Teacher Guide – Paper 1

Incorporating language learning support

Cambridge IGCSE™
Pakistan Studies 0448

For examination from 2020

Contents

Introduction

The purpose of the teacher guide

This teacher guide is designed to help you to organise and plan your teaching for Cambridge IGCSE Pakistan Studies, The History and Culture of Pakistan. It also offers advice and guidance on teaching strategies and how to prepare your learners for the final assessment.

As an international awarding body, many of our candidates are either multi-lingual or possess English as a second language which presents them with great opportunities but also potential barriers. Learners cannot develop academic knowledge and skills without access to the language in which they are discussed, constructed and evaluated.

In this guide we have also included some prompts and tips on how to incorporate the development of language skills within the general teaching of this subject. This information is indicated in the text with the icon shown here.

Where language levels are already highly developed amongst learners, this advice will not be applicable. However, it is often the case that those learners with lower ability skills in general and those with lower ability language skills tend to share similar misunderstandings.

Getting started

School Support Hub

You should make sure at an early stage that you have access to the School Support Hub, www.cambridgeinternational.org/support. You can obtain a login from your Examinations Officer.

The School Support Hub provides a wide range of resources to help you, including:
- syllabuses
- past examination papers and specimen papers
- mark schemes
- examiner reports (after first sitting)
- example candidate response booklets (after first sitting)
- a learner guide
- a resources list
- community resources and discussion forum

All of these forms of teacher support are invaluable in helping you and your learners understand exactly what Cambridge expects of candidates in examinations, and will help you to prepare your learners appropriately.

Syllabus

When planning your course, your starting point should be the syllabus. This contains information not only on the curriculum content but also the overall aims and assessment objectives. It gives details of the papers, the grade descriptions and additional information (such as the minimum marks needed for particular grades). It is most important that you become thoroughly familiar with all parts of the syllabus document.

Scheme of work

You will then need to devise a scheme of work. To do this, you need to think how you will organise the time that you have available to help learners to understand and learn all of the facts and concepts required by the syllabus, and to develop the necessary skills. Cambridge International provides a scheme of work that you could use as a starting point but you will undoubtedly want to produce your own at some point. Your scheme of work will help you to determine what resources you will require to deliver the course and this will help you to build up teaching, learning and reference resources such as textbooks and worksheets.

1: Planning the course

This section looks at how you can plan your course to ensure that you can cover the whole syllabus within the time that you have available. It includes long-term planning (developing a scheme of work) and planning for individual lessons. It also includes ideas and support for incorporating language into the lesson to help learners become more fluent and accurate users of English.

Language is an important part of communication and the aim of considering this within a lesson is to expose learners to situations where they need to use English to complete the tasks given. The language focus is not an additional element to be added to the course but should be seen only as the medium through which the topic (content) is taught.

The promotion of critical thinking skills and collaborative work is considered to be very important in acquiring language and improving fluency whatever the topic. Personalisation of the topic is also known to increase motivation and self-confidence as well as interest.

Section 4 provides some ideas and activities for incorporating language learning into lessons without increasing your workload.

1.1 Key factors to consider when planning your course

These factors will need to be considered before starting the planning of your course:
- the amount of teaching time available each week
- the availability of resources such as learning spaces
- the previous learning of your learners
- the level of English language of the learners
- whether your group is mono- or multi-lingual
- whether your teaching groups will be mixed ability or will be streamed by ability
- the number of lessons you will need to cover the syllabus (the recommended time for a Cambridge IGCSE course is 130 hours of teaching time)
- the school calendar including holidays, examinations, etc.

1.2 Long-term planning

A long-term plan will provide the overall structure of your course. It will include the order in which topics will be taught, the approximate length of time to be spent on each and the factors listed in Section 1.1 above. It will need to take into account the number and nature of the groups following the course and whether they should all follow the same path. There may, for example, be issues with the use of source materials if two groups are studying a topic at the same time and there are limited available resources. In this case it would be better if the plan was organised so that groups could study such a topic at different times.

Topics should also, ideally, be arranged so that they fit into the school's sessions, so that a topic is not split because of a school holiday or an examination session.

In a two year course the second year will probably have fewer weeks because of the timing of the Cambridge International examinations.

It is important to note that you do not need to teach the syllabus content in the order in which it is printed in the syllabus. It is likely that you will want to order your teaching to suit your particular needs and preferences.

You will also need to take into account what learners have studied in the lower secondary years. This may be done in a number of ways.

- Start your course by establishing a timeline for the whole course with key questions identified at appropriate intervals. Link the key questions by asking learners to evaluate their learning and suggest what factors could contribute towards the next key question e.g. having studied key questions 1 and 2, learners could be asked to identify issues likely to become causes of the War of Independence. Having then studied the causes and consequences of the War of Independence 1857–58, learners could be asked what actions a leader such as Sir Syed Ahmad Khan would see as important.
- Start with a course on practical techniques around the use of sources to generate enthusiasm.
- Start with key questions which are conceptually easier, saving the more difficult ones for the second year of the course.
- Follow the pattern of key questions set in the syllabus.
- Follow your own and learners' interests and enthusiasms to begin with.

Long-term planning will also consider what you would like the learners to able to communicate either in spoken or written form at the end of the course. This will help with identifying what language could be included in medium- and short-term plans.

A long-term plan should also consider how skills in using sources will be developed and which topics will contribute most to the development of these skills.

A long-term plan is not 'set in stone'; it is a working document. As the course progresses you can adapt it as required. When you have worked through it once or twice you will have a much better idea of the best way for you to work through the syllabus.

1.3 Medium-term planning

Medium-term planning is the most important of the three types. It defines, in some detail, what will be taught and when. It also describes how language skills, source work and activities that support are to be incorporated into the course. Medium-term plans are often called schemes of work and can be shared at the whole school level.

The assessment objectives and the key questions form the basis of medium term plans. Both of these are found in the syllabus.

Assessment objectives covered by Paper 1:
- AO1 Recall, select, use and communicate knowledge and understanding
- AO2 Demonstrate an understanding of the past through explanation, interpretation, analysis and evaluation

These are interlinked and learners needing to develop skills in using their knowledge and understanding to explain factors in relation to questions. Analysis of factors enables learners to evaluate their relative importance in relation to a question, giving them the ability to offer justified conclusions to higher marked questions.

- AO4 Apply skills and interpret a variety of environmental and historical resources / sources

AO4 requires learners to use their AO1 and AO2 skills when faced with source material. Learners need to be able to identify what they see in a source that relates to the question and what they can infer from it. They will explain their understanding of aspects of history through their ability to interpret what they see.

When developing a scheme of work:
- add timings for each section
- consider which work is developmental, allowing learners to work together in ways that enhance the skills of all learners, and which work is individual, allowing you to assess their skills and provide feedback
- you could include a note about the sort of output you would like your learners to produce in terms of language, e.g. oral, written, group/pair work, discussions, etc. You could highlight where exam questions from specimen and past papers fit into the scheme of work
- encourage understanding of source material by making clear links to available material. You could identify source material that learners can use to develop AO4 skills and questions that would enable them to practise these
- always check the URLs of recommended resources before using them with your learners. Web addresses can change, and you also need to know that what you are accessing is appropriate for your learners.

A medium-term plan is best developed with contributions from all of the teachers who will be using it. If they have had an input they will feel an 'ownership' of the plan and will be more likely to adhere to it.

A medium-term plan should be flexible and updated when necessary. It should be amended if it is found not to be working as planned. It should be reviewed at the end of each school year to assess how well it has worked and to decide if any improvements could be incorporated.

1.4 Short-term planning

Short-term planning involves planning for a single lesson or perhaps a small group of lessons.

It should include:
- content and the language of the lesson
- activities that will take place
- progress that is expected of the learners during the lesson.

Short-term planning is something that is done by an individual teacher, taking into account their own strengths and the needs of the learners they will be teaching. Teachers new to the subject may need guidance but the plan should still be their own.

This process is covered in more detail in the next section, *2 Planning lessons*.

2: Planning lessons

2.1 Lesson plans and templates

A lesson plan is written by the teacher and should include details of how the lesson is intended to proceed. It should take account of:
- what is to be taught (learning objectives)
- what is to be achieved by the learners (lesson objectives, content and language)
- what the learners already know (previous learning and relevant knowledge)
- how learners' understanding will be monitored (assessment of learning)
- how learners at different levels of ability are going to access the lesson (differentiation).

It should detail the learning activities which will take place and have approximate timings showing how long each part of the lesson will last. It should also note the language focus for the lesson in brief.

A lesson should ideally have three main parts:

beginning   this should be an activity that engages and motivates the learners, as well as stimulating the background knowledge that the learners can bring to the topic

middle   this should include the main learning and language activities of the lesson

end   this should be an activity/activities in which learners can assess their understanding of what has gone before and give feedback on it.

2.2 Constructing a lesson plan

It can be helpful to have a printed template to use in lesson planning. You can design your own, or there are many available on the internet or in books. On the following pages you will find an example of a completed lesson plan which includes helpful guidance.

A blank lesson template is available in the Appendix for you to use.

Lesson:		School:	
Date:		Teacher name:	
Class:	Number present:		Number absent:
Learning objectives to which this lesson is contributing	This will be based on something written in your medium-term plan. It will state which part of the syllabus the lesson is going to address.		
Lesson objectives	These may be the same as the learning objectives but more often will be only a part of them. This is what you intend the learners to fully grasp by the end of the lesson, including not only the curriculum content, but also AO1, AO2 and AO4 skills, as well as how you intend to help them to achieve these goals. It should be a realistic target and many learning objectives will take more than one lesson to be fully understood. It should also include a reference to the language the learner is likely to need to be able to reach the targets you set.		
Vocabulary, terminology and phrases	This may be language to support answers to knowledge based questions or it may be use of language to develop answers to longer answers where skills of explanation and justification of choices are important.		
Previous learning	How does this lesson develop earlier skills and learning? As learners we all need relevant prior knowledge to base new learning on. Linking this lesson with prior learning can form part of the introduction to the lesson.		

Plan		
Timings	**Planned activities**	**Resources**
Beginning	This should be a relatively brief part of the lesson and should engage learners by supporting their learning. It should show them that they are ready for this lesson, as they have a knowledge base that supports them or skills they are developing. It may be a short question and answer session, or a simple written task to assess what they know about the topic to be covered. It could even be a source to be interpreted that introduces them to the topic for the lesson. This starter session should also stimulate interest by providing materials such as visuals for the particular vocabulary needed or some activity which is personalised to encourage learners to apply their own background knowledge and interest. This lesson element should be learner focused with as little teacher talk as possible. It should last between five and ten minutes.	Your plan should also include a list of the resources (books, internet, large paper for group work, past exam questions, etc.) which will be needed in each session of the lesson. It should note how you will organise the classroom – for example, by arranging tables for group work or pair work.

	Middle	This may build on and extend previous understanding, develop knowledge and skills, practise previously learned techniques or any of many other alternatives. It is important not to include too many activities, but equally important not to spend so much time on one activity that learners become de-motivated. Good lessons will involve the learners in the activities as much as possible. Activities should encourage them to have confidence in communication through speaking or writing and there should be some feedback from you regarding possible language errors. Delayed feedback is recommended to avoid demotivating learners and hindering communication. Timings should be included for each separate activity.	
	End	This part of the lesson brings it to an organised conclusion. Learners (in groups or pairs) can assess how well they understand the material covered during the lesson. This may involve a short written exercise or a question and answer session. This may also include feedback from you on some language errors noticed during the lesson, for example, pronunciation of certain words, use of tenses. It may also be used to link to whatever is going to happen in the next session. This should again take around five minutes.	

Additional information

Differentiation: How do you plan to give more support? How do you plan to challenge the more able learners?	Assessment: How are you planning to check learners' learning?	Health and safety check: ICT links
How will you try to ensure that the lesson is accessible to all of the learners so that all will benefit from the experience? This is especially important with mixed ability groups. There is more on differentiation in the next section.	It is good practice to check: • what your learners knew / understood before the lesson (content) • how this has changed after the lesson, both linked to assessment objectives and also including language and communication improvements (language).	If your lesson includes any use of websites, you should check that they include only acceptable content.

Reflection and evaluation

Reflection	Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.
Were the lesson objectives realistic? What did the learners learn today? What was the learning atmosphere like? Did my planned differentiation work well? Did I stick to timings? What changes did I make from my plan and why?	As soon as possible after the lesson you need to think about how well (or badly) it went. There are two reasons for this; if you share your plan with other teachers it will enable them to learn from your experiences. It is a good idea to discuss with colleagues how well lessons went. This applies whether they went well or whether there were problems. It will also help next time you teach the same topic. If the timing was wrong or the activities did not fully occupy the learners, you may want to change some aspects of the lesson next time. There is no need to re-plan a successful lesson every year, but it is always good to learn from experience.

Summary evaluation

What two things went really well? (Consider both teaching and learning)

1.

2.

What two things would have improved the lesson? (Consider both teaching and learning)

1.

2.

What have I learned from this lesson about the class or individuals that will inform my next lesson?

3: Classroom practice

The aim of any teacher is to get their learners to gain knowledge and understanding, to develop the skills to be able to apply this knowledge, and to learn to communicate what they know as effectively and accurately as possible in the time available to them on the course.

Whether you are teaching a class including learners who have English as their second language, are multi-lingual or who only speak English, the same difficulties of written expression occur within the subject to both lower level ability and second language learners. Your role should therefore also be to support, the language element of the lesson which underpins the content. This element should enhance learners' communicative skills and their accurate use of the language. A key part of this should be for you and your learners to notice the language used in different stages of the lesson.

Teaching should also take account of the different needs and abilities across the full range of learners represented in the group. Lessons should be interesting and involve the learners as much as possible.

3.1 Practical lessons

There is a huge range of practical activities that learners can engage in, which will not only be enjoyable in themselves but will also help them to develop skills, and to increase their understanding of the learning objectives described in the syllabus.

Practical work is usually motivating to learners, but it should always have a purpose other than entertainment. It may:
- develop the skills that the learners need, including communication skills (spoken and written)
- illustrate facts or concepts which are being studied
- provide a stimulus for further study.

It may, of course, accomplish more than one of these. Some examples of appropriate practical activities are shown below:
- plotting events on a map to support understanding of outcomes
- pairs of learners using sources as evidence to be used to explain the past
- role play of interactions between key people in developments
- sorting activities
- creating and playing games such as matching activities
- planning answers to essay questions in groups. A gallery of these can support all learners before they attempt their own answer to a question
- debating the relative importance of factors or events, developing skills of justifying a conclusion
- developing questions and answers for quizzes.

3.2 Active learning

A description or explanation by the teacher is easily forgotten by the learner, even if it was understood in the first place.
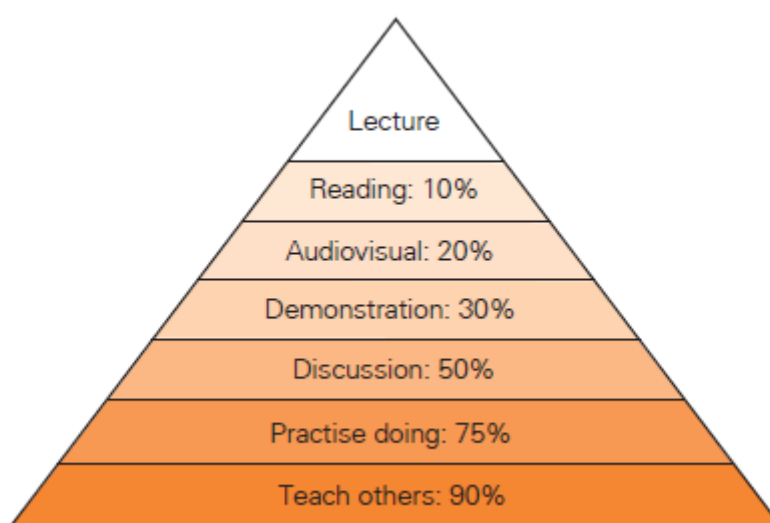
Videos of key events can help, but they still encourage 'passive' ways of learning. The learner is not involved in 'discovering' the information.

Research has shown that the more a learner is involved in the process of learning, the more they retain. This is also true of language acquisition.

The learning pyramid below shows the percentage of information retained as a result of different forms of delivery stimulating different learning processes.

Lecture
Reading: 10%
Audiovisual: 20%
Demonstration: 30%
Discussion: 50%
Practise doing: 75%
Teach others: 90%

From this it will be seen that although audiovisual (videos and computer animations) may be better than a lecture (being told by a teacher), there are methods which are better still. Clearly not everything can be absorbed by discussion and practice, but activities where the learners actually participate work better.

At least some such activities (active learning) should be used in order to maximise learning. There will not be time for everything to be covered in this way but aspects of most topics certainly should be. If you give learners guiding questions to answer while listening to pairs discussing the topic or preparing wall displays, this will activate both subject knowledge and language. It will allow the learners to feed back the answers or contribute to the group discussions or classwork more effectively. It will also allow for assessment for learning feedback from teacher, on subject knowledge, accomplishments relating to assessment objectives and use of appropriate language in their work. This is an example of what is called 'scaffolding'.

Group or paired work allows learners of different abilities to see what 'good' looks like. Strong learners gain from working with learners from other abilities because they gain a depth of understanding by explaining the story, the causes and consequences and the reasons for developing an answer in a specific way. Weaker learners gain because they are able to be coached by a peer, such one to one support rarely being available in class situations.

There are, of course, many other methods of getting learners involved and plenty of ideas in books and on the web.

3.3 Differentiating the activities

Differentiation is a way of trying to ensure that members of your group with differing abilities can all access the material you are delivering. There are a number of ways of approaching this problem and, again, they can be found in books and on the web. They fall into three main categories.

- **Differentiation by outcome -** In this method an open-ended task is set which can be accessed by all, e.g. 'Were land reforms the most important changes made by Zulfikar Ali Bhutto?'. Learners will produce different results according to their ability, but all of their 'outputs' will be valid.
- **Differentiation by task -** Learners are set slightly different tasks based on the same objective. This may involve worksheets or tasks which pose questions on the same topic where differing amounts of understanding are required, or where different amounts of support are built in.
- **Differentiation by support** - All learners undertake the same task but those who are weaker are given additional support. Writing frames, where a template is provided for them to record their work, are one way of doing this.

3.4 Integrating content and language in the course

In previous sections we have stressed that the objective of the language element of a lesson is to help the learners gain greater confidence in communicating their knowledge of the subject. Whether you are teaching a class including learners who have English as their second language, who are multi-lingual or who only speak English, the same difficulties of written expression occur within the subject to both lower level ability and second language learners.

Subject teachers are not expected to teach English. However, the language and terminology of a subject should be learned at the same time as the subject content, so that it has greater meaning and offers contextual understanding; subject-specific language should not be left to a specified language lesson. The confidence to communicate in accurate and precise language will also be of benefit to learners taking an external examination in English at the end of the course. A number of examination questions require explanations and learners can gain higher marks if language is used accurately. For example, comments by some examiners on previous candidate scripts have noted the incorrect use and understanding of vocabulary, the lack of ability to write a logical explanation or develop a justified conclusion, and answers that contain contradictions. It will also benefit learners in the long term, should they continue their studies in any subject at a higher level with a view to their careers.

Here are some strategies that you can try in your next lesson:
- record language prompts on the whiteboard
- encourage learners to underline key terms
- use images
- provide writing frames and introduce new language before setting a task
- enable learners to write collaboratively
- provide sentence stems and model language
- provide model answers for learners to improve
- engage learners in using a mark scheme to give feedback on how an answer could be improved
- activate prior knowledge of the subject using a source for discussion or key words
- create a bank of useful expressions
- repeat explanations and progressively increase the difficulty of explanations
- provide feedback on language and content
- highlight examples of good language use from learners.

To help learners with their use of language it may also be helpful to consider the following questions when writing a lesson plan for a subject area:

- What is the topic and what does it cover? (content)
- Is there something in the topic you can make personal to the learners? For example, is there something you can relate to their particular culture to stimulate interest and prior knowledge. (context, personalisation)
- What language will your learners need to produce during the lesson and later in the exam? (English)
- What is the language focused on? For example, it may be to explain a factor as part of an answer, to justify a decision, describe a result, or interpret given information. You can also think about the relevant vocabulary and terms they could practise to help with precision.

3.4.1 Some ways to integrate content and language

Language is the medium through which the content is delivered and the main aim is not to teach the language but provide language support and use it in interesting ways. The following suggestions are provided to help you think about what might support learners with the language during the lesson:

- visuals and charts for building vocabulary and understanding meaning – this has been shown to stimulate interest and the learners' prior knowledge
- gap fill and word definition to discover meaning – this helps with retaining the language to a greater extent than when learners are simply given the answers
- read and identify e.g. causes of the Partition of Bengal in 1905 before discussing the contribution of each to the events
- checking questions to ensure understanding – asking learners if they could tell the group or their partner what they have to do is an important part of communication and retention
- pair and group work is important – learners learn from each other and it has been shown that teenagers prefer to work in groups rather than on their own. Learners need a safe place to practise the language before expressing it individually. Additionally, learners working in pairs or groups allows time for the teacher to tour the classroom, joining in discussions and developing language skills informally
- personalise the topic – this increases motivation and assimilation of the language
- oral interaction between learners in English about the content is beneficial as is cooperative work. The more the learners speak the greater the development of accuracy and confidence in using the language
- repeat vocabulary, grammar and useful phrases commonly used in the topic. For example, practise using words to compare and contrast, words to make a point or develop an argument
- if learners are encouraged to notice the language they are more likely to use it at a later date
- the use of context is important for learners to understand meaning
- language needs to be used in conversation before it can be assimilated as part of the output.

3.4.2 Possible activities

(1) Starter – activate prior knowledge, use simple visual clues to vocabulary, match pictures to words.
(2) Bring in everyday recognisable items which are related to the topic.
(3) Personalisation – start the lesson by making the topic relate to the learners' lives e.g. education enjoyed every day, participation in elections.
(4) Vary the font and sizes for reading exercises and use pictures or cartoons to explain concepts. Underlining key words or phrases helps the learner to notice the language.
(5) Learners acquire and retain language through discovering the meaning themselves from within the text or through ordering a set of sentences to explain a development. Learners should be encouraged to note meaning rather than copy a paragraph. Learners should be encouraged to use their own explanations rather than repeating words from textbooks.
(6) Repeat the key language during the lesson in different exercises, e.g. use of the passive tense in writing answers to 1d and part c questions (Exercise 1).

(7) To help with developing thinking skills and using the language, start by asking simple questions using *what*, *when*, *where* and *which* followed by more challenging ones using *how* and *why*. This works well in group and pair work.

(8) Have a glossary and word bank available. Give the learners specific words and phrases to build the precise and more complex sentences they will need to use in their verbal and written.

(9) Provide scaffolding, i.e. using activities where learners need to add correct answers from a choice to make the sentences correct. Follow this by freer practice of the same language used in the sentences. Using essay answers that you have written to stimulate discussion about what is good about it and how it could be improved. Learners could then either write an improved answer or give feedback in writing to the 'learner' about what actions should be taken.

(10) Share different questions on a topic between groups. Each group should poster their paragraph plans- key headings and how each fits into the question (Exercise 2). Learners should feedback their answer to the class, each member explaining different parts.

(11) Use class debates to argue the relative importance of different elements of an answer. A class should be divided into two parts and each should have the opportunity to develop arguments before the debate takes place.

(12) Try and ensure pronunciation and word stress is correct. You can use delayed feedback, i.e. make notes during the group discussion time of difficult language areas and highlight this to the whole group at the end of the lesson.

3.4.3 Some examples of exercises to integrate language learning within lessons

Exercise 1: The use of the passive voice

One of the most common uses of the passive voice is in the writing answers to 1d or part c questions. Learners are likely to write many such answers during the two years of the course. Often teachers write the title on the board and provide or invite learners to contribute to a list of factors, which helps with spelling as well as subject coverage. The procedure is often left for the learners to write themselves. This can be a little daunting for second language learners and often the incorrect tense and / or voice is used.

If learners are following a recipe from a text, or has examples around the classroom to refer to, this can make the task simpler.

Here is a simple plan of an answer to the question:
How successful was British expansion in the subcontinent between 1784 and 1857?

Procedure
Identify the factors, in this case, the aims of the British government:

What did the British want to achieve?
- improve government in India after the corrupt governance by the East India Company (EIC)
- share what they saw as the benefits of being British, Western culture, efficient administration, law and order
- expand British control using both their military expertise and diplomacy
- make India stronger after all the wars that had been fought by improving agriculture to prevent famine, restore monuments and rebuild trade
- put some of the wealth of India into the hands of ordinary Indian people
- establish a northern 'natural and scientific border'.

Consider what was done towards each aim – sort these actions into the six aims above.

About control and government:
- 1773 an Act of Parliament required the EIC to provide good government. This was not acceptable and was replaced in 1784 by (Pitts') India Act through which the British government took control of their Indian possessions. A Governor-General would have control of the three Presidencies. Provincial governors and a Commander-in-Chief of the armed forces were appointed. A police force and a legal system were introduced. A Civil Service had only people from Britain employed in it.
- Warren Hastings, the first Governor-General, ended the war with the Marathas, by treaty in 1782

- 1799 Governor-General Wellesley took control of Mysore by defeating Tipu Sultan. In the same year Oudh fell, large parts being given to the British
- 1803 the British took Delhi, Shah Alam, was forced to accept that he was ruling under British protection
- 1818 the Marathas were defeated and forced to accept rule from Britain also
- 1809 the Amirs of Sindh signed a treaty of friendship with Britain, but, fearful that Sikhs would expand into Sindh, Sir Charles Napier provoked the Amirs so much that they attacked the British Residency in 1843. This gave him a reason to attack. The Amirs were defeated and Sindh was annexed by the British
- Ranjit Singh of the Punjab also signed a treaty of friendship with Britain in 1809. His death led to unrest causing Sikhs to fear a British attack. A Sikh army attacked the British, but could not defeat them. The Punjab became part of the British Empire on March 30th 1849
- the Raja of Jammu was given Kashmir to rule, Nawabs were left in control of Oudh and Hyderabad Deccan, though foreign policy was managed by Britain. These rulers had 'British advisers'.

About making lives better:
- The Charter Act 1833 said that Indians could be part of the Civil Service in India. About 1000 jobs were available, but only to those who could pass public exams that had to be taken in England
- revenue collected was used to buy things that were then sent to England
- no changes were made in respect of religious and cultural life (except to ban suttee in 1829)
- lives of peasants remained unchanged
- upper classes who wanted to prosper had to become Anglicised. English became the official language in 1834; education was to be in English from 1835.

Divide the list of factors into successful or partially successful or less successful, considering these effects:
- Christian missionaries were not trusted by the people of India
- India saw Britain as conquerors trying to impose their culture
- Many people of India were wary of new technology such as telegraph and railways
- There was a War of Independence in 1857.

When learners write up their essay they should do it using the past passive voice as follows:

1. A brief introduction should establish the way the answer is to be approached, for example:

Several factors relating to the aims of the British government should be considered when answering this question.

2. Each factor should then be explained in relation to the question, grouping them as successes or otherwise e.g.

Pitt's India Act partly met Britain's aim of improving government in India. *A Governor-General would have control of the three Presidencies. Provincial governors and a Commander-in-Chief of the armed forces were appointed. A police force and a legal system were introduced. A Civil Service had only people from Britain employed in it. Although this did not engage the people of India in government, it did improve on the previous system, established by the Act of 1773 that simply required the EIC, a body heavily criticised for corruption, to provide better governance in India.*

3. Having explained a number of factors and their impact, learners should be encouraged to decide upon their answer and justify it e.g.

While many of the actions taken by the British government in India provoked anger, if the aims of the government in Britain are taken as the starting point, it must be acknowledged that they were successful in widening their area of control. However, it was dissatisfaction in India at the actions of the British in the areas that they controlled that formed the backdrop to the War of Independence that began in 1857. Without the anger at what was felt to be interference in religion and culture it is doubtful if the rumours concerning the greased cartridges would have engaged so many areas of India in war against the British. This factor alone suggests that the British were less successful than successful in their management of India between 1784 and 1857.

With guidance, most learners should be able to complete such an exercise resulting in a good quality approach and in time apply the passive voice to other tasks correctly.

Exercise 2: Using group activities to develop language

Here is an example of how groups of learners can research, forming their learning into teaching activities

1. Take an appropriate section of the syllabus:

Key Question 8: How successful was the Pakistan Movement in the years 1927 to 1939?	
Focus points:	*Specified content:*
• Why did Jinnah produce his 14 Points of 1929? • How successful were the three Round Table Conferences of 1930–32? • How important was the Government of India Act, 1935? • Why was Congress Rule (1937–39) unpopular with many Muslims?	• the Simon Commission, 1927–1930 • the Nehru Report, 1928 • Jinnah's 14 Points, 1929 • Allama Iqbal's Allahabad address, 1930 • the Round Table Conferences, 1930–32 • the Communal Award of 1932 • Rahmat Ali and the Pakistan National Movement, 1933 • the Government of India Act, 1935 • the 1937 elections and their significance to the Muslim League and Congress • Congress rule, 1937–39, its significance to the Pakistan Movement and the 'Day of Deliverance',1939.

Distributing the four focus points between pairs of learners while leaving the specified content to guide them can support learners in researching their topics and in developing teaching materials. Putting four groups together when they have completed this first activity can result in a variety of informative class displays that cover the whole topic.

Pairs of learners could develop quiz questions from which their teacher can choose to create a class quiz.

Exercise 3: Vocabulary and writing in sequence

Here is an example of how you might convert an existing past question into a cloze language learning exercise within your subject teaching.

Why was Haji Shariatullah seen as important in the revival of Islam?

Complete the following sentences using words from the list below.

East Bengal	Hindu	uniting	Pakistan Movement
Sheikh Muhammad	Abdul Wahab	education	Arabia
Muslim	Faraizi Movement	Mohsin-ud-Din	

Haji Shariatullah travelled to …………………….. on pilgrimage and stayed there to study, led by …………. He settled in ……………………., supporting Muslims removing what he saw as ……………… practices. His ……………………… emphasised praying to be forgiven for past sins and following the religious obligations of a true …………………. In future.

His work was important at a time when Muslims suffered from poverty and a lack of ………………….. and work. Local rulers feared his success in ………………… Muslims. He taught Muslims how to be strong. He is said to have influenced the future …………………………. He died in 1840, but his son, ………………………….., carried on his work until he was arrested.

This work could be followed by a discussion of which three phrases would best answer a question about explaining his importance. These could be underlined.

Exercise 4: Matching exercises

Match the events on the right with their correct statement on the left. These can be a starting point for more indepth work.

The Partition of Bengal	gave Indians opportunities to advise Councils
The Simla Deputation	suggested that aspects of the Defence of India Act should become permanent
The Morely- Minto Reforms1909	led to the Hunter Committee
The Lucknow Pact 1916	saw Muslims ask about representation in elections
The Montagu- Chelmsford Reforms	were aimed at securing Muslim interests in the future
The Rowlett Act 1918	saw Congress agree to the idea of separate electorates for Muslims
The Amritsar Massacre	angered Hindus who talked about Divide and Rule
The Delhi Proposals	Introduced Reserved and Transferred subjects

Exercise 5: Paired activities: Understanding sources

Here is an example of a question from a past paper. Pairs of learners could be asked to underline three phrases that answer the question and then phrase them as an answer.

SOURCE A

The Indian cotton industry

At first the East India Company and the British Parliament discouraged Indian production of cotton goods in order to encourage the growing cotton industry in Great Britain. British policy developed during the nineteenth century to allow Indian people to grow raw cotton in order to supply material for the cotton factories of Great Britain. Orders were sent out to force Indian skilled workers to work in the East India Company's factories. The East India Company was given legal powers to control production in the villages and communities of Indian weavers. Very high tariffs excluded Indian silks and cotton goods from Great Britain but British goods were admitted into India free of duty.

From The Economic History of India under Early British Rule by R.C. Dutt

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(1a) According to Source A, what difficulties did the Indian cotton industry face during the nineteenth century? [3]

SOURCE B

The Simon Commission 1927

A banner produced at the time of the Simon Commission

In this example there are no sentences for learners to use. 1b questions are based on pictorial sources. Here pairs of learners could reflect on their knowledge of the Simon Commission and identify from the source words or phrases that support inferences about Indian concerns.

Their inferences should always be about the question. Here are some example sentence starters they can use:
- I can see in this source … and from this I can infer …
- I can infer from this source … because I can see …

(1b) How does Source B help us to understand Indian concerns about the Simon Commission of 1927?

All past papers carry inserts with sources and exam papers with the appropriate questions.

Exercise 6: Structured support

Here is an example where learners have to think about the factors, the impact they had and work out what about the factor caused the impact.

The subject is the decline of the Mughal Empire

Factor	Learners should add detail to support the impact statement	Impact
The Mughal Empire continued to grow under Aurangzeb		The Empire became harder to rule and sometimes areas conquered fought back.
25 years of war		This left an army too weak to fight against invaders such as Nadir Shah was able to capture the Peacock Throne.
Battles for succession to the throne of the Empire		This left the population divided in their loyalties and not always willing to fight for an Emperor.
Lives of luxury in this very wealthy Empire		This emptied the Treasury and made the Empire less able to defend itself.
A successful Empire		This encouraged a feeling of confidence that Mughals could never lose their Empire.

This could lead to a standpoint activity where small groups of learners have to defend one of the above as the most important in bringing about the decline of the Mughal Empire.

Exercise 7: Using diagrams

Here is an example of structured support using a table to support analysis and understanding. Providing some of the answer builds confidence.

Table 1.1 gives some of the factors about why the Khilafat Movement could not succeed in reaching its aims.

(i)   Complete the table by adding any other factors.

Causes to do with the British	Causes to do with leadership	Causes about lack of unity towards the cause
The Treaty of Sevres was an internationally developed agreement. Britain did not have the power to change it.	The third Khilafat Conference resulted in the imprisonment of the Ali brothers.	Some leaders saw an opportunity to protect and foster Islam and called for Hijrat.
The two deputation from the Khilafat Conferences failed to convince Britain that Turkey should not be punished.	Gandhi was taking a leading role, responsible for the Civil disobedience/ Non-Cooperation approach.	Gandhi saw the violence and withdrew the support of Hindus.
Britain responded harshly to the policy of Non-Cooperation that was adopted.	Non-Cooperation was allowed to become so violent that it brought about armed intervention by the British	Kemal Attaturk abolished the Khilafat and exiled the Khalifa.

Table 1.1

(ii) Explain why the Khilafat Movement could not succeed in its aims. Select four of the above factors and develop them into explanations.

…………………………………………………..……………………………………………………………………

…………………………..………………………………..………………………………………………………………..

Identify one factor that you can justify as the main factor that caused the Khilafat Movement difficulty in reaching its aims. Justify your choice.

……

……

4 Preparing learners for final assessment

You will find past papers and mark schemes on the School Support Hub (www.cambridgeinternational.org/support). These can be used by learners for exam practise and/or for formative assessment throughout the course or at the end of a topic. You will also find the Principal Examiner Reports for Teachers (PERT), which is produced after each examination series. The PERT indicates the strengths and weaknesses of candidate performance across the whole cohort and can be used to help you identify common areas of misconception, misunderstanding and weakness in order to improve your teaching.

4.1 Study habits

By the start of the Cambridge IGCSE course, learners will probably have explored preferred methods for studying and revising. However, not all of these methods are necessarily effective for all learners.

Much research has been published on this subject, suggesting that some of the following methods are not effective:
- generous use of highlighters
- reading and re-reading notes
- working exhaustively and alone
- re-writing existing notes to create a more attractive set of notes.

Dedicated learners will often revise intensely for long periods and convince themselves that they have prepared thoroughly. Sadly, they may well have been largely wasting their time, especially if they are aiming to develop a deep and lasting understanding of the topic in addition to just passing the examination.

Here are some methods that are proven to work for most learners:
- distributive practice: that is, spreading out study over time. This method is believed to aid true understanding of the topics
- studying in short bursts, followed by testing themselves regularly over several weeks
- at the end of a revision session, writing down what they can remember
- creating a revision timetable for the mock and final exams. This will ensure that they study different subjects little, but often
- answering many practice questions / past papers
- connecting ideas together by the use of mind maps
- using revision guides rather than the subject textbook.

Encourage your learners to consider and develop what works best for them.

4.2 Deep subject understanding

When learners start to make connections between topics, the study of the subject becomes more enjoyable and they gain a deeper understanding of what they are doing.

Concept maps (mind maps) can be drawn and connections made between sub-topics in a unit, between units in a syllabus, and indeed between related subjects.
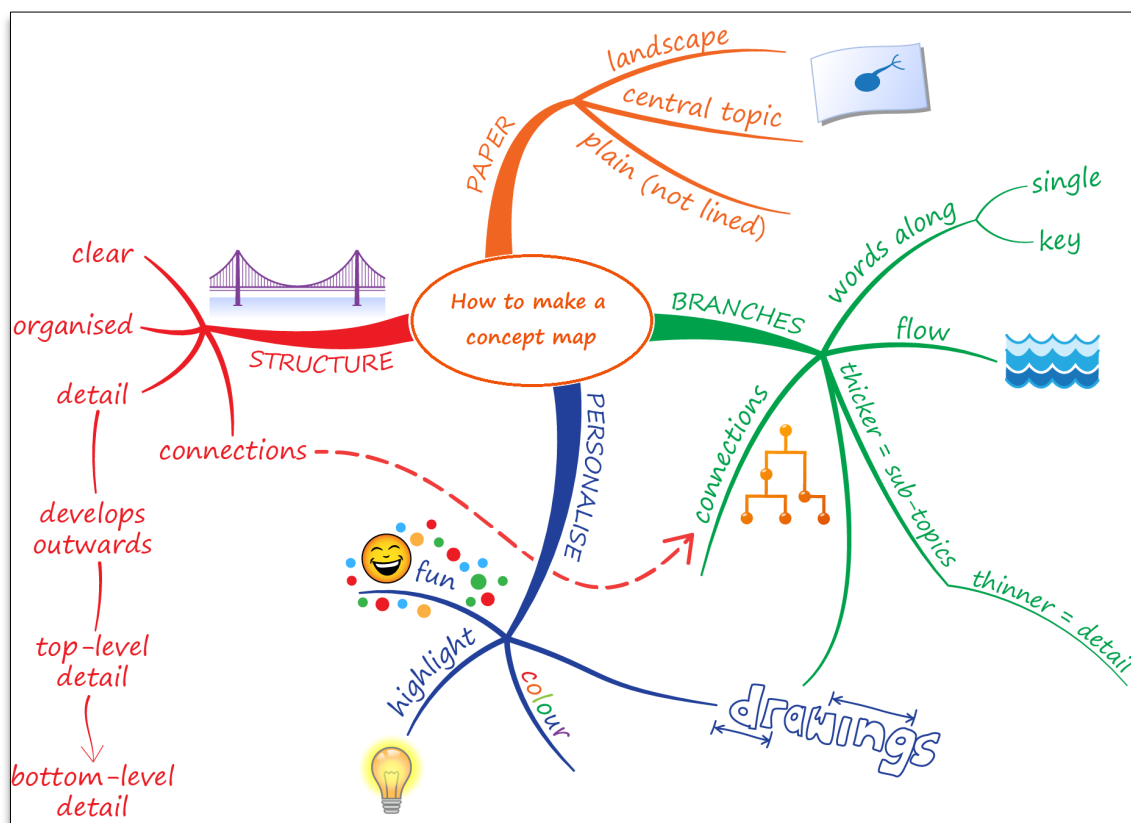
4.3 Technology in and out of the classroom

There are a great range of technological tools available for use inside and outside of the classroom. It is important for learners to experience their learning in a variety of different ways, not least to maintain interest and motivation. Below are just some of the possibilities.

4.3.1 Mobile apps

Mobile apps for education have to be carefully selected to make sure they provide appropriate and meaningful learning outcomes. But if chosen well, they can provide another mode of learning or revision for the learner. There are numerous options, from games and quizzes to videos and animations.
'Socrative' is an excellent app for formative assessment and learners usually enjoy using it. You can create online multiple-choice style quizzes that give instant feedback to you, the teacher, so that you can quickly identify problem areas. Correction and explanation can then be dealt with immediately.

4.3.2 Podcasts
These audio teaching aids are a handy alternative tool, which are especially useful while learners are travelling to and from school or do not want to disturb others. Listening to the same podcasts over and over again can be especially useful for the second language learner. You can create your own podcasts online for free at 'Podbean', for example. Creating your own podcasts allows you to choose the emphasis you want and use the language you have been specifically using with your learners.

4.3.3 Video

Nowadays, video is not just something that learners sit down and watch in order to add variation to a lesson. Videos can be stopped periodically and questions asked in the traditional way or more recently they can easily be edited and teacher questions inserted/embedded within the video itself. This makes the process much more active which increases learning potential. You could make your own or have a look at the many examples on YouTube.

4.4 Providing feedback on learner work

It is necessary to provide meaningful feedback to your learners in order for them to improve the quality of their written answers and understanding of a subject. The learner may find the subject itself challenging and/or may not have the skills in English to deal fully with the question. Either way, meaningful feedback and reflection time are the answer. Providing feedback can be done in several ways, such as:

- providing time for groups to plan on big paper gives you the opportunity to intervene, questioning to remove misconceptions and to guide the learners' thinking
- provide feedback orally in class so that learners write down the extra information they would need to get full marks
- allow learners individually to find the other pieces of information to get full marks or to reconsider their explanations and conclusions to answers
- provide a situation where the learners are actively engaged in reviewing the questions in pairs or groups with your guidance. In this way they can collectively understand what information and language would have gained full marks. You can point out command words used in the question and encourage the learners to develop an understanding of what each word means.

The last suggestion however, takes time and it could be set as a group exercise to be started in learners' own study time.

Technology is available to allow you to easily record units of your own teaching in short, manageable portions. These can be made available to learners who can watch them as a homework assignment. This saves time and allows you to concentrate on other aspects of learning and allows more time for formal assessment. The fact that these videos can be watched again and again is especially useful to the second language learner.

4.5 The mock/practice examination

A mock/practice examination in the latter stages of the course is an important benchmark for teachers and learners, and it serves several purposes:

- it is an opportunity for the learners to be tested on the complete course material* under proper exam conditions
- it encourages learners to start revising for the exams earlier (otherwise they might put off revision until only a month or less before for the real exam)
- it allows learners to become more familiar with the process of being examined, so that on the day of the actual examination they might feel less stressed and more confident – this is especially important for learners who are apprehensive or nervous about taking exams
- it provides an opportunity to spread the revision load of the subject over several months.

even if learners have not completed the course by the time of the mock exams, an exam should be created which allows the learner to get the mock exam experience on the majority of the syllabus content.

After reviewing the results of the mock exam, learners may be guided to gain an insight into the following:
- how successful their revision techniques had been
- which topics and sub-topics need more revision
- if they had enough time to complete the exam and check through their answers
- if they were able to perform properly under pressure
- whether there are questions in which they would have gained the mark(s) had their English been clearer
- if they lost marks because of not being clear and / or using the correct terminology.

If learners treat the mock exams as if they were the finals, evidence indicates that they may well perform even better in their final assessment. Some may take considerable persuasion to take the mock exams seriously enough to revise properly. They need to be encouraged to appreciate that the process is a positive and supportive one, and one in which very useful feedback will be provided.

4.6 Use of past examination papers

It is commonly known by learners everywhere, that working through large quantities of past papers is a major factor in their success in the final assessment. It cannot be argued that they are a very useful tool, in that they allow learners to practice the type of question that may come up in their final exams.

It should be borne in mind that mark schemes contain several alternative acceptable answers. However, when teachers review past paper questions used in unit tests and the mock examination, they should encourage learners to suggest which is the best possible answer, and, in discussion, talk broadly around the topic area on which the question is based from the syllabus.

Learners should be aware of any data provided in the syllabus and importantly any changes to this data that might affect how they understand any practice questions you may have drawn from past papers.

The Principal Examiners Reports for Teachers (PERTs) are very helpful to use in conjunction with mark schemes. They indicate specific areas of the syllabus where learners performed well or need to improve. Some of these areas of weakness are mentioned year after year which might help you decide on the length of time you should spend on certain areas or how you arrange the order of your teaching.

Learners need to be reminded that:
- in multiple-mark questions, they would be well advised to:
  - underline key words and what exactly the question requires them to do. Answers often appear as if the learner has not noticed that there are 5 marks available for example
  - take note of the number of marks available as this will indicate the extent of the answer required
  - in questions involving evaluation, credit is given for showing thinking. At all times it is good practice to show every step taken to reach a conclusion, even if doing so appears unnecessary to able learners in particular who arrive at the final answer easily. This may involve ending each paragraph of explanation with a brief impact statement. Then, at the end of the essay, these impact statements can be evaluated to reach a justified conclusion
- some questions may span several pages. A good idea would be for the learner to collect and jot down essential information near the questions themselves, which can then be neatly crossed out at the end of the exam. Doing this can prevent loss of marks through errors that are easily avoidable
- when answering questions involving explaining two or more factors, essay answers become descriptive lists and it is unclear which factor the learner is discussing. Explanation of each factor needs to be clearly seen
- in source based questions learners must evidence their understanding from the sources.

4.7 Command words

It is important that learners understand the vocabulary of the assessment objectives and the 'command words' of exam questions which indicate the approach they should take to an answer, for example, comparing, evaluating or describing.

Many of these 'command words' are listed in the 'Glossary of terms for Paper 2' which you will find in the syllabus. Past examination papers will show the pattern of words used for each part of each question. While these definitions are very helpful, remember that the context of the whole question will affect the explicit meaning of the command words.

Think about the skills level required to carry out each of the commands listed in the glossary. For example, listing and defining are less complex tasks than compare and explaining; and justifying a conclusion requires learners to make logical connections rather than relying on recall.

You can use the *Example Candidate Responses* which contains candidate responses at different grades to help explain the meaning of the command words to learners. Showing learners good sample responses to questions using different command words can help them see how increasing levels of skill relate to the marks available. Asking questions in ascending order of skill whilst teaching a topic will encourage learners to ask themselves similar questions when they are learning alone. If they become practiced at this, they will begin to see patterns emerging where the same processes and concepts can be applied to similar scenarios even if they have not been covered in class.

5: Resources and support

5.1 Finding and evaluating resources

There are many resources to aid the teaching of the History and Culture of Pakistan. They can be found in textbooks and on the internet.

Resources from the internet and from books need to be scrutinised to see if they are of use and appropriate to your circumstances.

5.2 School Support Hub

This is an excellent source of information. You need a username and password to access it and these can be obtained from your Examinations Officer.

On the School Support Hub (www.cambridgeinternational.org/support), you will be able to access the syllabus and copies of past papers together with their mark schemes, examiner reports and grade thresholds, and a sample 'scheme of work' which can be downloaded and used to gain further information on the delivery of this syllabus. There is also a list of resources and a link to the 'Discussion Forum' where teachers can post comments and questions. It is worth looking at this from time to time and following interesting threads even if you do not post any comments of your own.

5.3 Training

The Cambridge International Events calendar (www.cambridgeinternational.org/events) on our public website has a list of upcoming training events. You can also register for these courses on the site. These include:
- online self-study and tutor-led courses; the tutor-led courses are highly recommended to help you improve your teaching skills – these are available at Introductory level for new teachers and Extension level for those who have been teaching for longer.
- face-to-face courses; held at venues all over the world at different times throughout the year; these enable you to meet up with other teachers, and also to interact directly with a trainer from Cambridge International.

In addition, Cambridge International runs professional development courses for teachers who want to develop their thinking and practice. These include a range of Cambridge International Certificate and Diploma level programmes in:
- Teaching and Learning
- Educational Leadership
- Teaching Bilingual Learners
- Teaching with Digital Technologies

You can find information about these at www.cambridgeinternational.org/qualifications/teacher.

Appendix: Sample lesson plan template

Lesson:		School:	
Date:		Teacher name:	
Class:	Number present:	Number absent:	
Learning objectives to which this lesson is contributing			
Lesson objectives			
Vocabulary, terminology and phrases			
Previous learning			

Plan

Planned timings	Planned activities	Resources
Beginning		
Middle		
End		

Additional information

Differentiation: How do you plan to give more support? How do you plan to challenge the more able learners?	Assessment: How are you planning to check learners' learning?	Health and safety check: ICT links

Reflection and evaluation

Reflection Were the lesson objectives realistic? What did the learners learn today? What was the learning atmosphere like? Did my planned differentiation work well? Did I stick to timings? What changes did I make from my plan and why?	**Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.**

Summary evaluation

What two things went really well? (Consider both teaching and learning.)

1.

2.

What two things would have improved the lesson? (Consider both teaching and learning.)

1.

2.

What have I learned from this lesson about the class or individuals that will inform my next lesson?