

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.

O Level English Past Papers

Cambridge International Examinations



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GCE O Level Examination Past Papers with Answer Guides: English Language India Edition Cambridge International Examinations,2004-02-06 These collections of the official past papers of the GCE O Level Examinations from the University of Cambridge International Examinations has been developed for students of GCE O level These books will act as tools for preparation and revision for students These books have an edited Answer Guide for each paper based on the marks scheme written by CIE Principal Cambridge O Level English Student Book Helen Toner,John Reynolds,2016-02-11 Cambridge O Level English Second Edition has been written for students preparing for the Cambridge O Level English Language examination conducted by Cambridge International Examinations Written in a clear and accessible style the book offers comprehensive coverage as per the revised syllabus Updated and designed for class use as well as independent study the book helps prepare students for the examination *Examining FCE and CAE* Roger Hawkey,2009-03-19 This volume examines the historical development of the First Certificate in English FCE and the Certificate in Advanced English CAE

English Grammar and Writing Skills Saidu Challay,Paul F.M. Al-Gbahan Lahai,2020-05-28 The main focus of this book is to address the problem of lack of grammar texts in simple and straightforward language that students will find less difficulty in understanding Although this book is designed for students preparing for the West African Senior School Certificate Examination it can also serve as a useful resource material for students studying English Language in tertiary institutions teachers of English Language and other people who may want to improve their skills in the use of English Language This book comprises five parts as follows parts of speech sentence structure enriching vocabulary punctuation marks and mechanics essay writing and comprehension and summary General Certificate English - Fourth Edition Alan Etherton,2001 NO description available **Miss Seetoh in the World** Catherine Lim,2012-01-30 Miss Maria Seetoh a teacher of English and Literature in St Peter s Secondary School in Singapore sees herself as a simple soul who only wants to be a good and happy person and has a dream to write stories about simple ordinary people going about their daily lives However God Providence Fate Chance etc decrees otherwise She is thrown into the tumult of a disastrous marriage that begins as strangely as it ends a failed love affair that hollows her out and a controversial teaching career that ends with her abrupt resignation Most of all she is caught in a political event as shocking in its causes as in its consequences Set against the backdrop of modern day Singapore a hugely successful city state grappling with changes and challenges that could corrode the very soul the novel ultimately examines with wit wry irony and warm understanding the unchanging quandaries of the human condition when love and sex religion and politics tradition and modernity can all come together in an unruly mix to show human nature at its most depressing and its most inspiring Kenya Gazette ,1977-05-20 The Kenya Gazette is an official publication of the government of the Republic of Kenya It contains notices of new legislation notices required to be published by law or policy as well as other announcements that are published for general public information It is published

every week usually on Friday with occasional releases of special or supplementary editions within the week Much Promise: Successful Schools in England Barnaby Lenon, 2017-04-24 Barnaby Lenon a former schoolmaster and headmaster who is chair of the Independent Schools Council takes an in depth look at the elements that make up a successful school He examines leading and latest research on school leadership and management looks at how teachers pupils parents and governors can achieve results and puts the spotlight on subjects exam systems and social mobility For his research he visited a number of schools that are achieving outstanding results John Perryn Primary School Acton Tollgate Primary School Newham King Solomon Academy Marylebone Burlington Danes Academy Hammersmith West London Free School Hammersmith Michaela Community School Wembley St Mary Magdalene Academy Islington Dixons Kings Academy Bradford Tauheedul Boys School Blackburn London Academy of Excellence Newham and Brighton College His analysis of their innovations and achievements provides an insight into some of England s most successful schools *Measured Constructs*

Cyril J. Weir, Ivana Vidaković, Evelina D. Galaczi, 2013-05-23 This volume establishes how English language constructs were measured in Cambridge English examinations over the period 1913 to 2012 An addition to the Studies in Language Testing series this volume provides an overview of English language testing over the last century with coverage of key theoretical and practical aspects of the assessment of reading listening writing and speaking skills It includes examples of the Cambridge English exams old and new and is the first volume to describe in a systematic way the different theoretical influences which have shaped the development of the constructs underlying Cambridge English exams in the last 100 years

O-level English Critical Guide (Yellowreef) Thomas Bond, Chris Hughes, 2013-11-18 in depth explanation of key concepts critical for exam preparations holistic question answering techniques exact definitions complete edition and concise edition eBooks available **Moto**, 1985 *Teaching and Learning Foreign Languages* Nicola McLelland, 2017-07-14 Teaching and Learning Foreign Languages provides a comprehensive history of language teaching and learning in the UK from its earliest beginnings to the year 2000 McLelland offers the first history of the social context of foreign language education in Britain as well as an overview of changing approaches methods and techniques in language teaching and learning The important impact of classroom external factors on developments in language teaching and learning is also taken into account particularly regarding the policies and public examination requirements of the 20th century Beginning with a chronological overview of language teaching and learning in Britain McLelland explores which languages were learned when why and by whom before examining the social history of language teaching and learning in greater detail addressing topics including the status that language learning and teaching have held in society McLelland also provides a history of how languages have been taught contrasting historical developments with current orthodoxies of language teaching Experiences outside school are discussed with reference to examples from adult education teach yourself courses and military language learning Providing an accessible authoritative history of language education in Britain Teaching and Learning Foreign Languages will

appeal to academics and postgraduate students engaged in the history of education and language learning across the world. The book will also be of interest to teacher educators, trainee and practising teachers, policymakers and curriculum developers.

Examining Young Learners: Research and Practice in Assessing the English of School-age Learners Szilvia Papp, Shelagh Rixon, 2018. The proposed book on child second language L2 development and assessment will be a state of the art account of what we currently know about how children learn L2s in formal contexts and how that knowledge impacts on the design, development and evaluation of language assessment products for young learners. The uniqueness of child L2 development within the classroom is highlighted by considering children's L2 needs, typical patterns of development and the role of instruction and assessment in how children learn. Common issues shared in child L2 acquisition studies, language testing and educational assessment are explored by linking research carried out within the educational, academic and testing communities. Several case studies are described from different educational contexts around the world where teaching and assessment of young language learners takes place. In particular, the book presents the Cambridge English approach to assessing young learners of English and presents a framework for the development, research and validation activities around the Cambridge English suite battery for children.

Forget a Mentor, Find a Sponsor Sylvia Ann Hewlett, 2013-09-10. Who's pulling for you? Who's got your back? Who's putting your hat in the ring? Odds are this person is not a mentor but a sponsor. Mentors can build your self-esteem and provide a sounding board, but they're not your ticket to the top. If you're interested in fast-tracking your career, what you need is a sponsor: a senior-level champion who believes in your potential and is willing to advocate for you as you pursue that next raise or promotion. In this powerful yet practical book, economist and thought leader Sylvia Ann Hewlett, author of ten critically acclaimed books including the groundbreaking *Off Ramps* and *On Ramps*, shows why sponsors are your proven link to success. Mixing solid data with vivid real-life narratives, Hewlett reveals the two-way street that makes sponsorship such a strong and mutually beneficial alliance. The seven-step map at the heart of this book allows you to chart your course toward your greatest goals. Whether you're looking to lead a company or drive a community campaign, *Forget a Mentor, Find a Sponsor* will help you forge the relationships that truly have the power to deliver you to your destination.

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last 6 years CBSE papers 2020 2025 provided to understand Question trends Errorless Solutions with step by step marking scheme on the lines of CBSE Board and written in a way that any student can understand easily Prepared by subject Expert faculty to enhance learning and self assessment

Examinations in Singapore Yap Kwang Tan, Hong Kheng Chow, Christine Goh, 2008 The first book to explore the development of Singapore's much talked about education and examination system this volume juxtaposes examinations with its immediate context of education and wider context of politics economy and society The study covers three broad historical periods Examinations in Singapore from 1891 to 1945 The Post War Years from 1946 to the 1970s and Charting Our Destiny from the 1980s to 2007 In the British period up to 1941 the local examinations were conducted by the vernacular schools and external examinations by the University of Cambridge Local Examinations Syndicate There was a lack of systematic effort to establish a uniform system of education and examinations During the Japanese Occupation examinations were conducted by the Japanese authorities and unexpectedly the Cambridge examinations continued in the Sime Road Camp In the post war period and particularly after Singapore was granted self government the establishment of a national education system was followed by the emergence of national examinations the Primary School Leaving Examinations and the Singapore Cambridge GCE N O A Levels for every school going child in Singapore Thereafter the nature of national examinations evolved with the changing needs of education and the nation At the turn of the century with the Ministry of Education's decision to take greater control of examinations the Singapore Examinations and Assessment Board was established to oversee new developments in examinations Unlike most literature on education where examinations are often mentioned as an outcome of educational goals and objectives this book focuses on examinations per se Examinations have gained a momentum of their own and it is interesting to note the development of examinations against the backdrop of the broader history of Singapore and of education in Singapore Sample Chapter's Chapter 1 Trace the development of examinations in Singapore during the British colonial period up to 1941 3 043 KB Examinations in Singapore book Launch 124 KB Contents Examinations in Singapore 1891 O Co 1945 Trace the Development of Examinations in Singapore During the British Colonial Period Up to 1945 Assess the Impact of the Japanese Occupation on Examinations in Singapore What was the Significance of the School Certificate Examination Held in the Sime Road Camp During the Japanese Occupation The Post War Years 1946 O Co 1970s Assess the Development of Education and Examinations From the End of the Japanese Occupation to the Attainment of Self Government in Singapore Why and How Effective Were the Measures Undertaken by the Singapore Government to Establish Central Control Over Education and Examinations in Singapore in the 1960s O Co 1970s The 1961 Examination Boycott Illustrates the Challenges in Forging a National System of Examinations Do You Agree Charting Our Own Destiny 1980s O Co 2007 How Effective had the Goh Keng Swee's Reforms in Education and Examination Been in Improving Singapore's Education System Examine the Key Policy Changes in Singapore's Education and Examinations in Response to the Challenges of a Rapidly Changing and Globalising

world OCyChange is More Important than Continuity in Education and ExaminationsOCO Discuss Readership Academics and professionals in education and assessment general readership **British Books in Print**, 1986 **School Level**

Leadership in Post-conflict Societies Simon R. P. Clarke, Thomas A. O'Donoghue, 2013-07-18 How do different contexts influence the nature and character of school leadership This book is predicated on the simple yet profound observation that school leadership can only be understood within the context in which it is exercised The observation is particularly valid in relation to post conflict societies especially when they have eventuated from new wars Schools in these contexts face highly complex circumstances and a level of environmental turbulence requiring different kinds of leadership from those operating in less complicated and relatively stable situations By assembling an impressive array of international experts this book investigates a much neglected area of research Each chapter highlights the importance of context for understanding the realities of school leadership and reveals the challenges and influences that school leaders face as well as the strategies they adopt to deal with the complexities of their work In particular valuable insights are provided into how intractable problems faced by schools can affect student professional and organizational learning agendas There are also important glimpses of the progression that can be made in schools by Enhancing the curriculum Energizing teaching capacity and Optimising leadership capacity Depictions of post new war environments include Angola Ghana Sri Lanka Rwanda Kenya Solomon Islands Lebanon Kosovo Timor Leste and Northern Ireland The book will be key reading for undergraduate and postgraduate students studying educational leadership comparative education and education policy *Longman Effective Guide to 'O' Level Additional Mathematics* Bee Hoo Ong, 2006 **5 Practice Sets for SAT, MAT & LCT - NTSE Stage 1** Disha Publication, 5 Practice Sets for SAT MAT LCT NTSE Stage 1 contains 5 Practice Sets as per the latest pattern for each of the 3 parts SAT MAT LCT The detailed Solutions are provided for all the sets

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