



People and Achievement

Note-taking: youth volunteering awards | Cambridge IGCSE ESL 0510/0511

1. Lead-in discussion

Talk with a partner before you read.

1. What kind of volunteering can teenagers do?
2. Should young volunteers receive awards?
3. What makes an achievement meaningful?
4. How can volunteering build confidence?

Exercise 3 at a glance

In this activity, you will read one factual text and complete notes using information from the text. In the exam, this task is usually worth 7 marks. This practice version includes extra notes to help you build confidence. Use short words or phrases from the text, not your own ideas.

2. Read for overall understanding

Read the text. Why do some organisations give youth volunteering awards?

Youth Volunteering Awards

Youth volunteering awards are given by some councils, charities and community groups. The aim is to recognise young volunteers and encourage long-term community involvement. Winners are not always the students who have raised the most money. Judges often look for commitment, problem-solving and the difference a project made to other people. Some award schemes include different categories, such as environmental action, care for older people, sports leadership or creative community projects. This means quieter forms of service can be recognised alongside more visible fundraising events.

Volunteers may support many kinds of work. Some help at food banks by sorting donations and packing boxes. Others visit care homes, run sports sessions for younger children or translate leaflets for community events. These activities can build confidence because young people learn to speak to adults, manage time and take responsibility for small tasks. Young volunteers often develop skills that are hard to measure in marks. They may learn to stay calm with members of the public, solve practical problems quickly or continue helping even when the work is repetitive.

The application process is usually simple. Students describe their role, explain how often they volunteered and give one example of a challenge they faced. A teacher or project leader may confirm the details. Judges prefer clear evidence, such as attendance records, photographs of events or comments from people who received help. Organisers usually try to avoid making the application process too formal. If students have to write too much, some excellent volunteers may not apply. Short forms, interview notes and evidence from project leaders can make the process fairer.

The award ceremony is not only about celebration. Organisers invite local employers, charity leaders and former winners to speak about future opportunities. Some winners are offered training, mentoring or the chance to plan a new project. Organisers say the best awards do not make volunteering feel like a competition. They remind young people that quiet, reliable service can be as valuable as a dramatic achievement. The awards can also inspire other students. When winners describe small, realistic actions, classmates may realise that volunteering is not only for unusually confident people. A regular weekly commitment can matter as much as one dramatic event. Schools often display the stories afterwards so the examples remain visible to younger students.

3. Strategy focus

Separate recognition from impact

The text may describe what volunteers did and how they were recognised. Use the heading to choose the correct kind of note.

4. Practice note-taking task

Complete the notes using information from the text. Use short words or phrases from the text. Do not add your own ideas.

Notes	Write short answers
What judges often look for	- - -
Types of volunteering	- - -
Details in an application	- - -
Opportunities after the ceremony	- - -

5. Vocabulary notebook

Underline five useful words or phrases from the text. Check their meaning, then record them in your vocabulary notebook.

6. Follow-up tasks

1. Discussion: What type of volunteering would suit different students in your class?
2. Strategy: Choose three answers and underline whether each note is an action, quality or opportunity.
3. Writing: Write a nomination paragraph for a young volunteer.
4. Vocabulary: Circle words and phrases connected to achievement, service and responsibility.

People and Achievement

Note-taking: youth volunteering awards

2. Read for overall understanding

Suggested answer: to recognise young volunteers and encourage long-term community involvement.

4. Practice note-taking task

What judges often look for

- commitment
- problem-solving
- difference a project made to other people

Types of volunteering

- sorting donations
- visit care homes
- run sports sessions for younger children

Details in an application

- describe their role
- how often they volunteered
- one example of a challenge

Opportunities after the ceremony

- training
- mentoring
- plan a new project

Notes for checking

This is an extended practice version of the IGCSE ESL note-taking task. The live exam normally has fewer marks, but this version includes extra notes to build confidence and selection skills.

Accept short phrases that keep the same meaning.

Learners should avoid copying a whole sentence if a shorter note answers the heading.

Some answers need more than one or two words, especially when the key detail is a phrase.