

GENERAL PAPER

Paper 8001/11
Paper 11

Key messages

- Focus on the question's keywords.
- Unless the question is focused on 'your country', try to show knowledge of the wider world.
- Avoid simply listing what you know about a topic.
- All questions require debate and the provision of evidence.
- Introductions and conclusions must be meaningful.
- Avoid repetition unless you are reinforcing or emphasising a point.
- Make sure paragraphs are linked and enable the reader to follow the argument/debate.
- Do not choose a title about which you have little knowledge.
- Do not just choose a topic which appears, at first glance, easy to answer. Before making your choice take time to consider all the questions.

General comments

The majority of the responses were well structured and there were only a few brief essays. Sentence construction was usually secure and the majority of the candidates adopted the appropriate academic register, although they should be encouraged to avoid previewing the argument and get on with making it. Introductions would then be more effective and probably conclusions too. There were only a few interesting conclusions. A concluding paragraph does not need to tie up all the loose ends. In fact, a good conclusion should stimulate the reader to further thought.

Personal experiences were a feature of many answers but anecdotal evidence was rarely used as an end to itself. Instead, what we could learn from our own experiences about the world around us was a positive feature of many essays.

The General Paper requires a facility with, and responsiveness to all that language has to offer both to the imagination and the intellect. Above all, extended written expression (i.e. the essay) requires the exactness of thought that guarantees clarity. Many candidates are clearly aware of the immensity of this task and they are also aware of their live audience; the examiners, for whom they are writing.

The recognition of other viewpoints can only increase an essay's impact, but the writer's own opinions should be presented with suitable argumentative evidence. Candidates' ideas, thoughts, and beliefs, clearly argued and thoughtfully expressed, deserve the respect of the examiners.

Candidates who can bring to the examination their experience of reading, and even of being read to, often have something worthwhile to say about the world around them. This is illustrated by those candidates who wrote about 'how fiction can reveal the truth'. They referred to a wide range of writers including: Chinua Achebe, Camara Laye, Jorge Luis Borges, Jane Austen, F Scott Fitzgerald, Harper Lee; and many other African, European, Latin American, and American authors. Wider-reading was demonstrated in responses to other questions by candidates who had kept up-to-date with a range of serious journalism.

Comments on specific questions

Question 1

This question attracted a reasonable number of responses and invariably it was well answered. A few candidates referred to Athenian democracy and, while pointing out that the franchise was limited, were able to highlight its historical and philosophical importance. Several answers drew the reader's attention to the various struggles for democratic rights, such as the suffragette movement, the African-American and African determination to achieve electoral rights. This question, in particular, appealed to students from countries that had experienced the one-party state or had experienced a form of democracy that was tantamount to a one-party state. There was some trenchant criticism of these regimes. Countries that take pride in their democratic credentials were not spared either; several essays highlighted the attention given to the electorate's views during campaigns compared to the lack of attention once power has been secured.

Question 2

This was the most popular question and those who were acquainted with Maslow, Taylor and other sociologists and economists produced thoughtful answers. However, the main weakness observed was the focus on money alone without considering the other important facets of careers that could retain and inspire employees. Many candidates wrote both passionately and persuasively about their own economic hardship and the duty to provide for those they are responsible for. That said, there were equally compelling responses that emphasised the pursuit of 'happiness and contentment' and how preferable it is to 'follow your passion' rather than remaining stuck in the drudgery of a career that brings no satisfaction other than the financial. A few perceptive candidates advised being on the lookout for 'newer knowledge' careers in, for example, the electronics industry. The perspective of a few candidates was from school, so university/college counted as a 'career' because of the need for money to pay for the education that would lead to a 'career'. Where this did not side track candidates into no more than a criticism of their own country's educational system, the point was seen as relevant.

Question 3

A significant number of candidates responded to this question. There was some incisive analysis of child labour and sex slavery and many good answers explored humanitarian action to curb modern slavery and exploitation. Essays were particularly interesting when candidates compared the slavery of today, for example human trafficking, with the enslavement of people in the eighteenth and nineteenth centuries. The parallels drawn were very revealing and close. The key phrase 'in its many forms' gave rise to some rather unexpected interpretations of what constitutes slavery: substance addiction, the treadmill of the daily grind, over reliance on technology, and many other features of modern life that could be described as enslaving the human spirit. These interpretations were given credit so long as there was some acknowledgement of what is commonly regarded as slavery both today and in the past. A few essays referred to the treatment of migrant workers; the cruelties perpetrated upon those in domestic service, and the abuse of the very young forced to fight as child soldiers. These were powerful and clearly relevant responses.

Question 4

There were several generally thoughtful answers. This question required, at least, some scientific knowledge, which could be gained from reading or watching programmes about the topic, not just the odd science fiction novel. Most of the responses appreciated the human urge to explore and, while recognising possible benefits, saw the dangers and concluded that we have enough to do here on planet Earth, without diverting huge resources for little likely gain. There were a number of candidates who were convinced that – longer term – the exploration of Mars was going to be very necessary as an outlet to the pressures of life on Earth.

Question 5

This 'discussion' question produced exactly that – a discussion of the competing theories. A few candidates managed to reconcile the theories and argued convincingly that it is possible to be both scientifically rational and to believe in a higher power. Only those prepared to debate attempted this question.

Question 6

This was a fairly popular question, but the overall quality of the answers was only average. The main problem was that candidates would assert that ‘fresh air’ was good for learning, without really justifying the claim. Furthermore, the indoor classroom was given short shrift, with few candidates choosing to consider its virtues or necessity. Many omitted to point out the many things that classrooms offer – technology, laboratories, language rooms, music facilities – which would be more difficult to achieve by being outside. Instead they spent time extolling the virtues of the open air – the breezes, birds in the trees, the smell of flowers – rather than looking at and considering the practicalities. However, there were answers which recognised the creative opportunities of learning beyond the walls of the classroom in, for example, biology, geography, drama, and creative writing lessons.

Question 7

This was a popular question which encouraged some meaningful debate. The key word ‘character’ was used frequently, but not always appropriately. Excelling in a particular sport does not of itself ‘promote character development’ and candidates need to ensure that there is a clear link to the question title. Others based their whole thesis on the value of team work, but the many other facets of character were either sketched or overlooked. The whole idea of ‘extent’ (implying review and assessment) was too often ignored in favour of a single-sided approach usually confirming that sports did develop character. A few essays, usually the best, considered the negative aspects of character development that could emerge due to excess competition, rivalry or a poor temperament.

Question 8

There were a few responses to this question and those who attempted it did more than just tell the story. Some extremely good answers emerged that paralleled the experience of the novels’ characters with contemporary life or even the life of the candidate. All the writers mentioned in the ‘General Comments’ at the beginning of this report were referred to by candidates.

Question 9

A few candidates wrote what amounted to a list of ‘school rules’ on the topic but others used illustrations from their own culture to respond interestingly to the title. In some parts of the world it is disrespectful to play music at funerals, while in the West it is almost a prerequisite. Many of the thoughtful responses were subtly nuanced, recognising the effective combination of, for example, silence and song or music at memorial events. Others wrote about the dangers of distraction while listening to music, but one excellent response argued that listening to Mozart while studying has scientifically proven cognitive benefits.

Question 10

Many found the first part of the question ‘exposing reality’ easier to deal with than the second part ‘promoting change’. There were, of course, exceptions, how photographs highlighting the plight of women in male dominated societies have led to demonstrations calling for women’s rights, and how the harrowing photographs of starving, poverty-stricken people have led to campaigns to raise money to help them. It is a pity, however, that very little seems to be known about the work of named distinguished photographers.

GENERAL PAPER

Paper 8001/12
Paper 12

Key messages

Content

- Answer the set question and focus on the key words.
- Support your main points with appropriate examples.
- Keep anecdotal/personal evidence to a minimum.
- An introduction should immediately address the key words of the question and show understanding of it.
- A conclusion should be a reasoned assessment of the arguments made.
- Ensure that all aspects of the question are addressed.
- Re-visit the question after each paragraph.
- Use discourse markers (however, consequently, in addition) to link ideas and paragraphs to produce a clearly structured, cohesive argument.
- Use solid details/examples to avoid vagueness and show knowledge.

Use of English

- Leave time to check your English thoroughly to avoid basic errors.
- Concentrate on using appropriate vocabulary so expression is fluent and precise.
- Basic sentence structure/grammar needs to be accurate to ensure clear communication of content.
- Use appropriate prepositions (of/in/by) and articles (the/a).
- Spelling and punctuation were usually accurate.

General comments

Generally, responses did address the question and were structured within a paragraph framework using an appropriate introduction and conclusion. On occasions responses ended abruptly due to the absence of a proper conclusion.

More successful responses answered the question as set, focused on the key words and included a variety of examples to illustrate the main points of the essay. Such points were sometimes developed to add depth, and make the argument more convincing and engaging thus avoiding vague generalisations. Limited anecdotal evidence is acceptable but should not dominate the whole essay and should be used in conjunction with other details.

When the set question demands it, candidates should focus on aspects of their own country; if this is not the prompt then a broader focus is required. Stronger responses demonstrated good topic knowledge and included local, regional and global examples to support points. Sometimes candidates chose questions where they were either insufficiently familiar with the topic or did not understand all aspects of the question. It is important that all ten questions are considered before final selection. Candidates need to spend time studying the chosen question to make sure they understand what is being asked and then re-visit after every paragraph to check that key words are being addressed. This could add to their skills and develop confidence as they progress through the essay.

Most candidates used the time reasonably efficiently and were able to produce a clearly structured essay of around the recommended length. Introductions may have been long at times but a majority did attempt to address the question and this was reflected in the remaining response. Even though there is a time pressure here, candidates should attempt to produce a conclusion which arrives at a reasoned assessment of the main arguments rather than just summarising what has already been written.

The quality of the Use of English was variable and depended on whether grammatical errors disrupted the fluency or not. Consequently, some candidates need to work on forming secure, grammatically correct

sentence structures and to leave time at the end to check for basic errors. A thorough and systematic checking could greatly improve the standard as well as clarify the content. Also, a substantial number of candidates have acquired a wide-ranging English vocabulary but need to improve putting these words in an appropriate context in order to create greater precision.

Use of English

Basic errors need to be checked and corrected in order to improve English marks. Typical examples are listed below:

- Subject/verb non-agreement
- Incorrect use of prepositions
- Frequent incorrect use of definite/indefinite article (the society)
- Omission of apostrophes
- Confusion between their/there, to/too, your/you're
- Incorrect comparative forms
- Missing endings on plurals
- Incorrect use of vocabulary
- Sometimes attention is needed to check word order (syntax) to ensure clear meaning

Comments on specific questions

Question 1

This was a very popular question. Most responses described various crimes and related more to 'society' than 'victims', but most tended to be very generalised. The focus was on crime affecting family and local community through fear and suspicion. Some considered that this could result in restricted freedom (insecure in the home/afraid to go outside) with particular emphasis on rape impacting on female freedom. Responses tended to focus on one type of crime rather than consider a range. More successful responses discussed wider issues, including the way media coverage of such incidents as terrorism could engender countrywide fear and panic, as could cybercrime and associated identity theft. A whole family could be considered the victim in cases of 'murder of a loved one' whereby the line between 'victim' and 'society' then becomes blurred. The best responses argued that it was only the victims who were affected in the long term as the effect on the wider 'society' was largely transient; once media coverage of a crime had finished then it was forgotten.

Question 2

Less successful responses just considered the popularity of sport in general, not focusing on 'heritage' at all. More successful responses explored very localised specific sports unique to an individual country in the context of historical and social value. Others examined cricket, football and other popular sports that have become part of the day-to-day life of their country with the argument that such sports could be considered as part of a global heritage, celebrated by such events as World Cup and the Olympics. As such some sports had also become a part of local heritage, engendering huge interest and encouraging local competition and league tables.

Question 3

Responses tended to be generalised with less successful responses focusing on whether people were paid what they deserved/paid enough – which was not quite the focus of the question. Some tended to just concentrate on status, particularly celebrity status, with emphasis on such people being overpaid for doing very little. More successful responses did make comparisons between such professions as doctors and teachers, arguing that their earnings did not always match their status and were restricted by government funding unless they were in the private sector. Also it was noted that useful trades such as plumbers and electricians could charge what they liked as they were often self-employed with 'usefulness' seen as skills which were often in demand in times of emergency.

Question 4

Some responses just focused on why rivers are useful in general, losing sight of the 'settlement' part of the question. More successful responses compared how useful rivers were in the past as essential means for survival in terms of food (fishing), drinking water, wash facilities, transport and the more modern uses of tourism and hydro-electric power. Whereas there could be a detailed range here, there was often minimal exemplification. The best responses did 'assess their continued usefulness' mostly citing leisure activities and tourism for this but with limited use as an arterial transport system. Often river systems were still seen as useful for irrigation, as areas of fertile vegetation and crops but also seen as neglected systems, heavily polluted and liable to flooding and spreading diseases.

Question 5

Responses presented a wide interpretation of 'healthy living' (diet, exercise, disease free, mental health, access to safe drinking water, safety at work, vaccination programmes, regular access to medical facilities), and focused on the difficulties of keeping healthy and living in a healthy manner; regular exercise was seen as inconvenient and painful and food access dependent on location. More successful responses really focused on 'can cause misery' and debated whether this was, indeed, the case. Cost was an issue – both financially and in terms of mental/physical demands and the ability to cope with changing one's dietary habits, possibly leading to depression or illness due to not eating the right things. Some responses did link 'misery' with mental health issues such as low self-esteem, eating disorders and obsessive behaviours. The best responses provided range and balance.

Question 6

Many responses wrote generally about why air travel had become more popular whereas others focused on environmental issues connected to air travel but did not explore how we should respond to it. More successful responses did fully focus on how we need to respond to the environmental issues caused by growing demand for air travel (better engines, schemes to plant more trees, encouraging people to travel by other means and more aerodynamic plane designs to save fuel). Conclusions acknowledged that there were already responses to it, citing one airline's interest in developing the electric plane, but that responses would need to be in the form of long term projects which needed multi-governmental support. There was scepticism that anything worthwhile, or realistic, could ever be achieved.

Question 7

Responses were often knowledgeable and able to give good examples of scientific research that is free from political and commercial involvement and examples of how political and commercial interests can really benefit scientific research with more money, publicity and monitoring. Medical issues, better transport, space travel and any scientific advances that could help us in our daily lives were explored but more successful responses focused on 'to what extent'. 'Political' and 'commercial' could encourage rapid development and resources but could also be motivated by self-interest, profit and hidden agendas. The best responses did present a balanced discussion but often concluded that the bottom line was that 'scientific research' was dependent on funding which necessitated the need for outside involvement.

Question 8

Many responses generalised that 'grammatical accuracy' was only important in examination situations where a degree of formality was expected. Many were quite vague about 'accuracy' but more successful responses pointed to the informality of social media which was more like 'chatting' so the conventions of grammar were inappropriate. Examples of grammar could be vague but most responses accepted that any conventional writing needed grammatical accuracy for content to be clear and unambiguous.

Question 9

This was a reasonably popular question. It often depended on what was defined as a fashion or trend with less successful responses focusing on one area, usually clothing, describing various items and concluding that people have the freedom to wear whatever they like. More successful responses covered a wider range of trends with the 'desirability' of fashion ideas considered in the context of westernisation dominating cultural trends at the expense of tradition (clothing, costume, hair, make-up, specific video games/television programmes). Such responses were often well-structured with the 'desirability' of individual 'freedom' set against the 'desirability' not to offend, with examples often discussed in detail.

Question 10

Literature had a fairly broad definition, from classic English literature, to mathematics books, instruction booklets, the Bible or any text book used for learning and more. More successful responses found a range of things to discuss, including that skills can be transferred as we learn valuable lessons from characters in books, including the moral implications of behaviour and decision making. Some suggested that we can be educated on a whole array of areas in literature, including appreciating language and improving vocabulary. Some responses did suggest that skills were gained through a rounded education and experience, not just by reading.

GENERAL PAPER

Paper 8001/13
Paper 13

Key messages

Content

- Answer the **set** question and focus on the key words.
- Support main points with appropriate examples.
- Keep anecdotal/personal evidence to a minimum.
- An introduction should immediately address the **key words** of the question and show understanding of it.
- A conclusion should be a reasoned assessment of the arguments made.
- Ensure that all aspects of the question are addressed.
- Re-visit the question after each paragraph.
- Use discourse markers (however, consequently, in addition) to link ideas and paragraphs to produce a clearly structured, cohesive argument.
- Solid details/examples avoid vagueness and show knowledge.

Use of English

- Leave time to check English thoroughly to avoid basic errors.
- Concentrate on using appropriate vocabulary so expression is fluent and precise.
- Basic sentence structure/grammar needs to be accurate to ensure clear communication of content.
- Avoid using a casual/informal style.

General comments

Generally, responses did address the question and were structured within a paragraph framework using an appropriate introduction and conclusion.

More successful responses answered the question as set, focused on the key words and included a variety of examples to illustrate the main points of the essay. Such points were sometimes developed to add depth, and make the argument more convincing and engaging thus avoiding vague generalisations. Limited anecdotal evidence is acceptable but should not dominate the whole essay and should be used in conjunction with other details. Also, the essay should be in a formal style appropriate to a structured discussion so an informal 'chatty' style is inappropriate.

When the set question demands it, candidates should focus on aspects of their own country; if this is not the prompt then a broader focus is required. Stronger responses demonstrated good topic knowledge and included local, regional and global examples to support points. Sometimes candidates chose questions where they were either insufficiently familiar with the topic or did not understand all aspects of the question. Candidates need to spend time studying the chosen question to make sure they understand what is being asked and then re-visit after every paragraph to check that key words are being addressed. This could add to their skills and develop confidence as they progress through the essay.

Most candidates used the time reasonably efficiently and were able to produce a clearly structured essay of around the recommended length. The Introduction may have been long at times but a majority did attempt to address the question according to the plan outlined in the introduction. Even though there is a time pressure here, candidates should attempt to produce a conclusion which arrives at a reasoned assessment of the main arguments rather than just summarising what has already been written. This time conclusions were either brief or absent so time needs to be managed to allow for a proper ending to the response.

Rubric infringements were rare and there were very few unfinished essays, although sometimes responses were not always extensive. The quality of the Use of English was variable and often depended on whether

grammatical errors disrupted the fluency or not. Consequently, some candidates need to work on forming secure, grammatically correct sentence structures and leave time at the end to check for basic errors. A thorough and systematic check could greatly improve the standard as well as clarify the content. Also, a substantial number of candidates have acquired a wide-ranging English vocabulary but need to improve putting these words in an appropriate context in order to create greater precision.

Use of English

Basic errors need to be checked and corrected in order to improve English marks. Typical examples are listed below:

- Subject/verb non-agreement
- Incorrect use of prepositions
- Frequent incorrect use of definite/indefinite article (the society)
- Omission of apostrophes
- Confusion between their/there, to/too, your/you're
- Incorrect comparative forms
- Missing endings on plurals
- Incorrect use of vocabulary
- Sometimes attention is needed to check word order (syntax) to ensure clear meaning
- Keep informality/colloquialism to a minimum

Comments on specific questions

Question 1

Most responses tended to be one-sided, with more discussion of 'encouraged' than 'damaging', describing the economic benefits of tourism for both individuals and the country as a whole. These were largely descriptive with references to sharing culture, enabling infrastructural improvements and encouraging employment. More successful responses did focus on the 'damaging effects' on culture (as diluting or westernising it) or on the environment (tourist accommodation destroying habitat or privatising beaches). Conclusions almost unanimously supported 'encouraging tourism' with the economic benefits outweighing everything else. Often good knowledge was shown of local developments or popular tourist locations in specific countries.

Question 2

Most responses suggested that the punishment should fit the crime, for example 'losing freedom' was seen as appropriate for theft or assault but not enough for murder or terrorism. Here some supported capital punishment as being more appropriate. More successful responses analysed the concept of 'freedom', considering how loss of it could affect convicted criminals and their families. The prospect of life imprisonment for murder was often seen as worse than capital punishment although some responses appreciated that, from the point of view of the victim's family, loss of freedom would never be sufficient punishment for taking a life. The best responses did present a balanced view before a final assessment of the issues raised.

Question 3

This was a popular question with most responses balancing monetary success with alternatives like happiness, relationships, job satisfaction, achieving a stress-free lifestyle or spirituality. Responses described situations where success could be achieved, most concluding that financial security was certainly a measure of success but depended on the extent of desire for a materialistic lifestyle. More successful responses examined the concept of 'power' in relation to the choices that wealth gave, citing examples where extreme wealth allowed too much power and encouraged selfishness, opulence, bullying and corruption. Also, it was acknowledged that power could be in the form of achieving contentment and taking control of one's life where social skills and a selfless attitude could become more powerful than monetary value. The best responses addressed all aspects of the question.

Question 4

All responses which addressed this question understood nanotechnology and its implications for the future. Less successful responses were often in the realms of science fiction, but with ideas of the impact of microscopic technology on medical advancements. More successful responses were rooted in present day research (stem cell, genetics, cancer cures) and considered how nanotechnology could advance such research or whether it could be considered a danger (as a way of controlling behaviour perhaps). The best responses examined 'potential' and 'priority' in the context of present day scientific knowledge and whether there is other research which is more beneficial.

Question 5

Most responses were uncertain about 'malnutrition', often interpreting it as not eating a balanced diet (too much junk food) and referring to obesity, food banks and the need to exercise. More successful responses considered serious widespread nutritional deficiencies and starvation in specific countries with reference to charitable donations and aid projects. Others responses touched on locations where war and instability had led to malnutrition and where solutions (such as aid programmes) were difficult to implement. The best responses covered a range, including the plight of the poor in their own country and evaluating the extent to which the government was addressing such issues as malnutrition.

Question 6

Most responses focused just on 'economic desire' with references to the situation in a specific country (unemployment, more desirable financial opportunities or escaping 'poverty traps'). More successful responses considered other 'desires' (a more stable environment for family, sharing culture, learning a language or a desire to travel) and examined whether they might take priority over 'economic'. The best responses considered a range within a balanced discussion, usually concluding that it did depend on individual circumstances. Responses appeared to have a good understanding of 'migration'.

Question 7

Most responses focused on a failure to preserve the environment, citing global warming as the main evidence for this. References were also made to deforestation, growth of tourism/travel, pollution and the escalation of fossil fuel use; but balanced these against the growth of renewable energy, conservation laws and various other preservation measures. More successful responses did focus on the wording of the quote, to consider the ways nature had been sanitised with reference to parks, gardens and settlements as well as familiar conservation arguments.

Question 8

Responses did suggest that science fiction today focuses on space exploration as an area which has not become a reality, although many did admit that modern technology can soon appear outdated in novels or films today. Some responses suggested that scientific breakthroughs today could create science fiction (nanotechnology, robotics, black holes – as a subject for the film, 'Interstella'). All responses here were successful, with knowledge and detail, but some developed more balance than others suggesting that today science fiction can be rooted in the consequences of advanced scientific research.

Question 9

This question was quite popular with many focused responses. Examples were used to relate clothes to character, although these could be quite obvious (dark for gloom, colour for extroverts or a suit for organised people). More successful responses considered other aspects: that clothes reflect age group, shared interests, informal/formal situations more than personality. Also some responses widened the discussion to include focus on not judging by appearance as this could lead to a wrong assessment of an individual's character. The best responses covered a range of issues raised by the question.

Question 10

There were only a few responses which all tended to generalise and relate language to culture therefore documenting that language preserves culture and traditions. Very few examples were used but English was considered the language of global commerce and, as such, was necessary but was the biggest threat to the extinction of minority languages. Therefore it was concluded that the only way to prevent languages becoming extinct was to write them down.

GENERAL PAPER

Paper 8001/21
Paper 21

Key messages

The rubric for requires candidates to answer one question only. However, a number of candidates attempted more than one question.

It is vital that candidates read through the paper carefully before making their choice of question. This is particularly significant in the case of the comprehension assignment where candidates should appreciate the demands of the vocabulary and sentence composition sub-question.

As always, the use of the rubric *using your own words* cannot be ignored. In such questions little credit, if any, can be awarded to candidates who copy from text from the passage.

Word limits are imposed in certain sub-questions to test candidates' ability to write in a concise fashion. Examiners are vigilant in judging the point at which the limit is exceeded, and material beyond that point cannot be credited.

General comments

All candidates showed clear engagement with the paper and virtually all attempted all sections of their chosen question. Candidates responded thoroughly and at appropriate length and there was no evidence that any candidates were short of time.

Comments on specific questions

Question 1

This was the most popular question.

(a) and (b) All candidates made a rational choice of favourite and least favourite, and found little difficulty in finding evidence to support their views.

The Market Square House was held by some to be capable of housing the 125-strong cast and crew as well as catering for the additional 100 extras which seems very unlikely. At the same time many candidates disregarded the expense of renting it as well as the expense of constructing realistic sets, hiring extras and arranging catering, all of which would be loaded by the city location.

Greenlands Hall was held by some to be too far from the city for access to cutting studios, commuting and Leza Monell's access to her studios. At under an hour's drive by 'fast road' this is much less of an issue than had Blackcliffs Castle been chosen. The point of Greenlands Hall being too pleasant a location to seem ghostly was overlooked by almost everyone and the difficulties with electricity, accommodation, set construction and the lack of appropriate hotels were not fully realised.

Blackcliffs Castle's remoteness was underplayed by some as was the electricity problem on the grounds that the filming would be done at night, so electricity would not be needed.

These sections required candidates to use 'own words' and many answers received little credit when no attempt to paraphrase words and phrases such as 'leading actor Per Schiller', 'leading

actress Leza Monell', 'top quality hotels', 'luxury rental apartments', 'immediate pre-editing', 'unreliable', and 'cinema enthusiast' was made.

- (c) Strong responses saw that the setting of Greenlands Hall in 'delightful parkland' would be an irrelevance since filming was to be done at night.
- (d)(i) Most candidates understood that employing experts could save time (and hence money), that experts would have a good handle on the minutiae of film companies' requirements, and that standardised company procedures would ensure that areas such as insurance were covered.
- (ii) This was not especially well answered as many candidates simply put forward the idea of 'making money' without linking it to the worldwide popularity of film and TV. Few candidates saw the point of being associated with glamorous people and occasions.
- (iii) Most candidates understood why celebrities insist on luxurious accommodation.
- (iv) Many candidates failed to appreciate this question and instead of discussing different businesses, focused on the different events that could be held in a hotel.

Question 2

This was the second most popular question.

- (a) Many candidates offered friendly/moody as contrasting features.
- (b) Stronger responses picked up on the factors of favouritism, fear of alienating a child and genuine inability to choose between them. Often, comments about terminal illness affecting the old man's judgement or the fact that he may not have been of sound mind in his later years were seen. Stronger answers also focused on the expertise and impartiality of the lawyer.
- (c) Stronger responses pointed out with relish Doma's greed, unpleasantness, selfishness, avarice and willingness to denigrate the ideas of the siblings.
- (d) The key to a good-to-excellent answer was to concentrate on the motives underlying the protagonists' choices rather than the choices themselves. Weaker responses did not see this and simply described the choices rather than what prompted Jaco, Nolly and Petra to make them. Thus, answers describing Jaco's altruism, benevolence, contentment with his lot and charitable motives; Petra's concern for fairness, to preserve the painting as a family possession, her forward thinking, financial shrewdness, and realism in postponing a difficult situation; Nolly's unselfishness, civic mindedness, recognition of the cultural importance of the painting and concern to have it properly cared for – all these scored deservedly high marks. Less effective were answers which simply described the choices in detail, quite often lifting substantial extracts from the source in the process.
- (e) Similar considerations applied to this question. Weaker answers plumped for either 'yes' or 'no' and then proceeded to write about the decision they thought the lawyer would make and the reasons why he might have made it, instead of explaining why they felt his decision to be difficult or not.
- (f) Some responses discussed the labour and materials that went into building a house; utilitarian's said we needed houses in a way that we do not need paintings which are strictly speaking a luxury rather than a necessity; and a few said that both houses and paintings were necessities of a different kind that we had for differing reasons to meet different needs. Weaker responses misread the question and discussed *the* house and *the* painting.

Question 3

This question proved slightly less popular than **Question 2**.

- (a) The quality of answers to this question tended to hinge on the candidates' ability to avoid lifts. Many candidates were unable to find alternatives to phrases such as 'locate other people', 'installed on bicycles or carried by elderly people', 'an alarm will be triggered if the monitored object goes offline', 'mysteriously disappearing', 'control the flow patterns' etc. Those that could

paraphrase accurately produced stronger responses given that they had a source of material containing much tidily compressed information from which they could choose.

- (b) Some candidates missed out by making the same point in different ways. It was noteworthy that hardly any candidates used material from paragraph five – a pleasing instance of a rubric universally followed.
- (c) Many candidates got this right though a small number lost the mark as in offering something such as ‘the Chinese government decided to plough full steam ahead on its own.’ the actual mixed metaphor was not precisely identified.
- (d) Most candidates cited ‘Big Brother’ surveillance, stalking and hacking; with the better answers giving examples of how they might work.
- (e) As with the previous question, candidates found it relatively easy to access the marks by citing two examples of the benefits of competition.
- (f) (i),(ii) The majority of candidates scored fewer than half marks in each part. On a positive note relatively few answers were wrong because candidates changed parts of speech, e.g. defining nouns as verbs or changed tenses from the perfect to the subjunctive. ‘Have mastered’ was the only exception to this observation. In the demonstration sentences, a small number of candidates used the words they had offered as definitions rather than the words in the question.

Use of English

- The vast majority of candidates obtained a high mark for Use of English and very few lifted so much from the texts as to make the assessment problematic.
- In general, virtually all answers offered a high level of intelligibility with errors that were usually minor such as mis-spellings (accommodation was a common culprit), wrong agreements between verbs and subjects, adjectives used as adverbs, and inconsistency of tenses within sentences.
- It was rare to find that meaning was seriously impeded which, rightly remains the major criterion for candidates many of whom are writing in a second language with aplomb and technical control which is both impressive and praiseworthy.

GENERAL PAPER

Paper 8001/22
Paper 22

Key messages

- The standard of written English was strong as the majority of responses matched the criteria found in the top two bands for Use of English. A few candidates copied words and phrases from the passages and placed this material in quotation marks. Unfortunately, when responding to questions requiring the use of the candidate's own words, words and phrases that are copied from the passage cannot be credited even when the candidate acknowledges and attributes them by placing them in quote marks.
- A very broad range of connectives and conjunctions were incorporated by many candidates into their work so that their answers were structured and flowed very well.
- Some candidates showed a very good knowledge of idiom, and used interesting vocabulary and appropriate colloquial language.
- Many candidates incorporated discursive expressions into their answers and used an appropriate register.
- It was noteworthy, especially in answers to **Question 3**, how many candidates had been well trained in how to express opinions in multiple ways, adding to the variety of structures and vocabulary employed by a candidate, thus impacting positively on the Use of English mark.
- Few candidates offered generalised answers. Many candidates gave nuanced responses, gaining marks by using modal verbs, other verbal constructions.
- A few candidates answered multiple questions instead of the one as required by the rubric. In addition, a small number of candidates changed their mind with regard to which question they were going to respond to after starting to answer it. It is highly recommended that candidates read through a question completely before deciding to do it. There were also occasions when candidates did not answer all the sub-questions of their chosen question. It is again highly recommended that a candidate tries to answer every part of a question.
- It is essential to read the question carefully and to respond to that question asked rather than to the perceived one. For example, in **3(c)**, candidates who scored highly gave three pieces of irrelevant information as directed. However, there were a few candidates who, instead, gave one piece of irrelevant information and then justified their choice.
- A significant number of candidates wrote much more than was allowed in questions with word limits. One of the key skills examined on this paper is the ability to compose succinct responses, resulting in material appearing after the word limit not gaining credit.

Comments on specific questions

Question 1

This question attracted a minority of candidates.

- (a) Some responses offered too much material. Other weaker responses did not note the form of the word or phrase given and gave an answer that did not match, such as offering '*visible*' (an adjective) for '*remnants*' (a noun).

- (b) Some candidates recognised that the question was a rhetorical one, but most candidates either described the question (saying, for example, that it was a ‘sarcastic’, ‘angry’ or ‘disappointed’ one) or thought that it was another form, such as an ‘imperative’.
- (c) Many candidates offered answers in their own words. Some candidates showed mastery of the passive voice. Weaker responses usually selected the correct material but copied it entirely from the passage or gave answers in their own words that were too vague. Stronger responses managed to convey the point about the hotel not trying to put things right and just relying on the fact that it used to be good. It is highly recommended that, when the rubric requires eight problems to be cited, candidates do not respond with general points or extraneous material first as creditworthy material beyond the eighth point made was seen regularly. Common misunderstandings were that the staff were ‘ignorant’ about the robbery (a misunderstanding of ‘*did not want to know*’) and that ‘all the staff ‘were rude and not willing to help’ (when there was one member who was hospitable).
- (d) Many candidates noted the differences in the reviews before and after the months mentioned and offered insightful responses, often using very good vocabulary and the passive voice to good effect.
- Responses written in the incorrect tense did not gain full credit as there was a subsequent lack of clarity in the answers. Examples included ‘The cleaning services should be improved’, ‘Having proper staff training is essential’ and ‘... will be improved’.
- (e) The same comments for (c) apply to this sub-question. One quite common misunderstanding seen was that the food was ‘clean’.
- (f) Candidates engaged very well with this sub-question, offering valid suggestions and showing good analytical skills. Stronger responses followed the instructions to give facilities or features (rather than a strategy such as, for example, television advertising campaigns) and offered only three examples with justifications within the word count and in an appropriate tense.

Question 2

A small minority of candidates chose to respond to this question; the feedback is therefore limited because of the very small number of scripts seen.

- (a) Some candidates would have gained higher marks if they had not copied key words and phrases from the passage and/or had adhered to the word limit as creditworthy material was regularly seen beyond the word limit. Some candidates did answer using their own words, impacting positively on the Use of English mark, but did not gain credit for the content of their response because all the required information had not been included.
- In (ii) candidates scoring well correctly located the required material and then only copied out those elements. Some candidates would have attained more marks if they had either not given responses written in their own words which then did not contain all the necessary information, or not included irrelevant material.
- (b) Weaker candidates found it difficult to put other points into their own words. Regarding candidates gaining higher marks, similar comments to (a) apply in this question too. Some candidates gave responses based on material that did not appear in the second paragraph.
- (c) Stronger responses selected the correct elements from the passage, copying out in full only the required material. Some candidates would have gained more marks if they had not offered answers written in their own words that lacked key information; others would have scored more highly if they had not included irrelevant information.
- (d) Stronger responses located the correct material and then confined their answers to the required information only.
- (e) Candidates who gained this mark noted that their opinion was required so did not give a response that only included a description of the watch found in lines 38 and 39, but offered insight into why investors were attracted to this particular watch.

- (f) Candidates who gained most credit noted that three disadvantages were required and conveyed all the relevant information in their own words.

Some candidates would have scored more marks if they had offered material from paragraph 8 in their response, as directed; cited the correct number of projects not delivering their rewards on time, or not copied key words and phrases from the passage.

- (g) There are several ways candidates could have gained higher marks on these two sub-questions. It is crucial that candidates use the same grammatical form as in the question (e.g. 'ferments' is not the correct form to replace 'simmered'); ensure that the subject matter of the sentence offered is not the same as in the passage (e.g. 'niche' in a sentence about creations); provide only one synonym per question; check that the exact meaning of the word is clearly defined in the sentence given; respond with only one sentence per question as two sentences separated by a comma is a rubric infringement (comma splice – rectified by the use of a semi colon instead of a comma); offer six separate sentences rather than writing a narrative which randomly includes the six words or phrases, and, lastly, use the six words or phrases given in the question rather than the candidate's own synonyms.

Question 3

The majority of candidates chose this question.

- (a) and (b) Most candidates followed the instruction to refer only to the candidate they had chosen; it was rare for candidates to write, for example, that they had chosen Joop because Ideena might be leaving, which infringes the rubric. Some candidates responded well to these sub-questions. Good responses were characterised by a confident use of superlatives. In addition, answers gaining high marks incorporated the use of synonyms for key words in the passage; showed an understanding that answers needed to be nuanced; exhibited the ability to read between the lines and understand the three different characters involved; and used material gathered from all the possible sources – the headteachers' comments, the information about the judges and the Additional information – linking them together to form cogent arguments.

Weaker responses selected random facts from the passage, and then cited them in their answers without any development or indication of whether they were advantages or disadvantages so that their response was more of a narrative than an analysis.

In addition, some candidates could have attained higher marks if they had considered **both** the advantages and disadvantages, thus ensuring that they offered a balanced response by including at least one disadvantage in (a) and one advantage in (b). A few candidates cited more disadvantages than advantages in (a) and more advantages than disadvantages in (b).

Some candidates would have attained higher marks if they had not copied key phrases from the passage. Higher marks could also have been achieved if responses had been more detailed. Generalised answers, such as 'is intelligent', 'involved in other activities', 'a role model' or 'good time management', required more precise information to be creditworthy.

- (c) Stronger responses recognised, in particular, that points 4 and 7 were irrelevant. Not knowing the meaning of 'Convention' might have been the reason why point 12 was not always selected. Some candidates offered answers in their own words, even though this was not a requirement of the question, but they still gained credit if the meaning was clear.

Weaker responses listed other points that they regarded as irrelevant because they were pieces of information pertaining to a candidate they had not chosen in either (a) or (b) (e.g. Point 3 because they had chosen Joop in (a) and Ideena in (b)).

- (d) In (i) many candidates' responses showed insight and maturity.

Some candidates outlined the need for stronger measures to deal with the situation in a firmer way, including the following: 'stricter laws', 'correctional facilities', 'more police patrols' and 'longer shifts', and the 'stricter control of firearms to make them less accessible to the public'.

In both (i) and (ii), some candidates would have gained higher marks if they had adhered to the word limit so that creditworthy material did not appear beyond the cut-off point.

Whilst some candidates met the requirement of the sub-question to analyse the structure, focus and make-up of the panel, many candidates would have attained higher marks if they had not offered answers that only criticised the three judges currently on the panel. A common misunderstanding in such responses was that Mr Moni was a poor choice of judge because he did not enjoy his job and was only doing this for the money, not realising that these comments were only relevant to his job and that being a judge was an unpaid position.

Use of English

- Many candidates had difficulty conjugating the present tense correctly and consistently in their responses. However, some were able to manipulate more complex tenses confidently.
- Some candidates answered sub-questions using a series of simple sentences, impacting negatively on the Use of English as complexity is one of the criteria. In addition, incomplete sentences were seen, especially in **Question 3(d)(i)** and **(ii)**.
- Some candidates found the use of articles and pronouns problematic. They did not use the articles consistently and struggled to integrate pronouns into their answers, finding it difficult to make them agree correctly with their subjects.
- Some candidates could have achieved more credit if they had used a wider range of punctuation, connectives and conjunctions. Commas and full stops were seen in all responses, but very few candidates showed the ability to include a semicolon or a colon correctly in their answers. 'That' and 'which' were used by some candidates when 'who' would have been the correct conjunction in the context. In addition, the incorrect use of 'in which' and 'of which' occurred occasionally.
- Candidates, when copying words from the passage in contexts that are permitted, should take care to spell these words correctly. Words that were sometimes spelled incorrectly included 'convention', 'creators' and 'diligent'.
- Some candidates answering **Question 2** found it difficult to spell rhetorical correctly.

GENERAL PAPER

Paper 8001/23
Paper 23

Key messages

It was pleasing to see a broad range of connectives and conjunctions being used by candidates in their work.

Candidates gave nuanced responses, gaining marks by using modal verbs to good effect.

A significant minority of candidates answered multiple questions instead of one as required by the rubric. When this happens, candidates are more restricted by time constraints and do not have the opportunity to develop detail in their answers for each question. There were also some occasions when candidates did not answer all the sub-questions of their chosen question. It is highly recommended that a candidate tries to answer every part of a question.

A significant number of candidates wrote much more than was allowed in the questions with word limits. Often they repeated back the question, wasting some of the words they could have used to gain credit.

Comments on specific questions

Question 1

This was the most popular question.

- (a) Weaker responses found it difficult to link the grand interior of the Royal Academy with the bleak room of one of Brown's clients. Some were able to offer a general difference, but the specific detail needed was not presented by many.
- (b) Some candidates recognised that the art exhibition was open and any one could enter; others were confused and thought it was only for specialist artists or homeless people
- (c) Many candidates were able to fully extract at least two examples of inspiration; some fared less well because they did not give enough information e.g. 'an actor's photography' rather than 'the actor Dennis Hopper's photography' or the 'civil rights movement' rather than 'images of the 1960s/American civil rights movement'.
- (d) Candidates who recognised the importance of the impact of war on restricting a person's access and ability to participate in recreational activities were able to gain some credit. Often responses were too general with no link to the stress of living through a war.
- (e) The most successful candidates wrote in their own words within the word count and were able to express the idea of the club being a place where the attendees could be calm, experience a different world than that which they are used to and have their confidence boosted. Many candidates simply lifted text from the passage.
- (f) (i) A good number of candidates were able to recognise the idea that this particular piece of art was important to Beth either because it was her first piece or that she had been unable to pursue art at School because of her behaviour there.
(ii) In the answers seen the reasons why businesses partake in charity work was restricted to the idea of it being good for publicity.

(iii) Stronger responses were able to articulate the ideas required for credit. The question was looking for reference to the monkey's disquiet at the role of money in society and the power of the banks or the idea of manipulation of people by the banks.

(g) (i) It was crucial that candidates used a synonym in the correct grammatical form as is in the original question: an adjective must have an adjective etc. For example 'behaving rowdily' is not the correct form for 'disruptive'. Candidates should provide only one synonym per question.

(ii) Candidates should:

Ensure that the subject matter of the sentence is different to that of the passage. For example, writing about a sprawling pile of magazines is not acceptable but the sprawling suburbs of a town would be a good use of the adjective.

Check that the exact meaning of the word is clearly defined in the sentence given (if it could be replaced by another word and have a different meaning then the use is not specific enough).

Make sure they understand that two sentences separated by a comma is a rubric infringement (comma splice) and could be rectified by the use of a semicolon instead of a comma).

Offer six separate sentences rather than writing a continuous narrative which randomly includes the six words or phrases.

Use the six words or phrases given in the question rather than the candidate's own synonyms.

Question 2

(a) (i) This question was answered well with the majority of candidates able to note that the Hahn's had put in roof insulation and installed a more efficient boiler.

(ii) Weaker responses used words from the passage and therefore did not gain much credit when these phrases were used extensively. Stronger responses were successful as they attempted to write in their own words. Some candidates provided answers that were longer than the word limit guide.

(b) Many responses were able to recognise the impact of latitude on the efficiency of the solar panels. These responses recognised the fact that the Hahns lived in Northern Europe, and distance from the Equator would have affected the efficiency of their panels.

(c) Most candidates were able to use the context of the conversation between the Hahns and the salesman to make appropriate suggestions. The majority of the responses for 'Er, we're intending to ...' focused on the idea of consulting more, getting further information about their own situation and getting more quotes. With the second phrase, many candidates suggested 'quick', 'too soon', 'unprofessional' as an appropriate phrase to complete 'Isn't this all a bit ...'

(d) Many candidates found it difficult to pick up the emotions implied in some of the behaviour of Mr Anders particularly in **(iii)** where the word 'sheepish' was not well understood. Candidates were most successful answering **(i)** and **(iv)** giving some particularly good answers. In **(i)** many understood that the fact that the Hahns knew a lot about solar panels would make it difficult for Mr Anders to convince them of their merit.

In **(i)** some candidates were able to understand the notion of making a quick sale by building a relationship with the customer.

Candidates demonstrated better understanding in **(iv)** understanding that Mr. Anders looked resigned because he realizes that he cannot make his sale.

(e) The candidates who were able to communicate their understanding in their own words of what should have been done to prepare an accurate quote for the Hahns achieved most marks in this question. The most popular suggestions related to the need to send round a qualified surveyor prior to Mr Anders' visit, the need to check that location for the panels was not shaded and to provide the Hahns with some idea of costs.

- (f) Many candidates picked out the relevant phrase that matched the translation. Most successfully answered were the translations for 'has heard though the grapevine', 'rogue traders' and 'hold your horses'. Candidates often provided 'sealed the deal' incorrectly for 'submit something just before the deadline'.

Question 3

- (a) and (b) Almost all candidates chose one of the three dogs available. Teg was the most popular choice in (a) and Rollo and Nip in (b). Many candidates responded well to these sub-questions. Most candidates gave the right balance of advantages and disadvantages in each sub question. However, some did not follow the instruction and focused on either advantages or disadvantages only.

Good responses were characterised by the ability to use synonyms for the words in the passage; confident use of comparatives and superlatives and a clear understanding of the lives of the family members so that the chosen dog would fit into their daily routine and needs. Candidates that used material from all the possible sources – the tables and the additional information section - scored well. For example, linking the idea of a guard dog with the rising crime in the city and recognising that energetic Leo needs a dog with some energy.

Weaker responses made general points that could be applied to any dog for example the family does not have time to take care of a dog because they have busy lives. Some candidates recognised size as an issue linking it to the size of the family's house but did not, in the case of Rollo, recognise the possibility that his size would be a drawback with smaller children and an elderly person.

Certain key phrases were often copied in their entirety, limiting the marks that could be gained for example 'easy to train', 'more than two hours a day', 'excellent guard and watchdog', 'well socialised', 'not good with young children'. When candidates were unable to use their own words, they were unable to gain much credit.

- (c) Some candidates recognised point 8 as the irrelevant piece of information, though very few candidates offered sufficient justification.
- (d) (i) When the word count was adhered to and candidates did not repeat the question format in their response, this question was well answered. When the reasons given did not appear after the cut-off point, candidates gained credit by offered two distinct and developed reasons why pet owners live longer. It seemed that the experience of owning a pet themselves may have resonated with many and they were able to draw on this to help them answer. Most answers referred to dogs as the pet and considered the idea of having a friend to aid loneliness or depression.
- (ii) A range of costs were offered, mainly financial, but occasionally candidates considered the time costs involved for example in walking a dog.

Use of English

Many candidates were able to demonstrate a high level of skill in both their use of vocabulary and construction of complex sentences. A range of conjunctions was seen such as 'since', 'as', 'because' and 'while' which allowed candidates to join sentences together in an extended way. Some weaker candidates who wrote simple sentences restricted their access to high marks.

Some candidates relied heavily on the resource to answer their questions; this not only impacted negatively on the marks for a response when the question asked for 'in your own words' but also restricted their ability to demonstrate a range of vocabulary and sentence construction that would have gained them a higher mark Use of English mark.

Several candidates used phrases such as 'which means that' and 'could' and 'might be' to demonstrate their understanding of the nuanced nature of the text they were reading.

Some candidates confused 'their' and 'there' and spelled words incorrectly even when they were taken from the text.