



CAMBRIDGE

Learner Guide

Cambridge O Level

English Language 1120

For examination from 2024

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About this guide

This guide explains what you need to know about your course and examinations. You should use this guide alongside the support of your teacher.

Download and save the document to a desktop computer to be able to explore the interactive tools including the ability to make notes and use the checklists.

The Learner Guide will help you to:

- ✓ understand how you will be assessed and what you need to learn
- ✓ understand the skills you need to have
- ✓ prepare for your Cambridge examinations
- ✓ plan your study and revision programme
- ✓ revise, using a revision checklist.

The Learner Guide gives you:

- ✓ tools and approaches to learning
- ✓ examples of exam questions and a guide on how to answer them well
- ✓ revision checklists to self-assess your own understanding and knowledge of the subject.

Cambridge O Level English Language is a qualification which is recognised all over the world and it can help you continue your education or get a job in the future. This qualification is aimed at learners whose first language is not English.

Following this course will help you build a strong understanding of English and develop important skills for your future. You will learn how to:

- **Read different types of texts** and understand them clearly.
- **Improve your writing** so you can express yourself better in different situations.
- **Communicate effectively**, which will help you in school, future studies, or work.

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The course will encourage you to become better at thinking, learning, and using language. It will help you to be:

- **Confident:** You will learn how to share your ideas clearly and support your opinions while also respecting other people’s views.
- **Responsible:** You will understand how to use English in different ways depending on who you are speaking to and why.
- **Reflective:** You will learn how to look back on your work, recognise mistakes, and figure out how to improve.
- **Creative:** You will learn how to apply what you have learned to understand different styles of writing and create your own unique texts.
- **Engaged:** You will get inspired by different types of writing and understand how the English language fits into the world around you.

By taking the Cambridge O Level English Language course, you will become more confident in using English. You will also be better prepared for further studies or job opportunities in the future. It is all about giving you the tools to succeed—whether in school, college, or later in your career.

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1 What you need to know

This section gives you an outline of the syllabus content for this course.

This course aims to help you become a confident reader and writer, able to understand and create various texts effectively.

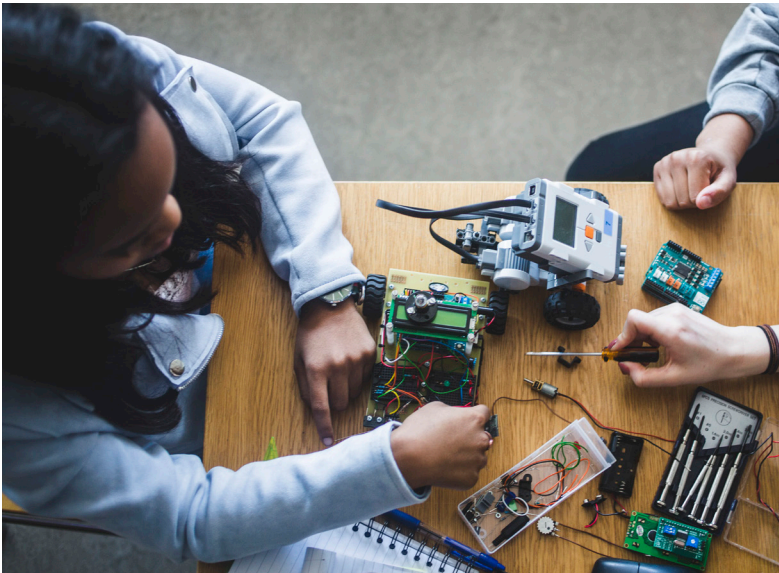
Through your reading of a range of fiction and non-fiction from the 20th and 21st centuries (including blogs, essays, reviews, articles, and short stories or extracts from longer works), you will focus on how writers use language and style to achieve effects and how they present facts, share their ideas and opinions, and sometimes show bias, to influence readers.

To improve your reading skills, you will focus on:

- **Understanding texts:** Making sure you grasp the main ideas and details in what you read.
- **Summarising information:** Practising shortening what you have read into brief summaries which contain key information.
- **Analysing content:** Learning to break down facts, ideas, and opinions to see how they connect and differ.
- **Recognising author techniques:** Noticing how writers use language to create effects and influence readers.
- **Selecting relevant information:** Identifying and choosing information that fits your purpose.
- **Understanding figurative language:** Being able to identify metaphors, similes, and other imagery and explain how writers use these to create specific effects.

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To improve your writing skills, you will focus on the following:

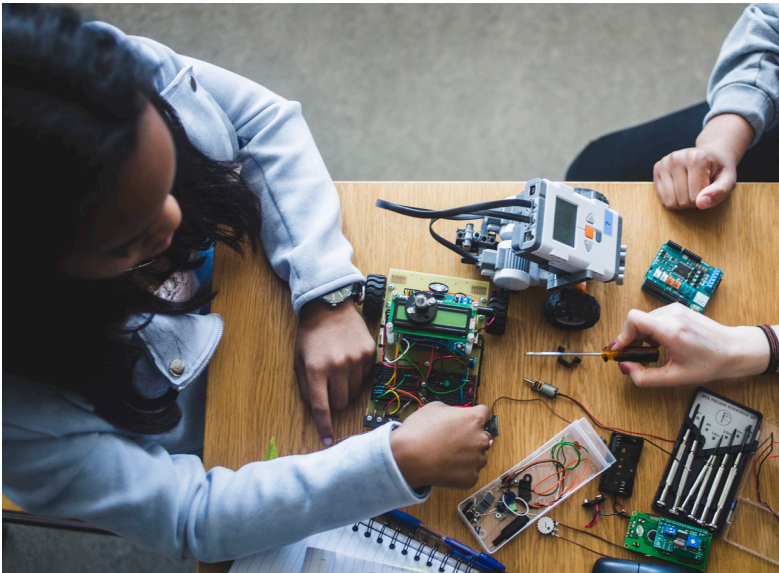
- **Sharing your thoughts and feelings:** Learning to clearly express what you think and feel in your writing.
- **Organising your ideas:** Presenting facts, ideas, and opinions in a clear and logical way.
- **Using a variety of words:** Expanding your vocabulary to make your writing more interesting and suitable for different situations.
- **Building strong sentences:** Practising creating well-structured sentences to communicate your message effectively.
- **Knowing your audience and purpose:** Understanding who will read your writing and why you are writing, so you can choose the right style and format.
- **Checking your work:** Always reviewing your writing to ensure correct spelling, punctuation, and grammar.

As you develop your writing skills, you will learn to create texts with different forms and purposes, such as descriptive, narrative, argumentative, and persuasive writing. You will practise writing emails, letters, reports, articles, speeches, and summaries.

Always check the syllabus for the year you are taking the examination which is available at www.cambridgeinternational.org

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How you will be assessed

You will be assessed at the end of the course using **two** components:

- Paper 1 – Reading
Section A: Comprehension and Use of Language
Section B: Summary and Short response
- Paper 2 – Writing
Section A: Directed Writing
Section B: Composition

Component	Time and marks	Details	Skills assessed	Percentage of qualification
Paper 1 – Reading	2 hours, 50 marks	Section A: Comprehension and Language Use (25 marks) Question 1 Understanding the Story (16 marks) Question 2 How the Writer Uses Language (9 marks) You will read Text A, which is a story (from the 20th or 21st century) and answer a series of short questions based on what you have read.	The sub-questions in Question 1 test your ability to understand both clear and hidden meanings in the text, as well as checking if you can explain what the writer thinks or feels. The sub-questions in Question 2 test if you can explain how the writer uses words and phrases to create different effects and if you can explain how the writer makes the story interesting for the reader.	50%
		Section B: Summary and Short Response (25 marks) Question 3a Writing a Summary (Reading: 10 marks Writing: 10 marks) You will read Text B (which is about 550–600 words long) and then write a short summary (maximum 150 words) using information from the text. Question 3b Short Response (5 marks) <ul style="list-style-type: none">• You will write a short answer about hidden meanings in Text B.	The Reading part of Question 3a tests your ability to select key points from the text. The Writing part of Question 3a tests if you can summarise these key points in a clear and well-organised way, using the right vocabulary and sentence structure. Question 3b tests whether you can understand the writer's feelings and opinions.	

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Component	Time and marks	Details	Skills assessed	Percentage of qualification
Paper 2 Writing	2 hours, 50 marks	Section A: Directed Writing (25 marks) Question 1 Directed Writing (Reading: 10 marks Writing: 10 marks) In this section, you will read one or two texts that are about 400–450 words long. Using information from these texts, you will write a speech, email, report, letter, or article. You will need to write 250–350 words.	The Reading part of this question checks how well you can understand and use information from the texts. This Writing part of the question tests your ability to express your thoughts and feelings, organise your ideas clearly, use a good range of vocabulary and sentence structures, choose the right tone for the context, and use correct spelling, punctuation, and grammar.	50%
		Section B: Composition (25 marks) Question 2 Composition (Content and Structure: 10 marks Style and Accuracy: 15 marks) In this section, you will choose one question from four options: two descriptive and two narrative topics. Descriptive Writing: This involves describing a person, place, or situation in detail so the reader can clearly picture it. Narrative Writing: This involves telling a story with a sequence of connected events, which can be real or imagined. Your description or narrative will need to be 350–450 words.	The Content and Structure part of the question tests how well you can express your experiences and imagination, and whether you can organise your writing effectively. The Style and Accuracy part of the question tests if you can use a wide range of vocabulary and sentence structures, and write with correct spelling, punctuation, and grammar.	

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2 What will be assessed

The areas of knowledge, understanding and skills that you will be assessed on are called **assessment objectives (AOs)**.

The examiners take account of the following skills areas (assessment objectives) in the examination papers.

Assessment objectives (AOs)		What do you need to be able to do?
AO1: Reading	R1 demonstrate understanding of explicit meanings	Understand clear meanings: grasp the direct information presented in texts.
	R2 demonstrate understanding of implicit meanings and attitudes	Understand hidden meanings and feelings: read between the lines to find underlying messages and emotions.
	R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text	Analyse and evaluate ideas: break down information, judge ideas, and form your own opinions, using evidence from the text.
	R4 demonstrate understanding of how writers achieve effects and influence readers	Recognise writers' techniques: explain how writers use language to create effects and influence readers.
	R5 select and use information for specific purposes	Select information for specific purposes: identify and use relevant details from texts to achieve particular goals.
AO2: Writing	W1 articulate experience and express what is thought, felt and imagined	Express yourself clearly: share your thoughts, feelings and ideas in a way that is easy to understand.
	W2 organise and structure ideas and opinions for deliberate effect	Organise your ideas: arrange your thoughts logically so your writing flows well and makes sense.
	W3 use a range of vocabulary and sentence structures appropriate to context	Use a range of words and sentence types: expand your vocabulary and use different sentence structures to suit what you are writing about.
	W4 use register appropriate to context	Know your audience and purpose: understand who will read your work and why you are writing it, so you can choose the right style and tone.
	W5 make accurate use of spelling, punctuation and grammar	Write accurately: focus on correct spelling, punctuation, and grammar to make your writing clear.

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It is important that you know the different weightings (%) of the assessment objectives, as this affects how the examiner will assess your work.

AO1: Reading is worth 80% of the total marks in Paper 1, and 20% of the total marks in Paper 2.

AO2: Writing is worth 200% of the total marks in Paper 1, and 80% of the total marks in Paper 2.

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3 Example exam questions

Command and key words

This section will help you to understand how to identify command words and key words within exam questions, and to understand what is required in your response.

A command word is the part of the question that tells you what you need to do with your knowledge. For example, you might need to describe something, explain something, or argue a point of view. It is important that you understand the command words which indicate the approach you should take to answer the questions. Command words may be listed in the syllabus.

The context of the whole question will affect the explicit meaning of the command words.

The information and advice given below, is specific to the example questions. In your exam, you need to pay careful attention to what each question is asking you to do.

Now let’s look more closely at some example questions.

The command and key words in the questions have been highlighted and their meanings explained. This should help you to understand clearly what is required.

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2024 Specimen Paper 1

Read **Text B, *A night among the trees***, in the insert and answer **Question 3**.

Question 3

(a) **Summarise** what would appeal most to guests about a stay at the Treehotel, according to Text B.

Summarise... This means that the examiner wants you to select and present the main ideas, without the excess detail. You will be rewarded for the range of relevant ideas you choose and how skilfully you use them.

You must **use continuous writing** (not note form).

Use your own words where appropriate.

Use your own words... You should explain ideas in a way that shows you understand them, without copying the exact wording of the text. You will need to read the original text, understand the ideas relevant to the question, and then restate those ideas in a new way.

Avoid copying long sections of the text.

Your summary should be **no more than 150 words**.

No more than 150 words... Your response must be fewer than 150 words. Anything you write above 150 words will not be rewarded.

Up to 10 marks are available for the **content** of your answer and up to 10 marks for the **quality** of your writing.

Content... You will gain up to 10 marks for the range of ideas you select and how effectively you use them.

Quality... You will gain up to 10 marks for how clearly, fluently and succinctly you write your response. You should make sure that your response is well-organised. It should be written using different vocabulary and sentence structures from those used in the text.

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2024 Specimen Paper 2 Question 1

Read both texts and answer **Question 1**.

Write a magazine article for young people about the **advantages and disadvantages** of travelling to other countries.

Write a magazine article for young people... For the Directed Writing question, you should identify the text type you are being asked to produce and also the intended audience that you are writing for. In this case, you should use the features required for a magazine article (headline, by-line, an introduction which hooks the reader, sets the tone and presents the main topic, followed by the main content, perhaps organised into sections with subheadings, and finally a concluding paragraph which summarises the main points and offers a final thought or call to action) and make sure your tone and language are appropriate for young people.

advantages and disadvantages... The examiner wants you to consider both the positives and negatives of travelling abroad which will mean selecting ideas from both texts, rather than just focusing on one.

In your article you should:

- evaluate** the ideas and opinions in both texts.

evaluate... When asking you to evaluate, the examiner wants you to offer judgement of the ideas in the texts. Anything which suggests prioritisation of one idea over another, or dismissal of an idea, is valid as evaluation. Reorganising the ideas you select rather than offering them in the order they appear in the texts, perhaps pairing ideas across texts can help to show the examiner that you are using an evaluative approach. Phrases such as 'It is claimed...' or 'It is certainly true...', rhetorical questions and emotive vocabulary can also be useful when you are evaluating your selected ideas.

- give your own views**, based on what you have read in the texts about the advantages and disadvantages of travelling to other countries.

give your own views... The examiner wants you to offer your own opinion on the given topic, but it is important that this is closely linked to the ideas presented in the two texts. In this case, you could write a conclusion offering your opinion (based on the ideas you have selected from the texts) on whether it is better to take a vacation in your own country or travel abroad. Development of ideas, where you add an example or information additional to an idea already in the text, e.g. a viable alternative, personal experience, etc. can also help to show the examiner that you are giving your own ideas.

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Base your article on what you have read in both texts but be careful to **use your own words**.

use your own words... You should explain ideas in a way that shows you understand them, without copying the exact wording of the text. You will need to read the original text, understand the ideas relevant to the question, and then restate those ideas in a new way.

Address both of the bullet points.

Begin your article with a suitable headline.

Write about 250 to 350 words.

Up to 10 marks are available for the content of your answer, and up to 15 marks for the quality of your writing.

2024 Specimen Paper 2 Question 2

Write about 350 to 450 words on one of the following questions.

Up to 10 marks are available for the content and structure of your answer and up to 15 marks for the style and accuracy of your writing.

Descriptive writing

Write a **description** of a crowded place **before and during** a sudden burst of heavy rain.

description... The examiner wants you to create a sense of what it is like to be in the specified place at the time or during the conditions given. Your writing should help the reader picture and understand the scene as if they were experiencing it themselves. You need to focus on both the setting and the people within the setting and should move between overview and focusing on specific detail. Using sensory imagery, figurative language techniques (e.g. simile, metaphor, personification), sound devices (e.g. onomatopoeia, alliteration, assonance), including contrast (beyond that given in the question), for example focusing on the different ways people react to the situation, and focusing closely on creating atmosphere will help you to build a successful response.

before and during... There are two parts to this question, indicated by the word 'and'. It is important that you give fairly equal attention to both parts of the question in your response. You do not need to write exactly the same amount for each part, but you should make sure that one is not significantly shorter than the other.

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Answering examination questions

In pairs, groups or individually:

- think about what points to include in each answer
- think about how long your answer should be – look at the marks and the space available on the question paper. Do not write too much or too little
- now, write an example answer to the following questions – you will need the Specimen Paper Inserts for the texts which your teacher will be able to give you.

Specimen Paper 1 – Question 3

Read **Text B, *A night among the trees***, in the insert and answer **Question 3**.

Question 3

- (a) Summarise what would appeal most to guests about a stay at the Treehotel, according to Text B.

You must **use continuous writing** (not note form).

Use your own words where appropriate.

Avoid copying long sections of the text.

Your summary should be no more than 150 words.

Up to 10 marks are available for the content of your answer and up to 10 marks for the quality of your writing.

.....
..... [20]

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Specimen Paper 2 – Question 1

Write a magazine article for young people about the advantages and disadvantages of travelling to other countries.

In your article you should:

- evaluate the ideas and opinions in **both** texts
- give your own views, based on what you have read in the texts about the advantages and disadvantages of travelling to other countries.

Base your article on what you have read in **both** texts but be careful to use your own words.

Address both of the bullet points.

Begin your article with a suitable headline.

Write about 250 to 350 words.

Up to 10 marks are available for the content of your answer, and up to 15 marks for the quality of your writing. [25]

Specimen Paper 2 – Question 1

Descriptive writing

- 2 Write a description of a crowded place before **and** during a sudden burst of heavy rain. [25]

Ask your teacher for the mark scheme for the specimen papers and mark your answers to see how well you have done.

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Advice and tips for the examination

- Read the instructions carefully and answer the right number of questions from the right sections.
- Do not answer more questions than are needed. This will not gain you more marks.
- Plan your time according to the marks for each question. For example, a question worth 3 marks requires less time and a shorter answer than a question worth 10 marks.
- Do not leave out questions or parts of questions. No answer means no mark.
- Read each question very carefully.
- Identify the command words in the question – underline or highlight them.
- Identify and underline the other key words in the question.
- Read all parts of a question before starting your answer. Think carefully about what is needed for each part. You will not need to repeat material.
- Look very carefully at the resource material / insert / diagrams, you are given.
- **Answer the question.** This is very important!
- Use your knowledge and understanding.
- Do not just write all you know, only write what is needed to answer the question.

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4 Study skills

A reflective journal

Keeping a reflective journal is a useful way to record, analyse and reflect on how you learn. Here are some questions to get you thinking.

Which subjects are you studying? Think about what you want to achieve by studying each subject.

I am studying the subject: because:

What did you like about the subjects when you have studied them in the past?
Or what about a new subject that interested you?

I like: because:

What skills will each subject help you develop? Are there any uses in the real world?

is a good subject to learn because:

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Being organised

Being organised has many benefits – check the statements which are important for you:

helps you to **PRIORITISE**

helps you to **FOCUS**

improves **TIME MANAGEMENT**

reduces **STRESS**

increases **PRODUCTIVITY**

increases **CONFIDENCE**

increases **EFFICIENCY**

gives a better **BALANCE** between work and play

How organised are you?

✓ Tick the statements that apply to you.



B I get overwhelmed by how much work I have and avoid starting large tasks.



B I leave my homework until the last minute.



A I get my homework done on time.



A I always rush my work.



A I write down homework and the deadlines in one place, such as a planner.



B I often forget what homework I have.



A I do my homework the day I get it.



B I break down large tasks into smaller tasks and tick these off when I complete them.

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☐ **B** I never know where everything I need is, such as my notes, books, pens, highlighter pens, paper and a ruler.

☐ **A** I never need to rush my work.

☐ **B** I hand my homework in late.

☐ **A** I always know where everything I need is, such as my notes, books, pens, highlighter pens, paper and a ruler.

Count the number of A statements you ticked and the number of B statements you ticked. Read the appropriate advice below. If you ticked an equal number of each, read both sets of advice.

Mostly A: You are a well-organised person who has developed strategies that work for you.

Be careful if you agreed with '*I do my homework the day I get it*' as this might not be the most efficient strategy; you need to prioritise homework according to deadline and how long it will take, and also make sure you allow time for fun and relaxation. See the table on the next page for more ideas of how to be organised.

Mostly B: You could use some support in being more organised in order to make life easier for yourself. Try some of the suggested methods for being organised in the table on the next page, then return to the activity above at a later date to see if you score differently.

If you do some work each day, rather than leaving it all to the last minute, you will feel more in control.

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How to be organised

Tick the boxes in the table below to reflect on how you work and what you will try in order to improve. Aim to try at least some of these methods.

How to be organised	I already do this	I will try this
Keep all my pens, paper and other equipment together in one place so I always know where everything is		
Keep my notes together and ordered by date as I go along; I will file them as soon as they are completed		
Use one place such as a planner to record each homework or assignment deadline as soon as I get it		
Include all activities in my planner so that I know what time I have available to work		
Estimate how long a given task will take me, then work backwards from the deadline and include some extra time to give me the date that I should start the work		
Be realistic about what I have time for		
Keep my planner up to date and check it every day		
Have a set time each day or week for completing homework or study so that it becomes part of my routine		
Prioritise homework or study according to which needs to be done first and not just which I like doing best		
Rank my homework as 1 (do it now), 2 (do it tomorrow), 3 (do it later in the week) and update the rank each day		
Break down any large assignments into smaller, more manageable tasks; each task will have its own deadline		
Tick off each homework or task once I have completed it		

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Tips for good notetaking

Writing and reviewing your lesson notes helps you to remember information.

Making notes as you go along, little and often, makes it easier when you revise. It is important to ask your teacher or classmates questions if you are unsure about anything or if you have missed something.

Be prepared

Read your notes from the previous lesson (this helps you understand what you are being told in the current lesson and helps you to make better notes).

Read the content before you write anything down

Then go back to the start and note down any key words, dates, facts, concepts, or quotes. Now write your notes. Do not copy full sentences, write the content in your own words.

Review

- As soon as you can, spend 15–20 minutes reading through your notes.
- Make sure your notes are clear.
- If there are gaps, ask your teacher for help to fill them.
- Summarise the information (onto cards).
- Compare your notes with a friend or classmate. This might lead you to a discussion on what each of you think are the important points to know.

Focus

- Do not write down everything, focus on the important points, such as:
 - key words and concepts – for example, definitions, examples, formulae, symbols, methods, dates, events, characters, etc.
 - new information – do not write down things you already know.
- Highlight and annotate handouts.

In your own way

Your notes need to be meaningful to you, so develop your own approach.

- Develop your own shorthand, e.g. 'wi' for with.
- Keep your notes simple and short.
- Use abbreviations, symbols and diagrams.
- Start on a new page for each new lesson.
- Put a date at the start of your notes.

Listen actively

Concentrate on listening carefully – if you listen actively, you can pick out the important information instead of writing down everything.

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Here are some useful ways to format your notes:

Charting method

Use when learning about different or contrasting factors or approaches.

- Make a chart with a different column for each factor or approach.
- Write details in each column, explaining the details so that you can easily compare items between columns.



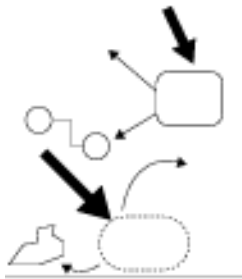
Freestyle method

Just write down what you hear as the teacher says it.

Flow method

Learn while you listen. Create your own representation of the new information by:

- putting what the teacher says into your own words
- using quick drawings to break down the content into simple ideas
- using arrows to link ideas together and to add supporting points
- circling or boxing different lines, shapes or coloured pens.



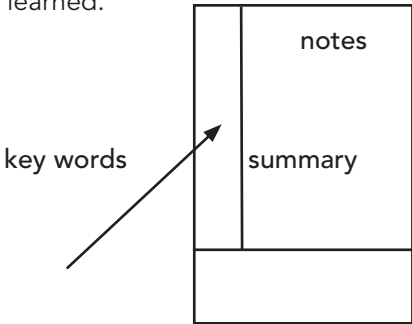
Write on handouts

Write notes at key points directly on handouts that contain notes or important information.

Cornell method

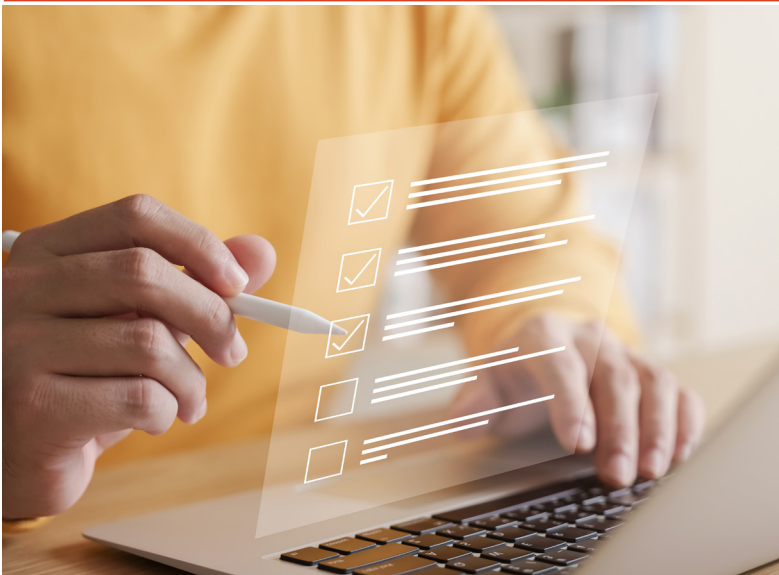
Divide your page into three sections.

- Use the 'notes' section to make notes during the lesson.
- After the lesson, review your notes. Reduce sections of the notes into key words and write them in the 'key words' column.
- Write a summary to consolidate what you learned.



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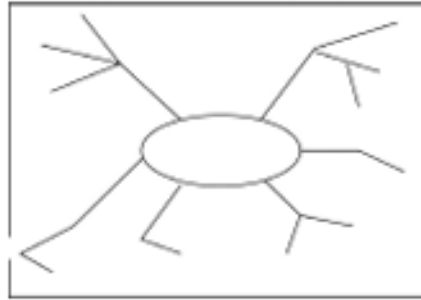
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Mind map method

Write the lesson topic in the centre of your page.

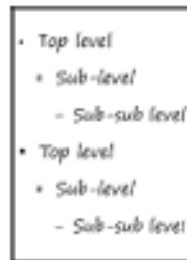
- Add a new branch for each new sub-topic.
- Add extra smaller and smaller branches for more detail; these show the connections between facts or ideas.
- Add notes using words and diagrams; use arrows to show links.
- Keep your notes short and put key words along branches.
- Use coloured pens and highlighter pens to emphasise key points.



Outline method

Use bullet points.

- Top level bullets are the key issues in the lesson.
- Sub-level bullets are details about the top-level points.
- Sub-sub level bullets provide more separation if needed.



This method is helpful if you already know the structure of the lesson and the structure of the learning point.

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5 Revision and preparation

Planning your revision

Start planning your revision in plenty of time for the exams so you can develop a revision technique that works for you. A well-structured revision plan can give you the best chance of success in your examinations.

Identify the time you will spend revising and schedule time for revision.

Create a revision plan: a weekly plan will include the detail of what you will revise in the weeks up to the examination. This can then be broken down into a daily planner which will include more detail.

Write the dates and times of the examinations you are taking, in a calendar, diary or planner.

Work out how much time you have before each examination, so you can leave yourself plenty of time to revise.

Plan to go back to your class notes and what you have already revised to recall information and keep everything fresh in your mind. Do not only recall words and definitions, make sure you recall main ideas, how things are related or different from one another, and new examples.

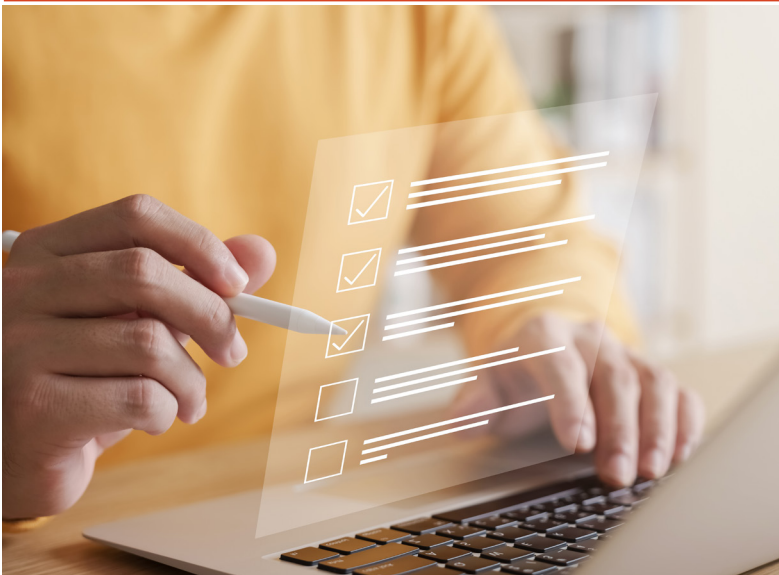
It is important to have breaks to stay alert and productive



- Include one rest day per week, or break this up into shorter rest breaks across a week.
- Include at least two hours of rest before bedtime; working too late is unlikely to be productive.
- Take regular breaks during revision; revising for hours without a break will overload you.
- Have short revision sessions and short breaks between each session.
- Know ways to relax during your breaks; for example, physical exercise can be good during breaks.

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It is important to be flexible and realistic



- Include most days leading up to the exams and include any days or times when you are not able to revise (for example due to attending school, eating meals, participating in sports and hobbies).
- Be honest with yourself about how much time you can really spend revising.

Revision plans

There are many different planners, calendars and timetables you can use to plan your revision. The plans provided here are just examples. The **Weekly plan** includes an overview of a week of revision leading up to the first examination. The **Daily plan** includes the detail of what you will be revising each day.

Weekly plan

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Evening							

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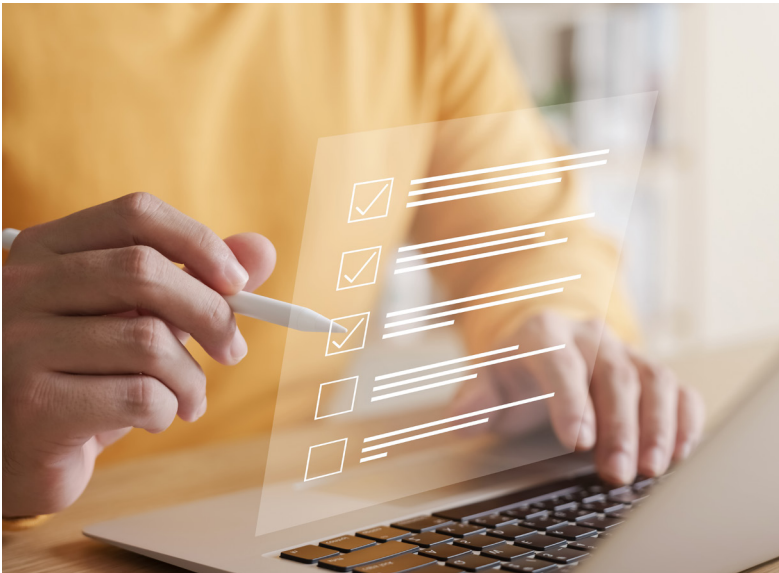


Daily plan

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
08:00 – 09:00							
09:00 – 10:00							
10:00 – 11:00							
11:00 – 12:00							
12:00 – 13:00							
13:00 – 14:00							
14:00 – 15:00							
15:00 – 16:00							
16:00 – 17:00							
17:00 – 18:00							
18:00 – 19:00							
19:00 – 20:00							
20:00 – 21:00							

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Some revision techniques

Mind maps

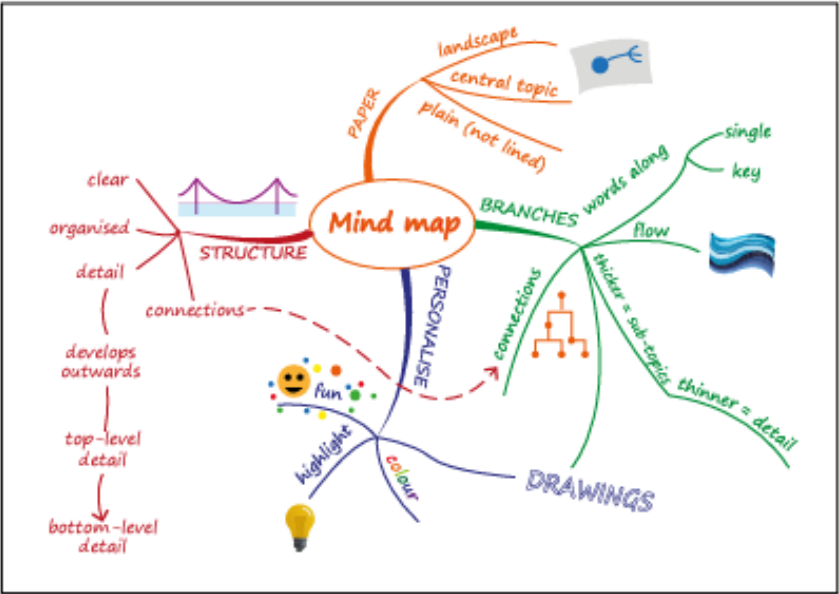
Mind maps are a great way to revise the links between different factors or to explore a larger topic.

They can also be used to brainstorm your ideas.

1. Use a blank sheet of paper and turn it on its side (landscape).
2. Put the topic title in the middle of the page and build the mind map outwards using lines called 'branches'.
 - The first branches are from the central topic to sub-topics; draw these as thick lines.
 - Add new branches from the sub-topics to include more detail; draw these as thinner lines.
 - Add even more detail to a point by adding more branches.

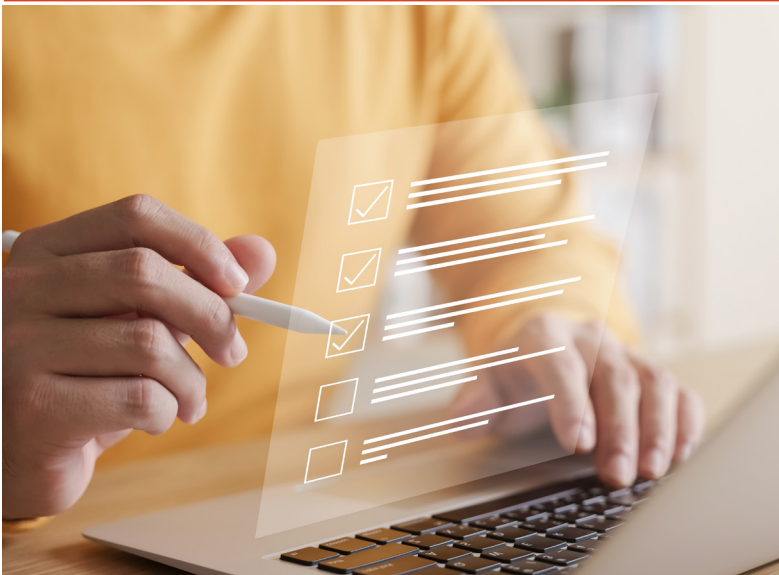
This creates a hierarchy of information from 'overview' (the thick branches) to 'fine detail' (thinnest branches).

3. Write single key words or phrases along a branch and add drawings for visual impact.
 4. Use different colours, highlighter pens, symbols and arrows to highlight key facts or issues.
- It is a good idea to use a large piece of plain paper and lots of coloured pens.



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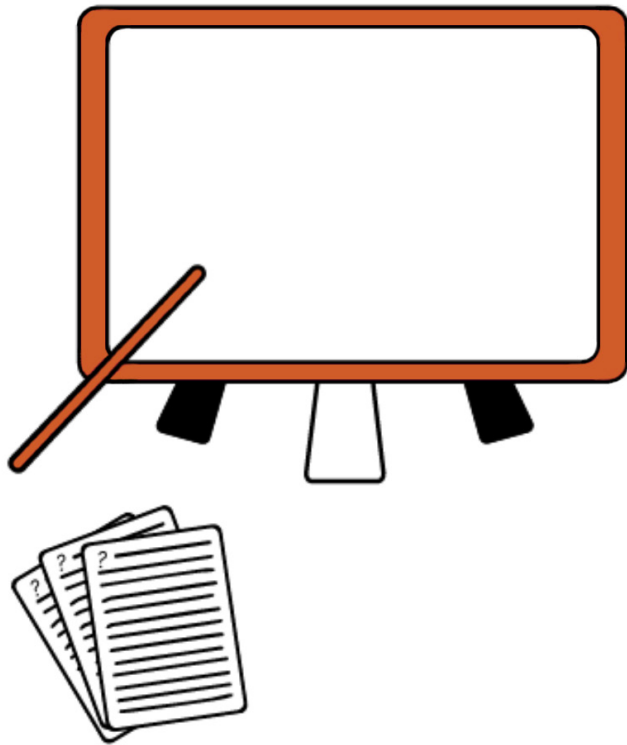


Teach the topic

This is a very simple but effective technique that focuses on knowledge recall. It tests the brain and rehearses the information you need to know for a certain topic and so will help your revision.

- 1. Create some topic cards with key points of information on. Leave space for ticks.
- 2. Give these to your parents, family, friends or whoever you want.
- 3. Give yourself 10 minutes maximum to teach your audience the main points of the topic. You could use a mini-whiteboard or flipchart to help.
- 4. Your audience ticks off all the points you mention in your presentation and give you a final score.

The brain loves competition, so if you do not score full marks you can repeat and try again the next day or compete against friends. This system of repeat and rehearsal is very effective, especially with more complex topics, and does not take much preparation.



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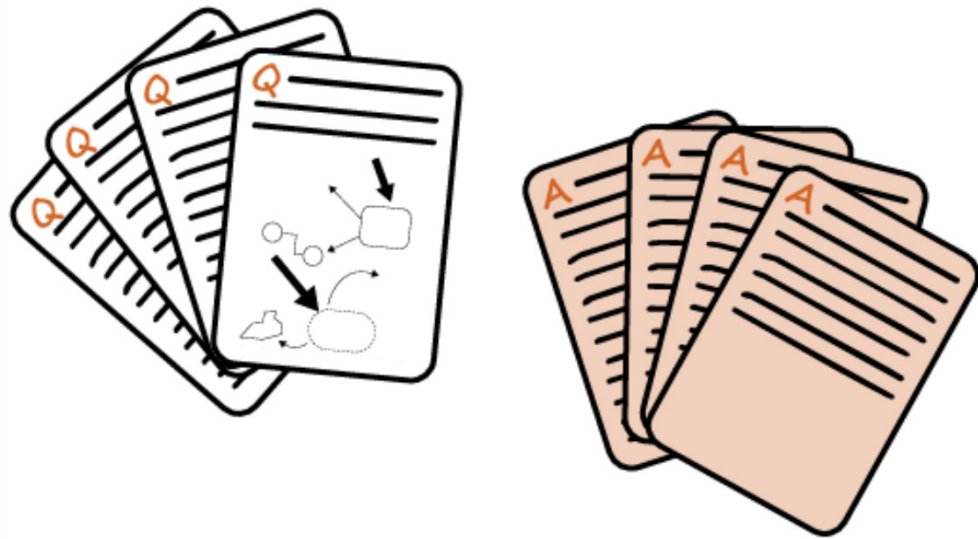
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Question and answer (Q & A) cards

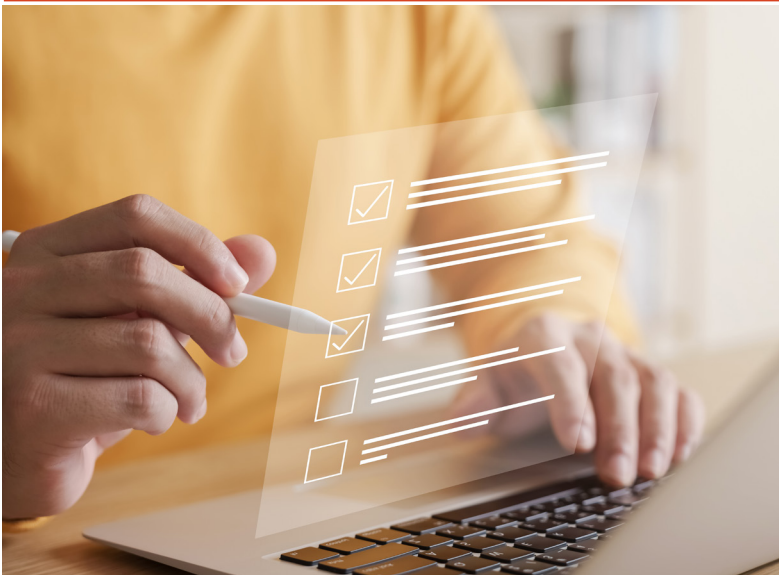
This is very similar to ‘Teach the topic’, but less formal and less public for those who dislike performing in front of others. It tests knowledge recall and rehearses the information you need to know for a certain topic.

- 1. Pick a topic and create two sets of cards: question cards and answer cards. You might find it helpful to make the question cards a different size or use different coloured card for answers.
- 2. Make sure you have the topic, or something appropriate depending on what you are focusing on, as a heading on each card. The questions should test your knowledge and understanding of key areas of the course.
- 3. A friend or family member uses the cards to test you in short 5- or 10-minute periods at any time during the day.
- 4. You could also do this alone by reading the questions to yourself, giving the answer and then checking the correct answer card.
- 5. This game can be adapted by using the cards to find matching pairs: turn all cards face down across the space in front of you. Turn over two cards, leaving them where they are. If they match (one is a question card and the other is the corresponding answer card) pick up the pair and put them to one side. If they do not match, try to remember where they are and what is on each card, then turn them back over. Turn over two other cards. Continue until you have matched all pairs.



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Question paper and mark schemes

Looking at past question papers and the mark scheme helps to familiarise yourself with what to expect and what the standard is.

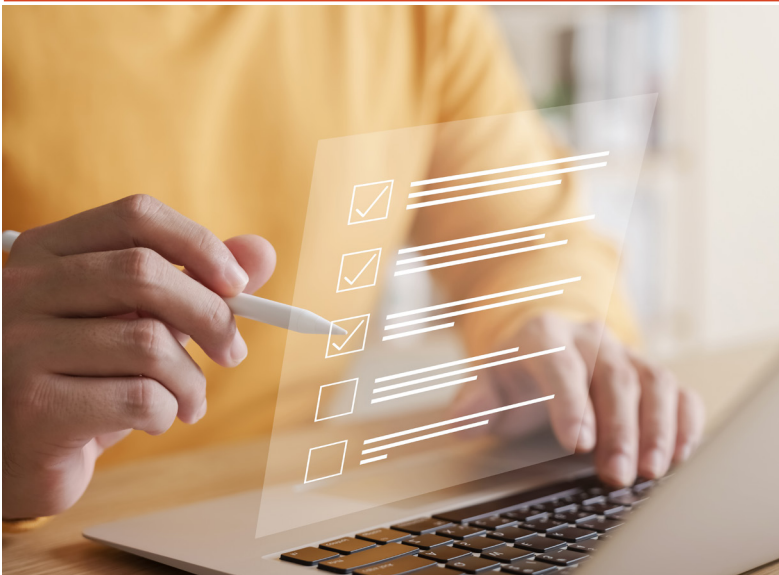
- 1. Ask your teacher for past paper questions with mark schemes for the course; ask your teacher for help to make sure you are answering the correct questions and to simplify the mark scheme.
- 2. Identify which topic a given question relates to so that you have a bank of questions for each topic; you might need to ask your teacher to help you do this.
- 3. Once you have finished revising a topic or unit, time yourself answering some appropriate exam questions. Check the mark schemes to see how well you would have scored or give the answers to your teacher to check.
- 4. Add details or notes to the mark scheme where you missed out on marks in your original answers using a different coloured pen. Use these notes when you revise and try the question again later.

You can find plenty of past exam papers and mark schemes on the Cambridge website.



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6 Revision checklist

The following checklists include information from the syllabus that you should revise. The lists do not contain all the detailed knowledge you need to know, just an overview. For more detail, see the syllabus and talk to your teacher.

When you have revised something from the checklist, use the R, A and G tick boxes to record how confident you feel about it:

R (RED) means you are unsure and lack confidence in that area; you may want to focus your revision here and possibly talk to your teacher for help.

A (AMBER) means you are reasonably confident in a topic but need some extra practice.

G (GREEN) means you are very confident in a topic.

As your revision progresses, you can concentrate on the RED and AMBER topics to turn them into GREEN topics. You might find it helpful to highlight each topic in red, orange or green to help you prioritise.

You can use the 'Comments' column to:

- add more information about the details for each point
- include a reference to a useful resource
- add learning aids such as rhymes, poems or word play
- highlight areas of difficulty or things you need to talk to your teacher about.

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Paper 1 Reading

AO1 Reading	What can you do?	R	A	G	Comments
R1	Identify information that is directly and clearly stated by the writer.				
R2	Find the clues writers provide through word choice, tone, or context that suggest deeper meanings.				
	Use the situation, background, or culture related to the text, to help identify hidden meanings.				
	Use what you already know about the subject of the text to uncover meanings that are not immediately obvious.				
R3	Read carefully to grasp the main ideas and details of a text.				
	Identify why a text was written (writer's purpose).				
	Identify who a text was written for (the intended audience).				
	Determine whether the content and style of a text are appropriate and effective for its intended readers.				
	Understand how the time period, culture, or background in which the text was written shapes meaning.				
	Reflect on how a text makes you feel and what you think about its messages.				
	Reflect on the author's background and whether the text shows bias.				
	Identify whether the main idea or argument presented in a text is logical and well-supported.				
	Judge whether an idea in a text is valid and use evidence to support your opinion.				

AO1 Reading	What can you do?	R	A	G	Comments
R4	Identify language techniques used by writers (e.g. simile, metaphor, personification, hyperbole, repetition, etc.) and explain their effect.				
	Identify sound devices used by writers (e.g. alliteration, assonance, onomatopoeia, etc.) and explain their effect.				
	Identify structural techniques used by writers (e.g. flashback/ flashforward, cyclical structure, chronological structure, juxtaposition, etc. and explain their effect.				
	Explain how the use of punctuation marks (e.g. full stops, commas, semicolons, and dashes, etc.) influence the rhythm, flow, and clarity of sentences and shapes meaning.				
	Identify different sentence structures used by writers (e.g. simple, compound and complex) and explain their effect.				
R5	Choose the most important details in a text that are relevant to the task you have been set.				
	Recognise the setting or situation in which information is presented to grasp its full meaning.				
	Decide whether information directly supports your objective or task.				
	Arrange details you have selected from a text logically to effectively serve your specific purpose.				

Paper 2 Writing

AO2 Writing	What can you do?	R	A	G	Comments
W1	Produce writing which is clear and easy to understand.				
W2	Structure non-fiction writing logically.				
	Paragraph accurately.				
	Use structural features appropriate to descriptive or narrative writing (e.g. change in focus, contrast, change in direction, flashback, build-up of tension, climax, etc.).				
W3	Use a range of sentence structures (simple, compound, complex and compound-complex) accurately.				
	Use vocabulary which is appropriate for the intended audience.				
	Use vocabulary precisely.				
	Choose vocabulary which is sophisticated and ambitious.				
W4	Identify the purpose and audience required for what is being written.				
	Adapt style and tone according to the required audience and purpose.				
	Know and use the features required for different text types (emails, letters, reports, articles, and speeches).				
W5	Use the full range of punctuation accurately (full stops, commas, semi-colons, colons, question marks, exclamation marks, brackets, speech marks).				
	Correctly use verb tenses (past, present, future).				
	Ensure correct subject-verb agreement.				
	Accurately use homophones (e.g. 'there' / 'their' / 'they're', etc.).				
	Use pronouns correctly.				
	Correctly use articles (definite and indefinite).				
	Spell accurately.				

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