), Sin (Sine)

SCIENCE



The main type of writing featured in Science is EXPLANATORY

STAMINA: Writing varies in length from 5—250 words

SYSTEM: The main system used in Science is SWEATY

Dare Excel Share Create

SUCCESS

Two populations can be separated by a geographical barrier. Within these populations there is genetic variation caused by mutations. Under different environmental conditions, natural selection occurs and the organisms with the favourable alleles survive and reproduce.

There are advantages and disadvantages of different energy sources in the polar regions. Direct solar radiation will provide enough energy to heat the (specially designed) buildings during the period Oct-Mar (summer). This is due to the abundance of light.

Solar cells will produce plenty of electricity in Oct-Mar (summer) from the exposure to light. This is when wind generators are required to produce little electricity. A couple of wind generators will produce all electricity needed in Apr-Oct, wintertime. The number of turbines required makes wind generators unsuitable for heating and buildings. There is no or little solar energy in June and July (winter) so there can be no use of Solar Cells.

Solar and wind will have little effect on environment and cause no air pollution. So therefore, solar and wind complement each other to supply energy to buildings in the polar region.

SPELLINGS

1. circuit
2. gases
3. haemoglobin
4. neutral
5. measuring
6. reversible
7. temperature
8. thermometer
9. vacuum

SCAFFOLD

1. From the data, a pattern can be seen which shows...
2. 2. When comparing... the similarities are...and the differences are...
3. 3. The evidence shows that...
4. 4. There is a correlation but this does not mean that it has a causal effect...
5. 5. Formula, Substitute, Re-arrange, Solve
6. 6.The colour changed from..... to....
7. 7. Energy is transferred from ... to...
8. 8. The force of attraction between....
9. 9.When assessing the risk the hazard is...

STYLE

Conclusion— only use what the data is telling you.

Evaluation— use your own knowledge to help you to explain the data.

Describe— say what you see or recall facts or processes.

Explain— state the reasons for something happening.

SHOW

EDIT YOUR WORK

1. Units
2. Label axes
3. Curve/Line of best fit
4. Use the data
5. Solute/solvent/solution
6. Identify variables
7. Show your workings
8. Write the equation
9. Re-read the question

SWEAR WORDS

Germs, inflammable, “create/make”energy, “eat” pathogens, measure, heat

ISLAMIC



The main type of writing featured in Islamic is ANALYTICAL and EXPLANATORY

STAMINA: Writing varies in length from 100 to 300 words

SYSTEM: The key acronym used in Islamic is SWEATY

Dare Excel Share Create

SUCCESS

All the Divine Messages came to bring the life of the people into willing submission to God. For this reason, they all share the name of "Islam", or "submission" derived from the same word as "Salam", or "peace", in Arabic. Islam, in this sense, was the religion of all the prophets. Humanity has passed through numerous periods of guidance, misguidance, integrity, and deviation, from the most primitive age to the heights of civilization. Divine guidance accompanied humanity through all of this, always providing the appropriate solutions and remedies. This was the essence of the disparity that existed between the different religions. This disagreement never went beyond the particulars of the Divine Law. Each manifestation of the Law addressed the particular problems of the people it was meant for. However, the areas of agreement were significant and many, such as fundamentals of faith; the basic principles and objectives of the Divine Law, such as protecting faith, life, reason, wealth, and lineage and establishing justice in the land; and certain fundamental prohibitions, some of the most important of these being idolatry, fornication, murder, theft, and giving false witness. Moreover, they also agreed upon moral virtues like honesty, justice, charity, kindness, chastity,

SPELLINGS

1. Monotheism
2. Polytheism
3. Atheism
4. Polygamy
5. Polyandry
6. Sharia Law
7. Jurisprudence
8. Endowment
9. Characteristics

SCAFFOLD

1. The evidence shows that...
2. When comparing... the similarities are...and the differences are...
3. There is a correlation but this does not mean that
4. The purpose of source A is to...
5. Source B suggests that...
6. The evidence suggests that...
7. In conclusion I think that.....
8. Overall it would appear that...
9. Perhaps it should be considered that...

STYLE

Use the appropriate 'analogy' for the subject you are writing for.

Avoid informal, chatty, slang language unless you are being deliberately creative

Source: Don't write about a topic with no link to a source of Sharia (i.e. Quran & Sunnah)

Analysis: Breakdown and analyse sources and claims to determine how they are linked to each other.

Evaluation/Judgment: from looking at claims and counter arguments, pass judgement on what you hold to be true.

Conclusion/Presentation: Think about the audience while drafting your essay.

SHOW

Edit your work

1. Proof-read your work
2. Check your key words are in each paragraph.
3. Structure your essay in paragraphs.
4. Support with examples from real life practice.
5. Support with evidence (s) from the Holy Quran and Prophetic Hadeeth.
6. Provide references to arguments.
7. State your beliefs and opinions
8. Be sensitive in your approach
9. Be self-reflective

SWEAR WORDS

n/a

SOCIAL STUDIES



The main type of writing featured in Social Studies is EVALUATIVE

STAMINA: Writing is focused and concise, varying from 50 to 350 words

SYSTEM: The main acronym used in Social Studies is SEACH

(**S**tatement, **E**xplain, **A**pply, **C**ontext, **H**owever...)

Dare Excel Share Create

SUCCESS

(**S**) The UAE has shown considerable commitment to solving its environmental issues. One challenge is highlighted in Source 1, a report from the UAE University titled 'The Challenges of Water Scarcity in the UAE'. (**E**) The report outlines our exceptionally high demand for fresh water. (**A**) The average daily fresh water consumption of a UAE resident is 360 litres compared with a global average of 200 litres. (**C**) This is concerning as we live in a desert biome with infrequent precipitation and consistently high temperatures. The UAE has made tackling water scarcity a key focus of its National Agenda 2021. One solution is the sustainable and innovative process of desalination; turning the abundant salt water availability into fresh water. This now accounts for 80% of fresh drinking water in the UAE. (**H**) However, environmental experts argue this has increased the salinity of the water near desalination plants which could have long-term impacts on local marine wildlife such as dugongs, dolphins and turtles.

SPELLINGS

1. environmental
2. scarcity
3. precipitation
4. temperature
5. desalination
6. economy
7. sustainable
8. unity
9. Sheikh Mohammed

SCAFFOLD

1. Firstly, source X reveals...
2. The evidence suggests...
3. On the other hand, I argue that...
4. In my opinion, the greatest challenge/solution is...
5. However, X/stakeholder Y might argue that...
6. Whilst the source outlines many factors, the most pertinent is...
7. In order to create a balanced argument...
8. Key players view points...
9. In conclusion...

STYLE

Writing in Social Studies is **formal** but likely to include **substantiated personal responses**.

"Whilst the Rashidun Caliphate (632-661 CE) were the first Islamic rulers of the Arabian Peninsula, I would argue that the powerful Umayyad Caliphate (661-750 CE) had the greatest influence over the spread of Islam. This is because..."

Writing should also demonstrate a strong understanding of relevant historical and geographical terminology.

SHOW

Edit your work

1. Committed argument '**I argue that**' and not '*I think that*'.
that' and not '*I think that*'.
2. Balanced response with another perspective.
3. Accurate data applied.
4. Selected phrases used, not entire quotes.
5. Key terminology used.
6. Accurate spelling of Arabic names and places.
7. Application of theory.
8. Comparison of place.
9. National figures of importance.

SWEAR WORDS

Etc., sort of, kind of, bad, thing, stuff, basically

HISTORY



The main type of writing featured in History is ANALYTICAL

STAMINA: Writing varies in length from 250—1000 words

SYSTEM: The main acronym used in History is STEEPLE

Dare Excel Share Create

SUCCESS

In 1919 there was much opposition in Germany to the land that they would lose due to the Treaty. This took 13% of the land away, the Rhineland was turned into a demilitarized zone, Germany also had all colonies taken from them and any raw materials left in the taken land was claimed by other countries. This had an extremely negative impact on Germany as the country was left with many displaced citizens (people who lived in the parts of Germany which were taken away). Having a demilitarized zone right next to France meant that Germany was very vulnerable and unsafe. Another agreement of the treaty was to have material such as coal taken from them and this made it much more difficult for Germany to pay reparations as they could not trade resources.

Another agreement from the Treaty of Versailles that the German people opposed was to cut down their armies. This included having to give away their battleships to Britain and France, leaving them with six. Their army could only include 100 000 men, and also Luftwaffe and submarines were banned. German having to give away battleships was humiliating. It meant helping the 'enemy' and left German unprotected. Having an army of 100 000 men made keeping peace internally difficult, never mind defending themselves. This made Germans concerned that France would try to attack. In addition, banning all submarines and planes had a significant impact on Germany which again made them feel militarily vulnerable and economically weak.

SPELLINGS

1. cause
2. consequence
3. revolution
4. source
5. Medieval
6. Renaissance
7. industrial
8. World War I
9. soldier

SCAFFOLD

1. The most important reason why X happened was Y...
2. This is supported by...
3. Source A suggests that...
4. However, source B disagrees with source A where it suggests...
5. The purpose of source A is to...
6. A key difference between X and Y is...
7. Source A is useful to historians studying X because...
8. One way that we could follow up source A is...
9. One key feature of X was Y...

STYLE

In History, we do not write in the first person because it suggests a lack of conviction in an argument.

I think that the most important reason for the outbreak of war was...

The most important cause for the outbreak of war was...

In History, we never suggest that a source *proves* something. Sources can suggest or state things that can help us with an investigation.

Source A proves that life in medieval towns was difficult and unpleasant...

Source A suggests that life in medieval towns was difficult and unpleasant...

SHOW

Edit your work

1. Introductions should summarise your key argument and provide context
2. Be specific, not generalised
3. **Historians** argue, not many argue
4. No numbers except dates
5. No contractions (won't)
6. Sources are always useful in some way
7. No sweeping statements
8. Substantiate your argument
9. Summarise your argument

SWEAR WORDS

A lot, I think, biased, possibly, thirdly, literally, useless, proves, bad

GEOGRAPHY



The main type of writing featured in Geography is Explanatory

STAMINA: Writing varies in length from 20 - 4000 words

SYSTEM: The main acronym used in Geography is SWEATY

Dare Excel Share Create

SUCCESS

Mexico City is a city in Mexico, an emerging country. There have been a range of strategies used to improve the quality of life in the city. A top down project has been the establishment of the 'Mercado de Trueque' or traders market which involved creating a space for families to come to buy and see their recyclable waste for 'green vouchers' which could be used to buy food and other essentials. Whilst it was successful (bringing in 11 tonnes of recyclables in its first day from more than 3000 families) it is only a creating a small dent in the massive problem of rubbish within the city. Another way to look at improving the quality of life is with a bottom up approach. In Mexico City we studied the area of Neza in the south eastern outskirts of the city where a group of migrants came together to plan the development of the area in an organised way. This project took time, but with the small amount of money they took out in a loan, they built a school, which with volunteer help has recently been extended. This has had a bigger impact on the local community, but is only helping a small area of the city. Overall I think that top down approaches are needed for improving large scale problems such as air pollution, whilst bottom up strategies are best for tackling problems affecting a smaller community. Both should be used together to have the biggest impact on improving quality of life.

SPELLINGS

1. business
2. desert
3. environment
4. equator
5. Geography
6. government
7. physical
8. volcano
9. tsunami

SCAFFOLD

1. X shows that....
2. Trend, evidence, anomaly
3. The main reason is....
4. A secondary impact is....
5. In conclusion I think that.....
6. The evidence suggests that...
7. On reflection I believe that....
8. In evaluating my method X I think that....
9. As a result of X, the effect is that X....

STYLE

Geography uses specific places as examples

People in Africa are all poor and don't go to school...(NO)

In Mali the GDP per capita is \$780 per year. This means people struggle to afford school fees... (YES)

Geography considers issues with balance giving pro's and cons.

Living near a volcano is bad because it could erupt....(NO)

People live near a volcano for a variety of reasons. There are positive impacts, such as fertile soils as well as the obvious danger... (YES)

SHOW

Edit your work

1. Capital letters for places
2. Use data to develop points
3. No sweeping statements
4. No generalisations
5. Locate your examples
6. Categorise your reasons
7. Make a judgement
8. Reach a decision in a conclusion
9. Order by importance

SWEAR WORDS

rain, wave, sides, bottom, up, down, left, right, stuff

FRENCH



The main type of writing featured in French is NARRATIVE

STAMINA: Writing varies in length from 15 to 150 words

SYSTEM: There are no key acronyms in French

Dare Excel Share Create

SUCCESS

Je recommanderais mon collègue parce que c'est un bon exemple d'un collègue typiquement britannique. Il est aussi très bien équipé et récemment on a construit une nouvelle salle de sports. On peut faire une grande variété de sports ici. Toutes les salles de classe ont un tableau blanc interactif et les professeurs sont très compréhensifs. Mon prof d'anglais, par exemple, m'inspire. Il ne se met jamais en colère et il explique bien sa matière. Je fais beaucoup de progrès en anglais. Tous les élèves sont amicaux et polis, donc il y a rarement de problèmes entre eux. L'année dernière je suis allé au musée avec mon collègue. Nous avons quitté le collège à neuf heures et nous avons voyagé en bus. Nous avons vu énormément de choses intéressantes et nous nous sommes bien amusés. J'ai vraiment aimé être avec mes amis du collège dans un endroit différent. J'ai appris de nouvelles choses aussi. (153 words)

SPELLINGS

1. j'ai
2. je m'appelle
3. je vais
4. je suis allé
5. je vais aller
6. beaucoup
7. ennuyeux
8. généralement
9. j'aime

SCAFFOLD

1. Sur la photo, on peut voir...
2. Il/Elle a l'air...
3. Je pense que/qu'...
4. Il y a ...
5. À mon avis,...
6. Je dirais que...
7. D'un côté... d'un autre côté...
8. Je le/la/les trouve...
9. Il est possible qu'il/elle soit/

STYLE

Include connectives.

Je regarde la télé, je joue au foot, je vais au cinéma. (NO)

D'abord, je regarde la télé, puis je joue au foot et enfin je vais au cinéma. (YES)

Use time markers when changing tense.

Je rencontre mes amis mais je suis resté à la maison. (NO)

D'habitude, je rencontre mes amis, mais hier je suis resté à la maison. (YES)

SHOW

Edit your work

1. **Chez moi** not à la maison
2. **J'ai quinze ans** not je suis 15 ans
3. Numbers in words
4. No repetition
5. Adjectives agree with nouns
6. Watch key words
7. Different pronouns (je, on, nous)
8. Wide range of tenses
9. Complex structures

SWEAR WORDS

Intéressant, très, sympa, bien, mal, super, normalement, je joue, au parc

SPANISH



The main type of writing featured in Spanish is NARRATIVE

STAMINA: Writing varies in length from 15 to 150 words

SYSTEM: There are no key acronyms in Spanish

Dare Excel Share Create

SUCCESS

El tema del medio ambiente es algo que me preocupa mucho. Desde mi punto de vista, no solemos hacer suficiente para reducir el impacto ecológico de la vida moderna y por consecuencia, hoy en día hay tantos problemas ecológicos. En particular, estos problemas incluyen inundaciones, sequías, mareas negras y el calentamiento global.

Personalmente, hago mucho para proteger el medio ambiente. Siempre reciclo una vez a la semana y mis amigos y yo apagamos las luces en las aulas después del colegio para ahorrar energía.

La semana pasada, instalé paneles solares, separé la basura en diferentes contenedores y empecé a usar bombillas de bajo consumo en casa. En mi opinión es muy importante que cada persona haga algo para reducir el impacto ecológico.

SPELLINGS

1. veinte
2. calidad
3. cualquier(a)
4. desgraciadamente
5. desafortunadamente
6. me gustaría
7. me llamo
8. pero
9. perro

SCAFFOLD

1. En la foto (no) hay...
2. Es posible que sea/haya...
3. Creo que / pienso que...
4. Desde mi punto de vista...
5. Diría que...
6. Me parece que...
7. Por un lado / por otro lado...
8. Voy / fui / voy a ir / iré
9. Hago / hice / voy a hacer / haré

STYLE

Read bullet points carefully in the writing exam. Which tense does your answer require?

Ensure there is a logical progression between paragraphs.

Develop your answers wherever possible, always justifying opinions.

Me gusta la geografía. (NO)

Me gusta la geografía porque es muy divertida y mi profe es el mejor.

Además, me fascina viajar y aprender sobre otros países y culturas. (YES)

SHOW

Edit your work

1. Topic-specific vocabulary
2. Numbers in words
3. Wide range of tenses
4. (Yo) and other pronouns
5. Complex structures
6. Connectives
7. Adjective agreement
8. Tengo doce años **NOT** soy doce años
9. El dormitorio de mi hermano **NOT** mi hermano's dormitorio

SWEAR WORDS

interesante, aburrido(a), malo(a), simpático(a), bueno(a), juego, bonito(a), normalmente, al fútbol

ART



The main types of writing featured in Art are ANALYTICAL & INTERPRETATIVE

STAMINA: Writing varies in length from - 50-250 WORDS

SYSTEM: The main acronym used in Art Is STEAL

Dare Excel Share Create

SUCCESS

In *Weeping Woman*, Picasso uses exaggerated pictorial devices to communicate the theme of horror and despair. The bright clashing colours, create a crude and violent impression. In particular, the green and yellow face enhances the impression of melancholy. This is contrasted with the ice blues used specifically on the mouth to exaggerate the twisted facial features. The figure itself consists of sharp geometric shapes, used to deliberately exaggerate the personal pain of the subject matter; indeed, this image was motivated by the horrific scene of a mother's loss during a bombing raid. I also feel that Picasso is seeking to comment on the collective suffering of the Spanish people during this time due to his public works, such as *Guernica*, depicting similar tumultuous scenes of suffering during the Spanish Civil War. The grief depicted is without sentimentality, but visceral and immediate; the viewer can not help but respond in a similarly direct manner, transforming the image into one that transcends specifics and touches upon universal human emotions.

SPELLINGS

1. image
2. rendered
3. representational
4. abstract
5. media/medium
6. hue
7. texture
8. contour
9. composition

SCAFFOLD

1. Analysing the formal qualities one can see....
2. In this image, X suggests
3. Links can be made to the historical/cultural context.....
4. Although differing in both include....
5. An alternative interpretation, however, can be....
6. Similar themes can be seen in the image.....
7. 7. This is an example of how X is influenced by.....
8. 8. In most works, X.....
9. 9. X's use of (add a formal quality) helps to convey the message of..

STYLE

When describing, you do not need to use the first person 'I'

I can see that Picasso uses sharp geometric shape in *Weeping Woman*.....

In the *Weeping Woman*, Picasso uses sharp geometric shapes

When interpreting you may use 'I'

....I suggest that this represents the emotional suffering of the woman, due to the mass losses during the Spanish Civil War

Please use the present tense:

Picasso was suggesting

Picasso is suggesting

SHOW

Edit your work

1. Artwork or image, not picture
2. Medium or media, not medias
3. Use viewer or audience
4. Italicise the title of the artwork
5. Do not make assumptions—root your comments in reading
6. Go beyond description
7. Interpret to illicit meaning
8. Sculpture (object) and sculptor (person)
9. Check all spellings

SWEAR WORDS

picture, coloured-in, unrealistic, lumpy, outline, messy, real looking

DRAMA



The main types of writing featured in Drama are ANALYTICAL or EVALUATIVE

STAMINA: Writing varies in length from 50 to 3000 words

SYSTEM: The main acronym used in Drama is SWEATY

Dare Excel Share Create

SUCCESS

On line 429 we see Krick's outburst of anger 'Talk about the damn weather, will ya.' Here I would have the actor bang his fists on the table and then pace back and forth to the noticeboard adding red pins to reflect the number of lives that will be lost. I would have the actor's volume increase on the line 'Not true, it's a classic battle between good and evil' as a way of portraying the increasing pressure he is feeling. From this, the audience will be able to see how important this prediction is and how the responsibility of so many rests on the shoulders of two men. This human dimension would be further emphasised on the line 'I'm a physicist, Stagg, not a tourist,' here I would have the actor lead with his head, to reflect his stubborn nature but also the sense of authority he is attempting to portray.

SPELLINGS

1. facial Expression
2. body Language
3. gesture
4. character
5. audience
6. monologue
7. rehearsal
8. scene
9. ensemble

SCAFFOLD

1. As a director I would ...
2. As a performer I ...
3. As a designer I would...
4. To clearly demonstrate...
5. In order to elicit a response of....
6. In this extract , I will.....
7. In my interpretation of...
8. In order to establish...
9. I explored the key theme...

STYLE

Avoid inferring on behalf of the audience.

The audience will feel sorrow (no)

The impact I aim to achieve for the audience is (yes)

You need to ensure that you are analytical and not descriptive.

The character was wearing a green jumper, made of wool. (no)

The character wearing a green jumper is symbolic of her feelings of greed. The woollen material further communicates her need for warmth. (yes)

SHOW

Edit your work

1. Use audience not viewer
2. Playwright not author
3. No sweeping statements
4. No empty adjectives (nice)
5. Embed contextual links
6. Justify through quotes
7. Symbolise not shows
8. Decipher the difference between director and performer
9. Do not list your justified points

SWEAR WORDS

outfit, freeze frame, show, good, viewer, back of the stage, ok, boring, nice

MUSIC



The main types of writing featured in Music are ANALYTICAL & INTERPRETIVE

STAMINA: Writing varies in length from 10 to 1000 words

SYSTEM: The main system used in Music is SWEATY

Dare Excel Share Create

SUCCESS

It is clear to see that in both the excerpts that there is a strong influence of the Classical period, but with increasing Romantic characteristics. The lyrical melodic line in the Schubert b.1-8 exemplifies this and is typical of the Romantic period. The use of chromaticism can also be seen in both excerpts, in particular Beethoven b.1-4 and Schubert b.32-33, where the use of variation of tonal colour once more demonstrates looking forward in to the Romantic period. Classical music often uses balanced phrasing, and whilst this can be seen in some areas in both pieces, there is some irregularity in the first subject of the Schubert where it is 9 bars long rather than the balanced 8 bars. This once more demonstrates how the Romantic period influenced this piece of writing.

SPELLINGS

1. arpeggio
2. bass
3. cello
4. chord
5. crescendo
6. cymbal
7. dissonant
8. orchestra
9. rhythm

SCAFFOLD

1. The Melodic feature within this piece are:
2. The Rhythmic features within this piece are:
3. The Structure of the piece is :
4. The Tempo of the piece is:
5. This piece is written for x
6. This piece is set in the X period
7. The harmony in this piece can be described as X
8. The texture of the piece at the start is x, middle is x, end is x.
9. The key of the piece is X and it changes to changes to x

STYLE

Always use the present tense

There was a strong influence of the Baroque period

There is a strong influence of the Baroque period.

Avoid using persona pronouns

I think that this piece of music is...

This piece of music is...

SHOW

1. Proof-read your work
2. Check your key words are in each paragraph.
3. Structure your essay in paragraphs.
4. Each paragraph should be reflective of the Mrs Tights writing frame.
5. Back up each point with musical examples.
6. Add in examples of wider listening if appropriate.
7. Make a statement and then give your opinion or a why.
8. Keep referring back to the question
9. Ensure you have an opening and a conclusion

SWEAR WORDS

Shows, sad, like, good, can't, random, song, pitchy, don't

PHYS. ED



The main type of writing featured in Physical Education is ANALYTICAL

STAMINA: Writing varies in length from 20 to 1000 words

SYSTEM: There main acronym used in Physical Education is SWEATY

Dare Excel Share Create

SUCCESS

There are a myriad of reasons why participation rates can be affected by age. Muscular strength drops off as athletes age. Couple this with a decrease in bone density and cardiovascular fitness and the stage is set for a decrease in performance. This can be counteracted by regular weight bearing activity. However, this decrease in physical fitness can make participation in certain sports more difficult. The nature of activities, such as rugby, mean the older population are more prone to injury and may choose not to participate. In addition, participation in some sports relies on the athlete becoming a member of a club and using specialist facilities. Some facilities limit access based on a performers age. For example, juniors may only be allowed to use a Golf club before 5pm each day. Depending on their school commitments and transport arrangements, this may exclude young people from using their local golf facility. Furthermore, sports clubs can charge extortionate membership fees. This could further exclude some adults with financial responsibilities, as their money must be spent on bills as opposed to sport. Lastly, participation rates may be lower in the working population than among young people, due to the time pressure of employment. The school day is significantly shorter than the average working day meaning adults have less time to participate in physical activity.

SPELLINGS

1. achievable
2. anaerobic
3. antagonist
4. cardiovascular
5. diuretics
6. exercise Programme
7. gastrocnemius
8. plyometric
9. vertebrae

SCAFFOLD

1. Most importantly X demonstrates ...
2. Consequently X occurs...
3. One such example of X is...
4. For instance, X can lead to...
5. In comparison, X is ...
6. The graph plateaus because...
7. There is a steep increase in heart rate when exercise begins, due to ...
8. Heart rate increases despite X
9. In particular, X is essential for a Badminton player this is because...

STYLE

Aim to give a reason to support any statement to gain AO3 marks:

This means she will have greater oxygen delivery to the muscles... (NO)

This means she will have greater oxygen delivery to the muscles because of an increase in the number of capillaries available (YES)

Avoid making bold/ controversial statements (compare/reason/ argue)

Overweight people are not good at sport... (NO)

Being overweight can restrict movement and reduce flexibility. The athletes confidence may also be affected meaning... (YES)

SHOW

Edit your work

1. The athlete/ performer not "they"
2. Correct unit of measurement used
3. Most obvious/ specific E.G used?
4. **One** not I
5. Do not make assumptions — give facts
6. Impact/ advantage in sport (analyse)
7. No empty adjectives (nice/ good)
8. No sweeping statements
9. Play/ compete/ perform

SWEAR WORDS

Stamina, muscley, getting fitter/ bigger, pumping, flexing, lats, pecs, calf, quads, glutes, abs

COMPUTER SCIENCE



The main type of writing featured in Computer Science is Programming

STAMINA: Writing varies in length from 1 to 100 lines of code.

SYSTEM: The main language used in Computer Science is Python.

Dare Excel Share Create

SUCCESS

```
number_1 = int (0)
number_2 = int (0)
total = int (0)

print ("Enter number 1")
number_1 = int(input())
print ("Enter number 2")
number_2 = int(input())
total = number_1 + number_2

print ("The total is", total)

score = int (0)
print ("Enter Score")
score = int(input())
if (score > 80):
    print ("You got an A")
elif (score > 70):
    print ("You got a B")
elif (score > 60):
    print ("You got a C")
else:
    print ("Sort it out")

AnArray = ["John", "Lisa", "Tom", "Harry", "Neel"]

for count in range (0,5):
    print (AnArray [count])
    count = count+1
```

SPELLINGS

1. pseudo Code
2. cache
3. hexadecimal
4. accumulator
5. arithmetic
6. checksum
7. architecture
8. transmission
9. array

SCAFFOLD

1. Initialise Variables
2. Inputs
3. IF Statements
4. CASE Statements
5. Calculations
6. Repeat, While, For Loops
7. 1 D Arrays
8. 2 D Arrays
9. Outputs

STYLE

1. INTEGER X = 0
2. Age = int (INPUT())
3. IF <condition> THEN
4. CASE OF ENDCASE
5. A = B + C
6. FOR TO NEXT. WHILE DO.
7. 1DArray [1:10] of INTEGER
8. 2DArray [1:5, 1:5] of STRING
9. PRINT (variable)

SHOW

1. Declarations
2. Close Brackets
3. NEXT Count
4. # Comments
5. Tabbing
6. ENDIF's
7. END WHILEs
8. END FOR
9. END CASE

SWEAR WORDS

Hacking, Sending, Number Systems, Will, Definitely, Testing, Mistakes, Word, Links

DESIGN TECH.



Dare Excel Share Create

The main types of writing featured in DT are ANALYTICAL & EXPLANATORY

STAMINA: Writing varies in length from 50– 250 words

SYSTEM: The main acronym used in DT is SWEATY

SUCCESS

The map demonstrates Beck's understanding of the need to minimise external influencing actors on the commuter enabling them to focus on the location and directions leading them to their destination. Aesthetically, the Map uses primary colours, laced together in regular lines, accented with angles at 45 degrees, clearly focussing the reader on start and finish points. Gone are the intricacies of the original map which confused with geological features such as trees, roads, rivers and landmarks. In contrast to the original map Beck throws out the physical geology and scale of distance, opting instead for a visually balanced map enabling all stops of the London Underground to fit onto a relatively small finished product which, in addition enabled the first compact foldable pocket sized map to be produced. Beck's success clearly evidence in the 1000 maps sold in the first hour of release, prompting many more to be printed in the coming weeks and months. The map's popularity endures today with relatively no changes made to Beck's original design from 1931. Testament that good design endures fashion, technological advances and manufacturing developments, with modern commuters still using this map today.

SPELLINGS

1. aesthetics
2. analyse
3. annotate
4. inspiration
5. innovative
6. developments
7. manufacture
8. modification
9. improvements

SCAFFOLD

1. The product demonstrates
2. In contrast to
3. Foster uses typography/ image
4. Visually, Foster takes inspiration from
5. In the 1950's, design
6. Influences on this product are
7. In contrast to Foster's design,
8. Foster's success is due mainly
9. In conclusion, Foster defines

STYLE

DT writing avoids first person, 'I' instead it uses the designer's name.

I think that Foster uses geometry to explore form ..(NO)

Foster uses geometry to explore form... (YES)

DT writing uses the present tense for analysis, even if the author is deceased.

Perhaps Foster was suggesting that...(NO)

Perhaps Foster is suggesting that...(YES)

SHOW

EDIT YOUR WORK

1. Reader not I
2. Manufactured not made
3. Accurate time period/ era
4. Impact (Use of image)
5. Well read/researched
6. Comparisons provided
7. Analysis
8. Links to material group
9. Detailed conclusion

SWEAR WORDS

like, good, nice, OK, picked, because, made, better, again

FOOD PREP.



The main types of writing featured in Food Prep are ANALYTICAL & EVALUATIVE

STAMINA: Writing varies in length from 250—2500 words

SYSTEM: The main acronym used in Food Prep is SWEATY

Dare Excel Share Create

SUCCESS

The overall aesthetics of the dishes proved to be of a very high standard, as evidenced by the user feedback. All users commented on the aesthetics of presentation as being a high standard very suitable for the target market of teenagers. The dishes provided a range of textures, flavours and colours. The chicken cakes being of a more dense texture whilst the choux provided a firm shell and soft filling with mushroom pieces adding further texture. The cheesecake balanced crunch and softness with the lemon biscuit base and soft cream cheese filling, although the spun sugar decorative finish was not to all tastes. Perhaps this could have been spun a little thinner to make it a little less able to stick in people's teeth. This could be done by ensuring the caramelised sugar at hard crack stage was spun prior to cooling too much in order to achieve thinner and finer sugar threads. Monitoring the sugar with a thermometer to achieve an accurate temperature of 146°C would ensure the correct temperature.

SPELLINGS

1. dextrinisation
2. denaturation
3. coagulate
4. caramelisation
5. pasteurisation
6. organoleptic
7. monosaccharide
8. gelatinisation
9. emulsification

SCAFFOLD

1. Sensory analysis results show that
2. The aroma scored 17/20 as the testing panel thought
3. The developments have resulted in improved
4. Evaluation of the dish shows
5. The nutritional analysis indicates
6. To move forward with the brief
7. The dish is suited to
8. When producing the final dish
9. The functional properties of

STYLE

Food preparation and nutrition writing avoids using first person or I, always write using the third person.

Next time I produce the dish I will add less sugar as I thought it was too sweet..(NO)

Less sugar will be used to reduce the level of sweetness in the dish... (YES)

I worked well when I rolled the pasta and made I sure it was the same....(NO)

The pasta machine was used to ensure consistent thickness ... (YES)

SHOW

Edit your work

1. User feedback not the persons name
2. Food is produced or manufactured not made
3. Headings in bold
4. Be specific with feedback
5. Detailed evaluation
6. Be objective
7. Link to technical information
8. Perform appropriate research
9. Evidence technical information and vocabulary

SWEAR WORDS

nice, tasted good, everyone liked it, I did ok, make it tastier, ok, sort of, maybe

BUSINESS



The main types of writing featured in Business Studies are ANALYTICAL and EVALUATIVE.

STAMINA: Writing varies in length from 50-500 words

SYSTEM: The main acronyms used in Business Studies are SEAL and ASPSU

Dare Excel Share Create

SUCCESS

As the company is unable to afford higher wages it must consider the use of fringe benefits for its staff. One such fringe benefit could be offering more holidays and better working hours, which could suit the individual workers. (L3 analysed in context of money shortages) This would not only prevent them leaving but increase productivity as they would be less tired (L4 analyses effect—sustained). Also, they would let staff use better sounding titles so that they are proud of their job (Mastery—Maslow) and won't want to leave because their jobs are worthwhile, thus reducing costs (L4 analysed in context—sustained). They could increase the creativity of their job which could involve designing meals. This would make them enjoy their job more and not want to leave and join the supermarket. (L2 description)

Overall, the best method would be to send staff to group bonding days, such as, paint balling so they could improve relationships and friendships, which will reduce staff turnover (L2 supported judgement). This would also increase pride in the business and loyalty to one another which is a very strong factor in making sure that they do not leave. It is not too expensive as these bonding days only need to happen once in a while for the benefits to happen. (L4 good development of initial judgement)

SPELLINGS

1. acquire
2. advertise
3. bought
4. Business
5. elasticity
6. entrepreneur
7. Innovation
8. lose
9. organisation

SCAFFOLD

1. The most important factor
2. From the evidence, it can be seen...
3. Ultimately, the best strategy for xxx is...
4. The decision depends upon...
5. However, it can be seen that... (introduction to counter argument)...
6. This issue can be addressed by...
7. XXX can be defied as...
8. I agree with XXX because...
9. I disagree with XXX

STYLE

Avoid directly quoting the case study:

As can be seen in the case study 'The MD is concerned about recent cash flow issues'

This strategy is suitable for the business as they have experienced recent cash flow issues

Please use the present tense even though the case study may have been written in the past:

Easy Jet was considering a strategy of market development

Easy Jet is considering a strategy of market development

SHOW

Edit your work

1. Apply to the case study
2. Use evidence (inc. data)
3. Don't 'story tell' from the case study
4. Include a brief definition
5. Where is the theory?
6. Use connectives to form a chain of analysis
7. What is the context? Market, competition, environment
8. Use an example of a business from your own knowledge
9. Justify your conclusion

SWEAR WORDS

money, make, cost, things, bigger, boss, bankrupt, internet, happy

ECONOMICS



The main types of writing featured in Economics are **ANALYTICAL** and **EVALUATIVE**

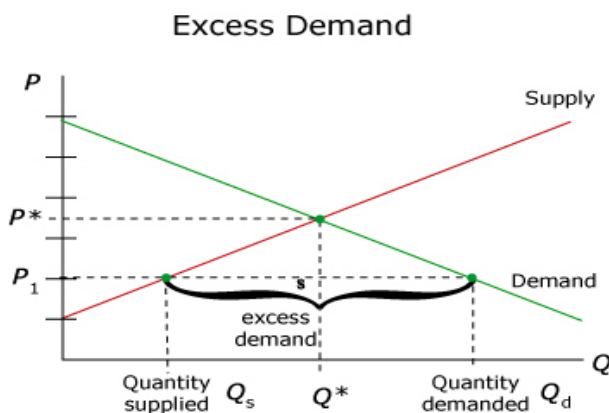
STAMINA: Writing varies in length from 20 words (2 marks) to 1500 (25 marks)

SYSTEM: The main acronym used in Economics is **D.E.E.D.**

Dare Excel Share Create

SUCCESS

Equilibrium price is the price at which planned demand for a good or service exactly equals planned supply. However, excess demand occurs when consumers wish to buy more than firms wish to sell, with the price below the equilibrium price.



SPELLINGS

1. opportunity
2. resources
3. customer
4. sovereignty
5. elasticity
6. oligopoly
7. Government
8. environment
9. scarcity

SCAFFOLD

1. Xxx is defined as.....
2. The evidence from the case study shows that...
3. One example of this is ..
4. Figure 1 shows that
5. Xxx could lead to.....
6. In my opinion
7. On the one hand.....
8. On the other hand,
9. The decision made will ultimately depend on...

STYLE

In an Economics essay use third person (e.g. the consumer) for analysis and first person (I) for evaluation. Never use second person (you)

You want the economy to show strong levels of growth over the coming year

The government has indicated that it would be beneficial to have strong growth in the UK over the coming year.

I believe that the government should aim for stronger economic growth as this will have beneficial effects on the UK economy

SHOW

Edit your work

1. Never use 'You'
2. Be specific
3. Include the data
4. Manipulate the data
5. Start with a definition
6. Include a diagram
7. Don't go off on a tangent
8. Answer the actual question
9. Include an evaluative conclusion

SWEAR WORDS

Like, stuff, a lot, thing, obviously, basically, etcetera, can't, maybe

MORAL



Dare Excel Share Create

The main type of writing featured in Moral is SELF-REFLECTION

STAMINA: Writing varies in length from 50-500 words

SYSTEM: The main system used in Moral is SWEATY

SUCCESS

I feel that learning about the **heritage** of others, in my community, has helped me to become more **accepting** and **tolerant**. I now understand, more deeply, the motivations of others and my **responsibility** to be forgiving and to **compromise** when necessary. My **character** has improved as a result of this reflection and I now have the confidence to stand up for **equality** and hope to lead this in a mini-project which I am designing and collaborating on with a small group of my peers. The world would be a much better place if we all accepted each other rather than forcing others to fit our own imposed **stereotypes** and false labels. Next time that I encounter a difficult situation I will remember to be tolerant and to be the best version of myself. My parents will support me with this and together we will build a wonderful local community.

SPELLINGS

1. Acceptance
2. Compromise
3. Consensus
4. Equality
5. Responsibility
6. Heritage
7. Character
8. Tolerance
9. Forgiveness

SCAFFOLD

1. I understand that sometimes I..
2. I understand that sometimes others...
3. When analysing my thoughts...
4. I recognise how I feel...
5. This helps me consider my behaviour when...
6. One time I showed **tolerance** was....because I...
7. It is important to consider how my behaviour affects others because...
8. I understand the benefits of listening because...
9. I recognise the impact understanding of heritage has on....

STYLE

You may use first person. *I am...*

You may use a range of adjectives to describe how you or others feel.

Be tentative use hedging words including *maybe* and *perhaps* when analysing to recognise the difficulties and mistakes in labeling people or emotions.

Most of your writing will probably be in the past tense as it will be reflective. *I felt...*

Some will be in the future tense, when refining. *Next time I will...*

Involve the views of your parents where appropriate.

SHOW

Edit your work

1. Check that you have been honest.
2. Check that you have been reflective.
3. Check that you have used some of the key terminology from the unit correctly.
4. Check your spelling.
5. Check that you have not used the 2nd person pronoun you—this is too demanding. Change it to you I or We.
6. Check your use of capital letters and other punctuation.
7. Check that you have been tentative
8. Check that you have not made any sweeping statements/generalisations.
9. Check that you have shown tolerance in your writing.

SWEAR WORDS

Can't, won't, shouldn't, boring, no-one, nobody, bully, snitch, (all politically incorrect terms)

G.R.O.W



The main type of writing featured in GROW is SELF-REFLECTION

STAMINA: Writing varies in length from 50-500 words

SYSTEM: The main system we use for self-reflection is our wheel of wellbeing

Dare Excel Share Create

SUCCESS

Learning about the Bystander Effect has improved my sense of wellbeing because;

- I recognise the importance of having self-compassion and why it is important for having positive relationships with others.
- I know understand the importance my self-confidence has for helping others when they are in need of social support.
- I see how being aware of, and managing my emotions for example, fear and anxiety, is important for being an agent of social change.
- I know that being mindful is important for me to be able to respond with kindness and in a non-judgemental way.
- I understand that when I manage my inner thoughts I am able to act independently from others in social situations, for example I can chose not to be a bystander.
- I see the importance practising empathy so that I can be aware of other peoples' feelings in social situations.

SPELLINGS

1. wellbeing
2. empathy
3. resilience
4. emotions
5. behaviour
6. self-compassion
7. optimism
8. positivity
9. independence

SCAFFOLD

1. I understand that sometimes I..
2. I understand that sometimes others...
3. When analysing my thoughts...
4. I recognise how I feel...
5. This helps me consider my behaviour when...
6. One time I showed *empathy* was....because I...
7. It is important to consider how my behaviour affects others because...
8. I understand the benefits of listening because...
9. I recognise the impact a healthy lifestyle has on my wellbeing because...

STYLE

Make sure you explain the difference between self awareness and self-regulation in emotional wellbeing, and the interdependence this has with the other components of wellbeing.

You should be mindful and understand the impact this has on your ability to process stress and manage your emotions.

You should recognize how your behavior impacts relationships with your peers and the wider community.

SHOW

Edit your work

1. The difference between sympathy and empathy.
2. The difference between mental and emotional wellbeing.
3. What psychological means.
4. The difference between thoughts and behaviour.
5. All emotions are OK.
6. Some emotions are comfortable and some a uncomfortable.
7. That thoughts trigger feelings.
8. All components of wellbeing are interconnected and interdependent.
9. Good habits can change our automatic responses.

SWEAR WORDS

negative emotions , positive emotions, can't, perfect, fine, bad , nice, everyone , should

PSYCHOLOGY



The main types of writing featured in Psychology are DESCRIPTIVE & EVALUATIVE

STAMINA: Writing varies in length from 250—2500 words

SYSTEM: The main acronyms used in Psychology are AMRC and STEE(L)

Dare Excel Share Create

SUCCESS

Murdock aimed to investigate whether the position of words in a list affected our memory for them. He asked participants to listen to a list of 20 words and to recall them back in any order. He found that the first and last words from the list were recalled more frequently than words from the middle. . Murdock concluded that STM and LTM are separate stores. The first words heard were rehearsed and passed to LTM whereas the most recent words heard were still present in STM.

A strength of Murdock's study is that extraneous variables were controlled. For example, he used a metronome to control the timing of the words being read out. The means that participants had the same amount of time after each word, so they didn't get to rehearse some words more than others. This is an advantage because it shows that the IV, the position of the word in the list, affected the DV, the number of times it was recalled.

SPELLINGS

1. Psychology
2. participants
3. reliability
4. affect/effect
5. performed
6. cognitive
7. experiment
8. quantitative
9. qualitative

SCAFFOLD

1. The aim of X's research was
2. X asked participants to
3. The study found
4. X concluded that
5. A strength/weakness is
6. For example
7. This is a strength/weakness because
8. Participants who (A) will (DV) **more/less/higher/lower** than participants who (B).
9. X means....**whereas** Y means...

STYLE

Hypotheses are never written in first person, 'I think that...'/ 'My hypothesis is...'

I think that there will be a difference in .. (NO)

There will be a difference in... (YES)

Theories and studies should be described in the past tense

Loftus' findings are (NO)

Loftus' findings were (YES)

Psychology writing tends to be formal and academic

SHOW

Edit your work

1. Commands followed?
2. Reliability or validity?
3. 'The theory/study' not 'it'
4. Referred to stem?
5. Moderated your criticism?
6. Ethics or ecological validity?
7. Given evidence?
8. STEEL—Link to the question
9. Explain **why**

SWEAR WORDS

proves, invented, did, it, ppts, 'a research', case study, accurate, any unjustified key terms

MEDIA



The main types of writing are ANALYTICAL and INTERPRETIVE

STAMINA: Writing varies in length from 200— 1000 words.

SYSTEM: The main acronym used in Media Studies is SWEATY.

Dare Excel Share Create

SUCCESS

In both texts, the female protagonists break the stereotypical gender barriers by the fact that they are in a position of control. In 1959 the Vanity Fair cover would have been seen as controversial as women were only just beginning to break the hegemony of fixed gender roles. Unlike Lara Croft, the woman's expression on the Vanity Fair cover is not serious, signifying her control through the use of proxemics to position her in front of the male that she has just pushed to the ground in an elegant and easy manner. Due to the fact that Croft is a protagonist in an action adventure game, her facial expression is serious to fit with the codes of the genre, representing an intimidating persona through direct address as she holds two guns at her side. This is evidence that the stereotypical gender barrier of the 1950's has diminished as there is little to find truly controversial in this image to an audience in 2007, though Croft clearly maintains the control.

SPELLINGS

1. hegemony
2. connotes
3. character
4. ideology
5. equilibrium
6. representation
7. hybridity
8. franchise
9. diversification

SCAFFOLD

1. X positions the audience to ...
2. The producers could be suggesting that
3. Whilst some may perceive this as.... others...
4. The preferred reading would be
5. X appears to be creating the ideology that...
6. On first reading... however
7. A specific example of this is...
8. Perhaps X wants the audience to
9. The astute reader understands that...

STYLE

Media's analytical writing avoids first person, 'I' instead it uses the media product / producers name.

I think that the front cover of the magazine explores ideas of...(NO)

Tatler explores ideas of X on the front cover...(YES)

Media writing uses the present tense for analysis, even if text is an older text...

Perhaps the producers of Omo (1955) were suggesting that...(NO)

Perhaps the producers of OMO (1955) are suggesting that...(YES)

SHOW

Edit your work

1. **Answer** the question
2. **Audience** not I
3. **Specific Media Terminology**
4. **Specific examples**
5. Be **brave** in your **conclusions**
6. **Develop** your **point of view**.
7. No clichés
8. No colloquialisms
9. No sweeping statements

SWEAR WORDS

Gives off, audience's head, large effect, shows, displayed, old fashioned, watch on



Adjectives/Alliteration
Five Senses
Hyperbole
Onomatopoeia
Metaphor
Simile/Superlative
Emotive language
Imagery
Personification

**A FAT
HUNGRY
OGRE MUST
STOP
EATING
INNOCENT
PEOPLE**

WRITING TO DESCRIBE



Adjectives/Alliteration
Statistics/Superlatives
Facts
Tripartite List
Opinions/Oxymoron
Emotive Language
Rhetoric/ Repetition
Hyperbole
Imagery
Second Guessing

**A Slow Fat
Tortoise
Overtakes
Every Racing
Hare In
Style!**

WRITING TO PERSUADE

NEWSPAPER ARTICLES

Article	
As a minimum, students should include:	<ul style="list-style-type: none"> the use of a simple title paragraphs.
More detailed/developed indicators of form could include:	<ul style="list-style-type: none"> a clear/apt/original title a strapline subheadings an introductory (overview) paragraph effectively/fluently sequenced paragraphs.

Broadsheet newspaper articles typically follow the same structure...

Headline **Ebola is over in west Africa, says World Health Organisation**

Strapline **After last patient in Liberia tests negative, WHO hails 'monumental achievement.'**

Introduction The World Health Organisation has declared the end of the Ebola epidemic in west Africa, with all known chains of transmission of the virus stopped. The announcement comes two years after the first case in a small rural village in Guinea, 42 days after the last patient tested negative in Liberia and almost two months after the last case in Sierra Leone.

Broadsheet newspaper articles typically follow the same structure...

Elaboration The virus, which can kill within five days of infection, devastated the region's economies and ripped through communities, killing more than 11,000 people and infecting more than 28,500.

Quotes Dr Margaret Chan, WHO director-general, said: "Detecting and breaking every chain of transmission has been a monumental achievement."

Projection Joanne Liu welcomed the announcement but warned against complacency. "Today is a day of celebration and relief that this outbreak is finally over," she said. "We must all learn from this experience to improve how we respond to future epidemics and to neglected diseases."

QUOTING RELIABLY...

In order to make your piece realistic, it must include quotes from reliable sources. These should be people related to the piece in some way, and specific enough not to be questioned...

Unconvincing...

- A source close to
- One witness
- A local parent
- One student
- A police man
- A teacher
- One scientist
- Justin Bieber!
- Donald Trump!

Convincing...

- Department for Education spokesperson Justine Greening
- Dr Michael Hall of The British Medical Association
- Professor Arnold of The University of Oxford
- Criminal Psychologist
- Award winning sociologist
- Acclaimed author
- Police Constable Andrew Lloyd

GRADE 9 RESPONSE...

ARCHAIC ACADEMIC STRATEGIES OPRESS YOUNG MINDS

Unprepared, unmotivated, and uninspired: why Britain's youth are drowning in the current educational climate.

Britain's student satisfaction statistics are appallingly dire, to say the least. Poverty and overworked parents must be part of it, but so are **consumerism**, a loss of past freedoms and ultimately: the education system. The **latter of this list** can be **salved** by one simple solution - more free thinking and **cultivating creativity** in schools.

It is not unreasonable to argue that successive governments have neglected and underfunded young people in education; the cause of **unequivocally unprepared** millennials goes far beyond an issue of investment. Students all over the world are struggling to sustain careers once they leave education. **Restrictively** driven by data, they are failing to meet the elementary needs of their students.

NEWSPAPER ARTICLES

SHORT HEADLINE IN CAPITAL LETTERS WITH A TECHNIQUE

(Rhetorical Questions and Puns work well ;0)

STRAPLINE

(A one sentence explanation of the Headline, sometimes ellipsis... works well)

(This is optional but can be very useful when writing articles that are informative in nature.)

WWWW&H paragraph

WHO? WHAT? WHERE? WHEN? & HOW?

SUBHEADING 1

(Keep these consistent. One word subheadings work well e.g. Calamity)

ELABORATION—Go into lots of detail about the main issue.

(Include facts and statistics)

SUBHEADING 2

(Keep these consistent. One word subheadings work well e.g. Calamity)

EXPERT OPINION—Add more weight to your argument by quoting from experts—be specific about their job titles.

(Include a tripartite list and some juxtaposition)

SUBHEADING 3

(Keep these consistent. One word subheadings work well e.g. Calamity)

PROJECTION—Suggest what might happen if nothing is done. Look to the future.

(Include a second guessing, imagery and hyperbole)

NOW EDIT, EDIT AND EDIT SOME MORE!

SPEECHES

Text of a speech	
As a minimum, students should include:	<ul style="list-style-type: none"> • a simple address to an audience • sections • a final address to an audience.
More detailed/developed indicators of form could include:	<ul style="list-style-type: none"> • a clear address to an audience • effective/fluent linked sections to indicate sequence • rhetorical indicators that an audience is being addressed throughout • a clear sign off e.g. 'Thank you for listening'.



Minor = without a complete subject or verb
Simple = one subject and verb – a complete idea
Compound = two simple sentences joined by a coordinating conjunction
Complex = one simple sentence + a dependent clause.
Compound-complex = A compound sentence with a dependent clause embedded inside it.

1. The virus, which can kill within five days of infection, devastated the region's economies. Complex
2. Ebola. Minor
3. The virus, which can kill within five days of infection, devastated the region's economies and thousands of men, women and children lost their lives. Compound-complex
4. The virus devastated the region's economies. Simple
5. The virus devastated the region's economies and thousands of men, women and children lost their lives. Compound

I will leave you now with three, simple questions to reflect upon:

1) IS IT REALLY JUSTICE PUTTING MARCUS BEHIND BARS FOR LIFE? Make them think!

2) IS ADULT PRISON REALLY A DETERANT FOR JUVENILES? Rhetorical indicators

3) DON'T YOU BELIEVE THAT IT IS TIME FOR A NEW, 21ST CENTURY JUSTICE SYSTEM? Direct address 'you'

Thank you very much for listening. A clear sign-off

It was a killing that shocked the nation. A 10-year-old boy, Marcus, desperate to stop the vicious, violent, vindictive beatings, that he incurred every single day from his father, put a bullet in the back of his head. Physically abused, battered and emotionally traumatized, Marcus was determined to end the agonising torment for himself and his 7-year-old sister, Marcia. He planned and carried out the murder of his father using the same gun that his father kept under his pillow and threatened his innocent children with. Now Marcus has been charged with 1st degree murder and sentenced to life in an adult prison. Emotive, engaging opening

I understand that first degree, pre-meditated murder is a heinous crime and one that should hold a severe sentence, but placing an abused juvenile in an adult prison....is that really the answer? I also understand that laws must be upheld, but in the 21st century, can't we employ empathy and treat each case on an individual basis? Wouldn't that really be justice for Marcus? Rhetorical indicators

Good Morning. My name is Omair Sarwar and I am here today to discuss whether young offenders should get the same punishments as adults. Firstly, I will discuss my concerns regarding why children are not physically and emotionally capable of dealing with an adult sentence. Secondly, I will outline the problems that occur when children are placed in adult prisons. Clear address to the audience

Clear evidence of structure

LEAFLETS

Text for a leaflet	
As a minimum, students should include:	<ul style="list-style-type: none"> • the use of a simple title • paragraphs or sections.
More detailed/developed indicators of form could include:	<ul style="list-style-type: none"> • a clear/apt/original title • organisational devices such as inventive subheadings or boxes • bullet points • effectively/fluently sequenced paragraphs.



Can you help me?
Before it's too late!



Every day, a rhino is hunted in the belief that their horns can cure illness.

Illegal rhino killings in South Africa

Donate just £5 per week

Rhinos have been around for 40 million years

Rhinos are critically endangered

Rescue our rhinos

- Heading
- Sub-heading
- Images
- Splashes of information
- Logo

IMPORTANT

Just because it is a leaflet, does not mean that your language can be basic and informal. The same rules apply. You must also remember to use punctuation accurately.

PUNCTUATION TIPS

Apostrophes
There are two apostrophe rules: *possession and omission*.

Omission (or contraction) is where you put two words together. The apostrophe goes where the missing letters are.

Possession shows ownership or belonging.

YOU DO NOT USE APOSTROPHES FOR PLURALS (MORE THAN ONE OF SOMETHING)!

Semi-colons
Used between two COMPLETE IDEAS in place of a conjunction or a full stop. Both ideas must be able to stand alone.

- Don't** forget this!
Do + not = Don't
- Georgia's** pen
The pen belongs to her.
- STUDENT'S PEN'S LIVE'S** ❌
- The virus devastated the region's economies; thousands of men, women and children lost their lives.

SENTENCE FUNCTION...

Declarative:
A statement

Interrogative:
A question

Imperative:
A command/
instruction

Exclamative:
Expresses emotion

1. Take action against Ebola.
2. Ebola is a virus which can kill within five days of infection.
3. Can Ebola kill?
4. We need to put an end to this crisis, before it's too late!

- Imperative
- Declarative
- Interrogative
- Exclamative

LETTERS

<p>Letter</p> <p>As a minimum, students should include:</p>	<ul style="list-style-type: none"> • an indication that someone is sending the letter to someone • paragraphs.
<p>More detailed/developed indicators of form could include:</p>	<ul style="list-style-type: none"> • the use of addresses • a date • a formal mode of address if required e.g. Dear Sir/Madam or a named recipient • effectively/fluent sequenced paragraphs • an appropriate mode of signing off: Yours sincerely/faithfully.



	Your address
	Date in full
Recipient's address	
Dear Sir/Madam or Mr Jones	
Introductory sentence: I am writing with regard to...	
Main points of discussion, divided into appropriate paragraphs, using discourse markers to create cohesion.	
Closing line: Thank you for your time; I look forward to further correspondence with you.	
Yours faithfully/ sincerely	
Name in full	

Topic sentence

This should **CLEARLY** introduce the topic/ subject/ point of your paragraph.

Supporting sentences

These should add more information/ detail to the topic sentence, and often answer the 5 Ws. These should be varied in length and use a variety of punctuation.

Concluding sentence

This must link back with the main idea presented in your topic sentence. It should be obvious that this sentence brings the paragraph to a close.

DESCRIPTIVE WRITING

Avoid simply writing a narrative story

Have paragraphs of pure description; defamiliarize; extended metaphor; epigram sentence

Plan a change in tone

Five paragraphs, connecting end to beginning, change 'tone'.

Vary your sentence styles

Vary sentence lengths (use a short sentence).

Vary paragraph lengths (use a short/one-sentence paragraph).

Vary sentence starters (-ing, -ly, adjective, noun/determiner).

Include whole range of punctuation

Use strong verbs

You MUST plan – Avoid Plot

Five paragraphs/Sections

Forward movement but not plot.

There is a change of tone

The middle three paragraphs describe a tangible.

Beginning and end are (slight) narrative.

Top and Tail

Beginning and End is narrative

Middle three paragraphs describe tangibles

There is a change in tone, moves through the description

Façade

Three tangibles described. Tone moves from pleasant to negative, or vice versa.

Beginning paragraph can be narrative/not necessary. Must be resolutely positive or negative.

Final paragraph demonstrates a shift in perception of the same thing from the start.

Time Shift – Write all in Past Tense

Beginning paragraph is narrative.

Explicitly shifts to the past (or future). Three tangibles described. Tone very different.

Shifts back to the present. A suggested change in perception is demonstrated.

The sand as Happy? Optimistic? Hopeful?

The bright sand glinted under the cheerful beam of the sun.

The grains of sand jostled for position as if they wanted the hottest rays of the sun.

The sand waved me over, its glint promising blissful steps of comfort.

Defamiliarisation

Dark fingers wave against the blueness of the sky, almost beckoning me towards the island. The wizened skin wrapped around each finger was hard and gnarled, beaten with the fury of past storms. These branches told of the danger to come; these trees foretold the future.

Extended metaphors – across a paragraph or several. Develop the metaphor.

You can have the metaphor of the sea being an organic being (the sand is the baby; the mountains are a wise elder looking over the place; an unseen swamp is a cantankerous young fellow).

You can describe several different items through the same TYPE of metaphor

DESCRIPTIVE WRITING

Using Sentences for EFFECT

SENTENCE TYPES	SENTENCE OPENINGS
<ul style="list-style-type: none"> • Simple • Compound • Complex • Broken • One word • Imperative • Declarative 	<ul style="list-style-type: none"> • Start with a verb ("-ing") • Start with "as" or "while" (prepositions – you can also use prepositions like under, behind, before etc ...) • Start with an adjective (a describing word) • Start with an adverb (a word that describes the verb)

-ly **begin with an adverb**

Cautiously, waves trotted across the surface of the sea.

-ing **begin with a verb (participle)**

Rippling with each wave, the sea wrapped its attentions around the sodden legs of the wooden pier.

adjective **begin with a verb (participle)**

Fast waves flowed from the pier where it plunged into the water.

Blue waves sparkled under the gaze of the sun.

Angry waves rippled from the leg of the pier.

begin with a -noun/determiner

The first waves trotted across the surface as the pier plunged a sodden leg into the sea.

Extensive Vocabulary

The sand sat demurely.

Quiet and passive, the sand sat demurely.

VOCABULARY

Sentence constructions that you can use (with cumulative phrases)

There, adverbial x2, main clause, adverbial.

There, at the top of the table, with his napkin tied around his neck like a child, an old man sat eating, drops of gravy dribbling from his lips.

There, adjectival phrase,... adverbial phrase..., noun phrase, adjectival phrase.

There, at the head of the island, with moss clinging to its hardened oak, an ancient bridge sits, pot-marked stones crumbling against the wind.

Removing Pronouns

The Pronoun Case

SOMETIMES DESCRIPTIVE WRITING CAN BE DRAMATICALLY IMPROVED BY SIMPLY REMOVING ALL OF THE PRONOUNS.

I love Christmas because it is cold and it sometimes snows
Becomes
Christmas. A time for wrapping up warm and dreaming of snow.

See what it does to your piece.....

SHOW OFF!

1. accentuates
2. defines
3. reflects
4. emphasises
5. justifies
6. challenges
7. displays
8. evokes
9. reveals

949
INSTEAD OF
shows
(SWEAR WORD)

949
INSTEAD OF
nice
(SWEAR WORD)

1. amicable
2. jovial
3. co-operative
4. convivial
5. worthy
6. kind
7. faultless
8. respectable
9. honourable

1. replies
2. asserts
3. explains
4. details
5. Expresses
6. observes
7. highlights
8. illustrates
9. chronicles

949
INSTEAD OF
says
(SWEAR WORD)

949
INSTEAD OF
boring
(SWEAR WORD)

1. tedious
2. dull
3. monotonous
4. repetitive
5. insipid
6. mundane
7. nondescript
8. sterile
9. lacklustre

SHOW OFF 949!

1. **acquiesce** = to agree
2. **appease** = to calm
3. **cajole** = to coax
4. **chide** = to tell off
5. **connive** = to plot
6. **extol** = to praise

7. **fabricate** = to invent
8. **forsake** = to give up
9. **inhibit** = to prevent

verbs

1. **amiable** = friendly
2. **arcane** = obscure
3. **brazen** = bold
4. **brusque** = abrupt
5. **callous** = harsh
6. **demure** = modest

7. **eloquent** = articulate
8. **feral** = wild
9. **intrepid** = brave

adjectives

1. **alacrity** = speed
2. **avarice** = greed
3. **candour** = honesty
4. **despot** = total power
5. **enmity** = hatred
6. **infamy** = notoriety

7. **maverick** = non-conformist
8. **modicum** = a small amount
9. **novice** = beginner

nouns

1. **briskly** = quickly
2. **jovially** = happily
3. **promptly** = on time
4. **sympathetically** = kindly
5. **triumphantly** = joyously
6. **inquisitively** = asking questions

7. **energetically** = with energy
8. **diligently** = taking care
9. **voluntarily** = of own free will

adverbs

GET THE 9 STYLE!

WORD TO USE	WHAT IT MEANS
myriad	Countless/ a lot
profound	Total/ utter
salient	Important
ambiguous	More than one reason
irony	Full significance not understood
futile	Worthless/ meaningless
ambivalence	Uncertainty
symbolism	A concrete thing that represents an abstract idea
embodies	Giving visible form to an idea or feeling
disempowered	To remove power
complex	Different and connecting links
ominous	A sense that something bad will happen

Agreement	Moreover	Similarly	In addition	Additionally	Likewise	Further- more
Opposition	In contrast	On the other hand	In reality	although	whereas	However,
Effect	As a result	Thus	Consequently	Therefore	Hence	As a result
Sequence	Later	At this	Instantly	Until this	Meanwhile	After this
Summary	For the most part	In summary	In conclusion	Ultimately	In essence	overall

I BELONG TO

.....FORM.....

literacy



Dare Excel Share Create

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