

ENGLISH LANGUAGE

Paper 1123/11
Writing

Key messages

- It is essential to read the question carefully and follow all the instructions given.
- In **Section 1** tasks it is important to develop the bullet points as evenly as possible and ensure that all required information is included.
- In **Section 1** carefully consider purpose, situation and audience when planning a response.
- Avoid joining individual words together, such as 'alot' or 'eventhough'.
- Consider all the titles in **Section 2** before deciding which topic to write on.
- Direct speech is useful in developing characters and plot, but must be punctuated properly with correct use of paragraphs.
- Care should be taken in the use of capital letters.
- 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 comparable to that of previous years. **Section 1** was done well by most candidates but some underestimated the demands of the question. There was a good range of responses in **Section 2**, although the narrative questions 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 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. There was little evidence of prepared openings to essays and this worked to the benefit of candidates. Furthermore, there were very few instances of prepared essays, although occasionally a candidate found it challenging to include a prescribed sentence in a natural way. There were few examples of the inclusion of text messaging language, abbreviations and expressions such as 'gonna' and 'wanna', which can sometimes suggest the wrong register and are best avoided. There were still some examples of unnecessarily offensive language, or content designed to shock, in **Section 2**: candidates are reminded that this is never appropriate, even in direct speech.

Comments on specific questions:

Section 1

The Directed Writing task is assessed with equal marks given to **Task Fulfilment** and **Language** criteria. Candidates had to write a speech to introduce a sports star at the opening of a new school sports centre. The sports star was a former pupil of the school. In particular, the candidates had to introduce the sports star and outline his or her achievements, describe the centre and its facilities, and explain how the school would benefit from the centre. They also had to offer an expression of thanks to the sports star. The audience was made up of pupils and teachers. This was a scenario that was within the imagined or practical experience of the candidates, the majority of whom responded well to the 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 a formal and informative speech for the specified audience, the teachers and pupils of their school, in addition to the content of the speech. Candidates were also instructed that they were introducing the sports centre to the audience. In order to satisfy the requirements of the bullet points this year, responses needed to include:

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Raffaela Di Napoli

A red circular graphic with a gradient, appearing as a stylized arrow or a partial circle, located to the right of the author's name.

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