



# Practice Exam - Media and Communication

Cambridge IGCSE ESL 0510/0511 | Reading practice paper

## Exercise 1

Read the article about a school news desk then answer the questions.

### News from inside the school

A secondary school has created a student news desk to improve communication across the school. Before the project began, information was shared through posters, assembly notices and messages from teachers, but students often missed details. The news desk produces a short weekly bulletin with club updates, sports results, event reminders and interviews with staff or students. The team also keeps an archive of old bulletins, which helps students check whether information has already been announced.

The bulletin is not a gossip page. Students who join the team learn basic reporting rules. They must check names, dates and places before publishing anything. If they interview someone, they send the final quotation back to that person to confirm it is accurate. Teachers say this has helped students understand that communication is a responsibility, not just a chance to be noticed.

The team meets every Wednesday lunchtime. One student collects club information, another checks photographs and a third edits the introduction. The bulletin is published on Friday morning so students can see weekend events before they leave school. A printed copy is placed near reception for families who do not regularly use the school website.

There have been debates about what to include. Some students wanted opinion pieces about school rules, but teachers were worried that the bulletin might become argumentative. The compromise is a monthly question box. Students can suggest topics, and the news team chooses one issue to explain clearly, using comments from both students and staff.

The project has made school information easier to find. It has also changed how some students read news outside school. They now notice whether headlines match the article and whether a quotation has enough context. The news desk began as a practical solution, but it has become a lesson in careful communication. Younger students are invited to suggest interview questions, so the bulletin does not reflect only the interests of older students.

The news desk also has a rule about corrections. If a date, room number or name is wrong, students must update the online version and place a short correction underneath rather than silently changing the story.

The news desk is not allowed to publish rumours, even when a story is popular. Student reporters must speak to a teacher, club leader or organiser before giving times, numbers or names.

## Exercise 1 questions

Answer the questions using information from the article. Write short answers.

1 What does the news desk produce each week? [1]

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2 What kind of results are included in the bulletin? [1]

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3 What must students check before publishing anything? [1]

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4 Who confirms that a final quotation is accurate? [1]

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5 When does the team meet? [1]

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6 Give three ways the news desk shares school information. [3]

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## Exercise 2

Read the article about four media sources (A-D). Then answer Questions 9(a)-9(i).

### **A Local radio update**

A local radio station broadcasts short traffic and weather updates every half hour in the morning. The updates are useful for commuters because they mention road closures quickly. However, listeners cannot easily check details again unless the station posts a summary online. Drivers often keep the radio on because they can hear updates without looking away from the road. The presenter repeats the most serious delays at the end of each update.

### **B Community podcast**

A community podcast releases one episode each week about local people and projects. Episodes are longer than radio updates, so guests can explain background details. The podcast is not ideal for urgent announcements, but it helps listeners understand why an issue matters. Producers edit out long pauses, but they keep enough natural speech for the guest to sound genuine. Listeners can download episodes and return to complicated sections later.

### **C School message app**

A school message app sends reminders to parents and students. It is effective for deadlines because messages appear directly on phones. The problem is that too many reminders can make families ignore them, so the school limits messages to essential information. Teachers can schedule messages in advance, which is useful before trips or examination deadlines. The app also records whether a message has been opened. The app records whether an important message has been opened.

### **D Noticeboard poster**

A poster on a public noticeboard reaches people who may not use digital media. It works well for events planned several weeks ahead, especially if the design is clear. Posters are less useful when information changes, because old copies may stay visible after details have been updated elsewhere. The poster is checked after rain because ink can fade or paper can tear in exposed places. Posters are checked after rain in case ink has faded.

The media guide compares speed, detail and reliability. A message that reaches people quickly may not give enough background, while a slower format may help listeners understand why the information matters.

The guide also reminds readers to notice whether information can be checked again later. This matters when details include times, numbers or instructions that people may forget after hearing them once.

## Exercise 2 questions

For each statement, write the correct letter A, B, C or D on the line. Each letter may be used more than once.

No.	Which media source...	A-D
9(a)	is useful for people who do not use online communication	.....
9(b)	allows background information to be explained in detail	.....
9(c)	may become less effective if used too often	.....
9(d)	gives quick updates for people travelling to work	.....
9(e)	is not suitable for urgent announcements	.....
9(f)	may show old information after plans change	.....
9(g)	sends information directly to phones	.....
9(h)	may require an online summary if people want to check details later	.....
9(i)	works well for events arranged in advance	.....

## Exercise 3

Read the article about writing clear event announcements then complete the notes.

### Announcements people can use

An event announcement should help people decide quickly whether the event is relevant to them. The title needs to be specific. 'Workshop' is too vague, while 'Free bike repair workshop for beginners' tells readers much more. The first line should include the date, time and place because people often stop reading if basic information is hard to find.

Good announcements also explain who the event is for. An activity may be open to everyone, but some events are mainly for beginners, families, older residents or people with particular skills. If equipment is needed, this should be stated clearly. Readers should not arrive and discover they needed to bring a laptop, sports clothes or proof of age.

The tone should be friendly but not exaggerated. Phrases such as 'amazing' or 'life-changing' can make a simple event sound less trustworthy. It is better to explain what participants will actually do. For example, they might learn three repair techniques, meet local volunteers or practise interview questions. Writers should also avoid hiding important limits near the end. If places are limited or there is an age restriction, this needs to appear early.

Finally, announcements need contact information and an update plan. If spaces are limited, readers should know how to book. If weather may affect the event, the organiser should say where changes will be posted. A clear announcement reduces confusion before the event begins. A final check by someone who is not involved in the event can reveal missing details that organisers assumed everyone knew. This reader should be able to answer where to go, what to bring and who to contact.

The announcement team checks whether the same information appears on posters, messages and the school website. If one version gives a different room or time, students may stop trusting all the notices.

The final version is checked by someone who is not involved in the event. If that person cannot find the time, place and action quickly, the announcement is rewritten.

Students also check the first sentence carefully. If the purpose of the event is unclear, readers may ignore the rest of the announcement even when the time and place are correct.

### Exercise 3 questions

Complete the notes using information from the article. Write short words or phrases.

Notes	Write short answers
10 Basic information to include early	- ..... - ..... - .....
11 Details that help readers decide what to do	- ..... - ..... - ..... - .....

## Exercise 4

Read the article about recording a short interview then answer the questions.

### The interview that sounded wrong

For a media project, I interviewed the owner of a small bookshop. I prepared ten questions and felt confident because I had read advice about interviewing online. During the interview, the owner gave thoughtful answers, and I left thinking the recording would be excellent. When I listened later, I realised it sounded awkward.

The problem was not the guest. It was me. I had followed my list too strictly. When she mentioned that the shop hosted reading mornings for toddlers, I moved straight to my next question about online sales. I missed the chance to ask why those mornings mattered. The interview had information, but it did not feel like a conversation.

I also noticed how often I said 'great' after every answer. I had meant to sound encouraging, but the repeated word became distracting. My teacher suggested leaving short pauses instead. At first, silence felt uncomfortable, but it gave the speaker space to add details. Some of the best comments came after I stopped rushing.

I recorded a second interview with fewer questions. This time, I wrote key topics rather than full sentences. I still checked important facts, but I allowed the conversation to change direction when the answer was interesting. The result was less tidy on paper but much better to listen to. The writer also noticed that written questions can sound natural on paper but stiff when spoken aloud.

The experience taught me that interviewing is not only about asking questions. It is about hearing which answer deserves another question. A good interviewer prepares carefully, but does not hide behind the plan. The listener should feel that two people are thinking together, not that one person is reading from a form. The second interview was harder to control, but it gave the guest more room to explain what she cared about.

The second recording was still not perfect. There were pauses and one background noise I could not remove, but the answers sounded more like a conversation and less like a list.

I also changed the order of my questions. Beginning with an easy question made my guest relax, and the more detailed answers came later without me forcing them.

## Exercise 4 questions

For each question, choose the correct answer, A, B or C.

### 12 Why did the writer expect the first recording to be good? [1]

- A The teacher had edited it already.
- B The interview was broadcast live.
- C The guest had given thoughtful answers.

### 13 What was the main problem with the first interview? [1]

- A The writer followed his questions too rigidly.
- B The guest refused to answer.
- C The recording equipment failed.

### 14 Why did the word 'great' become a problem? [1]

- A It sounded rude to the guest.
- B It was repeated too often.
- C It was difficult to hear.

### 15 What helped the guest add more detail? [1]

- A a longer list of questions
- B short pauses
- C background music

### 16 How was the second interview different? [1]

- A It followed key topics rather than full written questions.
- B It avoided checking facts.
- C It used no preparation.

### 17 What is the writer's main message? [1]

- A Interviewers should never plan questions.
- B Online advice is not useful.
- C Interviewers should listen and respond, not only ask prepared questions.

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## Exercise 1

1. a short weekly bulletin
2. sports results
3. names, dates and places
4. the person interviewed
5. Wednesday lunchtime
6. a printed copy is placed near reception; a monthly question box was created; students notice whether headlines match the article

## Exercise 2

9(a) D; 9(b) B; 9(c) C; 9(d) A; 9(e) B; 9(f) D; 9(g) C; 9(h) A; 9(i) D

## Exercise 3

### 10 Basic information to include early

- date
- time
- place

### 11 Details that help readers decide what to do

- who the event is for
- equipment is needed
- how to book
- where changes will be posted

## Exercise 4

12 C; 13 A; 14 B; 15 B; 16 A; 17 C

12 C - He says the owner gave thoughtful answers.

13 A - He moved straight to the next question.

14 B - He says the repeated word became distracting.

15 B - Pauses gave the speaker space.

16 A - He wrote key topics rather than full sentences.

17 C - He says a good interviewer prepares but does not hide behind the plan.