

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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Table of Contents O Level Past Papers

1. Understanding the eBook O Level Past Papers
 - The Rise of Digital Reading O Level Past Papers
 - Advantages of eBooks Over Traditional Books
2. Identifying O Level Past Papers
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an O Level Past Papers
 - User-Friendly Interface
4. Exploring eBook Recommendations from O Level Past Papers
 - Personalized Recommendations
 - O Level Past Papers User Reviews and Ratings
 - O Level Past Papers and Bestseller Lists
5. Accessing O Level Past Papers Free and Paid eBooks
 - O Level Past Papers Public Domain eBooks
 - O Level Past Papers eBook Subscription Services

- O Level Past Papers Budget-Friendly Options
- 6. Navigating O Level Past Papers eBook Formats
 - ePub, PDF, MOBI, and More
 - O Level Past Papers Compatibility with Devices
 - O Level Past Papers Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of O Level Past Papers
 - Highlighting and Note-Taking O Level Past Papers
 - Interactive Elements O Level Past Papers
- 8. Staying Engaged with O Level Past Papers
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers O Level Past Papers
- 9. Balancing eBooks and Physical Books O Level Past Papers
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection O Level Past Papers
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine O Level Past Papers
 - Setting Reading Goals O Level Past Papers
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of O Level Past Papers
 - Fact-Checking eBook Content of O Level Past Papers
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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