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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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

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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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