

Knowledge Organiser Y11 IGCSE – Report Writing and Cars Spring 1



Section A – What is a report?

Reports provide factual information about an object, topic or event. They are generally used to inform and explain. Think: who, what, where, when, why and how.

Section B – Report Structure

Purpose and aims: clearly explain the purpose and aims of the report.

An independent company is used to objectively (fairly) survey or interview all of the people involved (the stakeholders).

Subheadings can be used to separate and organise the main points. Use a new paragraph for each new point.

The tense may change in a report as it may look at past and present experiences before making future recommendations.

Use facts, statistics and figures as supporting evidence.

Summarise the research without being biased.

An appendix is supplementary material that supports the findings of the report. Appendices are added to the end of the report and are numbered in the order in which they appear.

Consider the limits, problems and resources available. Present the facts, not opinion.

Conclude your report with clear recommendations that are a direct result of the research.

Heading: explain exactly what the report is about.

Provide the key information in the introduction.

Lunchtime Activities Review

Aims

- To determine the lunchtime activities currently available
- To investigate the need and opportunities for new lunchtime activities

Introduction

EduSurveys was asked to study how Greenfield School could improve the variety and value of its lunchtime activities. Greenfield School is a comprehensive school with over 1,000 students and 123 members of staff.

Current Provision of Activities

An attendance register was completed for one month to record how many people were attending each activity provided (see Appendix 1). The current clubs are: football, tennis, netball, reading and chess. From the register, it was determined that only 67 students used the clubs.

Survey Results

Although only a small number of students currently attend a lunchtime club, 87% stated that they would consider joining a club. The most frequently repeated response to the question, 'What would persuade you to attend a lunchtime club?' was 'a longer lunch hour'. Students reported that there was not enough time to eat lunch and attend a club.

Interview Findings

After the completion of the survey, EduSurveys used direct and open questions to identify if new lunchtime activities were needed, and many suggestions were made (see Appendix 2). For example: craft club, movie club and cooking. All activities involved a financial outlay. However, when asked if students would be prepared to pay to attend a club or activity, 96% declined.

Resources Available for Activities at Lunchtime

Principal Michael Folds has £10,000 in the school budget to spend on equipment and staff to improve lunchtime activity provision.

Recommendations

- Approach all stakeholders to discuss the creation of new clubs.
- Consider lengthening the lunch break and offering snacks to students.
- Advertise the position of 'Activities Manager' to older students or, if finances are available, a member of staff.

Use formal and business-like language.

Avoid using impersonal language and 'I'. Use formal words that describe the groups of people involved.

Section C – Cars Vocabulary



PARTS OF A CAR INTERIOR



RUNWAY - a strip of hard ground along which aircraft take off and land;

MEGAWATT - a unit of power equal to one million watts;

RECHARGES – charges again;

HYBRID – with a petrol engine and an electric motor;

PROPELLER - a device that causes a ship or aircraft to move, consisting of two or more blades that spin;

DISTRIBUTE – give away;

CRUISING SPEED - a speed for a particular vehicle, ship, or aircraft, that is comfortable and economical.

Section D – Grammar - 3rd Conditional

THIRD CONDITIONAL

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Use the third conditional to talk about PAST hypothetical or unreal situations.

If clause (condition)

If a condition (had existed)

main clause (result)

the result (would have been) true.

past perfect (simple and continuous)

would/could/might + have + past participle

⊕ If you (had come) to class, you (would have passed) the exam.

You didn't come to class and didn't pass the exam.

⊕ If he (hadn't been wearing) a helmet, he (might have died).

He didn't die because he was wearing a helmet.

⊕ He (might have died) if he (hadn't been wearing) a helmet.

NO COMMA when you put the main clause at the beginning

STRONGER ANSWER

SAMPLE ANSWER

Report for Head Teacher

The charity I feel the school should support with the money from its next fundraiser is the Red Crescent. The reason I am suggesting this charity is because it does not just improve people's lives, it actually saves them.

The Red Crescent is responsible for looking after people who are sick or injured in many different countries across the globe. It is a vital organisation, because the work it does means that people are able to get help when they need it, particularly vulnerable people, like children, or those who are seriously ill.

With the money from the school's forthcoming fundraiser, the Red Crescent would be able to buy much-needed medicines and other supplies. It would also be able to deliver help to areas where people are suffering.

WEAKER ANSWER

SAMPLE ANSWER

Report for Head Teacher

The charity the school should support is Red Crescent. The organisation which charity the school should support is because it is a good charity which does good work.

The Red Crescent is looking after sick people or injured people in many different country. It works hard to make people better. It gives help to the people who have injuries.

The school's fundraiser is a cake stall. All the children will bake cakes and bring them to school to sell. The money will help the Red Crescent do more. It will help them look after more people. It will also help them buy more medicines. This is why I think the school should give money to the Red Crescent