

Writing a Report

IGCSE English ■ Topic 5

IGCSE English

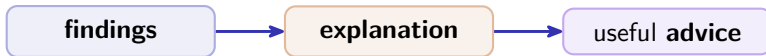


Two computers: what should happen next?

Think

Students are waiting for library computers. Should the librarian **immediately buy five more**?

a report 報告 connects...



Today: read a task and evidence pack, repair unsupported claims, develop a full report, write independently.

Current exam task and assessment

Context	0510 Paper 1 Exercise 6: report is one possible response type. Read the form specified in your question.
Range	About 120–160 words; up to 6 marks for content and 9 for language.
Content	Task fulfilment, relevance, development, purpose, reader and suitable style.
Language	Appropriate range, accuracy and effective organisation. A heading or phrase has no automatic mark.

1

What a report is for

Original task: feedback for the librarian

Task

Your librarian wants student feedback on the school library. Write a report explaining what works well and suggesting how it could improve.

reader
the librarian

demand 1
what works well

demand 2
how it could
improve

Use the fictional practice notes on the next page. Write about **120–160 words**.

Original evidence pack: visit and comments

Visit	Tuesday; the quiet study area helped you concentrate on science homework; a good choice of science books.
Hours	Open from the end of lessons until 17:00.
Computer access	Two computers; you saw a queue at 16:00. Three classmates said they could not use a computer when needed.
Limits	No whole-school survey, cost figures or permission to buy equipment. Proposed actions remain suggestions.

Planning attempt: select and connect



Your turn

- 1 What does the evidence **fail to tell** you?
- 2 Would "Everyone is unhappy; buy five computers" **follow from the notes**?

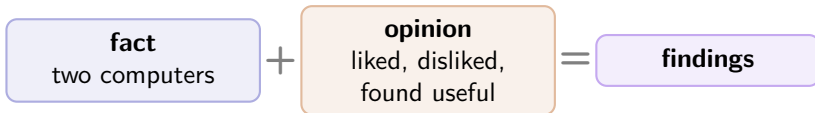
Plan before reading the worked choices.

Planning: worked choices

Reader and purpose	The librarian needs feedback and practical improvement suggestions.
Positive finding	Quiet study supports concentration; science books help with the topic.
Problem	Observed queue and three reported access problems.
Action	A booking trial, then a review of waiting times.
Limit	One visit and three comments do not establish everyone's view or the best purchase.

Reports can include evaluations

Report describes an **event** 事件, experience or **situation** 情况 so a reader can **act** 行动.



- Cambridge's guide: reports are a **mixture of fact and opinion**
- Do not save every evaluation for the final paragraph; make its **basis and speaker** clear

Distinguish what each sentence claims

Observation	"There were two computers." A specific feature supplied in the notes.
Personal evaluation	"The quiet area was useful because it helped me concentrate." An opinion with a reason.
Attributed view	"Three classmates said they could not use a computer." Their comments, not a claim about everyone.
Proposal	"A booking trial could help." A suggested action, not an approved or guaranteed result.

A report has a reader and a purpose



Draft for the specified reader. This photograph supplies no evidence about the fictional library.

2

Supported findings and useful advice

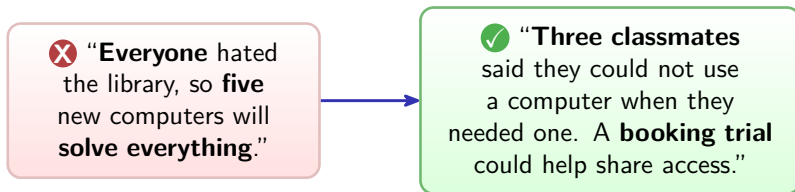
Evidence repair: original attempt

✗ “**Everyone** hated the library, so **five** new computers will **solve everything**.”

Your turn

- 1 Rewrite this using the **practice notes**. Identify the **unsupported claims**.
- 2 Should you invent a survey percentage to sound more convincing?

Evidence: worked revision



- **facts** 事实 and **opinion** 观点 can both be relevant: the **scope and basis** must be clear
- A **factual** 事实性的 tone does not mean **inventing numbers**

Specific support is stronger than a sweeping claim

“Everyone hated the library. Five new computers will solve everything.”

Unsupported generalisation;
purchase and
success assumed

“Three classmates reported access problems. A booking trial could help.”

Attributed finding;
proposed action,
not a guarantee

An attributed evaluation can belong in findings. A number helps only if it is known.

Explain the value, not only the feature

Original development attempt

"The library was quiet."

Your turn

Explain why this matters to the reader's **request for feedback**.

Possible development

"The quiet study area was useful because it helped me concentrate on my science homework."

The explanation connects a **feature** to its **value**; it does not claim every student had the same experience.

Connect a recommendation to its problem

Finding	Students were waiting; three classmates reported access problems.
Proposal	Try a booking system so that computer time can be shared more fairly.
Check	Review waiting times after two weeks.
Decision limit	More computers might help, but costs and alternatives have not been compared. Do not promise a purchase or success.

Discussion can compare findings and proposals



This historical photograph illustrates discussion. It establishes no facts about our library or its reader.

3

How to organise a report

Put the report in order: original attempt

Order these ideas:

a booking trial

classmates
reporting
access problems

why the report
was requested

the quiet
area's value

Your turn

- 1 Choose **headings** that describe the contents.
- 2 Would “Positive points” be a useful heading for a paragraph containing only **access problems**?

One coherent order: worked plan

Introduction	Purpose and basis: library feedback, one visit and three comments.
Useful facilities	Quiet study and books, with their value explained.
Computer access	Observation, attributed comments and a limit.
Recommendation	Booking trial and review, linked to the access problem.

Other coherent orders can work. Misleading headings do not help the reader.

A contextual route through this report

1. Introduction

Purpose; one visit and three comments

2. Useful facilities

Quiet study supports concentration

3. Computer access

Queue and comments; limited evidence

4. Recommendation

Trial bookings; review waiting times

Short headings can help. This is one useful organisation, not a compulsory template.

Headings and endings serve the task

Report on the school library

Introduction

Useful facilities

Computer access

Recommendation

- A **title** identifies the subject; **headings** 小标题 help readers locate information (Cambridge: a report *may* include them)
- A **conclusion** 结论 or **recommendations** 建议 should **follow from the findings**; no rule requires exactly one action
- **No letter greeting**; To/From/Subject fields are not required

Apply useful language: original attempt

Complete these sentences from the notes

- 1 “_____ classmates said they could not use a computer.”
- 2 “_____, there were only two computers.” *[after a positive finding]*
- 3 “I recommend _____.”

✗ “Many students felt...”

✗ “The best solution is to buy five computers.”

Why do these **overstate** the evidence?

Language: possible completions

Attribute accurately	“Three classmates said...” We do not know how many students agree overall.
Connect meaning	“However, there were only two computers.” This contrasts a benefit with a problem.
Propose	“I recommend trying a booking system.” The action addresses access.
Avoid overclaiming	The “best” solution needs a comparison we do not have.

Phrases express a purpose

Phrases 短语 are useful when their **meaning fits**:

Phrase	It does...
"The aim 目的 of this report is to..."	introduces purpose
"Three classmates said..."	attributes a view
"I recommend..."	proposes an action

A **solution** 解决办法 needs a **link to the problem** and a realistic explanation.
Formal words alone do not develop an idea.

Tone and grammar repair: original attempt

Draft

"It was terrible! Two computers **are had by** the library. I recommend **to try** booking."

Your turn

- 1 Replace the vague complaint with the **supplied access problem**.
- 2 Repair the **forced passive** and the **recommendation pattern**.
- 3 Does informative style forbid the word "I" in every sentence?

Tone and grammar: worked revision

Revision

“The library has two computers, and I saw a queue at four. I recommend trying a booking system.”

- The **active** sentence is clear; passive voice is useful when it directs attention, **not compulsory**
- **recommend + -ing**: “recommend trying”, not “recommend to try”
- “I recommend” and “my visit” can suit a report: informative style does not ban every first-person word
- A **precise problem** helps more than deleting an exclamation mark

4

A complete model and independent practice

Read a complete report against the task

- An original library model, **unmarked**
- **136 body words**, excluding title and headings (space-separated count)

As you read, find...

- 1 both requested **demands**
- 2 the **basis** for each claim
- 3 the link from **problem** to **advice**

Check: no added survey or approved purchase.

Library model: purpose and useful facilities

Report on the school library

Introduction

This report considers the school library and suggests improvements. It is based on my visit on Tuesday and comments from three classmates.

Useful facilities

The quiet study area was useful because it allowed me to concentrate on my science homework. The library also had a good choice of science books. Its opening hours, from the end of lessons until five, gave students time to study before going home.

purpose and basis

demand 1: feature and its value

Library model: access and recommendation

Report, continued

Computer access

However, there were only two computers, and I saw a queue at four. Three classmates said they could not use a computer when they needed one. These comments suggest a problem with access, although they do not represent every student.

Recommendation

I recommend trying a booking system so that computer time is shared more fairly. The librarian could review waiting times after two weeks before deciding whether more computers are needed.

claim limited to its evidence

demand 2: action linked to the problem

Trace the model's reasoning

Value explained	The quiet area supports concentration, rather than merely being named.
Evidence attributed	Observation and three classmates' comments support an access concern.
Scope limited	The comments do not represent every student.
Advice linked	A booking trial and waiting-time review address access.
Cohesion	"However" contrasts; "although" qualifies. Headings match the paragraphs.

Weak draft diagnosis: original attempt

Weak draft

“Library report. It was good. Everyone wants more computers. The best answer is to buy five. I recommend this.”

Your turn

- 1 Identify the missing **development** and the unsupported **scope**.
- 2 Why do a **title** and a **recommendation phrase** not repair those weaknesses?

Weak draft: worked diagnosis

✗ “It was good”:
names **no useful
feature**, explains no
benefit

✗ “Everyone”
overstates three
comments

✗ “best” and “five”
need evidence **we do
not have**

✓ **Repair:** explain the quiet area’s value, **attribute** the
three comments, propose a **trial linked to access**.

A title and a recommendation phrase do not replace relevant **development** or **support**.

Verified exam connection: read both demands

June 2024 0510/13 Question 17

A report to a teacher about an activity weekend: what was **enjoyable** and how it could **improve**.

✗ A list of sports alone does not explain **enjoyment**

✗ A complaint alone does not suggest **improvement**

The student comments offer ideas; the question also invites **ideas of your own**.

Our library model answers a different task: transfer the **method**, not the story.

Independent writing: original book exchange task

Task

A teacher wants feedback on a school book exchange. Write about **120–160 words** explaining what was **useful** and how the next event could **improve**.

✓ books exchanged **without payment**

✓ **subject labels** helped find science books

✗ some tables had **no clear labels**

✗ two classmates found **queues** confusing

Your turn

Suggest actions, but do not invent a whole-school survey. **Plan and draft** before the next check.

Check yourself

Possible development	Explain affordable access and finding relevant books.
Scope	Attribute the two comments rather than claiming everyone's view.
Advice	Clearer labels and queue signs address the stated problems.
Final review	Answer both demands; develop relevant ideas; use suitable style, coherent order and accurate language.

Headings, passive verbs and formal phrases are tools, not automatic marks.