

About Question 3

In this free lesson by Taughtly.co.uk, we will study the six text types that might appear on your First Language English IGCSE, Paper 1, the reading paper.

The text types are:

- Diary / journal
- Interview
- Newspaper report
- Letter *
- Speech *
- Magazine article *

The final three text types could also appear on your Paper 2, the writing paper, for the Directed Writing question.

These are the skills that Question 3 is testing you on:

Reading skills – 15 marks	Writing skills – 10 marks
R1 demonstrate understanding of explicit meanings	W1 articulate experience and express what is thought, felt and imagined
R2 demonstrate understanding of implicit meanings and attitudes	W2 organise and structure ideas and opinions for deliberate effect
R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text.	W3 use a range of vocabulary and sentence structures appropriate to context
	W4 use register appropriate to context
	W5 make accurate use of spelling, punctuation and grammar.

What is VARPF?

Complete the table below, explaining what each of the terms in VARPF means:

Voice	
Audience	
Register	
Purpose	
Format	

Tips and structure

When answering Question 3, these are the most important things you should be considering:

- Write about the bullet points equally
- No introduction or conclusion needed for interview
- Last bullet point is often more implicit
- Aim to have around 4-6 individual points in each paragraph
- Don't copy directly from the text – always paraphrase
- Vary your vocabulary, punctuation and sentencing
- Check SPAG carefully
- Include details – who, what, where, how
- Include development – why, feelings, reactions

Introduction	<p>This is the recommended structure for your Question 3.</p> <p>It has three main body paragraphs of equal length, each focused on a separate bullet point from the question.</p> <p>You should also include a short introduction and conclusion of about 2-3 sentences long, except in the case of an interview.</p> <p>For an interview, just skip straight to the questions and don't write an introduction or conclusion.</p> <p>For a magazine and newspaper, you can also include a headline.</p>
Bullet point 1	
Bullet point 2	
Bullet point 3	
Conclusion	

Our story

All of the text types will be based on the following idea:

- School teacher, Samantha Salmon, purposely set off the school fire alarm to avoid teaching her Year 11 English class. Ms Salmon had been struggling to control the behaviour in her classes and was going to be observed that lesson.
- The fire alarm caused chaos in the school and the fire brigade arrived only to realise that it was a hoax.
- The headteacher initially wrongfully accused a Year 9 boy, Mark Jiang, before Ms Salmon stepped forward to admit her guilt then publicly resigning from her job.

Newspaper report

Notes:

As you watch my video lesson, make notes about features of newspaper writing you could use below.

Useful phrases for newspaper reports:

- According to sources
- In light of recent events
- The latest developments
- It has come to light that
- In a surprising turn of events
- The current state of affairs
- In the wake of [event]
- It is worth noting that
- This comes as no surprise, given that
- A growing concern/problem
- Experts believe that
- An unprecedented situation
- The public's response to [event]
- With mounting pressure
- The looming threat of [issue/problem]
- The pressing need for [action]

The task:

Imagine you are a local journalist. Recent events have prompted you to write a newspaper report about the need to improve working conditions for teachers.

Write the newspaper report.

Example:

Elmwood High Teacher Pulls Fire Alarm, Resigns

Yesterday afternoon at Elmwood High School, the fire brigade was called to attend to a fire, yet when they arrived, it became clear that the emergency call triggered by an activated fire alarm was a hoax. Sources report that it was one of the school's teachers, Samantha Salmon (34), who pulled the fire alarm with the sole purpose of avoiding an observation. The incident caused disruptions throughout the school and prompted a public resignation from Salmon.

Contrary to conventional fire drills prompted by technical malfunctions or safety exercises, this particular evacuation bore the hallmarks of a deliberate hoax, with the fire alarm activation attributed to the actions of an unexpected perpetrator – the school's English teacher, Salmon. Sources have indicated that the teacher, reportedly facing classroom management challenges with her Year 11 English class, executed a deliberate fire alarm activation as a diversionary tactic, allegedly to evade an impending classroom observation by the school's governor.

The school's subsequent tumult was plain to see as fire trucks roared onto the scene and students lined up at the fire assembly point, missing crucial class time. The gravity of the situation was further amplified by the initial suspicion cast upon a student, Mark Jiang (15). Despite Jiang's clean record, the allegations appeared to be misguided. Elmwood has since released a statement clearing Jiang of all suspicion.

Under the eyes of teachers, students and fire personnel alike, Salmon openly admitted her guilt in the fire alarm activation. Her swift resignation followed this unprecedented act, making this event all the more compelling to concerned citizens. While the circumstances surrounding Salmon's departure from Elmwood High School remain undisclosed, it is evident that the incident has raised into question the school's working practices and workload for teachers.

Indeed, Elmwood is one of many schools in the local area currently facing a shortage of teachers. Salmon is now quickly becoming hailed by online teaching communities as a figurehead for teacher burnout.

As Elmwood High School navigates the aftermath of this unanticipated sequence of events, the broader education community reflects upon the complexities in ensuring that schools serve both students and staff alike. The incident serves as a thought-provoking testament to the increasingly turbulent educational landscape, in which some teachers would rather pull a fire alarm than enter their classrooms.

Looking at the exemplar, what features of newspaper writing can you identify in the language choices?

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How is this exemplar meeting the VARPF of the exam task?

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Independent task

Write an opening paragraph for each of the six text types below. You can make up any extra details or information you like.

Story: Haggleton, a seaside town, recently suffered from an oil spill, which killed many wildlife, including fish and seagulls. The culprit was a local oil company who polluted the sea. A high school student, Aiden Smith, rallied together staff and students to clean up the beach, save the wildlife and petition to have the oil company shut down.

Newspaper

Local newspaper reports on the issue

Magazine

Student at Aiden's school writes about the issue in student magazine

Speech

Aiden gives a speech to local politicians on this issue

Interview

Aiden’s headmaster is interviewed about the events on a local radio station

Letter

Aiden writes a letter to the oil company to explain his concerns

Diary

A student at Aiden’s school writes in their diary about recent events

