

## **IMPORTANT NOTICE**

### **Cambridge International Examinations (CIE) in the UK and USA**

With effect from the June 2003 examination Cambridge International Examinations will only accept entries in the UK and USA from students registered on courses at CIE registered Centres.

UK and USA private candidates will not be eligible to enter CIE examinations unless they are repatriating from outside the UK/USA and are part way through a course leading to a CIE examination. In that case a letter of support from the Principal of the school which they had attended is required. Other UK and USA private candidates should not embark on courses leading to a CIE examination after June 2003.

This regulation applies only to entry by private candidates in the UK and USA. Entry by private candidates through Centres in other countries is not affected.

Further details are available from Customer Services at Cambridge International Examinations.

# ENGLISH LANGUAGE

## GCE Ordinary Level

### Syllabus 1123

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#### IMPORTANT NOTE

Candidates for *English Language* **MUST** enter as follows:

- (a) Candidates in the **Caribbean area** *must* enter for **Subject 1115**;
- (b) Candidates in **Brunei** *must* enter for **Subject 1120**;
- (c) Candidates in **Seychelles** *must* enter for **Subject 1124**;
- (d) Candidates in **Mauritius** *must* enter for **Subject 1125 or 1126**;
- (e) Candidates elsewhere *must* enter for **Subject 1123**.

*No candidate may enter for more than one English Language subject.*

*Syllabus 1123, is available in June and November.*

#### AIMS

To develop the ability of candidates to:

- communicate accurately, appropriately and effectively in speech and writing;
- understand and respond appropriately and imaginatively to what they read and experience;
- enjoy and appreciate reading texts in the English Language.

These aims form the basis of a course of study; they may not all be translated into assessment objectives for formal examination.

#### ASSESSMENT OBJECTIVES

Candidates should be able to:

- (i) recount personal experience, views and feelings;
- (ii) use language to inform and explain;
- (iii) show an awareness of how spoken and written communication varies according to situation, purpose and audience;
- (iv) read a variety of texts accurately and with confidence;
- (v) select, retrieve, evaluate and combine information from written texts;
- (vi) appreciate the ways writers make use of language;
- (vii) employ different forms of writing to suit a range of purposes;
- (viii) plan, organise and paragraph, using appropriate punctuation;
- (ix) choose a vocabulary which is suited to its purpose and audience, and use correct grammar and punctuation;
- (x) write in Standard English;
- (xi) spell accurately the words within the working vocabulary;
- (xii) write legibly, and present finished work clearly and attractively.

## **GCE (O) Subject 1123**

**IMPORTANT.** *This subject is available **only** as stated in Notes above.*  
Two compulsory papers will be set as follows:

Paper 1 (composition) (1 ½ hrs) (60 marks)  
Paper 2 (comprehension) (1 ½ hrs) (50 marks)

Paper 1 will contain:

- (a) A composition on one of a number of alternative subjects.
- (b) A task based on a situation described in detail, in words or diagrams.

For information on the Grade Descriptions for Continuous Writing (Composition) see Appendix A.

Paper 2 will consist of a passage or passages of prose upon which questions will be set to test the candidates' ability to understand the content and argument of the given text and to infer information and meanings from it. A question will be included to test the ability to summarise and will be assigned 25 marks.

In this question the Examiners reward the selection of precise and relevant detail, a mark being given for each relevant point selected. The maximum number of points that is available for selection is greater than the total mark assigned for this section, i.e. a candidate can score full marks for the content selected without mentioning all the points.

About a third of the marks in the question is also allocated for the style and presentation of the answer. Candidates are rewarded for the relevance and organisation of their answers, the ability to rephrase the original language in their own words and sentence structures, and the overall accuracy of their written English.

## GRADE DESCRIPTIONS FOR THE ASSESSMENT OF CONTINUOUS WRITING

- A1/A2  
36-40 Apart from **very occasional slips**, the language is **accurate**. **Sentence structure is varied** and demonstrates the candidate's skill to use different lengths and types of sentences for particular effects. **Vocabulary is wide** and precise. **Punctuation is accurate** and helpful to the reader. **Spelling is accurate** across the full range of vocabulary used. **Paragraphs have unity**, are linked, and show evidence of planning. The topic is addressed with **consistent relevance**; the **interest** of the reader is **aroused and sustained**.
- B3/B4  
31-35 The language is **accurate**; **occasional errors** are either slips or arise from attempts to use ambitious structures or vocabulary that may be imperfectly understood. **Vocabulary is wide enough** to convey intended shades of meaning with some precision. **Sentences show some variation of length and type**, including the confident use of complex sentences. **Punctuation is accurate** and generally helpful. **Spelling is nearly always accurate**. **Paragraphs show some evidence of planning**, have unity and are usually appropriately linked. The response is **relevant**, and the **interest** of the reader is **aroused and sustained through most of the composition**.
- C5/C6  
26-30 **Vocabulary and structures are mainly correct** when they are simple; **mistakes may occur when more sophistication is attempted**. **Sentences may show some variety of structure** and length, although there **may be a tendency to repeat sentence types and 'shapes'**, producing a monotonous effect. **Spelling of simple vocabulary is accurate**; errors may occur when more ambitious vocabulary is used. **Punctuation is generally accurate**, although errors may occur when more difficult tasks are attempted eg the punctuation of direct speech. **Sentence separation** is correct. The composition is **written in paragraphs which may show some unity**, although links may be absent or inappropriate. The composition is **relevant** and will **arouse some interest** in the reader.
- D7  
21-25 The **meaning is generally clear**. There will be **patches of accurate language**, particularly when simple vocabulary and structures are used. There may **be some variety of sentence length and structure**, but the reader may not be convinced that this variety is for a particular purpose. **Vocabulary is usually adequate** to convey intended meaning, although it may be insufficiently developed to achieve precision. **Idiom may be uncertain** at times. Punctuation will be used but may not enhance/clarify meaning. **Some sentence separation errors may occur** occasionally. **Simple words will be spelt accurately**, but more complex vocabulary may show some spelling weakness. **Paragraphs will be used** but may lack unity or coherence. **A genuine attempt has been made to address the topic**, but there may be digressions or failures of logic. **Compositions may lack liveliness and interest** value.
- E8  
16-20 **Meaning is never in doubt**, but the **errors are sufficiently frequent and serious to hamper precision**, and may slow down speed of reading. Some **simple structures will be accurate**, but the script is **unlikely to sustain accuracy for long**. **Vocabulary may be limited**, either too simple to convey precise meaning or more ambitious but imperfectly understood. **Some idiomatic errors** are likely. Simple punctuation will usually be accurate, but there may be frequent sentence separation errors. **Simple words will usually be spelt correctly**, but there may be inconsistency, and frequent mistakes in the spelling of more difficult words. Paragraphs may lack unity or be used haphazardly. The subject matter will show **some relevance**. **The incidence of linguistic error is likely to distract the reader from merits of content**.

- U9i  
11-15 There will be **many serious errors of various kinds** throughout the script, but they will be **of the 'single-word' type** ie they could be corrected without re-writing the sentence. **Communication is established**, although the **weight of error may cause 'blurring'** from time to time. **Sentences** will probably be **simple and repetitive** in structure. **Vocabulary** will convey meaning but is likely to be **simple and imprecise**. **Errors in idiomatic usage** will be a significant feature. **Spelling may be inconsistent**. **Paragraphing may be haphazard** or non-existent. There may be evidence of interesting and relevant subject matter, but the **weight of linguistic error will tend to obscure** or neutralise its effect.
- U9ii  
6-10 **Sense will usually be decipherable** but some of **the error will be multiple ie requiring the reader to re-read** and re-organise before meaning becomes clear. There are **unlikely to be more than a few accurate sentences**, however simple, in the whole composition. The **content is** likely to be comprehensible, but may be **partly hidden by the density of the linguistic error**.
- U9iii  
0-5 Scripts are **entirely, or almost entirely impossible to recognise as pieces of English writing**. **Whole sections will make no sense at all**. Where occasional patches of relative clarity are evident some marks will be given. The mark of 0 is reserved for scripts that make no sense at all from beginning to end.

#### A LIST OF AVAILABLE BOOKS WHICH TEACHERS MAY FIND HELPFUL

##### O Level

A.R.B. Etherton, *General Certificate English* (Nelson)

Student's book 0 17 433326 9

Teacher's key 0 17 433327 7

A.R.B. Etherton, *Nelson's Target English* (Nelson)

Student's book 0 17 433071 5

Teacher's key 0 17 433072 3

PS. Morrel, *Secondary Certificate English* (Nelson) | I-16 0 17 433001 4

Edward Redmayne and Joan Redmayne, *Basic English* (Nelson) 11 -14 0 17 422730 2

Angela Burt, *A Guide to Better Grammar* (Stanley Thornes) 0 7487 0537 6

Angela Burt, *A Guide to Better Spelling* (Stanley Thornes) 0 7487 1234 8

Angela Burt, *A Guide to Better Punctuation* (Stanley Thornes) 0 7487 1122 8

Nigel Kent, ed., *The Student Writer's Guide* (Stanley Thornes) 0 7487 0499 x

Elaine and Peter Robins, *Watch Your English: A Students' Guide to Language* (Oxford)

0 19 553430 1

Robert M. Glover, Gordon Rodway, Patrick Shirley and Helen Toner, *Revision English for O Level* (Cambridge) 0521 644 216