

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:

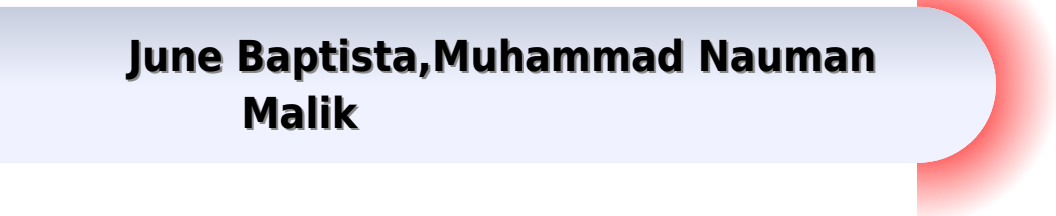
Section 1

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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**June Baptista, Muhammad Nauman
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Cambridge University Examination Papers ,1897 **Cambridge IGCSE and O Level Economics Third Edition** Paul Hoang,Margaret Ducie,2025-03-28 This title is endorsed for the Cambridge Pathway to support the syllabuses for examination from 2027 Explore Economics as a real world subject through case studies from around the world The new edition of our Student s Book provides in depth coverage of the revised Cambridge IGCSETM IGCSE 9 1 and O Level Economics syllabuses 0455 0987 2281 Revised and updated for the latest syllabuses this new edition provides accessible content for all learners with updated practice questions EAL friendly content and an improved structure Trust an experienced author team to navigate the syllabus confidently with clear signposting and individual chapters on each topic along with clearly defined learning objectives throughout Deepen understanding by applying knowledge to up to date real life global case studies Develop application and evaluation skills and prepare for assessment with study tips and updated practice questions Extend learning beyond the classroom by reflecting on skills learned and applying them to local and global environments Check understanding with engaging activities that thoroughly

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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

Lcg Ol Chemistry , **Educational Attainment and Society** Nigel Kettley,2007-01-15 Sophisticated monograph focussing on attainment at the end of secondary high school education and the interface with tertiary education Combines re analysis of secondary literature including official statistics institutional histories interview data and analysis of qualitative and quantitative primary research using descriptive and inferential statistics value added analysis and grounded theory The results show the significance and weakness of both the mid twentieth century classic analyses of social class and the late twentieth century feminist approaches Shows how a joint consideration of social issues in particular of gender and social stratification produce a powerful model for explaining attainment with important implications for policy on a boys underachievement and b participation in higher education

Publishers, Readers and the Great War Vincent Trott,2017-10-05 Literature is at the heart of popular understandings of the First World War in Britain and has perpetuated a popular memory of the conflict centred on disillusionment horror and futility This book examines how and why literature has had this impact exploring the role played by authors publishers and readers in constructing the memory of the war since 1918 It demonstrates that publishers were as influential as authors in shaping perceptions of the conflict and it provides a detailed analysis of critical and popular responses to war books tracing the evolution of readers attitudes to the war between 1918 and 2014 By exploring the cultural legacy of the war from these two previously overlooked perspectives Vincent Trott offers fresh insights regarding the emergence of a collective memory of the First World War in Britain Drawing on a broad range of primary source material including publishers correspondence dust jackets adverts book reviews and diary entries and examining canonical authors such as Wilfred Owen Siegfried Sassoon and Vera Brittain alongside long forgotten texts and more recent autobiographical works by Harry Patch and Henry Allingham Publishers Readers and the Great War provides a rich and nuanced analysis of the climate within which First World War literature was written published and received since 1918

The Shining Ones Chike Momah,2010-03 Christian Chike Momah was born on October 20 1930 to

Sidney and Grace Momah of Obiuno Otolu Nnewi Nigeria He was educated at the St Michael s C M S School Aba the Government College Umuahia and the University College Ibadan where he earned a Bachelor s degree in History English and Religious Studies in 1953 In 1959 he obtained the Associateship of the Library Association from the University College London

Post-O-Level Studies in Modern Languages C. V. Russell, 2014-05-17 Post O level Studies in Modern Languages is a 14 chapter book that begins with an explanation of the changing structure of the sixth form curriculum and the outlining of a model curriculum based on five areas of experience communication sociological and cultural aspects mathematics scientific education and aesthetic experience The book also discusses the transition from O level to advanced studies the study of literature in the A level curriculum and the French and literary studies in the sixth form curriculum Other chapters tackle the A level examination syllabus as well as some problems and suggestions in integrated language studies Modern languages in industry and commerce role of the language laboratory in post O level studies and modern language tests in the United States are also explained

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

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