

ENGLISH LANGUAGE

Paper 1123/11
Composition

Key Messages:

- It is essential to read the question carefully and be clear about its particular focus.
- In **Section 1** tasks it is important to develop the bullet points as evenly as possible.
- Register and tone are important aspects of Directed Writing and need consideration.
- Greater focus on the accurate punctuation and layout of speech would improve performance.
- Concentration on correct tenses and agreement would improve candidates' writing in both sections.

General Comments:

The overall standard of the vast majority of responses this year seemed to be on a par with that of previous years. **Section 1** was done well by most candidates but some underestimated the demands of the question. The narrative questions in **Section 2** were generally more popular than the others and this is a sensible approach for many candidates who are clearly comfortable writing narratives. The vast majority of candidates used the time well, wrote appropriate amounts for each question and avoided rubric infringements, all of which is very encouraging given the changes to the exam format last year, and it demonstrated how well they had been prepared. The strengths and weaknesses of the linguistic ability were similar to previous sessions: there was a great deal of very fluent, imaginative and accurate writing. Few prepared openings to essays were used and this worked to the benefit of candidates. Other responses included prepared essays which either were not wholly relevant to the set questions or which could not include a prescribed sentence in a natural way. Candidates are advised that the inclusion of text messaging language, abbreviations and expressions such as 'gonna' and 'wanna' can sometimes suggest the wrong register and are best avoided.

Comments on specific questions:

Section 1

For the second year the Directed Writing task was assessed with equal marks given to **Task Fulfilment** and **Language** criteria. Candidates had to write a speech to their class bidding farewell to a best friend and classmate moving overseas. In particular, the candidates had to offer reasons for the move, and outline what they and the class would miss most about their friend. This was a scenario that was within the everyday experience of the candidates, the majority of whom responded extremely well to this task. The scenario allowed use of a range of real and imaginary information and this contributed greatly to the success and interest of the responses.

Section 1 is Directed Writing and so involves more reading than **Section 2**. In this task candidates had to be aware that they were focusing on writing an effective speech for the specified audience, which included both the teacher and the class, in addition to the subject of the speech. In order to satisfy the requirements of the bullet points this year, responses needed to include:

- the name of the friend leaving and the specific overseas destination
- the reasons for the move overseas
- what the speaker personally, and the class, would miss about the friend.

In the first bullet point it was essential to offer the first name of the friend and give a clear indication of where they were moving. It also had to be clear that they were moving to a different country. The second bullet point required a reasonably developed and appropriate reason (or reasons) for the move and Bullet 3 required a full explanation of what would be missed by the class and wider school following the friend's departure.

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Road to the Dales Gervase Phinn, 2010-03-25 A unique look into the childhood experiences of Gervase Phinn in Road to the Dales Gervase tells of a life full of happiness conversation music and books shared with his three siblings mother and father This book is a snapshot of growing up in Yorkshire in the 1950s reminisce with Gervase and share in his personal journey of school days and holidays as well as his tentative steps into the adult world Devour numerous uproarious stories including the incident involving a broken greenhouse crashing his brother's newly restored bike as well as secrets about his first dates adventures at summer camp family trips to Blackpool and many other captivating tales With a wicked ear for the comical and a sharp eye for detail Road to the Dales visits poignant moments significant events and precious memories from a boy called Gervase Phinn Gervase Phinn is an author and educator from Rotherham who after teaching for fourteen years in a variety of schools moved to North Yorkshire to be a school inspector He has written autobiographies novels plays collections of poetry and stories as well as a number of books about education He holds five fellowships honorary doctorates from Hull Leicester and Sheffield Hallam universities and is a patron of a number of children's charities and organizations He is married with four adult children His books include The Other Side of the Dale Over Hill and Dale Head Over Heels in the Dales The Heart of the Dales Up and Down in the Dales and Trouble at the Little Village School

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