

GENERAL PAPER

Paper 8001/11

Paper 11

Key Messages

Candidates should:

- Choose the questions they are going to attempt carefully
- Select topics that they are confident they can write well about
- Be able to provide examples/illustrations to back up the points made
- Remember that description is not the same as argument
- Remember that anecdotes and the use of personal experience to support a debate should be used sparingly
- Be precise when expressing disapproval and consider tone
- Remember that lists need a purpose; when used they should bring to life the argument being developed
- Be careful not to be too assertive
- Give their opinion where relevant and be prepared to question, to qualify and to acknowledge other perspectives.

Use of English

In most cases the standard of written expression was of a good standard. In order to improve candidates should:

- Write as legibly as possible
- Take particular care with the spelling, particularly of words contained in the question
- Check use of apostrophes and other punctuation
- Write in an academic style and avoid informal colloquial language
- Set out the case to be made in the introduction
- As a general rule discuss one point in each paragraph with a topic sentence near or at the beginning
- Ensure that the conclusion reflects the content on the essay but does not merely repeat points made
- Use structure and vocabulary which is suited to the task and topic.

General Comments

Successful responses answered the question as set and included a variety of examples to illustrate the main points of the essay. Weaker answers were not supported by examples.

When the question demands it, candidates should focus on aspects of their own country; if this is not the prompt then a broader focus is required. More successful responses demonstrated good topic knowledge and included local, regional and global examples to support points. Less successful ones wrote on topics with which they were insufficiently familiar and provided little or no evidence to support points made. Candidates need to spend time studying the chosen question to make sure they understand what is being asked and should check that their answer is focussed as they are writing. Although topic knowledge was often thorough and detailed, there was a tendency to present it more as a descriptive list than an evaluative discussion.

Most candidates used the time reasonably efficiently and were able to produce a clearly structured essay of around the recommended length. Weaker candidates did not always introduce the essay effectively and instead paraphrased the question. However, many conclusions were strong and arrived at a reasoned, personal assessment avoiding just summarising what had already been stated.

The quality of the Use of English was variable. A substantial number of candidates have acquired a wide-ranging English vocabulary but need to improve putting these words into an appropriate context. Stronger candidates showed good grammatical accuracy which supported the clear communication of content. Generally, spelling and punctuation were of a good standard but candidates could improve by checking for basic grammatical errors. In a small number of answers content was of an acceptable standard and showed good knowledge but communication was obscured due to weaknesses in grammatical accuracy.

Use of English

Basic errors need to be checked and corrected. Typical errors are listed below:

- Subject/verb non-agreement
- Incorrect use of definite/indefinite article
- Omission of apostrophes
- Confusion between their/there, to/too, your/you're
- Incorrect comparative forms
- Missing endings on plurals
- Incorrect use of vocabulary
- Incorrect use of prepositions.
- Incorrect tenses

Comments on Specific Questions

Question 1

This was a very popular question and those candidates who managed to establish a hierarchy of ideal circumstances did well in the crucial matter of evaluation. The circumstances stated and explored were wide and varied. There were thoughtful answers of a philosophical nature which discussed the harm caused by poverty, war, or the various forms of indoctrination. Most of the responses were of a personal nature, and though they may have lacked an analytical edge, these were often moving accounts of difficulties occurring in a variety of adverse circumstances. Most of the responses saw the ideal circumstances as those where a balance is struck between indulgence and severity. A small number of candidates opted for the list approach thereby ignoring the key prompt in the question, 'assess'.

Question 2

This was not a widely attempted question but those who answered it produced engaging and enlightening responses. Successful answers defined the criteria for success whereas weaker answers consisted of no more than description. Most candidates had detailed historical knowledge of a variety of revolutions; the French, Russian or American. A few wrote about cultural and scientific revolutions and these were distinctive, unusual, but relevant responses. These candidates saw that revolutions in ideas are not only political, in the commonly understood sense. Some candidates were also able to write convincingly about the Enlightenment or even the Suffragettes.

Question 3

This was a fairly popular question but only the strongest candidates produced good responses. In most instances candidates treated the quotation in the question as an assertion of fact and did not evaluate the statement sufficiently. Candidates needed to give their definitions of the two groups and to state how far they agreed with the statement. Those who clearly identified the difference between skilled and unskilled were more convincing in their argument and consequently were able to conclude that both the skilled and the academic are essential in society.

Question 4

This was a popular choice and successful answers used examples to demonstrate the importance of blogging to impart views and opinions and also to outline the serious dangers that could face a country or an individual due to the unmonitored and free use of blogging sites. Weaker answers failed to maintain a focus

on internet blogging, preferring to write a more general account of the use of the internet in everyday life. A number of answers focused on one area only. Often this was the topical area of cyber bullying. Only the strongest candidates managed to reach a conclusion.

Question 5

This question was well answered by those who chose it. Those responses which recognised the importance of “priority” and “all nations” were able to produce strong responses because clear arguments were developed concerning the status of conservation when considered against other priorities.

While there were many strong arguments in favour of conservation, the best responses considered the need for conservation and preservation weighed against the fact that some countries and individuals favour other priorities such as defence, education or economic progress.

Question 6

On the whole this question was answered well and candidates showed both knowledge and imagination. All the responses acknowledged the relationship between vision and practical realisation, providing specific exemplars to illustrate their points. Examples included public buildings, bridges, various household items, constructions such as the pyramids and temples of antiquity and the drawings of Leonardo Da Vinci. There were also a few attempts to define the sort of calculations necessary to facilitate the professional work of architects and draughtsmen.

Question 7

There were only a few responses to this question and most of them were perceptive, giving reasoned and well thought out answers. Weaker answers addressed only one side of the proposition and did not adequately balance this.

Question 8

This was a very popular question and answers were often enlightening and interesting. The strongest answers recognised the variety of superheroes, not just the obvious comic book characters such as Batman or Superman. Several candidates referred to characters from myth and legend and from contemporary film and literature. Rowling and Tolkien’s creations were frequently mentioned and even Homer’s Odysseus. Analysis was strong in many answers with discussion of what the superhero can offer in terms of security and fulfilment of hopes as role models for the young.

Question 9

Only a few candidates attempted this question and those that were most successful provided examples of books and authors to support their observations. Nearly all of the responses referred to writers who had influenced the candidates’ perceptions and their personal writing styles. A few candidates discussed innate talent but also balanced their comments by recognising that we are influenced by what we have read even if unconsciously. Journalism, biography and autobiography, featured as well as fiction.

Question 10

There were very few responses to this question. Those that attempted it defined “puppetry” and were able to cite examples, mainly from television.

GENERAL PAPER

Paper 8001/12

Paper 12

Key Messages

Content

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Comments on specific questions

Question 1

This question was only chosen by a small number of candidates. More successful responses explored 'to what extent' and commented on issues such as transport safety, protection from thieves and criminals and other safety considerations such as who is responsible for adventure holiday accidents. Many answers concluded that research into a country's culture and danger areas was seen as the responsibility of the individual but that government/tourist information or websites should be regularly up-dated. There was a tendency in weaker answers to focus only on one aspect or to use the question as a travelogue although there was good local knowledge.

Question 2

This was a popular question and many responses gave reasons for unemployment such as lack of industry, government role, over-population, education/skills gap, corruption, use of migrant/cheap labour. Good knowledge was often shown and there was often an assessment rather than just a descriptive list. This was generally a well understood question and the most successful responses covered a range of reasons and then prioritised them.

Question 3

There were few responses to this question. The most successful responses considered that there was plenty of evidence of manners and courtesy today and were able to exemplify this. Some argued that these features could be seen as a weakness, as obstructing ambition or enabling exploitation.

Question 4

This question required a good knowledge of a country's energy resources but this was not always demonstrated by candidates. More successful responses were able to comment on a range of countries: from the oil reserves of rich countries like Saudi Arabia to those who attempted to use wind/water power. Such responses also considered those countries which were unable to produce their own energy due to a lack of infrastructure, money or natural resources causing them to be dependent on others.

Question 5

This was a popular question and there were some interesting discussions. Many responses were generalised however without specific exemplification. There were comments about the psychological effects of suffering from a genetic related illness, the relationship between physical and mental health with reference to positive/negative self-image and having the energy to do things effectively and efficiently. More successful

responses considered those who abuse their bodies suggesting it was symptomatic of an unhealthy mind but also contemplated the idea that depression and other mental illnesses could be disguised by outwardly appearing healthy.

Question 6

There were some very knowledgeable responses which indicated clearly how a country does or does not use effective farming techniques. Comments ranged from how old fashioned farming machinery is still used within the context of old style farming methods to how modern insecticides and other crop enhancement products are helping with the development of a more modern approach to farming. The most successful responses moved beyond description and evaluated both aspects of the question including how sometimes a landscape of mountains or desert can prohibit farming.

Question 7

This was quite a popular choice but responses were often generalised and vague with few supporting examples. Many responses were unclear about what the radio can do suggesting that you needed to use imagination but without any context or linking to a specific programme. There tended to be straightforward ideas about television. A few more successful responses saw television as a source of inspiration for imaginative ideas and visions and used examples from news and drama programmes to suggest that the radio allows individuals to be in control of their imaginations with the freedom to interpret what they hear.

Question 8

Many responses focused mainly on 'culture' with just generalised references to television. Areas covered were fashion, music, dance and how teenagers/children were influenced by how young people were presented on foreign television channels. More successful responses identified specific programmes (from Western television, Korea, America) and addressed 'to what extent' balancing negative influences with positives reaching a reasoned conclusion.

Question 9

There were only a few responses to this question. Many candidates either looked at the decline of newspapers/magazines or the decline of advertising. More successful responses linked the two together. This was often balanced with environmental comment about the use of paper as a resource. Other issues discussed included the popularity of reading news on-line and the loss of employment in the industries. More specific examples tended to be limited in all responses to this question.

Question 10

This was quite a popular choice and often responses were successful with many candidates giving specific examples and similar reasons including the choice of director, story, special effects, actors, budget and marketing. Reasons given for unsuccessful films included restricted advertising, adverse publicity or bad reviews and the use of special effects to cover up poorer qualities of the film especially the storyline. More successful responses provided a range of examples integrated into a balanced argument which evaluated rather than described the chosen films.

GENERAL PAPER

Paper 8001/13

Paper 13

Key messages

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Comments on specific questions

Question 1

This was quite a popular choice and there were a range of responses with reference to how the modern family may be extended or one-parent and the impact of an absent father. The best responses identified qualities and placed these in the context of modern issues thereby broadening the scope. They then proceeded to evaluate how important the role was. Weaker answers listed what a father should do in a modern family as a role model, provider, moral guider, protector and educator with an emphasis on how strong and reliable he should be. There was often reference to sharing responsibility with the mother, the need for face-to-face communication and community in a world of distractions, including social networking.

Question 2

In answering this questions candidates recognised that in certain regions, religion/culture and justice were closely linked and that this often dictated whether the justice system respected women or not. The most successful responses placed their answer in their country and provided balanced arguments with a consideration of 'to what extent'. Responses tended to generalise about the safety of women but also considered whether there was fair treatment under the law including discussion of the victims of domestic violence, protection against rape and property rights.

Question 3

Although this was not a popular choice, there were some very successful answers with balanced content. Good answers showed an understanding of the phrase 'inwardly looking'. Some candidates considered the isolationism of certain countries (America/Russia/China) in the context of global influence and power where they could dictate terms to weaker countries. Counter arguments suggested that weaker countries were more inward looking as there was more of a need to provide the basics for survival (food, medicines, infrastructure) often with aid from more powerful countries.

Question 4

This popular question produced some very considered responses. Most responses discussed social networking as a solitary activity which restricted face-to face connections, thus inhibiting socialisation in the real world. There was also the argument that modern communications connected distant families/friends via Skype/Facebook whereas this was not possible before such communications existed, arguing that isolation was more of a problem then. The best answers considered both sides of the argument and addressed to what extent they agreed with the statement. In general the conclusion was that most adults need modern communications to connect with a range of modern activities, including work and education.

Question 5

Strong answers provided a balanced view and considered how practical skills were just as important as academic and that training for a specific job could be essential in places of high unemployment. The most successful responses evaluated possible advantages suggesting that decisions could be forced on young people and that apprenticeships could be run parallel to school or college courses as a form of day release. However most responses tended to list the advantages of school over apprenticeships rather than the other way round (including the need to be fully educated, to identify potential before specialising). These were less successful in answering the question set.

Question 6

This question was quite popular. Most responses listed the similarities between sugar and tobacco (addictive qualities, detriments to health, availability, effects on the young). More successful responses considered an alternative view, that sugar can be part of a balanced diet and is not as addictive or as dangerous as tobacco and gave a balanced view with evaluation. Some answers suggested that tobacco is now unfashionable, under strict governmental control whereas sugar is largely unregulated and more easily accessible to children.

Question 7

There were some good responses here which all showed good local knowledge. 'Importance' was seen in terms of ritual, religious significance, as providing community cohesion, as a form of relaxation/escapism. There were references to specific dances and a discussion of the significance of various movements and costumes. The best responses suggested that other art forms (drama, crafts, music) were just as important, concluding that any leisure activity or art is important for bringing a community together and allowing freedom of expression.

Question 8

Although this was not a popular choice there were some strong answers with candidates linking political regimes and degree of religious influence. These candidates gave their opinion on the statement and distinguished between offending the state or public institutions and causing undeserved personal offence where freedom of expression needed to adhere to certain codes of conduct. Such answers were generally well balanced. Weaker responses described examples of giving offence (swearing, criticism, personal humiliation, religious taboos, mockery, and offending gender/race) with the concept of freedom of expression not clearly a focus.

Question 9

There were no responses to this question.

Question 10

This question was quite popular. Most responses described an idealised garden or park with generalised details but did consider such factors as purpose, facilities, escapism and specific landscapes. The strongest responses gave a range of examples with specific details and suggested the psychological need for such places and that they provided a natural environment within the inner city. Some responses considered the private environment of a garden compared with the public domain of a public park and considered the notion of beauty.

GENERAL PAPER

Paper 8001/21

Paper 21

Key Messages

On this paper where there is a choice of question, it is important that candidates spend time at the start of the examination reading through the questions carefully before making a choice. This is particularly important in the case of the comprehension exercise, where candidates should establish confidence in the vocabulary sections before choosing this option.

As always, the use of the rubric *Using your own words* cannot be ignored. In such questions little credit, if any, can be awarded for avoidable copying from the text.

Candidates should also be reminded to write within the word limits for the questions where this is set as these questions aim to test candidates' ability to write in a concise fashion.

General Comments

Virtually all candidates attempted all parts of their chosen question. A very small number of candidates appeared to be unable to comprehend the questions or write in intelligible English.

The standard of English was high, with the vast majority of candidates producing answers with a secure use of language. It was rare to encounter an unintelligible script. In order to improve the use of English candidates should pay attention to the use of the definite and indefinite articles for nouns, the misspelling of some common words such as 'morden' for 'modern' and the use of the apostrophe in plural possessives.

Many candidates showed intelligence, flair and competence in answering the paper. Meaning was usually clear and, in the stronger answers, there was lucid, concise and accurate prose. The standard of presentation was very high.

Comments on Specific Questions

Section A

Question 1

This was easily the most popular question attracting around half of the candidature. It was well done by the majority of candidates. It was crucial, in answering this question successfully, to consider the re-imaging of Bogjani as part of a process of reviving its fortunes. This means in turn that schemes had to be assessed in the light of their external appeal to national and international visitors. The most common error in response to this question was to consider the relative merits of the three schemes in the light of the needs, tastes and preferences of the indigenous population. This did not fully address the question as it was set.

- (a) Many candidates recognised the following points: the declining popularity of holiday camps; the danger inherent in siting the camp on the cliff edge; lack of compensation offered to the council; disruption to the golf club and the school; and the need to build new roads and the resulting disruption. A number of candidates referred to the holiday camps as a resort for the working class with their low spending power while others saw the commercial drawback to competition against the entertainment strip.

A common misconception was reference to the large number of employees needed at the camp, which was seen as a drawback because of the expense involved in paying them. This wrongly presumed that the council were responsible rather than the owners of the camp. Similarly, some candidates considered how popular the camp would be with native Bogjanians.

- (b) The Theme Park was favoured by the majority of candidates who seized upon issues such as the compensation, offered, employment opportunities, favourable location and the likelihood of national and even international prestige accruing.
- (c) (i) This was well answered and most candidates appreciated the essential notion of re-image.
- (ii) The emphasis had to be on a physical presence extending into the lake, and a majority produced a phrase suggesting this.
- (iii) This question was the least well answered. Many candidates referred to it being the best which was too vague. Good answers suggested the latest, most modern technology or engineering.
- (d) This question proved challenging as most candidates offered points from the list of considerations which would be likely to influence the Council's decision. As a result little justification was given.
- (e) Most candidates took the 'yes' position. The lack of existing hotels, limited competition and the availability of a pool of cheap labour provided a sound foundation for good answers. Candidates who argued the opposite case tended to focus on the risks involved in a speculative venture as there was no guarantee that the chosen option would, in fact, be successful in re-imagining the town.

Question 2

This was the second most popular question.

- (a) Many candidates produced good answers but few gained full credit. Candidates recognised the international, the exotic and the the expensive aspects of the catalogue, but very few referred to secrets, yearnings or day-dreams of wealth. Unfortunately, some candidates did not use their own words in answering this question.
- (b) (i) was almost universally well answered, but (ii) proved more challenging for many candidates. This was because whilst most candidates got the essential component of window shopping-looking at goods without buying them- many overlooked 'without the window'. Here a reference to either a catalogue or a computer screen was needed to complete the answer and this was omitted by many candidates.
- (c) Many candidates recognised the isolation and distances involved in Australia and the USA, along with their primitive settlements and embryonic commerce. A significant number did not manage to find acceptable own words to express these ideas and only the best candidates made a secure and accurate contrast with the UK.
- (d) (i) The question required candidates, using their own words, to summarise the disadvantages of the 'shopping experience' as outlined by Tony in the text. Candidates who understood this produced good answers, but many misinterpreted the question and wrote about the disadvantages of online shopping.
- (ii) Candidates who had correctly interpreted 'shopping experience' in (i) produced relevant answers by referring to the fun of shopping with friends, trying clothes on and seeking peer approval. Where candidates had focused on online shopping in (i), answers which gave the advantages of this were accepted.
- (e) This was the most successful part-question. Close reference to the source, coupled with extensive knowledge and experience on the part of candidates, often produced very strong answers.

Question 3

- (a) (i) This question was generally well answered with candidates correctly identifying cave paintings, public writings and public art, often illicit or obscene, whilst also showing some appreciation of the chronology.
- (ii) Candidates generally answered this correctly citing examples from Manchester, Singapore or Rome.

- (b) There were a number of good answers to this question with some being very strong. The commonest citations were references to Lascaux, Beatles' recordings, Tutankhamun's tomb, the historical significance of the Denmark Street house, the significance of heritage and 'anti-heritage' and the latter's congruence with the anti-establishment stance of punk rock. Almost all candidates made some reference to the importance of preserving such artefacts for future generations. Strong answers included a personal response which interacted with the source well. Weaker answers were often compromised by extensive lifting of lengthy phrases such as 'powerful representation of a radical and dramatic movement of rebellion' and 'contradicting norms and challenging conventions'.
- (c) This was often well answered. Candidates saw that punk rock and all its manifestations set out to be unacceptable, offensive and possessed of minimal artistic merit, which means that many people would prefer to forget them as soon as possible and not recognise them as having any historical or cultural significance at all. Only the most able candidates however saw that this latter perception was in fact the most accurate one and stated that punk rock is now remembered, if at all, as a short-lived musical curiosity.
- (d) Most candidates understood and managed to explain the sense of the horse and cart metaphor. The explanations were usually accurate with many identifying Dr Schofield's problem as certifying the Denmark Street scribbles as graffiti despite their being indoors and out of sight.
- (e) (i) 'Controversy', 'hot' and 'radical' were often correctly answered. The most common errors were identifying, for example, a verb as a noun or offering two alternate definitions. 'Merit' was often explained as a noun, whereas the context clearly identifies it as a plural verb. 'Initiating' was used in the sense of starting or beginning, not in the ceremonial sense. 'Theatre' was almost always wrongly given as an actual theatre rather than a zone of operations.
- (ii) Strong candidates were able to provide sentences which reflected or illuminated the meaning of the key word. The meaning of the word needed to be clearly established in order to gain credit. Weaker candidates produced sentences which used the word correctly in a grammatical sense but did not demonstrate the meaning.

GENERAL PAPER

Paper 8001/22

Paper 22

Key Messages

- The standard of written English was generally very good and most responses corresponded to the criteria found in the top two mark bands. The effective use of connectives and conjunctions meant that there was much evidence of answers that flowed and were well organised ('on the other hand', 'in contrast', 'at the same time', 'due to the fact that', 'due to his little confession', 'according to'). Discursive language and language showing nuance were handled confidently by many (e.g. 'he assumed', 'this suggests', 'I would say that', 'it should be noted that'). The judicious use of idioms was noted on a regular basis.
- The majority of responses did not lift phrases directly from the Insert, meaning that Use of English in the bottom bands were rarely seen. However, a significant minority copied a certain amount. Underlining the words in the text that link to those questions requiring the use of own words might help candidates to avoid lifting key words or phrases.
- Nuanced answers, which avoided sweeping generalisations or unfounded assumptions, were generally seen. Candidates gained marks by incorporating modal verbs ('might', 'could'), vocabulary denoting possibility ('perhaps', 'maybe', 'possibly'), comparatives and superlatives, discursive expressions (see bullet point 1) – all of which improved their Use of English mark.
- A significant minority of responses to parts **3(a)** and **(b)** were too long. It is difficult to maintain a high standard of English over an extended period, and it is likely that misunderstandings, contradictions or incorrect material will be introduced and have a negative impact on the quality of the response.
- Where questions indicated a specific word limit it was noted that a considerable proportion of responses overlooked the stated limit. Answers would have attained higher marks if they had been more succinct.
- A small number of candidates changed their mind regarding which question they were going to answer partway through the examination, crossing out their answers and completing another question instead, or answered multiple questions. It is highly recommended that candidates read through a question completely before deciding to do it, in order to be certain that they can answer **all** the sub-questions and to allow the maximum amount of time possible for answering the question and proof-reading the answers, and thus be in the best position to gain the most marks possible. Those candidates answering more than one question may have gained higher marks had they not done this as they would have focused on addressing one question to the best of their ability. There were also a few instances of candidates not answering all the sub-questions of the question they had chosen. It is highly recommended that a candidate attempts all elements of a question as there is no penalty for attempting a question and not giving a creditable response.

Question 1

A minority of candidates chose to respond to this question.

- (a) Many answers gained full marks. The incorrect feedback comments that were offered most frequently were number 2 for (i), numbers 6 and 10 for (ii) and number 10 for (iii).
- (b) A significant minority scored highly on this section.

Weaker responses would have been improved if they had been less wordy (*play the clown too much sometimes*); others were too short (*clown*); some did not match the stimulus grammatically (*throw myself fully into every task and never say no to anything*) and some did not fit the stimulus (expensive and asset for *well-heeled*, I am ambitious and feel I have management potential for *pro-active*, very good...Next and Mmm for *pregnant pause*).

- (c) The best responses understood various factors: the need to choose a balanced comment as Harry had shown positive and negative traits (e.g. comment number 5); the requirement to write a response within a word limit; the necessity to explain their reasoning by making links between the feedback comments and information given in the interview with Ms Harz (*He is a young man with not much experience: he disregarded the elderly couples and joked around too much, but he is young and willing enough to change*), and giving nuanced responses (*People enjoy his company due to his humour* is not nuanced as, in the passage, it is clear that not every one finds him funny).

Number 8 was quite regularly seen as an unbalanced comment that was offered as a response – with the candidates not registering this comment in relation to comment 7. A few candidates cited more than one comment in their answer – a rubric infringement.

- (d) In this sub-question, many revealed a wide-ranging vocabulary, especially regarding emotions. The best responses fitted the various scenarios and were grammatically correct. Excellent responses included the following: in (i) ‘as if unprepared’, ‘unsure of what to say’, ‘hesitant’, ‘nervous’; in (ii) ‘disapproving’, ‘stern’, ‘intimidating’, ‘instructive’; in (iii) ‘enlightened’, ‘relieved’, ‘as if he were unaware’, ‘flustered’, ‘confused’; in (iv) ‘perplexed’, ‘wary’ and ‘suspicious’; in (v), ‘what he had implied’, ‘his mistake immediately’, ‘his slip-up’ and ‘the depth and seriousness of the question’.
- (e) A significant minority scored very well by responding with either ‘I’ll attend the next session without fail’ or ‘would welcome taking on more responsibility’, then giving insightful justifications, such as the following:

‘Harry assumed he would be employed and could attend the next training session when, on the other hand, he might not be taken on so would not have the opportunity to show up to the next session.’

‘Harry’s ambition to take on a managerial position following such a brief trial, not without some slip-ups and with a lack of maturity, says that he is expecting too much.’

Weaker responses often simply reiterated his skills.

- (f) Candidates scoring well in (i) often posed a question that picked up on issues that had emerged from the feedback comments from colleagues or the interview itself. Some posed a follow-up question based on one already asked by Ms Harz. Others asked a general question not already addressed. For example:

‘Question: If you do get the job, how do you plan to improve your communication skills with elderly customers?’

‘Explanation: One negative about Harry is that he is not good with older customers and, if he can improve this quality, he could be a perfect candidate.’

‘Question: If there was a complaining customer, how would you respond?’

Explanation: One of the comments states that Harry is not patient enough. This situation would need him to be patient and would show his character when he is faced with an unexpected situation.’

In (ii), with regard to what he did well, many scored highly, often citing Harry’s enthusiasm, honesty, heartfelt responses and eagerness to improve. Some responses contained excellent use of idiom and vocabulary, including the following:

Harry honestly shed light on some of his flaws.

‘respectfully clarifying his statement about lightening the mood when she doubted him.’

Some responses would have been improved by offering more nuanced comments (e.g. *some people found Harry funny* rather than stating that *everybody found him amusing*) or moved beyond listing his qualities.

Regarding what he did not do so well, answers included the following:

‘He should have chosen his words more carefully sometimes.’

‘Being stumped during the question about training and showing irresponsibility by not reading the employee handbook spoiled the interview.’

'He was caught off-guard so paused and stuttered in places.'

- (g) The vast majority of candidates wanted to employ Harry, giving compelling reasons:

'His trial period shows that he is persuasive enough to make the customer purchase a more expensive item.'

'He is honest, not putting blame on others.'

'He is a dependable person who never arrives late nor is absent.'

'He yearns for more and his zeal to become a better waiter/barman makes him a perfect candidate.'

Many considered that Harry was still young enough to improve, showed industry, could increase profits, and a few noted that there was more positive feedback than negative. Weaker answers tended to be less nuanced or too vague and generalised.

- (h) Many answers were fulsome and showed much insight into candidates' own characters and skills. Creditworthy responses included the following:

I am a perfectionist and I tend to do extra work. This is crucial in the workplace as I would sacrifice my free time to get ahead and everything I produced would be my very best.

Other good qualities mentioned included being passionate, committed, imaginative, helpful; having a cheerful personality, the ability to assess situations from various perspectives; taking responsibility seriously.

Candidates were equally accomplished when discussing weaknesses, citing, for example, the nervous tone of their voice; their lack of leadership skills so far; not being that self-confident; finding it difficult to talk to strangers initially; having a short attention span and, then, making it more palatable for an employer.

A few candidates could have attracted more credit by confining themselves to one strength and one weakness only, rather than listing several of each or just giving strengths or weakness, as both were rubric infringements.

Question 2

Fewer responses to this question were seen.

- (a) Most gained both of the marks available, often citing points about human attraction to water on warm sunny days, how many find it impossible to cross a bridge over a river without looking in, or that many great works of art feature lakes, rivers or ponds. The point about humans feeding ducks was less frequently mentioned.

A few put the points into their own words, which was not required, and then struggled to gain marks as their responses were too vague. Some speculative answers were seen, incorporating points that were not in the passage, or misunderstanding key word, concluding that humans were too scared to cross a bridge.

- (b) Some excellent use of synonyms was seen:

'On the bottom the green plants cover the entire expanse'

'Frogs compete'

'The water was reflecting the early light of the day'

'Complete with sunlight glistening across its waters'

'The water was transparent/ not opaque'

A significant minority found this question challenging and responded by lifting key words and phrases. For instance, *not much bigger than a football pitch; the water is relatively clear; yellow buds flowering on the frame of nearby marsh plants; a green mass is sprawling across the bottom; rhythmic beating of a million waterfleas; a bird pecks* were phrases that were frequently seen.

Responses would have been improved if they had realised that the pond was bigger than a football pitch rather than smaller, that the frogs were fighting, not croaking and that 'pecks' means that the bird was feeding or drinking.

(c) The most frequently seen response was *a pond's ability to sustain life even though it's a man-made habitat*. Fewer conveyed the idea that *it seems like a truly wild place*.

(d) This was better done in the main than (b) which also required responses in candidates' own words, with a minority gaining at least half of the marks available. Examples of the good use of synonyms seen included the following:

'Ponds are used as a spot to fish.'

'Ponds were created by monks to keep fish throughout the year as an essential food supply.'

'A place where people can refresh their minds/ relax and ponder/ contemplate'

'Rich people used ponds to make their gardens decorative.'

'In the past, villagers used ponds to do their laundry and wash their dirty dishes.'

'They served as drinking water for farm animals.'

Weaker responses tended to lift phrases (e.g. 'their modern uses include fishing and boating', 'controlling water run-off from urban areas and roads'), give insufficient detail (omitting that the fish were a source of food, for example), included material not found in the passage or overlooked the word limit.

(e) There were several opportunities to gain credit in lines 31–39 so that, even if a candidate lifted the first section of the relevant material, they generally put the rest into their own words successfully and score most, if not all, of the available marks. The creditworthy responses seen most regularly were references to somewhere to grow (into adults), to live and to reproduce.

(f) This sub-question was also well done in the main. Most offered the points about *Ponds fill up with leaves*, *Nature does not make ponds fast enough* or *We've failed to restore or create new ones at the same rate*.

Some found this question challenging and gave answers that were too vague, leaving out a key element of a phrase taken from the passage (e.g. the idea of *at the same rate*) or by writing the answer in their own words which was not required by the question.

(g) Responses could have been improved in several ways. It is essential that the same grammatical form is used as in the question (e.g. 'to agree' is not the correct form to replace *approvingly*). It is necessary to provide only one synonym per question. The precise meaning of the word should be clearly outlined in the sentence offered. Only one sentence is allowed per question and therefore two sentences separated by a comma constitutes a rubric infringement. The question requires six individual sentences rather than a narrative which randomly includes the six words or phrases required. The six words given in the question should be used.

In part (i) the best responses identified correct synonyms for all the words. The most readily identified were *jot down*, *realm* and *carved into*. Good synonyms offered for *jot down* included 'take notes' and 'record'. For *approvingly* candidates gave synonyms showing agreement and 'with acceptance'. 'Endangered' was seen for *threatened*, and 'world' and 'kingdom' for *realm*. 'Devilish', 'evil' and 'evil-looking' were creditworthy responses for *demonic* which proved to be the most challenging word in this set. Finally, 'shaped into' was offered for *carved into*.

In (ii) some very good sentences were seen, notably one including a literary reference:

'As she received her certificate, her father looked at her approvingly.'

'Mrs X nodded approvingly when she saw how polite her son's partner was.'

'Lucy stared in fascination as the closet she had been in led her to a foreign, snowy realm.'

'Sam snorted with laughter when he saw the cheesy initials of a couple carved into the tree.'

'It is advisable for candidates to jot down notes during class discussions for them to review them at a later date.'

Question 3

The majority of responses demonstrated a good level of engagement with the subject matter and very few short answers were seen. There were incidences of candidates writing excessively long responses in **(a)** and **(b)**. This is not recommended as it is difficult to sustain the quality of English and level of comprehension over such extended pieces of work.

(a) and **(b)** Almost every response endorsed one location straightaway. Gordinio or Highville were most often chosen in **(a)** and Fortuna or Highville in **(b)**. Most answers followed the instruction to refer only to the destination they had chosen. A significant proportion of candidates achieved the highest mark band in at least one of their responses.

The best responses to these sub-questions made relevant links between information given in **sections A to H**, or took a piece of information and developed it logically to make a developed point.

For example, in **(a)**:

'Highville will give Axel the confidence to live there since crime is rarely seen to occur so he would not have to worry about burglaries.'

'Although Highville does not have a secondary school, Carlee is already in her final year which she may finish before the move to their new location.' (A nuanced response and a valid point)

'As the nursery school and secondary school in Fortuna have excellent care systems, Elle should be able to make friends a lot easier and Dorin should not get bullied at school.'

'Having a good communal spirit in Highville means that the neighbours could babysit Elle when Bianca has errands to do.' (A valid point.)

In **(b)** good responses seen included the following:

'As there is no high speed Internet access as yet, it will be difficult for Axel to work as a self-employed journalist.'

'The means of transportation to leave Highville is only a mini-bus which needs to be requested so it's not a good way for Bianca to go to her city office when she has a presentation.'

'As Highville is near mountains, the Internet connection is probably not as good as there is no high speed broadband access mentioned for Bianca to use while working from her home.' (Nuanced and a valid point.)

'It is a tiny village and there are not many interesting things happening for Axel to write about once the family move there.' (A valid point.)

Good responses were nuanced and characterised by a confident use of superlatives ('the largest', 'the best', 'the liveliest') and the use of synonyms for key words.

Some responses would have achieved higher marks by noting the key words in the question to consider **both** the advantages and disadvantages and ensuring that they offered a balanced response by including at least one disadvantage in **(a)** and one advantage in **(b)**. Some candidates could have improved their performance by reading the passage more carefully as some candidates thought, for example, that Highville had no crime at all; Axel still needed to commute into the city for his job; Gordinio already had high speed broadband connections and Fortuna a Neighbourhood Watch scheme; the reasonable bus services referred to in Gordinio meant that they were cheap rather than offering a satisfactory service. In addition, some candidates could have gained more credit if they had not lifted key phrases, such as *rowdy revellers*, *crime rate is high/ reasonably low/ virtually no crime*, *all rated as good*, or not misunderstood expressions, such as *mountain treks* and *pastoral care*. A few candidates gave more disadvantages than advantages in **(a)** and vice versa in **(b)**, or began their answer to **(a)** with disadvantages and to **(b)** with advantages. This can be confusing, and can therefore impact negatively on marks awarded to such a response.

(c) Some candidates correctly identified the point about Elle wanting a puppy as the least relevant, and justified the choice by saying that they could own a puppy wherever they chose to live (with one candidate mentioning that this would be the case as long as the puppy did not cause any trouble with the neighbours). A very few cited the arson attack.

A significant number gave the justification that the point was irrelevant or not connected, but more detail is needed to score marks. A few candidates would have gained some credit if they had not given more than one piece of information that they deemed irrelevant (a rubric infringement), or given a piece of information that would impact on the family's decision (for example, the points about the high speed broadband connections, the business networking group, the distances and the populations).

- (d) Responses attracting full marks or nearly full marks were characterised by those candidates understanding that *the new place* in the question referred to somewhere other than Fortuna, Gordinio or Highville as these locations would involve using the same material required to answer (a). The latter resulted in candidates limiting the creditworthy material in their responses as they were simply repeating themselves so could only gain marks for comments such as the following:

In Highville I could enjoy the peaceful lifestyle.

The candidates who did select a *new place* chose a wide range of possible locations and gave some fascinating reasons to justify their choice, showing excellent world knowledge and cultural awareness:

In Singapore there are many different nationalities that can be seen there which would be new for me as I do not see that often in my home country.

High Peak – This place has a really low amount of pollution as the number of cars permitted to go into the place is limited.

Belait – It is peaceful there compared to the residential area I live in now. There is a small population forming a friendly community and I yearn for that sense of belonging.

There are a great many events in London that could break the monotony of day-to-day life.

South Korea – It is one of the countries that have four seasons. I really want to experience autumn and winter.

A significant minority of candidates would have attained more marks if they had adhered to the word count given in the sub-question. Much creditworthy material was written after the word limit, but could not be given any credit.

Use of English

- Across the ability range, many responses reflected difficulty in conjugating the present tense correctly, yet could manipulate more complex tenses, such as 'he might have been', very confidently.
- Articles and pronouns also were a problem for many candidates. Many left out articles (a, an, the) almost completely from the parts of their responses that had to be in their own words, and a significant minority found it hard to integrate pronouns into their work and to make them agree correctly with their subjects.
- Incorrect use of commas, connectives and conjunctions meant that the flow and clarity of some candidates' work was affected. Some candidates used commas too frequently, or missed out full stops. Additionally, some did not use 'who' at all, but rather 'that', 'which', 'in which' or 'whereby' – all of which were used incorrectly.
- Some candidates copied words directly from the passage to use in a context that is permitted by the rubric, but then do not spell them correctly. Proof reading work by candidates is highly recommended at the conclusion of the examination as there should be enough time for this process because there is no evidence that candidates struggle to finish the paper in the time allowed.

GENERAL PAPER

Paper 8001/23

Paper 23

Key Messages

- The standard of written English was very strong as most responses corresponded to the criteria found in the top two bands. The very good use of connectives and conjunctions by a significant number of candidates meant that there was much evidence of answers that flowed and were well organised (e.g. 'apart from', 'overall', 'additionally', 'first of all', 'finally', 'besides that', 'although', 'moreover', 'furthermore', 'never the less', 'meaning that', 'during/ throughout the conversation', 'as the conversation progresses', 'instead of listening to Belle' etc.) Formal language was also seen, especially in **Question 2** (e.g. 'it is said...', 'what can also be noticed is...', 'despite being told...') It was also noteworthy in **Question 2** how many candidates could embed quotes very well into their responses; used language such as 'he assumes...', 'he suggests...' and 'is not very effective', and knew how to respond correctly to a 'how' question with the use of 'by'.
- Very few candidates relied too much on the insert by copying words or phrases from the passages, meaning that hardly any candidates received a Use of English mark in the bottom band. However, a few candidates copied words and phrases from the passages, placing this material in quotation marks. Unfortunately, when responding to questions demanding the use of the candidate's own words, phrases that are copied from the passage cannot be credited, even when the candidate acknowledges and attributes them by placing them in quotation marks. Some candidates underlined the words in the text that linked to questions that required the use of own words and this seemed to help them to avoid lifting key words.
- A significant minority of candidates wrote much more than the word limits stated in the questions (often only 20 or 30 words this paper so it was very evident when a response was too long). One of the skills tested on this paper is the ability to write concisely, meaning that credit is not given to work beyond the word limit so some candidates would have attained higher marks if their answers had been more succinct.
- It would impact positively on some candidates' marks if they were to note more closely the key words in questions. For example, in **Question 1(f) (ii)**, some candidates gave answers relating to the start of the passage rather than from the section that linked to Christopher Hart who was referenced in the question.
- It was noted that there were many nuanced answers– few candidates wrote generalised answers or made unfounded assumptions, neither of which are creditworthy. Candidates gained marks by incorporating modal verbs (e.g. 'might', 'could'), vocabulary denoting possibility (e.g. 'perhaps', 'maybe', 'possibly'), comparatives and superlatives, discursive expressions (see first bullet point above) – all of which positively impact the Use of English mark.
- A small number of candidates changed their mind regarding which question they were going to answer partway through the examination, crossing out their answers and completing another question instead, or answered multiple questions. It is highly recommended that candidates read through a question completely before deciding to do it, in order to be certain that they can answer **all** the sub-questions and to allow the maximum amount of time possible for answering the question and proof-reading the answers, and thus be in the best position to gain the most marks possible. Those candidates answering more than one question may have gained higher marks had they not done this as they would have focused on addressing one question to the best of their ability. There were also a few instances of candidates not answering all the sub-questions of the question they had chosen. It is highly recommended that a candidate attempts all elements of a question as there is no penalty for attempting a question and not giving a creditable response.

Question 1

A minority of candidates responded to this question.

- (a) Candidates who gained credit noted, firstly, that there was only one mark available and so did not make reference to the whole paragraph (e.g. *he was unhappily married, only had a basic education and would be working in Hollywood today*) and, secondly, that own words were not required so lifted the relevant phrase directly from the passage (e.g. *our greatest writer*), therefore avoiding giving an answer that was too vague to score (e.g. *a good writer*).

- (b) Most candidates conveyed the rumours successfully in their own words:

'Shakespeare was someone surrounded by mystique'; 'Shakespeare was not an unknown person'; 'Shakespeare's work was done by another person'.

However, some would have attained higher marks if they had not resorted to speculation beyond the passage; cited other rumours, such as he was a secret Catholic, or lifted key elements of their response (*mysterious* and *Shakespeare was really someone else*).

- (c) Many responses gained credit on this section, with a significant number citing more than the three points required. The points given most often were *his will, documents showing Shakespeare involved in court cases and purchasing property, and material on his family in Stratford-upon-Avon*. A few candidates offered the answer to (e) at this point.

- (d) There were some insightful answers given that were impressive in their maturity:

'They mean that the religious content in Shakespeare's plays is not intended to make other people change their religion, but to make it pleasurable for the audience.'

'The fact that Shakespeare references Catholicism in his play does not mean that he intended it as a religiously-themed work. It only adds to the play as a work of art not as a work of religion.'

Some candidates would have improved their performance if they had not been mistakenly attracted to the material that followed the quote (*less a matter of individual biography and more a snapshot of contemporary shifts, uncertainties and overlaps*).

- (e) Some candidates handled this sub-question very well, attaining over half the available marks without difficulty. Examples of creditworthy responses included the following:

'Despite not going to university, he read a lot of different genres and languages/ he kept reading/ he read frequently.'

'He had a highly demanding education.'

'His vocabulary was not that developed compared to others.'

'Others created new words too.'

'He was in love with language.'

'Radio would suit him more.'

Candidates who struggled on this section usually selected the correct material but copied it entirely from the passage, or did not understand the requirements of the question.

- (f) Candidates scoring in (i) usually offered the points about the 'second-best bed' left to his wife being an insult, this theory being a sentimental one and, finally, the fact that we will never know the truth. Very few managed to convey the idea that the best bed was reserved for guests in that era. A significant number cited the wrong theory.

- (ii) Many candidates got this questions wrong because they gave responses based on material at the start of the passage, rather than material linked to Christopher Hart, despite the latter being referenced in the question. A few candidates did not attempt this sub-question at all. Candidates who did gain credit usually gave the point about it being hard to believe Shakespeare could be so unkind on purpose. Very few candidates put *aloof and financially careful* into their own words.

(g) This was often well answered by candidates. For example:

'The Earl of Oxford did not have the kind of language skills to say that he wrote Shakespeare's plays.'

'It is impossible that the Earl of Oxford could write poetry in a skilful way.'

'The Earl of Oxford lacked poetic knowledge/ ability.'

Some responses would have achieved more credit if they had not either confused Shakespeare with the Earl of Oxford (Shakespeare's skill was not good enough) or copied too much material from the passage ('negligible poetic skill' and 'the Earl's slim work' being seen the most).

(h) Candidates could have improved their performance on these two sub-questions in several ways. It is essential that candidates use the correct grammatical form as in the question (e.g. practises is not the correct form to replace *exercising*); check that the subject matter of the sentence is not the same as in the passage (e.g. *derisory* in a sentence about a sum of money); provide only one synonym per question; ensure that the precise meaning of the word is clearly outlined in the sentence offered; offer 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); create six individual sentences rather than writing a narrative which randomly includes the six words or phrases required, and, finally, use the six words given in the question rather than their own synonyms.

A number of candidates managed to score quite well on (i). Correct synonyms for all the words were noted, but *rumours*, *exercising*, *allegedly* and *derisory* were most commonly scored by candidates. *Fringe* proved to be the hardest word to find a correct synonym for (guesses from the context, such as uncertain and unknown, were seen quite regularly).

Good synonyms offered for *rumours* included gossip, unjustified assumptions, unconfirmed ideas, facts that may not be true, and things being said that are not proven. For *exercising* candidates offered practising, putting into practise and managing to use. Supposedly was seen for *allegedly* and far too little for *derisory*. With the latter, some candidates would have gained the mark if they had not been so vague, for example, by offering 'small' as their response.

In (ii) candidates struggled to score more than one mark. Sentences containing *rumours* were the most likely to be creditworthy (e.g. They say that Mr X once hit a candidate for speaking when he was not supposed to, but they are only rumours.)

Question 2

This question attracted the same number of candidates as **Question 1**; the feedback is therefore limited because of the smaller number of scripts seen. In general, candidates engaged very well with the subject matter, giving insightful and fulsome responses.

(a) The vast majority gained more than half marks on this sub-question. Some responses would have gained more marks if they had not quoted so extensively from the passage, indicating that they had not fully understood the stimulus in the question (e.g. *insightful guidance, climbing the corporate ladder at an astonishing rate, extolling the virtues of a career in the field*), or if they had selected enough from the passage to convey the full meaning of the stimulus (e.g. simply offering *extolling*). *Let me put my thinking cap on* and *there are lots of opportunities for promotion* were offered incorrectly on occasion.

(b) The majority of candidates coped very well with putting themselves in Belle's shoes and came up with questions that matched what Belle had said and how Mr Forti reacted negatively to what she asked, including the following:

'Could I not just drop out? Could I just graduate and find an easy job? Could I skip the interview?'

They also justified their question well within the word count. For example:

'Belle has given up and would be likely to pick an easy job that requires no experience or a degree.'

'She seems to be insecure about the interview and scared by his question.'

'The teacher believes she has the potential for something better.'

A few candidates would have gained credit if they had not posed a generalised question not linked to this particular scenario.

- (c) Quite a few candidates gave the correct answer (ii) with a nuanced explanation that did not just restate the contents of it:

'This suggests that he has an appreciation for detail himself.'

Some candidates would have achieved a higher mark if they had adhered to the word count. It was noted that creditworthy material appeared quite regularly after the cut-off point so could not be rewarded. Others would have scored if they had not been distracted by the choice of (i), perhaps because they had noted the term '*analysing*'.

- (d) This was extremely well answered by most candidates— with most gaining at least half of the marks available, and a significant minority achieving full marks because they exemplified and explained their points with confidence, insight and appropriate vocabulary. For example:

'He became easily annoyed instead of being motivated to find the perfect fit when he said...'

'He started to get irritated which is not likely to happen with a trained advisor as it is a very important decision which takes time.'

'He uses unreliable sources/ relies on anecdotes and media sources.'

'He becomes increasingly frustrated despite patience being essential in this job.'

'He has not a plan yet one assumes a trained advisor would have studied the person before the interview.'

'He based the suggestion of forensic accountant more on demand than her personality.'

Valid points beyond the mark scheme were also regularly seen, especially regarding the potential psychological impact:

'It sounds as though he is bragging about his niece. This could make Belle feel bad if she compares herself with the successful niece.'

'Considering her desperation, he is not that sympathetic to her situation.'

- (e) This was another question that was well done. Most candidates scored at least one mark on this section, understanding Mr Forti's familial pride. Most also alluded to the niece's success or the abundance of opportunities this particular career could bestow on one.

- (f) Most responses showed understanding about how the situation was finally resolved, referring correctly to Mr Forti's question and giving a relevant justification which showed insight and a good grasp of the vocabulary of emotion:

'She became enthused as she was talking about what she liked.'

'It focused her on what she enjoyed doing.'

'It helped her realise what her passion was and what she enjoyed the most so that she could make a career out of it.'

'It made her tell him her skills so he got a clearer idea and found her a career.'

- (g) Most candidates answered this section of the paper well.

Many suggested careers in **(i)** that would have suited Belle and justified these choices. A career in law was linked to her debating and acting skills; English teacher was justified by either her enthusiasm for the subject or her communication and people skills; journalism was suggested because she liked to talk, was good at English and liked to debate; politics was mooted as her strong points were her communication and debating skills; marketing was suggested as she was good at presentations and speeches; becoming a writer or actress was put forward as she liked English, discussing books and doing presentations.

A few responses would have benefited from being less vague and could have supported their discussion of her skills by more detailed references.

In **(ii)** many responses showed good empathy with a character and reflected an impressive vocabulary, on occasion nicely idiomatic, linked to emotions at their fingertips, including the following:

'I was beginning to give up all hope/ lose all hope/ panic/ feel desperate/ feel confused/ worry/ think that there was nothing left for me/ that this was all leading nowhere.'

In **(iii)** a majority of candidates showed how well they had immersed themselves in the scenario and read between the lines to find positives for Belle after her initial reluctance:

'She did not get frustrated like Mr Forti even though his ideas did not appear to be getting her anywhere.'

'She stayed calm and polite though Mr Forti was becoming frustrated.'

'She knows what she does not want to do now.'

'She survived the pressure.'

'She can see she is talented.'

In **(iv)** many relevant emotions were offered. The most common response was relief (or relieved), but *calm, thankful, less stressed, satisfied, ecstatic, grateful, joyful* and *excited* were also seen. Good reasoning was also evident, for example:

'It had been a nightmare for her to find a career.'

'It had been torturing her to find a career.'

'Relief because throughout the interview she was having a bad experience because the careers advisor drowned her with career choices she did not like.'

'Not knowing what to study at her age can be stressful.'

Some candidates gave justifications that were at word or phrase level, showing good comprehension skills:

'The exclamation 'Phew', coupled with 'Thank goodness', embody all of these feelings...'

Question 3

The majority of candidates chose this question, and seemed to engage well with the subject matter as very few short answers were seen – fulsome answers were more the norm.

(a) & (b) Almost every candidate endorsed one holiday destination immediately. Happiville and Grandberg were most often chosen in **(a)** and Longstad in **(b)**. Most candidates also followed the instruction to refer only to the destination they had chosen. Many responded to these sub-questions well, scoring at least half marks or more, with a significant minority gaining full marks on at least one of the sub-questions.

The most effective responses made relevant links between the information given in **sections A, B** and **C**, or took a piece of information and developed it logically, thus making a developed point. For example:

'It offers inexpensive flats where they can all stay and where Donata can cook for her friends whatever dish she wants to.'

'Although Joy does not travel well at sea, Happiville is near so if it mentions travelling by train and ferry, it should not be that long on the water/ she could take travel sickness medication.'

'It has local specialities so Joy will be keen to eat them.'

'The art gallery will attract the attention of Benni who wanted a musical event during the holiday.'

'There are not really any good sports facilities, but Donata can survive five days without them.'

'It is not an overpopulated city which is perfect for Donata as a place to feel comfortable in.'

'It has up to date architecture which would inspire Donata to paint and relax.'

'To travel to Longstad they will use a budget airline which means that they will arrive at an airport which might be far away from the city.'

'As it is a major conurbation, Donata would suffer from being surrounded by people everywhere she went.'

'Benni would be unhappy with the lack of musical events as the concert hall is being modernised.'

Good responses were characterised by a confident use of superlatives (e.g. 'the cheapest', 'the nearest', 'the liveliest'); the use of synonyms for key words in the passage (see examples above) and nuanced responses (see examples above, such as 'might' and 'could').

However, some could have achieved higher marks by noting the key words in the question to consider **both** the advantages and disadvantages, ensuring that they offered a balanced response by including at least one disadvantage in **(a)** and one advantage in **(b)**. Some responses would have benefited from closer reading of the passage. For example, some thought the concert hall in Happiville was closed; that *limited* referred to accommodation rates in Happiville rather than the range; that *competitive rates* was a negative feature of Happiville; that Joy suffered from air sickness, and that the transport discounts lasted only three days. A few candidates offered more disadvantages than advantages in **(a)** and vice versa in **(b)**, or started their answer to **(a)** with disadvantages and to **(b)** advantages.

- (c)** When the word count was observed, this sub-question was generally well done, even by those who approached the question from the angle of tourists rather than 'tourism', or who repeated the advantages or disadvantage in their reasoning.

Responses regarding possible advantages were wide-ranging and the most frequently cited included tourism generating jobs, improving the economy, boosting national pride, expanding culture, teaching traditions, encouraging foreign investment, allowing exploration of new places/ broadening knowledge/ allowing immersion in another culture, creating memories, raising awareness and allowing an escape from routine.

Compelling reasons given by many candidates included tourism creating jobs for hotel and restaurant staff, and guides, providing the main income for a country, encouraging foreign hotel and restaurant chains, providing relaxation and happiness and encouraging people to focus on conserving attractions for future generations.

Examples of the disadvantages offered included the problems of pollution, overcrowding and the fact that there can be an increase in living costs in the area. Candidates reasoned that tourism could be harmful for the environment because tourists used transportation to get to their destinations so congestion might increase and air and noise pollution would be created, tourists might not be familiar with recycling facilities so littering might become an issue. Others considered the high cost of developing destinations and some were aware of the impact of losing tourism if places lost their attraction.

- (d) Only a few responses were based on one of the obviously irrelevant points – either the yacht race or that arson was suspected in connection with the fitness centre. In addition, it was rare to see sufficient justification to gain full marks.

A few responses infringed the rubric by offering more than one piece of information and could not be credited. A significant number gave the justification that the point was irrelevant or not connected, but more detail was required.

Many responses did not gain credit because they offered points that **were** relevant to the three friends when making their decision, such as national carriers flying direct to destinations or budget airlines landing at airports quite distant from city centres (cost and/ or time implications for the friends), Donata's love of cooking (saving money for Benni and being able to create healthy meals for herself), or the concert hall being closed (implication of no music for Benni).

Use of English

- A number of candidates, across the ability range, had difficulty conjugating the present tense correctly but often manipulated more complex tenses, such as 'he might have been', very confidently. In some cases, responses would have been more highly rewarded if they had been secure in basic English before attempting more complicated wording.
- Articles and pronouns were problematic for some candidates. Many left out articles ('a', 'an' or 'the') almost completely from questions that had to be answered in their own words. A significant minority struggled to integrate pronouns into their work and to make them agree correctly.
- Many candidates could have gained more marks for Use of English had they used commas, connectives and conjunctions correctly; not doing so meant that the flow and clarity was affected. Some used commas too often, or missed out full stops in many places where they were needed. In addition, some candidates did not use the word 'who', and instead used 'that', 'which', 'in which' or 'whereby' incorrectly.
- Candidates should take care when they copy words from the passage (where permitted), that they are spelled correctly. 'Accommodation' was frequently incorrect. Proof-reading work by candidates is highly recommended at the end of the examination.