



CAMBRIDGE O LEVEL — MODEL EXAMINATION PAPER

ENGLISH LANGUAGE 1123

Paper 2: Directed Writing and Composition (Set C)

YOUR PHYSICAL & ONLINE SELF-ASSESSMENT ROADMAP

PHYSICAL

1. Download any practice test →
2. Solve within assigned time →
3. Submit it to your Teacher/Examiner →
4. Get assessed and improve

ONLINE

1. Visit edusambam.com →
2. Open Assessment Arena →
3. Solve online papers →
4. Get auto-assessed and improve

Candidate Name:		Centre Number:	
Candidate Number:		Date:	
School / Institution:		Test Centre:	

Subject	English Language	Component	1123 / Paper 2
Focus	Directed Writing & Composition	Total Marks	80
Time Allowed	1 Hour 45 Minutes	Version	C



General Instructions

1. Answer Section 1 (compulsory) and ONE question from Section 2.
2. Read the notice in Section 1 carefully before planning your letter.
3. In Section 2, choose ONE title only. Do not attempt more than one.
4. Spend a few minutes planning your work before you begin writing each answer.
5. Write in dark blue or black ink. Do not use correction fluid.
6. Dictionaries are not permitted.
7. This worksheet is prepared from the EDUSAMBAM practice assessment supplied for this paper.

Paper Pattern

Section	Focus	Questions	Marks
Section 1	Directed Writing (compulsory)	1	30
Section 2	Composition — choose 1 of 4 titles	1	50
Total	Paper 2	2	80

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Section 1 — Directed Writing

This section is compulsory.

Read the notice below, which has been placed on the noticeboard of your school.

MEADOWBROOK SECONDARY SCHOOL — NOTICE TO ALL STUDENTS

The school is considering moving the start of the school day from 8:30 a.m. to 9:30 a.m., following research suggesting that a later start may suit teenagers' natural sleep patterns better.

Before a final decision is made, we want to hear your views. Students are invited to write to the Headteacher with their opinions and suggestions.

— School Administration

Write a letter to your Headteacher giving your views on the proposed change to the start of the school day. In your letter, you should:

- say whether you support the change, and explain why
- describe any difficulties the change might cause, and suggest how these could be solved
- suggest one additional idea that could help students' wellbeing during the school day

Base your letter on the notice, but develop your own ideas. You do not need to include addresses.

Write about 250 to 350 words.

Up to 10 of the 30 marks available are for the content of your letter, and up to 20 marks are for the quality and accuracy of your writing.

[30]





Section 2 — Composition

Choose ONE of the following four titles. Write about 350 to 450 words.

Either

(a) Describe a journey that did not go as planned, using details that appeal to the senses of sight, sound, and touch.

Or

(b) Write a story that begins with the sentence: “The photograph on the wall had definitely moved.”

Or

(c) “Every student should learn a musical instrument at school.” Do you agree? Give reasons for your answer, considering more than one point of view.

Or

(d) Write about someone who changed their mind about something important.

Up to 25 of the 50 marks available are for content and structure, and up to 25 marks are for the quality and accuracy of your writing.

[50]







Mark Allocation Summary

Section	Focus	Marks
1	Directed Writing (letter) — Content	10
1	Directed Writing (letter) — Language	20
2	Composition — Content & Structure	25
2	Composition — Language	25
	Paper 2 total	80

Candidate Signature

Invigilator Signature

FOR OFFICE USE ONLY

Marks Obtained: ____ / 80		Checked By:	
Result / Grade:		Date Checked:	



Marking Guidance & Model Answers

Teacher reference: both sections in this paper are extended, own-composition writing tasks. There is no single fixed answer — the guidance below describes what a strong response should show, plus a model opening for Section 1.

Section 1 — Directed Writing: Model Opening

Dear Headteacher,

I am writing in response to the recent notice about the proposed change to the start of the school day. I fully support this idea, and I believe it could make a real difference to how alert and ready to learn students are each morning...

(Model answer continues, covering all three bullet points in full.)

Section 1 — Marking Bands

Content (10 marks): Full marks require all three bullet points addressed with relevant, developed ideas in the candidate's own words. Mid-range answers cover the bullets but with limited development. Low-range answers address only one or two bullets, or rely heavily on the wording of the notice.

Language (20 marks): Full marks require a consistently appropriate letter register, accurate grammar and spelling, and a good range of vocabulary and sentence structures. Mid-range answers are generally accurate with occasional lapses. Low-range answers show frequent errors that affect clarity, or an inconsistent register.

Section 2 — Marking Bands (all titles)

Content & Structure (25 marks): Full marks require a well-developed, engaging response clearly matched to the chosen title, with a clear structure (a strong opening, logical development, and an effective ending) and, where relevant, convincing or vivid detail. Mid-range answers are relevant and reasonably organised but may lack development or a strong structure. Low-range answers are thin, repetitive, or only loosely connected to the title.

Language (25 marks): Full marks require confident, accurate, and varied language suited to the type of writing chosen (descriptive, narrative, or argumentative), with few or no errors. Mid-range answers are generally accurate with some lapses that do not obscure meaning. Low-range answers show frequent errors in grammar, spelling, or punctuation that make the writing difficult to follow.



Title-specific notes:

- (a) Descriptive: reward genuine sensory detail (sight, sound, touch) rather than a simple list of events, and a clear sense of how the journey went wrong.
- (b) Narrative: reward a clear story arc building from the given opening sentence, with a satisfying resolution.
- (c) Argumentative/Discursive: reward genuine consideration of more than one point of view, not just a one-sided list of reasons.
- (d) Narrative/Reflective: reward genuine reflection on what caused the change of mind and its effect, not just a plain retelling of events.