

GENERAL PAPER

Paper 8001/11

Paper 11

Key Messages

- make full use of your time to prepare and proof read your work
- stay focused on the key words to answer the question as set
- avoid basic errors in the English and use your vocabulary in the appropriate context

General comments

The improvement in the structuring of essays has been maintained by the majority of Centres. Introductions usually set the scene for what is to follow in a succinct manner. However, there is still scope to improve conclusions. Some candidates simply list the main points of the essay without pulling the threads of the argument together and without any substantial reference to their own opinions.

The standard of English covered the whole range of the mark scheme. The best essays were fluent with appropriate expression, grammar and vocabulary. Weaker scripts contained a variety of errors and were sometimes written in an informal style which did not match the serious content of this examination.

Some candidates had edited their English thoroughly and systematically before handing in their work and, therefore, careless errors were relatively rare. Those candidates who do not routinely run these checks are strongly advised to do so.

Examiners found some poorly presented scripts. Scarcely legible handwriting, no margins on the answer paper and missing question numbers are the main problems.

Rubric infringements are now relatively rare.

The following points embracing Use of English, essay technique and content are presented in bullet points style to help candidates remember them:

- take time to read **all** questions very carefully **before** making your choice
- If you are not **absolutely** sure of the **exact** meaning of the question, do **not** attempt it
- look carefully at the **key words** in the questions you intend answering
- do **not** write all you know about the topic - **answer** the question as set
- prepare an essay **plan** which remains **focused** on the **key words** in the question
- ensure the plan **shows** that you have sufficient knowledge to meet the **requirements of the question**
- check and edit the essay **structure** regarding introduction, main body and conclusion
- avoid vagueness, **generalisation**, assertion and sweeping comments
- ensure that your **major** points are sufficiently **detailed**
- always illustrate your **major** points with convincing **examples** (local/national/international)
- remember the maximum length of an essay is **500 words** approximately.
- leave **enough** time to check your work
- ensure you have answered the question **as set** without superfluous **digression**
- check your English **systematically** correcting any **careless** errors.

Use of time

Most candidates did not encounter problems with the time allowance for this syllabus. However, a number of candidates spend too much time on one essay to the detriment of the second essay. The second essay is often hurried and sometimes incomplete. Both essays should be about 500 words long. Essays of fewer than 375 words have marks deducted proportionally for the Use of English. Poor use of time also means

that little or no time is left to edit work with due care. Do not waste valuable time by writing sections of prose which are then crossed out and rewritten or by changing a started question.

Use of English

Examiners saw a wide range of candidates' ability to write English fluently. Some candidates have virtually full operational command of the language and therefore score highly in the Use of English mark but the weakest candidates are unable to express themselves with any real accuracy which often means that the content can lack clarity. However, in most cases, even if the English is not totally accurate or the idiom is sometimes not fully appropriate, there is no real problem following the gist of the argument.

Some candidates often have a wide range of vocabulary at their disposal but are not always able to use it effectively in the correct context. This problem usually arises when candidates acquire their vocabulary on a one word for one word equivalent basis and not in a phrase or sentence which is easy to remember.

It is a shame that marks are needlessly lost because of basic errors, especially when these crop up year after year and are reported on in these Reports year after year. A systematic eradication of these rudimentary errors, examples of which are listed below, is the quickest and surest route to score higher marks for the Use of English element:

- subject/verb non-agreement.
- missing endings on plural nouns because of carelessness and/or poor checking
- the pronoun 'one' should not be followed by 'they'/'their'
- frequent incorrect use of definite and indefinite articles
- confusion between their/there, to/too, here/hear, crisis/crises and practice/practise
- incorrect use of apostrophes
- incorrect comparative forms such as more easier/more richer/more harder
- incorrect use of commas leading to loss and/or ambiguity of meaning
- words not separated, e.g. 'alot' 'infact' 'aswell'
- use of 'etc.' to be avoided
- 'in a nutshell' is colloquial and not suitable as the opening of the concluding paragraph
- e.g. incorrectly rendered as 'for e.g.'

Comments on specific questions

Question 1

Not an overly popular question but usually confidently answered by those with an interest in economic affairs. Many candidates were able to analyse measures which were aiding economic recovery and they also discussed others which so far have produced little or no improvement.

Question 2

Quite a popular question. Quite a number of candidates focused on promises made in election campaigns which are later not honoured. Some took examples of dishonest 'villains' from history, such as Hitler and Stalin. Against these, Mandela and Gandhi were seen as honest and praiseworthy. Better answers linked dishonesty with corruption of various kinds at all levels in many developing countries.

Question 3

This was a popular question. Weaker candidates confused immigration with migration, emigration and rural to urban drift. Stronger candidates produced a balanced answer including benefits such as cheap labour, increased GDP, closing any skills gap and cultural diversity. Disadvantages were focused around resentment from local people because of alleged job losses to incomers, overcrowding, increasing crime rates and cultural dilution. Due reference was made to the impact and importance of the various waves of immigration into the USA and there was appropriate reference to 'economic' migrants caused by the push/pull factors between affluent and poorer nations.

Question 4

Also a popular question with too many descriptive answers which were often limited to several examples of 'valuable' advice received from 'model' parents. Some candidates did probe deeper and even questioned

parental advice which did not take any notice of current ideas and mores. A few candidates also recognised that their parents were also trying to 'live their dreams' through their children and did not take sufficient notice of the wishes and preferences of their youngsters.

Question 5

A reasonably popular topic but not always well answered. Weaker answers seemed to be unaware that this possibility was already available and some even envisaged the question as referring to parents seeking a gender change in their young child. There was a complete disagreement between those promoting a very liberal attitude towards this matter and those opposing it for ethical or religious reasons. However, some realised the attraction of gender choice in China where the number of children is regulated or in other countries, where male babies are a prized asset. The question of cost was seldom considered.

Question 6

A moderately popular question. The key words 'suitability' and 'sufficient' did not feature prominently in weaker responses and these candidates tended to view solar energy as a complete solution to all the world's energy problems as the sun's rays come free of charge. Better informed candidates recognised the limited potential of solar energy to power towns and industries but did acknowledge its useful role as part-provider of power in combination with an array of other energy sources.

Question 7

Not a popular question and seldom well answered. The key words 'Internet gambling' were often given scant attention which gave rise to answers discussing the benefits and drawbacks of the Internet and/or the perils of gambling with little or no mention of the Internet variant.

Question 8

Very few responses. Candidates demonstrated little knowledge of steps already taken in provide protection against future pandemics whilst others, from more developed countries, dismissed such preparations as unnecessary. The 'key words 'your country' were occasionally overlooked in favour of a global perspective.

Question 9

Not popular. Weaker candidates did not comprehend 'subsidise'. Some answers from developing countries opposed the notion of giving money to the arts as there were other more urgent deserving causes, such as better education, better housing and improved health care.

Question 10

A very popular question. Many candidates suggested that 'you cannot judge a book by its covers' and adapted that saying to fit the question. Stronger candidates considered dress often as an indicator of social status but also conceded that appearances can be deceptive. They also pointed out that some clothing is meant to conceal the identity whereas working clothes/uniforms are often a means of identification. Some candidates noticed that many dress according to how we wish to be perceived.

Question 11

This was not popular. The key word 'celebrity' was fully illustrated by naming famous sports, media people and royal families, but 'ever increasing' did not attract sufficient attention. Better answers stressed the popular need for role models (even idols) and it is this need which drives the media circus. Some noted the common aspiration of youngsters to want to be 'famous', with all the glitz and glamour this entails.

Question 12

Reasonably popular with a high percentage of satisfactory-to-good answers. Most identified a number of political, economic and social reasons for the desirability of learning a foreign language. English was identified as the dominant world language, with a large number of mother tongue speakers and a vast number of second language speakers. Many positive aspects of English were mentioned, including its use in global politics, economics, science, tourism. However, this should not mean that native English speakers would not profit from learning other languages as this provides access to another country and a deeper insight into its culture, with the bonus of a new appreciation of one's own language.

GENERAL PAPER

Paper 8001/12

Paper 12

Key Messages

- Pay greater attention to the wording of the question. Many candidates see a word in the question, such as 'television', and write a generalised essay on the topic – and so score badly.
- Plan each answer carefully before beginning to write – unplanned essays score badly.
- Allow ample time to check work before the end of the examination – to avoid careless errors.

General comments

There were many detailed and thorough responses which answered the question set and gave a variety of relevant examples to illustrate their main arguments. There were also many responses which contained few examples, resulting in vague and generalised arguments that lacked conviction.

Candidates should focus on their own country when prompted to in the question; if this is not asked for, then a broader focus is required. Many candidates made good use of their knowledge of the topic they were writing about and were able to include examples to support their ideas. There were some detailed and well balanced arguments evident from a good number of candidates.

The vast majority of candidates used the time wisely and were able to write in clear paragraphs, using largely clear expression. There were also lots of clearly structured essays, with an evident introduction and conclusion. Many used the introduction to give a history/ background of the topic when it would have been better to begin with an immediate focus on the wording of the question, with an exploration of the issues that are raised by it. Some conclusions merely repeated content from the rest of the essay, rather than drawing a final conclusion and stating a clear, personal point of view.

The following points embracing Use of English, essay technique and content:

- handwriting was sometimes hard to read
- few candidates show evidence of careful planning, which is reflected in the disorganisation of the content in many essays
- there were very few instances of rubric infringements this year, although several essays were short and lost marks for the Use of English, as a result
- candidates need to answer the question set and not everything they know about a previously rehearsed topic area or a question they would like to have been set
- Several candidates ignored the wording 'in your country' in their responses and wrote too broadly about other places, which was irrelevant
- There was evidence of essays that followed a formula, beginning with 'Imagine...', developing with 'I will now elaborate' and ending with a general comment such as 'Why would you think any differently when I have put my points so clearly.' This is not good practise as it does not allow for creativity and originality in the response.

Use of English

Use of English Marks can be needlessly lost through basic errors, examples of which are listed below:

- subject/verb non-agreement
- Use of informal vocabulary such as 'kinda', 'gotta', 'kids'
- The use of the clichéd phrase 'In a nutshell' should be avoided as it is colloquial and not appropriate formal English
- missing endings on plural nouns because of carelessness and/or poor checking
- using incorrect plural instead of singular words: electricities, behaviours, informations and technologies instead of electricity, behaviour, information and technology
- the pronoun 'one' can not be followed by 'they'/'their'
- frequent incorrect use of definite and indefinite articles
- confusion between their/there, to/too, here/hear, crisis/crises and practice/practise
- incorrect use of apostrophes
- incorrect comparative forms such as more easier/more richer/more harder
- incorrect use of commas leading to loss and/or ambiguity of meaning
- words not separated, e.g. 'alot' 'infact' 'aswell'
- use of 'etc.'
- e.g. incorrectly rendered as 'for e.g.'
- using the term 'Internet', rather than 'The Internet' and 'government' instead of 'the government'
- common spelling errors included: infront, aswellas, anymore, lifes

Comments on specific questions

Question 1

This was not a popular choice and several candidates chose to describe the source of the financial crises at length before focusing on the question, which was not a good approach. The most successful candidates addressed the question immediately and explored the various approaches their country had adopted to counteract the global financial crises. Other answers quickly ran out of things to say and were only able to generalise on measures taken by their government, with little or no evidence of any positive or negative impact.

Question 2

A number of good responses to this question explored what their government was doing wrong, with some detailed criticism of policy problems, including education, the environment and policing. There were also some successful answers that complimented their government, saying how successful it had been in creating an integrated peaceful society. There were few balanced essays which explored both positive and negative aspects of their government. The word 'deserves' was often missed by candidates, which led to a good opportunity being missed to explore whether people voted for the right reasons with an informed approach.

Question 3

Successful candidates were able to illustrate issues, such as the historical influx of certain groups working in the construction industry. Good points included the threat to jobs of those already living in the country, as well as placing a strain on the infrastructure in areas like education, benefits and services. Some saw the positive side of immigration with people prepared to take jobs that locals refused and how there could be benefits in terms of educated and skilled workers taking on roles such as doctors, nurses and dentists. Many candidates mistakenly chose to write about migration within a country or emigration and not about immigration. As a result, answers were often vague and off topic. There needed to be much clearer exemplification of points made.

Question 4

This was a popular choice. There were many descriptive accounts of what an extended family was, and many comparisons with nuclear families. A number of responses discussed the advantages in considerable detail, focusing on key issues such as financial and emotional support. It was interesting to read many answers which gave great insight into local customs and traditions. Some responses were confused, with a focus on a large family, with too many children, rather than an extended family. Others chose to generalise on the role of the family in modern society, rather than exploring the topic in terms of the wording of the question.

Question 5

There were some very strong views presented in answer to this question. Some candidates spent too much time focusing on past ideals and not on current practice. The better answers explored how the male baby is still seen as more preferable and why, including debate on issues such as the family name, dowries and the male being the provider. There were some fascinating insights into the female role as home maker, being deprived of an education and being seen as second class citizens. Few explored how the role of the female is changing in society, still considering the male baby as preferable in their society, even today. Few candidates wrote about issues beyond their own country, which often limited debate, as the question does allow for a discussion on attitudes in various countries.

Question 6

A very popular choice. There were a number of detailed comments on the advantages of hydroelectric power, with some valid comments on their eco-friendliness and renewability. Many candidates did not exemplify the points they made with actual examples, which meant that many answers were not clear or lacked conviction. Answers often began with a very general and unnecessary summary of the various forms of power generation methods there are today and why we need more electricity, before alluding to the question. Many discussed the problems with dams, but chose either to include no illustration of this or to use one dam and to assume this applied to all. Comments on the high cost of building a HEP station were rarely exemplified. There were also lots of comments on the displacement of humans and wildlife, with no examples to illustrate this, making this line of argument very unconvincing. There were also some irrelevant points made, such as commenting on tourism and farming, when the question asked about HEP 'generation'.

Question 7

There were some very good answers that demonstrated a variety of reasons for the popularity of these games, highlighting advanced graphics, social links on the Internet, realism and affordability as key reasons. This was a popular question and many answers were lengthy, but often were quite descriptive and lacked analysis. Some listed games and explained why each of them was popular, rather than giving an overview, with the games as examples to highlight the main points. Many candidates showed good knowledge of computer and console games but did not focus fully on 'account for the popularity' in the question, choosing to describe games and the history of computer games.

Question 8

Many candidates found it difficult to deal with all the areas covered in the question. A large number discussed what normal personal incomes amounted to and how much people were able to afford the 'basics' with this. Others spent too much time discussing how people spent their money on luxury goods, such as televisions, MP3 players and the desire to holiday abroad, instead of focusing on basics such as decent food and clothing, therefore not fully addressing the ideas in the question. There were references to those less fortunate and needy citizens in society, but there were often narrow-focused responses which did not look further than the candidate's own personal experience.

Question 9

This was a very popular question, but many candidates scored low marks because they did not answer the question set. Many saw this as an opportunity to discuss the merits/ demerits of television, with no reference to 'live entertainment' at all in their answer. Others took the approach of looking at how live entertainment is now shown on television, but did not say how television had affected it. The better answers were able to discuss issues such as declining live audience figures at events such as pop concerts, football matches and theatre shows. It would have been useful to read more exemplification of these events, with specific proof of the issues discussed. Very few argued that television had no impact on live entertainment as audience figures were just as strong, if not greater now than ever. There were a high number of answers that saw television very negatively and blamed it for all society's ills. It would have been pleasing to have read about local 'live entertainment' and how this had been affected by people's use of television, but very few candidates took the opportunity to do this.

Question 10

The small number who successfully answered this question were able to give examples of how local languages have influenced the way English is spoken; few candidates were able to amply demonstrate this in terms of written English. Many candidates encountered difficulties when answering this question, choosing to write about how English had influenced their language when the question was asking how their local language had influenced the way that English was spoken and written in their country. As a result, a great number of the responses were largely irrelevant to the question set.

Question 11

A number of good candidates focused on how their society has become almost obsessed with fashion and that people, especially the younger generation, were pressurised by the media and peers into buying and wearing certain items, instead of local, cultural items. Many answers would have benefited from more detailed examples to illustrate the points being made. Candidates did not need to look exclusively at clothing, although most did, but were able to focus on other fashionable items including cars, MP3 players and other gadgets; several chose to do this, resulting in more diverse and interesting responses.

Question 12

Many candidates chose to focus on which sites require payment and which do not, so there was comment on free social networking sites compared to the charges for downloading music and film content. Few explored that it costs money to access Broadband/ dial-up connections before any sites are accessed and therefore missed a large part of the argument. There were many passionate views, although some were too assertive and lacked logical reason, such as the candidate who argued that it was right that music was free to download because some people cannot afford it, without thinking of the artist not being recompensed. Others argued that asking for payment to access certain sites would stop children from accessing inappropriate content. Many responses lacked a full knowledge of the topic and were superficial, lacking supporting examples.

GENERAL PAPER

Paper 8001/21

Paper 21

Key messages

- Candidates must follow every rubric concerning the use of their own words.
- Candidates must read carefully the material provided.
- Candidates must stick to the point of each sub-question and so avoid irrelevance.
- Some questions require a significant amount of interpretation and development of fact or opinion in answers. The highest marks can only go to candidates who do this.

General comments

This was the first year that candidates were issued with an insert to study and an answer booklet in which to respond to the questions. One most welcome by-product of this innovation was that comparatively few candidates went well beyond the required length of an answer since that would have necessitated continuing what they were writing elsewhere in the booklet. It would also appear that candidates had read through the entire Paper before setting about their answers - because **Question 2** rather than **Question 1** was by far the most popular choice. Most candidates followed the rubric and tackled only one question. Virtually everyone managed to finish within the time allowed. The majority were able to express themselves in workmanlike English, even if handwriting sometimes verged on illegibility. Whatever their linguistic ability, candidates who refrained from copying out large chunks of Passage 2 or 3 scored better marks than those whose answers had shown little selection.

Comments on specific questions

Question 1

- (a) Candidates generally understood the factors that had to be taken into consideration before a conclusion was reached regarding whether or not to lay on car wash facilities at the Inter-Islands Stores. What distinguished the most successful candidates from the rest was their readiness to explore the potential of whatever was under discussion at any stage of the dialogue. There were some particularly hard-headed assessments centred on cheap labour that appreciated that this assignment was based on a purely commercial decision. Hence, candidates did well if they realised that the plight of the unemployed was not an issue in this question though it was to feature in the next. As regards examination technique, the most effective answers wasted no time in repeating the question, but launched immediately into whatever recommendations seemed the most appropriate. Although candidates were told to take both sides of the argument into account, their memoranda sometimes ended abruptly before they had done so.
- (b) The majority of candidates took this question in their stride. Most were prepared to adopt the persona of an unemployed person considering working as a washboy at the Inter-Islands Stores. They were entitled to be keen, hostile or hesitant as long as they produced sufficient reasons for their stance. What the question did not call for was too much emphasis on the finer points of washing cars or, conversely, on a very wide impersonal perspective.
- (c) To do well, a candidate had to use the exchanges between Denno and Ebba as a key to each character rather than simply paraphrase what had been said. Interpretation was aided when each comment or question was placed within its specific context. So, for example, in **Question 1(c)(iv)**, Ebba may or may not be receptive to other people's ideas. The main point, though, is that s/he is being manipulated by Denno but does not realise this. Ebba, therefore, is naïve and slow on the uptake at this stage of the conversation, as the most perceptive candidates concluded.

- (d) With very few exceptions, candidates managed to identify an irrelevant remark or question and made a reasonable attempt to prove how it had nothing to do with the car wash discussion. The best even demonstrated how it never had a follow-up. Marks could still be gained when candidates did their best with an injudicious choice. A handful of candidates, though, selected some assertion with which they particularly disagreed even though it was central to the argument.

Question 2

(a) and (b) As mentioned at the outset, one hallmark of a good candidate was the ability to choose a fact from the Insert and take it much further in the context of a particular question, in other words, to make bricks from straw. So, for instance, if in Ryanol “few firms in the city have canteens where their employees can eat”, it is likely that the cafés will be crowded by professionals at lunchtime and so visitors will be put off. Again, if as many as 120 out of the 150 people questioned in the survey could have been working in the city, a case could be made for the prosperity of Ryanol. In the event, it was rare for any attempt to be made to interpret the statistics provided although much attention was paid to the supplementary information. In both questions, the more enterprising endeavoured to write an article as it might appear in the national press and were not sidetracked, as many were, into considering the city’s amenities, or lack of them, from the viewpoint of the local inhabitants. Such candidates normally assembled the various, relevant features of Ryanol in a coherent structure rather than haphazardly.

- (a) To excel in this question, it was necessary to produce evidence for the prosperity of Ryanol as well as to show why it was well worth visiting. There was, however, a tendency to sacrifice the first requirement in favour of the second, as when much was made of the abundance of cheap cafés or of the discounts offered in the stores every Wednesday.
- (b) Candidates seemed to be more comfortable when portraying Ryanol as a run-down city that was not worth a visit for almost everyone was able to latch on to such obvious deterrents as the amount of people out of work or resorting to crime.
- (c) Most candidates were also very much in their element when it came to analysing shopping habits. A minority, though, threw marks away when they deviated on to problems that would feature in Ryanol whatever the day of the week.
- (d) To do well, it was necessary to work through the supplementary information and arrive at the correct identification through a process of elimination.

In attempting to answer **Question 2(d)(i)**, candidates had to consider all the various types of people responding to the survey and distinguish between those who fitted a particular category and the few who did not and had ‘other reasons’ to be in the city centre.

Likewise, in **Question 2(d)(ii)**, candidates had to discount anything that was not a specific activity and then choose between the Stamp Dealers’ Fair and the hiring of casual labour. The former could have lasted all day whereas the latter was over and done with long before the survey was conducted and, therefore, was the correct answer.

Finally, eating featured on several occasions, but only once with teenagers, which was what **Question 2(d)(iii)** was after.

Question 3

- (a) To do well, candidates had to disregard superfluous detail, such as the number of asteroids circulating close to the earth or the magnitude of their impact, and focus on summarising the main concerns that led to the concept of the gravity tractor. There was no need to home in on what the gravity tractor could or could not do rather than on its *raison d’être*.
- (b) To secure high marks, candidates should have evaluated the viability of the whole project to avert cosmic disaster rather than remain contented, once again, with describing how a gravity tractor operated. This would have entailed taking stock of the entire passage to produce a pertinent and comprehensive outline. It should be noted that no examination paper would ever contain identical questions and so there was no point in producing the same, and in this case erroneous, answer twice.

- (c) Those candidates who worked out the basic similarities and differences between a farm and a gravity tractor engaged on a task were duly rewarded. Most, though, rather than investigate all the mechanics of shifting things, seized upon just one relevant characteristic, usually the load, and refused to let go. Still, the attempt by some at etymology was praiseworthy even if it was inspired by 'tracked' or 'attract' rather than the Latin for to pull.
- (d) (i) and (ii) Candidates frequently distinguished themselves whilst defining or illustrating the six selected 'dictionary words' even when they had not done too well in earlier questions.
- (d) (i) Candidates who defined a noun as a noun, a verb as a verb and an adverb as an adverb and who bothered about such matters as tense or number quite often secured full marks since meaning invariably could be derived from the context in which a word was used in the passage even if it had never been encountered before. Only one definition is permitted, yet a fair number of candidates made several attempts.
- (ii) The only word commonly misused was 'trajectory', fine when the candidate wrote about bullets or footballs but not when applied to earth-bound vehicles such as cars. Candidates often showed a keen awareness of political, social and economic developments when composing sentences round 'currently'. Only the odd candidate insisted on writing about the subject matter of the passage despite an instruction to the contrary.

GENERAL PAPER

Paper 8001/22

Paper 22

Key Messages

- Keep to the word limit on each question.
- Do not lift phrases for the text when asked to write in your own words.

General Comments

All three questions were popular. Almost every candidate followed the rubric by answering only one question. The word limits were adhered to much better than in previous years – something that is directly related to the introduction of writing answers on the question paper - and the advantages to candidates of being terse and to the point is well illustrated by a corresponding rise in the marks of many candidates.

The quality of the English has generally improved, but candidates are still ‘lifting’ phrases and indeed whole sentences from the text.

Comments on Specific Questions

Question 1

This was a popular question and most candidates understood the focus to be on the dysfunctional Kromvash family. There was a lot of material in the passage and it was generally well understood. The area in which some candidates failed to respond adequately was in dwelling only on one or two points.

- (a) This asked for five “distinct objections” to the seating arrangements and was generally adequately answered. Most candidates identified five points, but often failed to develop the points made.
- (b) By building on the previous answer, many candidates answered this question well. At least three relevant advantages were looked for and it is pleasing to note that the majority of candidates did find them, although on occasion they failed to develop these points.
- (c) Many candidates did not answer this well. The question required looking for and interpreting material beyond the text. Two points frequently commented upon were the plan to solve outstanding family disagreements and the medical condition of Michael Kromvash. Less frequently noted were the wish to be recognised as a public benefactor and the need to consult with Oliver Kromvash over the conversion of the derelict factory.
- (d) This part was generally well done. The most common contenders for irrelevant were, “she went back to her original surname” and “He looks like his father”.

Question 2

This was the most popular question on the paper and there was a good indication that candidates had been well prepared for this type of data-response question. Examiners also commented favourably on “lifting” being much less of a problem than in previous years. A large number answered this question well.

- (a) This was generally well answered. The three most popular points were the need to attract trade from abroad, the premature publicity concerning the date of the Cheese Fair and the benefits to other businesses. Quite a lot of candidates explored the point that last year the Cheese Fair had to be cancelled because of Foot and Mouth disease. It is interesting to note that this point was used

in a positive way by many whilst others used it negatively in the second part. This is perfectly acceptable and illustrated candidates' maturity in interpretation.

- (b) This was frequently not answered as well. There was degree of uncertainty regarding the position of Megabuck Movies and they were not always seen as a stumbling block to the continuation of the Cheese Fair. The position of the need for a new swimming pool also caused some candidates difficulties. However, almost all noted "the disorderly behaviour" seen in previous years.
- (c) The thrust of the question was "to consider the most essential personal qualities", but a large majority of candidates failed to follow this and instead stressed the issues which faced Professor Lanthic. Those who answered in this way could only score low marks.
- (d) and (e) These two parts were reasonably well done, although sometimes the justifications offered were rather limited. Some candidates found difficulties in finding the least relevance in (e), although candidates who used the lack of a cinema in Kulo and where the film star was born generally scored well.

Question 3

This was the least popular question and a number of candidates found difficulties in the first four sections. This needs to be set against some good answers in the vocabulary exercises. It was particularly pleasing to note that a number of candidates who did not score highly in the word definitions nonetheless wrote quite suitable sentences.

- (a) Most candidates scored fairly well by noting three or four specific benefits. These points were not always developed.
- (b) Many candidates commented on the state of Western prisons rather than concentrating on rehabilitation. This was one part of the question where candidates tended not to stick to the word limits, thereby losing marks on material which was disregarded.
- (c) There were a wide range of responses here. Some candidates failed to realise the nature of the task whilst others did well. Part (iii) was frequently badly answered by candidates commenting on Western prisons.
- (d) Very few scored well on this because while they took up a position, they did not develop their answer. To score better on such questions, candidates need to practice writing very concisely.
- (e) (i) On the whole this was fairly well done. There were two problems which candidates found difficult. Very few candidates understood the word "solace" and many failed to recognise that the word "illusions" was plural, not singular. In turn, this then caused difficulties in the second part.
 - (ii) Examiners noted considerable improvements in the sentences which candidates used.