

# Report

A report is a formal text that gives you information about a subject that you are interested in and would like to know more about. It is different from a recount or an explanation text because it isn't written in the order that things happen.

- Report writing requires a topic narrow enough to cover thoroughly.
- It poses relevant questions about the topic and answers those questions with relevant facts and examples.
- It contains information drawn from more than one source.
- It presents information in a clear, interesting way.
- It may provide graphics to clarify information and to add interest.
- It includes a bibliography listing the sources used to locate information.

## The parts of a report

### 1. Title and First Sentence

Reports have titles that tell the reader what they will be reading about.

The title will usually be a simple sentence to help the reader choose whether the report will give them the information they need. For example, if you were you looking for information about stars and planets, you wouldn't read a report called 'Big Cats that Live in the Jungle'!

The first sentence after the title will introduce the topic with a statement. This is usually a summary of what the report will be about.

For example, a report called 'Big Cats that Live in the Jungle', might start with the sentence;

'There are many different big cats living in jungles around the world.'

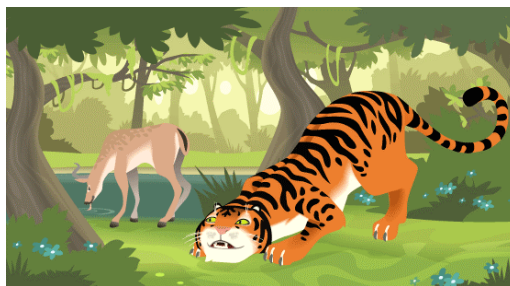
### 2. Paragraphs

Paragraphs help to organise your writing into key points. New paragraphs will usually start with a subheading that tells you what information you can expect to find there.

The first sentence will usually be a summary of the paragraph. The rest of the paragraph will then go on to give you facts and information about the subject.

For example:

#### Tigers



Tigers are some of the biggest jungle cats you will find but they are also some of the rarest.

There are several types of tiger such as the Siberian Tiger and the Bengal Tiger. A tiger's stripes help it to hide amongst the leaves in the jungle so it can creep up and catch its prey with its enormous teeth and claws.

# Report

Diet: Carnivores, (meat eaters) - antelope, deer, buffalo etc.

Habitat: Forests, jungles and swamps

Where Found: India, Asia and China

### 3. Facts

Non-chronological reports rely on **facts** to make them interesting to readers. When you are writing a non-chronological report, you need to make sure that your facts are relevant and useful.

A good example of this is:

*'Tigers are endangered because they have been hunted almost to extinction over the last 100 years.'*

It would also include facts about why this is the case and what has been done about it.

When you are writing a non-chronological report, try not to include opinions. Your reader wants to know facts about the subject, not what you think about it.

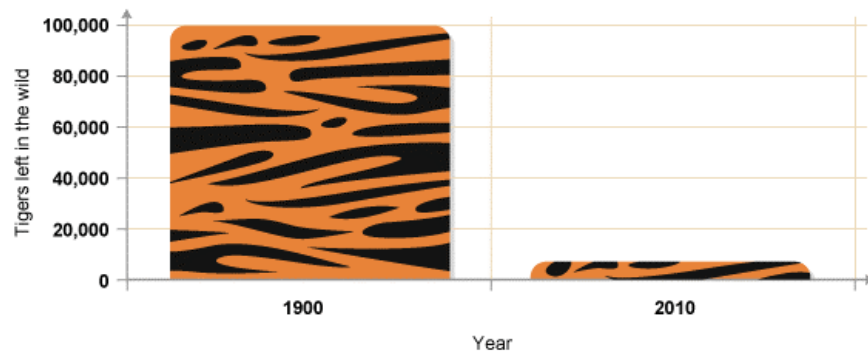
### 4. Diagrams and Pictures

Reports usually use diagrams and pictures to help back up the information they give.

Pictures always use a caption, (a short sentence that explains what is happening in the picture) to back up facts.

Diagrams such as bar charts give us a lot of information in an easy to understand. For example:

Endangered Species



The numbers of tigers left in the wild are getting dangerously low. In 2010 there were only 5000 tigers left living wild in the entire world, compared to over 100,000 in 1900.

# Report

## Writing a Report

1. **Choose a Topic**
  - a. Title: Use a simple title that clearly tells the reader what your report is about.
  - b. Set up Subtopics
2. **Find Information**
  - a. Take Notes
3. **Convert Notes to Paragraphs**
  - a. **First sentence:** Your first sentence needs to introduce your topic and summarise what the report is going to be about.
  - b. **Paragraphs and subheadings:** Break your report into paragraphs. Introduce the subject of each paragraph with a subheading and a simple first sentence. This will help the reader to scan the report to find the information they need quickly.
4. **Write clearly**
  - a. Make sure that your writing is clear and doesn't confuse the reader with unnecessary information or opinions.
5. **Style**
  - a. Make your writing formal and back up your explanations with facts. Add comments and questions to interest your reader.
6. **Revise and Edit the Report**
  - a. Re-read your report once you have finished to be sure it is interesting, informative and not too long.
7. **Produce a Final Copy**
8. **Add Additional Materials**
9. **Cite your sources (Bibliography)**
10. **Use the checklist** to make sure you've followed all the steps to write your report

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## Marks are awarded as follows: (see below)

1. Planning, coherence, introduction and conclusion, development of structure – **5 marks**
2. Content: objective detail, relevant information included, originality – **5 marks**
3. Order and sequencing of arguments – **5 marks**
4. Language structure, spelling, & punctuation, correct register style – **5 marks**
5. Writing Process: evidence of revision, editing and proofreading – **5 marks**

# Report

|                                                                                   | 5                                                                                                                                                            | 4                                                                                                                                 | 3                                                                                                                                                    | 2                                                                                                                                   | 1                                                                                                                                 |
|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| <b>Planning, coherence, introduction and conclusion; development of structure</b> | Thorough planning; well-developed and coherent, with effective introduction and conclusion. Excellent use of paragraphing in essay                           | Effective planning, coherent, good introduction and conclusion. Good use of paragraphing in essay                                 | Good planning, coherent, functional introduction and conclusion. Adequate use of paragraphing in essay                                               | Some evidence of planning; poor coherence; poor introduction and conclusion. Paragraphing in essay poor                             | Little or no evidence of planning, poor coherence; no introduction or conclusion. Little or no paragraphing in essay (solid text) |
| <b>Content (objective detail, inclusion of relevant information; originality)</b> | Excellent development of original content; excellent use of objective detail; originality in approach to subject                                             | Good development of relevant content, good use of objective detail; systematic approach to subject                                | Adequate development of relevant content, objective detail evident; fairly systematic approach to subject                                            | Poor development of content, some irrelevant; lacks objective detail; topic handled systematically                                  | Little or no relevant content, poorly developed; little or no objective detail; handling of subject inadequate                    |
| <b>Order and sequencing of events / arguments</b>                                 | Events / arguments are sequenced logically; excellent use of connectors                                                                                      | Events are sequenced; good use of connectors                                                                                      | Events are sequenced; connectors correctly used but limited                                                                                          | Poor sequencing of events; inconsistent use of connectors                                                                           | Little or no sequencing of events. Little or no use of connectors                                                                 |
| <b>Language structure and use; vocabulary</b>                                     | Correct language structures, spelling and punctuation; broad, effective vocabulary; excellent language use (correct register, style, first person narration) | Mostly correct language structures, spelling and punctuation errors; mostly adequate vocabulary; few errors in language use       | Uses appropriate language structures with some errors; some spelling and punctuation errors; mostly adequate vocabulary; some errors in language use | Sometimes uses appropriate language structures, spelling and punctuation; basic vocabulary; some errors in language use             | Many errors in language structures, spelling and punctuation. Poor vocabulary limits expression. Many errors in language use      |
| <b>Use of the writing process</b>                                                 | Clear evidence of revision, editing and proofreading, leading to a near-perfect essay. Clear improvement from first draft to final draft                     | Evidence of good use of revision, editing and proofreading; very few mistakes. Marked improvement from first draft to final draft | Some evidence of revision, editing and proofreading; however many mistakes remain. Some improvement from first draft to final draft                  | Some evidence of revision, editing and proofreading; however many mistakes remain. Some improvement from first draft to final draft | Little or no evidence of revision, editing and proofreading. Little or no improvement from first draft to final draft             |

# Biography: Writing about a person

**Who**  
is my report about?

**Where**  
he/she lived

**When**  
he/she lived

**What**  
he/she did

**Where**  
he/she did it

**Why**  
it is important to know about him/her

# Report on an animal

**Name**  
of the animal

**Habitat**  
Where the animal lives

Endangered:        yes        no

**Physical characteristics**  
What the animal looks like

**Special Adaptations**  
Why can it live where it does?

**Habitats/Behaviours**  
Why does it behave like it does?

**What does it eat?**  
How does it get its food?

**Life cycle of the animal**

**What are its enemies?**  
How does it protect itself?

# Report on a place

**Name**  
of the place

**Reason**  
for the name

**Graphic location**

**Significance**  
either to history or today

**Description**

**Plants, animals, and/or people living there:**