

# Cambridge IGCSE / IGCSE (9–1) English as a Second Language 0510 / 0993 (for examination from 2019)

## Writing a report

The purpose of a report is often to give information and suggestions to the reader. Reports are a mixture of fact and opinion and the language you use will depend on the audience the report is for. A report may include headings.

### Content

Content covers:

- the **relevance** (i.e. whether the piece fulfills the task and the awareness of purpose / audience / register)
- **development of ideas** (i.e. the detail/explanation provided).

### Language

Language covers:

- **range** (i.e. complexity of vocabulary and sentence structure)
- **accuracy** (i.e. grammar, spelling, punctuation and text organisation).

## Tips for writing a report

### Language

- Think about the audience that the report is for. The tone of the report should be formal.
- Use linking words which suit a formal type of writing, such as 'Firstly', 'Furthermore' or 'In conclusion.'
- Use reported speech rather than direct speech.
- Use correct spelling, punctuation and grammar.

### Organisation

- A report should be well-organised and clear.
- Each paragraph should cover a different aspect of the report.

A report often follows a three or four-part structure:

- Introduction – why are you writing the report
- Summary
- Findings
- Conclusion- this should include recommendations, solutions or suggestions.

## Example task

This is an example of a **Paper 1 Exercise 6** task. We have annotated the question below with some **guidance** for candidates to help them prepare their answer and encourage them to focus on what the question is asking for. This information is not given to candidates in the examination.

Once you have read through the question instructions, you will need to **re-read** the comments provided as these may give you some ideas.

The **purpose** of the response is to write about the trip and make suggestions of how it could be improved.

**Your class recently went on a trip to a large recycling centre. Your teacher has asked you to write a report on the trip. In your report say what you learned from the trip and suggest how it could be improved if it is repeated next year.**

Here are some comments from other students in your class:

The trip was too short – we didn't manage to visit every part of the centre.

It was great to see what new products can be made out of the things we throw away.

It made me much more aware of the importance of recycling.

We could have learned just as much in the classroom.

The **audience** for the response is the teacher.

The comments may give you some ideas or you can use your own ideas.

The response to this question needs to be in the form of a **report** for a teacher so the register required should be **formal**.

**Write a report for your teacher.**

The comments above may give you some ideas, and you can also use some ideas of your own.

**Your report should be between 100 and 150 words long.**

You will receive up to 6 marks for the content of your report, and up to 6 marks for the language used.

The number of words suggested is for guidance: write **about 100–150 words**. Paying attention to the guidance for word limits will help learners to plan their time in the examination and target the requirements of each question more effectively.

The 2019 Specimen Paper 1 and Mark Scheme are available at [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)

## Example candidate response and examiner comments

Example Candidate Response – high	Examiner comments
<p><b>A visit to the Recycling centre</b> 1</p> <p><b>Introduction</b></p> <p>Last week our class visited the recycling centre in our town. The main reason for this trip was to make us more aware of the importance of recycling in our school and our local area.</p> <p><b>Findings</b> 2</p> <p>We arrived at the recycling centre at 9.30am and were met by the recycling centre manager. Firstly, we watched a short video about the impact of waste on the environment and how damaging certain materials can be, especially to wildlife. After the video, we had a tour of the centre. Here we saw how plastic, glass, paper and tin were separated and processed. In the education room we saw new products made from recycled materials, like pencils made from old newspaper and even clothes made from recycled plastic bottles! It was great to see what new products can be made out of the things we throw away.</p> <p><b>Conclusion</b></p> <p>From my trip, I found out that lots of things that I throw away can be recycled, such as batteries, light-bulbs and metal. Also, the video made me much more aware of the importance of recycling but unfortunately the trip was too short- we didn't manage to visit every part of the centre which would have been even more interesting.</p>	<p>1 The candidate uses a clear heading relevant to the topic of the report.</p> <p>2 Clear sub-headings to show organisation and clarity.</p> <p>3 The candidate uses formal linking words to show order.</p> <p>4 Relevant vocabulary that shows good understanding of the topic.</p> <p>5 Clear conclusion that summarises the earlier points raised.</p> <p>6 The candidate suggests how the trip could be improved for next time which links clearly to the question and the format of the report.</p> <p><b>Mark for Content = 5/6</b> <b>Mark for Language = 5/6</b> <b>Total mark awarded = 10 out of 12</b></p>

## How the candidate could have improved their answer

A clear answer that showed good understanding of the format of report writing. The candidate responded well to the task, clearly explaining the day and offering some interesting details about specific aspects of the visit. There were some instances where interesting vocabulary was used, specifically, 'impact' and 'damaging' that showed a higher level of language but this could have been developed throughout. The candidate did structure the work as could be seen from the use of linking words but some of the sentences were quite simple so the candidate should think about using a wider variety of sentence types for next time.

## Common mistakes

Candidates often write a report more like a summary and will just recount the events of the day or the place where they live in a very simplistic manner. Candidates must remember that they are presenting their findings in order to suggest that something could be changed or improved. Therefore, they should not focus too much on the individual details of what they did or how things are, but should focus on what they discovered and how these discoveries have informed what they would like to happen next.

Another problem can be the use of sub-headings. These should be used to make the writing clear to the reader what the sections are, and what can be found in each section. Some candidates will use sub-headings which do not match the content of the paragraph so they should be encouraged to reflect on how the sub-heading can be used to show what the paragraph is about in a clear way.

## Examination preparation

In class learners should practise writing reports, e.g. write a report about the facilities for young people in your local area and how they can be improved.

After brainstorming for ideas, planning and drafting is completed, learners compose their own work. Final drafts can be shared with each other for help with proof-reading and peer evaluation. Learners can read some good examples aloud to the class for discussion and peer feedback.

Assessment objectives	Learning objectives	Suggested teaching activities
<p><b>W1</b> communicate information/ideas/opinions clearly, accurately and effectively</p> <p><b>W2</b> organise ideas into coherent paragraphs using a range of appropriate linking devices</p> <p><b>W3</b> use a range of grammatical structures accurately and effectively</p> <p><b>W4</b> show control of punctuation and spelling</p> <p><b>W5</b> use appropriate register and style/format for the given purpose and audience</p>	<p><b>Writing strategies:</b> Writing a report</p> <p>Learners are able to plan and draft writing.</p> <p>Learners are able to understand the purpose, audience and form of texts and use this in their own writing.</p> <p>Learners are able to use specific vocabulary to make suggestions and to report on their local area.</p> <p>Learners are able to organise their writing into a coherent structure that matches the appropriate style and format of writing a report.</p>	<p><b>Starter:</b> In pairs, learners list all the facilities for young people in their local area, e.g. youth clubs, social groups, leisure centres, gyms, parks. They discuss with another pair to decide which are their favourite facilities, and why.</p> <p><b>Extension (optional):</b> Groups feedback to each other and decide which facilities as a class they value the most, backing up their ideas with reasons.</p> <p><b>Development:</b> Learners mind-map ideas for ways the facilities for young people could be improved or what new facilities they would like to have.</p> <p>They should consider:</p> <ul style="list-style-type: none"><li>• what kind of facilities they would like</li><li>• why these facilities would be useful</li><li>• who might want to use these facilities</li><li>• why would these facilities help the young people.</li></ul>

Assessment objectives	Learning objectives	Suggested teaching activities
		<p>As part of this planning stage, suitable vocabulary for places and for making suggestions could be explored. Ensure that learners understand the target audience and the formality that this requires.</p> <p><b>Main task:</b> Learners draft their report on the facilities in their local area and suggest ways that these facilities could be improved or developed. They should write in formal English and use subheadings if possible. Encourage learners to stay within the word count of 100–150 words for Core candidates or 150–200 words for Extended candidates.</p> <p><b>Plenary:</b> Learners peer assess this work by reading each others to help with proof-reading and suggestions for improvement.</p>

### Useful resources

The **School Support Hub** at [www.cambridgeinternational/support](http://www.cambridgeinternational/support) provides teachers with a wide range of practical resources, detailed guidance and innovative training and professional development so that you can give your learners the best possible preparation for Cambridge IGCSE.

#### Teaching resources (for examination from 2019)

- Scheme of Work
- Speaking test video
- Writing a report
- Writing a review
- Writing an article
- Learner guide
- Specimen Answers Paper 2
- Speaking Test Handbook and audios
- Example Candidate Responses

Cambridge First is a handbook for teachers preparing candidates for Cambridge English: First (also known as First Certificate in English (FCE)).

[www.bbc.co.uk/schools/gcsebitesize/english/writing/writingtoinformrev4.shtml](http://www.bbc.co.uk/schools/gcsebitesize/english/writing/writingtoinformrev4.shtml)

This website provides revision and exam preparation for students to help develop their skills and build their confidence in writing different forms of non-fiction writing.

[www.bbc.com/education/guides/z94sk7h/revision/4](http://www.bbc.com/education/guides/z94sk7h/revision/4)

This link could be a good starting point to thinking about structure of a report, and how to make suggestions.

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