

# 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.

# English O Level Papers

**Sabine Zange**



## **English O Level Papers:**

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 English and Examinations Frances M. Stevens,1970 **Harold Rosen and English in Education and the Language Arts** Simon Gibbons,2025-12-04 Simon Gibbons embarks on a detailed and groundbreaking study in this book examining the profound influence of Harold Rosen a pivotal figure who transformed English education in the latter half of the twentieth century Gibbons offers the first comprehensive analysis of Rosen s revolutionary contributions to progressive English teaching methodologies that continue to resonate in classrooms worldwide Drawing on extensive research including previously unpublished writings and interviews with Rosen s colleagues Gibbons meticulously charts Rosen s multifaceted impact his development of a new model for English teaching his pioneering work on language class and culture his innovative approaches to narrative in education and his advocacy for teacher agency The book illuminates how Rosen s work at the London Institute of Education alongside colleagues James Britton and Nancy Martin fundamentally reshaped understanding of language across the curriculum while maintaining an unwavering commitment to educational equity Gibbons makes a compelling case for the contemporary relevance and necessary rediscovery of Rosen s educational philosophy This volume serves as an essential resource for student teachers practicing educators and academics in English and language arts while also offering valuable insights to educators across disciplines interested in language s role in learning By reconnecting readers with Rosen s enduring legacy the book provides both historical perspective and practical guidance for addressing current educational challenges **Education in Germany** David Phillips,2013-04-15 The German education and training system has been the subject of considerable attention from other nations and has often been used as a model David Phillips book brings together articles from some of the best known names in the field including Mitter Glowka Hearnden Fuhr Robinsohn and Prais and wagner The book is organised into four sections Section one examines the historical inheritance of the present education system Section two covers standards and assessments and section three discusses vocational education and training and area of the German education system which has received much admiration Finally and crucially section four addresses questions about the future of the current system in a unified Germany **Examination papers, and division lists, &c. [afterw.] General certificate of education, ordinary level** Oxford univ, local exams,1875 **The Use of English** ,1989 *Parliamentary Papers* Great Britain. Parliament. House of Commons,1903 **Routledge Library Editions: Education Mini-Set B: Curriculum Theory 15 vol set** Various,2021-12-02 Mini set B Curriculum Theory re issues 15 volumes originally published between 1973 and 1993 and covers curriculum theory changes in curricula

and the politics and sociology of the school curriculum *English Language, Paper 2 (no. 121)*, 1980 **Defining The Curriculum** Ivor F. Goodson, Stephen Ball, 2012-05-23 This book explores some of the major processes involved in the definition of school subject knowledge Using historical ethnographic methods the contributors to the collection highlight and examine some of the factors involved at national institutional and classroom levels in the making of school subjects The first section of the book outlines the theoretical and methodological basis for the study of school subjects and the reasons for and the possibilities of such a study are considered In the second section some histories of school curricula are presented from a variety of settings colonial schools in Africa working class schools of the nineteenth century nursery schools and the conflicting forces of determination and change in school subjects are identified and examined The third section focuses on the contemporary school situation and the papers isolate and investigate some of the interest groups and social processes which enter into or affect the realization of school knowledge in the classroom **Transactions of the English Ceramic Society Embracing Papers & Discussions for ...** English Ceramic Society, 1913 The Parliamentary Debates Northern Ireland. Parliament. Senate, 1967 *Register of Educational Research in the United Kingdom*, 1978 *Sierra Leone Journal of Education* Sierra Leone. Ministry of Education, 1974 *English Journal*, 1967 Directory of Canadian Universities, 1991 *Ido-English Dictionary* Luther H. Dyer, 1924 The Teaching of English Assistant Masters' Association, Incorporated Association of Assistant Masters in Secondary Schools, 1957 *The Oxford Magazine*, 1962 *Calendar of State Papers and Manuscripts, Relating to English Affairs*, 1894

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