

Exercise walk-through

1.3

Note-making and summary

IGCSE English

Notes select for a heading

Note-making selects brief details for a stated heading and purpose.

A fact can be true but irrelevant to that heading. Two phrases describing the same benefit may still give only one point.

Examples are not automatically excluded: retain an example if it is the detail the task asks for.

Repair club: original note-making attempt

The school repair club meets on Wednesdays. Students learn practical repair skills and save money by fixing their own belongings. The club also helps keep usable items out of the rubbish. A blue toolbox is kept by the door. Places are limited because only two teachers can supervise. Students must bring damaged items from home; the school does not provide them.

Under Benefits, write three short notes. Under Limits, write two.

Decide whether the timetable and toolbox belong under either heading.

Repair club: worked notes

Benefits	Learn repair skills; save money; reduce waste.
Limits	Limited places; must bring own damaged items.
Exclude for these headings	Wednesday is a timetable detail. The blue toolbox is equipment information.
Avoid repetition	“Cheaper repairs” repeats saving money rather than adding a fourth benefit.

2025 notes: preserve the condition

The actual Exercise 3 asks for four advantages and three disadvantages of recumbent bikes. The official scheme accepts short relevant phrases.

Rapid travel is qualified by flat roads; uphill difficulty is a separate disadvantage. Removing the condition changes the claim.

A general description of a bike is not automatically a benefit or a drawback. The heading determines relevance.

Study summaries: select for a purpose

A **summary** keeps the main relevant ideas in fewer words. Combine related points and avoid unnecessary **repetition**.

Use your own words where appropriate, preserving meaning and qualifications. A repeated source idea is not automatically compulsory.

This is a study skill. The current 0510 reading assessment has no summary-writing exercise.

Exercises 2.1·2.3

2.1 Make notes on **three** arguments in favour of school uniform.

[3]

2.2 Make notes on **three** arguments against school uniform.

[3]

2.3 Rewrite this phrase in your own words: “removes the daily competition over clothing”.

[1]

Exercises 2.1-2.3

2.1 Make notes on **three** arguments in favour of school uniform.

[3]

2.1

- any **three** of: removes competition over clothing / reduces stress for poorer families; makes the school safer as outsiders are visible; cheaper for parents over a year

2.2 Make notes on **three** arguments against school uniform.

[3]

2.2

- any **three** of: high cost all at once before term; uncomfortable in hot weather; discourages individuality; enforcement takes staff time away from teaching

2.3 Rewrite this phrase in your own words: “removes the daily competition over clothing”. [1]

2.3

- reword, do not copy
- e.g. “**stops students competing about what they wear each day**”

Exercises 3.1-3.2

3.1 Write a summary of the arguments **against** school uniform. Write about 50 words, in your own words as far as possible. [5]

3.2 A student begins a summary of the arguments in favour like this: “School uniforms are debated every year. Supporters point out that a uniform removes the daily competition over clothing.” Give **two** reasons this is a weak start. [2]

Exercises 3.1·3.2

3.1 Write a summary of the arguments **against** school uniform. Write about 50 words, in your own words as far as possible. [5]

3.1

- up to four content points + one mark for connected own-word prose
- model (48 words): “Those against uniform say the cost arrives all at once, usually just before term starts, which is hard for families. They add that the clothes are often too warm in summer, that dressing everyone the same works against the individuality schools claim to encourage, and that checking uniform wastes teaching time.”

3.2 A student begins a summary of the arguments in favour like this: “School uniforms are debated every year. Supporters point out that a uniform removes the daily competition over clothing.” Give **two** reasons this is a weak start. [2]

3.2

- it repeats the **opening sentence**, which is not an argument and wastes words
- it **copies** “removes the daily competition over clothing” instead of rewording it