

Exercise walk-through

Headings, facts and recommendations ■ 5.2

eXercise

You must be able to

- write a heading that tells the reader what is in the section
- support each finding with a specific fact or figure
- write a recommendation that is specific, justified and possible

Method — Headings that do a job

- **Weak:** *Point one, More information, My ideas*
- **Strong:** *Queuing times, Vegetarian options, Recommendations*

A strong heading names the topic of its section, so a reader looking for one thing can find it without reading the rest.

Method — A finding needs evidence

- **Assertion:** *The queues are too long.*
- **Finding:** *Sixty-one of the ninety students surveyed said the queue leaves them fewer than ten minutes to eat.*

The second is checkable. Numbers, dates, counts and direct observations turn an opinion into a finding.

Method — A recommendation has three parts

- 1 **What** should be done — precisely.
- 2 **Why** it would work — linked to a finding.
- 3 **What it would cost or require** — honestly.

I recommend that a second serving point is opened at lunchtime. This would address the queuing problem identified above, and because it need offer only cold food, it would require no new kitchen equipment.

Method — Rank them

If you make three recommendations, say which should be done first. A reader deciding how to spend money needs that, and it shows judgement.

Practice 2.1 ■ 2 marks

Improve each heading.

- (a) "Some things I found out"
- (b) "Ideas"

Solution 2.1

Method: Headings that do a job

Worked steps

- (a) Any heading naming the topic, e.g. "Findings: queuing and choice" **B1**. (b) e.g. "Recommendations" **B1**.

Practice 2.2 ■ 2 marks

Turn each assertion into a finding by adding evidence.

(a) "The bus is often late."

(b) "Students want more clubs."

Solution 2.2

Method: A finding needs evidence

Worked steps

- (a) e.g. "The 7.40 bus arrived after 8.00 on eleven of the twenty mornings recorded."
B1 (b) e.g. "Forty-two of the sixty students surveyed said they would join a club if one were available after school." **B1**

Practice 2.3 ■ 3 marks

Write a full recommendation, with all three parts, about improving lighting in the school car park.

Solution 2.3

Method: A recommendation has three parts

Worked steps

One mark each for: a specific action **B1**; a reason linked to a problem **B1**; an honest note on cost or requirement **B1**. E.g. "I recommend that four additional lights are installed along the eastern path. Students leaving evening rehearsals currently cross an unlit area, and two falls were reported last term. The main cost would be the initial installation, since the school already pays for lighting elsewhere on the site."

Exam-style 3.1 ■ 2 marks

Read this recommendation and explain **two** weaknesses.

I recommend that the school should be better. It would be good for everyone and would not cost very much.

Solution 3.1

Method: A recommendation has three parts

Worked steps

It is not specific — “should be better” does not tell the reader what to do **B1**. It is not justified or costed — “would not cost very much” is asserted with no evidence and does not link to any finding **B1**.

Exam-style 3.2 ■ 8 marks

Your class visited a science museum. Write a report for your teacher on whether next year's class should go too. Include what the visit involved, what worked well, what did not, and a recommendation. Use headings. Write about 180 words.

Solution 3.2

Method: A recommendation has three parts

Worked steps

Content (4): what the visit involved, at least one thing that worked and one that did not, each with detail, and a clear justified recommendation. Language (4): formal impersonal register, correct headings, accurate sentences, roughly within the limit.