

GENERAL PAPER

Paper 8004/11
Paper 11

Key messages

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

General comments

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

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

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

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

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

Comments on specific questions

Section 1

Question 1

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

Question 2

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

Question 3

This question drew many responses. It was generally well answered and candidates were able to speak from their own experience in their state/country. The weakest examples were those essays that simply provided every possible reason for people to hand in their guns, ignoring the arguments for protection in less secure areas or the use of guns for recreation. Strong answers gave attention to the key word in the question, 'priority'. Those who spotted that word were able to suggest that other issues should have priority, for example measures to eliminate poverty, improve mental health, and provide decent housing. Others, unfortunately, seemed content to illustrate rather than argue using recent tragic events to state that it goes without saying that gun control is a priority. There were a few interesting answers that argued for the environmental necessity of gun licensing in order to preserve species' survival. The appalling threat to marine life posed by the lion fish in the waters around Florida was a revealing example offered in one particular essay.

Question 4

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

Section 2

Question 5

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

Question 6

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

Question 7

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

Question 8

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

Section 3

Question 9

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

Question 10

There were few responses to this question. A persuasive case was made for preserving the buildings chosen, although whether the examples chosen could be classified as ‘modern’ was not always addressed.

Question 11

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

Question 12

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



GENERAL PAPER

Paper 8004/12
Paper 12

Key messages

Content

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

Use of English

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

General comments

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

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

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

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

Rubric infringements were rare and there were very few unfinished essays. The quality of the Use of English was variable and depended on whether grammatical errors disrupted the fluency or not. Consequently, some

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

Use of English

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

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

Comments on specific questions

Question 1

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

Question 2

This was a popular choice and allowed candidates to use up-to-date examples such as the Vegas shootings (although plenty of factual inaccuracies evident here), the Manchester concert bombing, trains, underground stations, football and sport matches as well as situations such as a crowded markets or shopping areas. Less successful responses just described these, presenting little or no debate. 'Dangerous' was interpreted in many ways, from the extreme examples of bombings and shootings to issues such as catching diseases, rape, theft and violence, including political protests. More successful responses considered non-crowded places as potentially more dangerous and explored the issues well, concluding that 'dangerous' is an emotive term which may be a result of occasional accidental circumstances.

Question 3

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

Question 4

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

Question 5

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

Question 6

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

Question 7

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

Question 8

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

Question 9

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

Question 10

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

Question 11

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

Question 12

This was not a popular question, but there were some detailed examples of specific programmes, or key figures such as David Attenborough, discussing their key roles in inspiring so many people. Less successful responses were generalised with few examples. More successful ones addressed education, emphasising the privilege of being able to observe nature normally unavailable to most people. Also there was a careful consideration of the value of skilled camera work and modern technology in filming such unique scenes. Conclusions focused on how such documentaries have given new and detailed insights into the natural world and increased awareness of the plight of the planet.

GENERAL PAPER

Paper 8004/13
Paper 13

Key messages

Content

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

Use of English

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

General comments

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

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

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

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

Rubric infringements were rare and there were very few unfinished essays, although sometimes responses were not always extensive. The quality of the Use of English was variable and often depended on whether grammatical errors disrupted the fluency or not. Consequently, some candidates need to work on forming secure, grammatically correct sentence structures and leave time at the end to check for basic errors. A thorough and systematic check could greatly improve the standard as well as clarify the content. Also, a substantial number of candidates have acquired a wide-ranging English vocabulary but need to improve putting these words in an appropriate context in order to create greater precision.

Use of English

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

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

Comments on specific questions

Question 1

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

Question 2

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

Question 3

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

Question 4

There were no responses to this question.

Question 5

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

Question 6

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

Question 7

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

Question 8

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

Question 9

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

Question 10

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

Question 11

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

Question 12

There were no responses to this question.