

# Cambridge IGCSE

## Writing Skills

Report Writing

Review Writing

Article Writing

# Cambridge IGCSE™ English as a Second Language

(for examination from 2019)

## Writing an article

The purpose of an article is often to inform and persuade the reader. Articles give information about a certain topic and can also be used to persuade the reader that a certain viewpoint is correct. However, they often provide a balanced argument which lets the reader make up their own mind about the topic. Articles can be used in newspapers or magazines and will express a certain viewpoint or perspective – this can be positive or negative depending on the topic. The language and vocabulary you use will depend on the audience you are writing for.

### Marking criteria

Marks are awarded for content and language.

**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** covers:

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

### Tips for writing an article

#### Language

Think about the audience that the article is for. The tone of the article should be formal but should be engaging. Each paragraph should have a different idea.

Use linking words which suit a formal type of writing, such as 'Firstly', 'Furthermore' or 'In conclusion.'

Use correct spelling, punctuation and grammar

#### Organisation

An article should have well-developed ideas and should be clear.

One way to structure your article is:

- Introduction – outline the main point of the article. Engage the reader to make them interested in the topic.
- Opinion – agree/disagree with the viewpoint expressed in the statement. Back up your ideas with evidence and with persuasive language features.
- Opinion – now disagree/agree with the viewpoint expressed in the statement. Back up your ideas with evidence and with persuasive language feature.
- Conclusion- this should summarise what you have said and can often ask readers to now make up their own minds for the future.

Alternatively, if you do not want to discuss the other side of the argument then your third paragraph should offer another reason to support your viewpoint. Make sure that you talk about different ideas so that you don't repeat yourself.

## 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 guidance 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 statement provided.

**Some people think we rely too much on eating convenience food nowadays.**

Here are some comments from your friends

I think it lets me have time to do other things.

I wish I knew how to cook for myself.

It's always easy to find.

It's really expensive and comes with too much plastic.

The **audience** of the article is the learners at your school.

**Write an article for your school newspaper, giving your views.**

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

**Your article should be between 150 and 200 words long.**

You will receive up to 8 marks for the content of your article, and up to 8 marks for the language used.

The response to this question needs to be in the form of an **article** for a school newspaper so the register required can be **informal** but should avoid slang. You should still write in **Standard English**, using correct spelling, punctuation and grammar.

For Extended candidates, the number of words is for guidance: write **about** 150–200 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.

## Example candidate response and comments

| Example Candidate Response – high                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p><b>Convenience Food: Fast fix or fat fad?</b> ①</p> <p>Convenience food is everywhere. It's easy to find and can be a quick fix when hunger strikes. But, is convenience food the best thing for our waistlines, our wallets and our world? ②</p> <p>There's no denying that convenience food can save you time. We're all busy with school, homework and after-school ③ activities and sometimes you need a snack to satisfy those cravings and give you a well-needed energy boost.</p> <p>④ However, one unwelcome consequence ⑤ of this convenience cuisine is that lots of us simply don't know how to cook!</p> <p>Cooking is an important life-skill for the future and relying on packaged products can mean that you don't develop confidence and skills in the kitchen.</p> <p>In addition, convenience food can be expensive; costing you cash and damaging the environment with its plastic packaging. There are other ways to make sure you don't go hungry without hurting the planet and wasting your money.</p> <p>So, whilst eating convenience food can mean that you spend more time doing the things you love, it can have a negative impact on other areas of your life and the environment ⑥.</p> <p>Think about this before you reach for your next snack!</p> | <p>① The candidate uses an attention grabbing headline relevant to the topic of the article.</p> <p>② Here the candidate uses a range of structures, such as questions, to engage the reader.</p> <p>③ This is a clear sense of purpose and audience in this paragraph.</p> <p>④ The candidate uses a range of linking words to link the paragraphs.</p> <p>⑤ Some less common vocabulary is used and this could be developed throughout the response.</p> <p>⑥ This is a clear conclusion that relates nicely back to the introduction. This shows that the article is effectively sequenced and organised.</p> <p><b>Mark for Content = 7 out of 8</b><br/> <b>Mark for Language = 6 out of 8</b><br/> <b>Total mark awarded = 13 out of 16</b></p> |

## How the candidate could have improved their answer

The example answer above showed clear understanding of how to write an article. The task was clearly fulfilled and the candidate used an appropriate style and register for the text type. There was an excellent sense of audience. For example, the candidate referenced appropriate concerns for teenagers such as 'school, homework and after-school activities'. The candidate clearly engaged with the topic and provided an engaging introduction which outlined some of the points mentioned in the stimulus material. The candidate offered a balanced argument for and against the statement which meant that they used the stimulus material well. Overall, the vocabulary was relevant to the task but this could have been more developed and sophisticated to show more complexity. There were some varied sentence types in the use of questions and exclamations but the candidate could have used some more complex structures. The candidate used some linking words throughout to show the direction of their argument and clearly referenced back to their introduction in their conclusion which showed a good sense of structure and organisation.

## Common mistakes

Candidates can lose focus when writing an article. Sometimes, candidates write about wider, more general issues associated with the topic. Although candidates should interpret the stimulus material in their own way, they should make sure that they focus on the topic. For example, if this candidate had written about how important home cooked food is or just about the health implications of eating convenience food then this wouldn't have met the criteria for relevance. Candidates must remember that they are presenting their ideas in a balanced way and that they are trying to persuade the audience that what is being said is correct. They should do this by using a range of persuasive devices throughout their writing. Learners should try not to just describe the problem but should be convincing in getting their audience to choose a side.

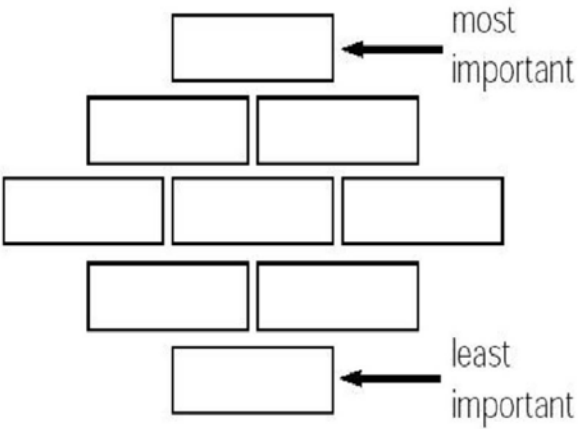
## Examination preparation

In class learners should practise writing an article. You could allow learners to research a topic that interests them and write about this, making sure they present arguments that show the positive and negative aspects of the topic.

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.

## Sample lesson

| Assessment objectives                                                                                                                                                                                                                                                                                                                                                                                                                | Learning objectives                                                                                                                                                                                                                                                                                                                                                                                                                 | Suggested teaching activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>W1</b> communicate information/ideas/opinions clearly, accurately and effectively<br><br><b>W2</b> organise ideas into coherent paragraphs using a range of appropriate linking devices<br><br><b>W3</b> use a range of grammatical structures accurately and effectively<br><br><b>W4</b> show control of punctuation and spelling<br><br><b>W5</b> use appropriate register and style/format for the given purpose and audience | <b>Writing strategies:</b><br>Writing an article<br><br>Learners are able to plan and draft writing.<br><br>Learners are able to understand the purpose, audience and form of texts and use this in their own writing.<br><br>Learners are able to use specific vocabulary which is relevant to the focus of the article.<br><br>Learners are able to organise their writing into a coherent structure that matches the appropriate | <b>Pre-learning (optional)</b><br>To get learners engaged in article writing, ask them to research a topic that interests them. Encourage them to think of a topic or an issue that they can argue about. For example, if a learner would like to write about football, it may be more useful for them to explore footballer's wages or racism in football.<br><br>If you have a large class, assign topics or issues to learners based on their interests or ask learners to research a particular topic as a group. Alternatively, split the learners into groups and give them a statement from the lesson below.<br><br><b>Starter:</b><br>Divide the class into two groups and assign one with 'agreeing' with the statement, and the other group with 'disagreeing' with the statement.<br><br>Display one of the following statements on the board:<br><br><i>1. 'Some people think that young people spend too much time on their phones and not enough time outside in nature.'</i> |

| Assessment objectives | Learning objectives                     | Suggested teaching activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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|                       | style and format of writing an article. | <p>2. <i>'Some people think that we must do more to protect the planet and the environment for future generations.'</i></p> <p>3. <i>'Some people think that young people should be able to vote from the age of 16.'</i></p> <p>4. <i>'Some people think that there should be an 8pm to 7am curfew for all people under the age of 17.'</i></p> <p>In their groups, learners should discuss reasons to either agree or disagree with the statement. They must explain why they think this and justify their ideas. You could model some on the board. For example, for statement 4, you could agree by saying:</p> <p><i>'I think it would stop crime and make people feel safer.'</i></p> <p>And then disagree by saying:</p> <p><i>'I think it takes away your freedom.'</i></p> <p><b>Extension:</b><br/>Groups feedback to each other and decide which reasons are the most persuasive and effective. Encourage learners to use a 'Diamond 9' structure to represent this:</p>  <p><b>Development:</b><br/>Learners choose four statements: two that agree with the topic and two that disagree. Using the structure outlined in the tips for writing an article, above, learners then consider how they will write their article.</p> <p>They should consider:</p> <ul style="list-style-type: none"> <li>• how they will engage the reader at the start</li> <li>• what kind of persuasive features they could use</li> <li>• who they are writing for</li> </ul> <p>As part of this planning stage, suitable vocabulary for the topic and for making suggestions could be explored. Ensure</p> |

| Assessment objectives | Learning objectives | Suggested teaching activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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|                       |                     | <p>that learners understand the target audience and the formality that this requires.</p> <p><b>Main task:</b><br/>Learners draft their article on the chosen topic. They should write in formal English and use appropriate vocabulary throughout. 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><br/>Learners peer assess this work by reading each other's to help with proof-reading and suggestions for improvement.</p> |

## Resources

[www.cambridgeinternational.org/programmes-and-qualifications/cambridge-upper-secondary/cambridge-igcse/subjects/](http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-upper-secondary/cambridge-igcse/subjects/)

This is our public website where you can find the syllabus and the most recent past papers. You can also find a list of our endorsed textbooks.

[www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)

The **School Support Hub** 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

- Scheme of work
- Learner Guide
- Specimen Paper Answers
- Speaking Test Handbook and audios
- Example Candidate Responses (Paper 1, Paper 2 and Component 5)
- Writing a report / Writing a review
- Speaking test video

**Please note:** The website links below provide direct access to internet resources. Cambridge Assessment International Education is not responsible for the accuracy or content of information contained in these sites. The inclusion of a link to an external website should not be understood to be an endorsement of that website or the site's owners (or their products/services). The website pages were selected when the guide was produced. Other aspects of the sites were not checked.

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# Cambridge IGCSE® English as a Second Language 0510

## Writing a review

The main purpose of a review is when you want to give your opinion about something, for example, a film, book, game, product, restaurant, concert, etc. The review needs to engage the audience from the beginning to the end and there should be a conclusion. Unlike in a news article or report, candidates can be subjective and give their own opinions in the answer to the exam question – this can include both positive and negative opinions. The review should include all relevant details. The review will include examples and evidence to support the opinions expressed, e.g. give an example of good (or bad) acting.

### Content

Content covers:

- **relevance** (i.e. whether the piece fulfils 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 review

#### Language

Think about the audience that the review is for. The tone of the review can be personal and informal. If writing for adults the style may be more formal than if writing for teenagers. But in both cases you should sound professional and as if you know about the subject.

A review should:

- inform (give details, e.g. film title, actors, dates),
- describe (e.g. some details of the plot, actors, special effects, music)
- analyse (e.g. give opinions and examples)
- advise (e.g. make a final judgement about what you thought of the film).

It will include vocabulary related to films, acting and performance.

The candidate should use correct spelling, punctuation and grammar.

#### Organisation

A review should include:

- information about what is being reviewed
- clear opinions and interesting points about the film
- final opinion and possibly provide a rating.

## 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 a film. The readers need enough information to inform them about what they can expect to see and what you thought of it, in order to decide if they want to see the film.

The **audience** for the response is the students and possibly their parents.

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 **review** so the register is personal, but it is for a school magazine so do not be too informal.

**You recently saw a film. You have now decided to write a review of the film for the school magazine.**

Here are some comments from other students who saw the film:

It was too long and boring.

I loved the special effects.

I didn't understand the story.

The actors were really good.

**Write a review of the film giving your views.**

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

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

You will receive up to 6 marks for the content of your review, 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><i>Jurassic World</i></p> <p>You might have heard of Tyrannosaurus Rex, but in this new film, the dinosaurs are bigger, scarier and hungrier than ever! <sup>1</sup></p> <p>At first, <sup>2</sup> I believed that things might work out for the best for the new, updated Jurassic World but it isn't long before the dinosaurs are attacking and people are running for their lives... <sup>3</sup></p> <p>For me, the best part of this movie was the pterodactyl <sup>4</sup> attack because I thought the special effects made the dinosaurs look realistic. <sup>5</sup> I also thought the actors were really good and made the story believable and exciting. <sup>6</sup></p> <p>Overall, <sup>7</sup> I would recommend this film because it was a gripping story, had great acting and was fast-paced. If you like films that have amazing special effects, make you jump and have surprise endings, then this is the film for you! <sup>8</sup></p> | <p><sup>1</sup> The candidate uses a wide range of varied sentence structures with punctuation.</p> <p><sup>2</sup> The candidate uses linking words throughout the piece to effectively organise the writing.</p> <p><sup>3</sup> An excellent sense of purpose is shown here. The candidate effectively summarises the story but maintains suspense for the audience.</p> <p><sup>4</sup> Less common vocabulary used and correctly spelled.</p> <p><sup>5</sup> Content is developed but at this point it becomes a bit like a list. This could be developed to be more complex in structure and use of vocabulary.</p> <p><sup>6</sup> Some varied vocabulary used here but this could be more complex.</p> <p><sup>7</sup> Effectively organised and sequenced. The writing is structured to be clear and easy for the reader to follow.</p> <p><sup>8</sup> The candidate uses a wider range of complex sentence structures here which shows a higher level of sophistication.</p> <p><b>Mark for Content = 5/6</b><br/> <b>Mark for Language = 5/6</b></p> <p><b>Total mark awarded = 10 out of 12</b></p> |

## How the answer could have been improved

Overall this was a good answer with some good examples of complex sentence structures and some vocabulary closely linked to the topic of films in general and this specific film, e.g. 'special effects' and 'pterodactyl'. The answer was well-organised and had cohesive linking devices to indicate order and clear structure. The candidate clearly understood the purpose and audience of the piece. The candidate used some varied punctuation which added to the structural features of the writing but to improve this further the candidate could use more complicated punctuation such as semi-colons.

This answer could have been improved, if the candidate has used a wider range of vocabulary consistently. At times the vocabulary could have been more complex to engage the reader more. Similarly, the candidate could have varied the sentence structures throughout the piece as a whole, by placing longer sentences next to shorter sentences for dramatic effect.

## Common mistakes

When writing a review, candidates sometimes forget that, whilst this is their opinion, they should go beyond saying that a film was 'good' or 'boring'. Candidates will often decide to write a review of a film that they didn't like without fully considering why they didn't like it, or if they have enough to say about what made this film sub-standard. Candidates should attempt to select a specific scene or a specific aspect of the film that they liked or disliked and make sure that they have a justified reason for this.

Similarly, candidates will sometimes forget that a review is about recommendation and is also designed to be read by people who haven't seen the film yet. They will sometimes just retell the story which is not a review but a summary. Candidates should avoid going into lots of detail about the specifics of the story and should instead focus on the main story-line of the film to give a selective overview of this.

## Examination preparation

In class learners should practise writing reviews.

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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <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</p> | <p><b>Writing strategies:</b><br/>Writing a review</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 give opinions about the game.</p> <p>Learners are able to organise their writing into a coherent structure that matches the appropriate</p> | <p><b>Starter:</b><br/>Write the title of the short film you will show in this lesson. For example:<br/>'Alma' <a href="http://www.youtube.com/watch?v=irbFBgI0jhM&amp;t=260s">www.youtube.com/watch?v=irbFBgI0jhM&amp;t=260s</a><br/>'Francis' <a href="http://www.youtube.com/watch?v=I9xX6lQ_gdY">www.youtube.com/watch?v=I9xX6lQ_gdY</a><br/>'Paperman' <a href="http://www.youtube.com/watch?v=eRI2OlyNMuc">www.youtube.com/watch?v=eRI2OlyNMuc</a></p> <p><b>Please note:</b> The website links in this document provide direct access to internet resources. The website pages were selected when the guide was produced. Other aspects of the sites were not checked.</p> <p>Ask learners to mind-map ideas about:</p> <ul style="list-style-type: none"><li>• what they think the film might be about and why</li><li>• what genre this might be</li><li>• what characters they might expect to find in the film</li><li>• what predictions they would make and why.</li></ul> |

| Assessment objectives              | Learning objectives                   | Suggested teaching activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| for the given purpose and audience | style and format of writing a review. | <p><b>Extension (optional):</b><br/>Play the learners the soundtrack of 'Alma' or 'Paperman' without showing them the video, as they have interesting soundtracks. Ask them to add to their original mind-map to see if their ideas have developed or changed. Learners share their ideas with the rest of the class.</p> <p>Play 'Francis'. Stop at 5 mins.19 secs and learners predict what they think happened at the end of the story. Record some ideas and then play the rest of the film to see if any of the learners were close to what actually happened.</p> <p><b>Development:</b><br/>Matching activity. Learners match the correct words to the correct definition. Learners can then use this vocabulary in their reviews to develop the complexity of their language.</p> <p><b>Main task:</b><br/>Watch the film in class and remind learners that they will be writing a review of the film for the school magazine where they give their views.</p> <p>Ask learners to select three key parts or plot-points in the story and then summarise the story in 25 words. Remind them that they shouldn't give away the ending or too much detail. They then choose two things that they liked or disliked, e.g. the soundtrack/music, the camera angles, the cinematography, the plot and give a reason for each. They could focus on one moment from the story that they really liked/disliked and give a reason for this judgement.</p> <p>Learners draft their piece, ensuring that they structure this using linking devices such as 'Firstly', 'In my opinion', 'Similarly', 'In conclusion', 'Overall'. Ensure that learners understand the target audience and the formality that this requires.</p> <p>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>Extension (optional):</b><br/>Play two of the videos and ask learners to evaluate which one they prefer, providing reasons for their opinions throughout.</p> <p><b>Plenary:</b><br/>Learners read each other's writing to help with proof-reading and suggestions for improvement. They could specifically focus on improving vocabulary and structure.</p> |

## Useful resources

[www.cambridgeinternational.org/cambridge-for/parents-and-students/in-class/study-resources/](http://www.cambridgeinternational.org/cambridge-for/parents-and-students/in-class/study-resources/)

This is the **Cambridge International public website** where you can find the syllabus and the most recent past papers to download in the [Resource centre](#). Look out for the [Introduction to Learner Guides](#) and [Learner Revision Guide](#) video and the list of Endorsed textbooks and digital resources

[www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)

The **School Support Hub** 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
- Learner guide
- Specimen Answers Paper 2
- Speaking Test Handbook and audios

### [Cambridge First](#)

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

[www.bbc.com/education/guides/zgr2xnb/revision](http://www.bbc.com/education/guides/zgr2xnb/revision)

Some revision notes and a quiz.

**Please note:** The website links listed provide direct access to internet resources. Cambridge Assessment International Education is not responsible for the accuracy or content of information contained in these sites. The inclusion of a link to an external website should not be understood to be an endorsement of that website or the site's owners (or their products/services). The website pages were selected when this document was produced. Other aspects of the sites were not checked.

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# Cambridge IGCSE® English as a Second Language 0510

## 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> <sup>1</sup></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> <sup>2</sup></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><sup>1</sup> The candidate uses a clear heading relevant to the topic of the report.</p> <p><sup>2</sup> Clear sub-headings to show organisation and clarity.</p> <p><sup>3</sup> The candidate uses formal linking words to show order.</p> <p><sup>4</sup> Relevant vocabulary that shows good understanding of the topic.</p> <p><sup>5</sup> Clear conclusion that summarises the earlier points raised.</p> <p><sup>6</sup> 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><br/> <b>Mark for Language = 5/6</b><br/> <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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>W1</b> communicate information/ideas/opinions clearly, accurately and effectively<br><br><b>W2</b> organise ideas into coherent paragraphs using a range of appropriate linking devices<br><br><b>W3</b> use a range of grammatical structures accurately and effectively<br><br><b>W4</b> show control of punctuation and spelling<br><br><b>W5</b> use appropriate register and style/format for the given purpose and audience | <b>Writing strategies:</b><br>Writing a report<br><br>Learners are able to plan and draft writing.<br><br>Learners are able to understand the purpose, audience and form of texts and use this in their own writing.<br><br>Learners are able to use specific vocabulary to make suggestions and to report on their local area.<br><br>Learners are able to organise their writing into a coherent structure that matches the appropriate style and format of writing a report. | <b>Starter:</b><br>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 up with another pair to decide which are their favourite facilities, and why.<br><br><b>Extension (optional):</b><br>Groups feedback to each other and decide which facilities as a class they value the most, backing up their ideas with reasons.<br><br><b>Development:</b><br>Learners mind-map ideas for ways the facilities for young people could be improved or what new facilities they would like to have.<br><br>They should consider: <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><br/>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><br/>Learners peer assess this work by reading each others to help with proof-reading and suggestions for improvement.</p> |

## Useful resources

[www.cambridgeinternational.org/cambridge-for/parents-and-students/in-class/study-resources/](http://www.cambridgeinternational.org/cambridge-for/parents-and-students/in-class/study-resources/)

This is the **Cambridge International public website** where you can find the syllabus and the most recent past papers to download in the [Resource centre](#). Look out for the [Introduction to Learner Guides](#) and [Learner Revision Guide](#) video and the list of Endorsed textbooks and digital resources

[www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)

The **School Support Hub** 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
- Learner guide
- Specimen Answers Paper 2
- Speaking Test Handbook and audios

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

**Please note:** The website links listed provide direct access to internet resources. Cambridge Assessment International Education is not responsible for the accuracy or content of information contained in these sites. The inclusion of a link to an external website should not be understood to be an endorsement of that website or the site's owners (or their products/services). The website pages were selected when this document was produced. Other aspects of the sites were not checked.

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