

# 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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**Marian Cox**



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**Proceedings of IAC-EeL 2014** Collective of authors,2014-08-07

**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

*Introduction to Logic* Jess Drake,2018-05-30 Logic originally meaning e the worde or e what is spokene is generally held to consist of the systematic study of the form of arguments A valid argument is one where there is a specific relation of logical support between the assumptions of the argument and its conclusion There is no universal agreement as to the exact scope and subject matter of logic but it has traditionally included the classification of arguments the systematic exposition of the logical form common to all valid arguments the study of inference including fallacies and the study of semantics including paradoxes Historically logic has been studied in philosophy and mathematics and recently logic has been studied in computer science linguistics psychology and other fields The book is about the logic and talks about various aspects of it such as general character of the enquiry argument from analogy mathematical reasoning etc This book will prove to be very useful for the people interested in logic as well as the students of logic

**Where Are You From? No, Where are You Really From?** Audrey Osler,2023-11-02 A story of migration identity and belonging drawing on the stories of people from Audrey Osler s mixed heritage family over three centuries Whether or not we trace our

families from beyond the shores of Britain we British people deserve a better understanding of our shared past and opportunities to explore and recognise the complexities and contradictions of empire Careless or wilful amnesia has allowed the British migration narrative to begin in the mid twentieth century with migrants from India Pakistan and the Caribbean forming the foundation of present day multicultural Britain A racist fixation means that some twenty first century Britons fantasise that people of colour arrived after World War Two without any link to the country to exploit the British welfare state and British hospitality For people of colour the questions Where are you from No where are you really from often imply more than simple curiosity They are political questions of identity since the assumption naive or aggressive is that to be British and to belong you must be white Says Audrey Osler The British Empire frames and shapes my family s history Whether born in Britain like me or my father or in some other distant British territory like my mother we all continue to experience the legacy of this same empire and the impact of its ambitions politics and economics My family story back to the eighteenth century across every generation is one of migration in different directions over four centuries journeys prompted by war study a global economic crisis a fresh start love and even child abduction The stories I tell here reveal as much about Britain as they do about the countries of the British Empire This is not just my history it elucidates the largely untold history of a nation and of its citizens both people of colour and white

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