a pressure group

TEACHER'S NOTES

The materials for Task 7 begin with advice on a standard report format but this could be varied by quite a degree depending on how much time you wish to spend on the task and how long you decide the report should be. Sections could either be dropped altogether or foreshortened. If you want to include a more accurate quantitative element, such as a survey of class/school opinion, the Research Methods Knowledge Base provides information and an excellent vocabulary resource. There is a link to this website in the Task 7 materials.

If you have time (or as a great homework task), ask the students to look at the report examples included in the materials. They show how an issue can be developed into a report with meaningful recommendations.

Decide whether students will work independently or in groups. The obvious advantage of group work is that each member could write one or two sections of the report, speeding things up considerably.

In class, students can plan their report, discussing the title, focussing on the conclusion/recommendations and division of work or this could be set as homework/project work.

EXPLICS

The materials start with 'Planning' and 'Getting Started' sections for students to work through, followed by a section setting out the main areas to include. Students could decide for themselves which in include / leave out / foreshorten.

WRITING A REPORT - STYLE

This section includes some examples which the students can consider in terms of bias.

The inclusion of words such as 'claim', highly emotive words such as 'slammed' the sentence 'This is a clearly a capitalist plot' and so on, can be exploited to get students thinking about…

- biased language
- emotive language
- who is being quoted and how objective that quote is

These are all key issues in producing an unbiased report and could form the basis of a short class discussion.

WRITING A REPORT – USEFUL LANGUAGE

A vocabulary list is included with a variety of language arranged functionally.

Invite the students to identify where in the report such language would be useful. You could divide each section among individual students or groups, and if time allows, ask them to develop a series of responses based around their vocabulary selections.

Higher level students may simply find it useful to have this resource available as an aide memoire.

EXPLICS