

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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Rose Forshaw, Geoff Case



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Cambridge University Examination Papers, 1897

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Cambridge IGCSE™ and O Level Literature in English Rose Forshaw, Geoff Case, 2021-05-14 This series is endorsed by Cambridge International to support the syllabuses for examination from 2023 Provide students with a clear structured route through the qualification with opportunities to assess their own progress as well as reflect on and discuss new ideas and concepts Offer an international approach with a variety of text extracts from around the world Practise the approaches required for success with writing practice at the end of each unit varying from planning practice to one paragraph answers to analysis of example responses to full longform exam style responses Build skills with a range of solo pair and groupwork activities that use a range of active learning methods Take learning further with extension activities and material to encourage a wider curiosity in the subject Consolidate learning with unit summaries key definitions of Literature terminology and revision tips Support students in applying their learning to their own chosen texts with the set text focus section Suggested answers answer frameworks for all written tasks in the Student's Book in our Teacher's Guide

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

O Level Cambridge Examination Papers Book Review: Unveiling the Magic of Language

In an electronic era where connections and knowledge reign supreme, the enchanting power of language has been apparent than ever. Its power to stir emotions, provoke thought, and instigate transformation is actually remarkable. This extraordinary book, aptly titled "**O Level Cambridge Examination Papers**," written by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we shall delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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