

# GENERAL PAPER

---

Paper 8001/11

Paper 11

## Key Messages

- answer the question as set and respond to the key words
- reinforce your main points with relevant examples
- allow time for a thorough and systematic check of grammar, spelling and expression

## General comments

A good number of detailed and thorough responses responded to the question as set and presented a good range of relevant examples to illustrate their main points. A sizeable number of responses contained few and occasionally, no illustration, resulting in vague, generalised arguments that lacked credibility and conviction.

Candidates should always react to the prompts in the set question and maintain focus throughout on the key words. Successful candidates made good use of their topic knowledge and were able to include appropriate examples to support their ideas. The majority of Centres returned a reasonable number of high scoring answers; however, unfortunately, a few Centres were not able to meet that standard

Most candidates used the time wisely and were able to assemble their thoughts in well-constructed paragraphs and expressed themselves with due clarity. Quite a few candidates used the introduction to give an unnecessary and sometimes lengthy history/ background of the topic instead of focusing immediately on the wording of the question and exploring the arising issues. Some conclusions merely listed points from the main body of the essay, rather than drawing out a final conclusion stating a clear, personal point of view.

The following points embracing Use of English, essay technique and content are presented in bullet points style in the expectation that this will make them easier for candidates to remember.

- several Examiners commented that handwriting was sometimes hard to read
- a small number of candidates need to plan their essay more carefully so that the content is clearer and more logically organised
- most essays followed recommendations for length
- candidates need to focus on answering the question as set and not include everything they know about a previously rehearsed topic
- ensure that main points are fully developed and appropriately illustrated
- candidates should leave sufficient time towards the end of the examination to run a thorough and systematic check of the English to correct any careless errors
- candidates should always endeavour to adopt an appropriately formal style to match the content of the essay and should avoid becoming 'chatty'

## Use of English

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

- subject/verb non-agreement
- Use of informal vocabulary such as 'kinda', 'gotta', 'kids'
- The use of the clichéd phrase 'In a nutshell' should be avoided as it is colloquial and not appropriate formal English
- missing endings on plural nouns because of carelessness and/or poor checking
- using incorrect plural instead of singular words: electricities, behaviours, informations and technologies instead of electricity, behaviour, information and technology
- the pronoun 'one' cannot be followed by 'they'/'their'

- frequent incorrect use of definite and indefinite articles
- confusion between their/there, to/too, here/hear, crisis/crises and practice/practise
- incorrect use of apostrophes e.g. its/it's
- incorrect comparative forms such as more easier/more richer/more harder
- incorrect use of commas leading to loss and/or ambiguity of meaning
- words not separated e.g. 'alot' 'infact' 'aswell'

### **Comments on specific questions**

#### **Question 1**

Quite a popular question which elicited responses that included several shocking examples of police brutality. This question appealed across the whole ability range and consequently there was considerable variety in the quality of the responses. The better answers from developing countries were critical of the police for corruption and low rates of crime solving but did acknowledge low pay, inadequate training and a lack of modern equipment and resources, such as police vehicles, as a major obstacle to more effective performance. Less successful answers described typical crimes in their locality but did not really discuss police action in response in any depth.

#### **Question 2**

A very low number of answers to this question which did not really explain the importance of the 'grey' buying power.

#### **Question 3**

Not an overly popular question. Most candidates presented a balanced, well-reasoned discussion to indicate why any progressive state should assist those in need, particularly when difficult economic conditions prevail and providing measures are in place to prevent fraud and abuse. They also addressed the prompt of 'How far...?' It was felt that a society should ultimately be judged by the way it safeguards its most vulnerable. However, answers from some Centres were vehemently opposed to the state 'giving money away' to anybody; but these answers tended to be very assertive and did not look at the weakest in society in any depth. A few candidates confused 'social security' with national security and therefore digressed from the set question.

#### **Question 4**

A reasonably popular choice. Better candidates showed good knowledge across a wide range of different sports and provided examples and illustration of rule-breaking, corruption and varieties of cheating and foul play. Much of this unwelcome lack of the true Olympic spirit was attributed to the desire to win by hook or by crook. This unfair attitude was deemed to stem from the greed for money, the influence of betting syndicates and a decline in moral standards. Golf was singled out as one of the last bastions of fair play and compliance with the rules. Weaker answers concentrated on one or two sports and provided very little illustration.

#### **Question 5**

Not very popular. Most of those who chose this question seemed unaware of the controversy amongst experts regarding the reality of global warming as depicted by Al Gore's doomsday scenario and the IPCC's flawed report. They therefore tended to agree with the claim that 'the science is settled.'

#### **Question 6**

This question was quite a popular choice with Centres in developed countries but not so with others. Pill popping was seen as an instant fix to a variety of trivial and serious conditions in many societies. Candidates were alive to the perils of over-reliance on pills being transformed into a dangerous addiction and discussed more beneficial alternatives such as a controlled diet and a far healthier lifestyle.

### Question 7

A very popular question which was often answered at least satisfactorily. The best answers pointed out both the benefits and the drawbacks or even inherent dangers of Internet-based friendships in some depth and provided appropriate examples to support the main points. It was also shown to be a generation issue, generally embraced by the young but largely ignored and misunderstood by the older generation.

### Question 8

Moderately popular. Many candidates saw this as man's next giant step forward in transport technology but still harboured doubts about safety and astronomical costs. It was generally considered as rather premature at the moment either to welcome or reject it. A few felt that the huge amounts of money involved could be put to better immediate use such as investing in research to prevent fatal diseases

### Question 9

A very popular question which was not always done well. The misreading of this title was surprisingly commonplace. These candidates simply did not look carefully enough at the question and turned distraction into destruction i.e. not what key message 1 recommends. However, there were a number of good responses where candidates focused on the time wasted watching television when there were far more important things to be done. These answers also demonstrated how family discussions seldom took place even at meal times because one or more family members preferred to watch some programme. Others also made the link between lack of exercise thanks to all-day programming and obesity and other health issues.

### Question 10

Not many answers to this rather straightforward question but it was often quite well done. Candidates nominated the foreign culture of their choice and offered credible and sometimes interesting reasons for doing so.

### Question 11

I cannot recall seeing one attempt at this question.

### Question 12

Very few attempted this question and it was not always well answered as most candidates struggled with the concept of 'anything you can get away with.' A minority did discuss how some movements such as minimalist art seemed frivolous and of little value to the layman and gave examples of prizes being awarded for works of art which baffled the general public.

# GENERAL PAPER

---

Paper 8001/12

Paper 12

## General Comments

This is a demanding paper. It requires candidates to compose two essays in the relatively short time of two hours. As in all examinations there are variations in the quality of response but candidates deserve recognition for, with hardly any exception, completing two essays in the given timeframe. Many of these responses were fluent, showing a genuine engagement with the topics chosen.

In selecting the questions to answer most candidates wrote from a sure knowledge base. Questions requiring knowledge of history, fashion, culture, entertainment, tend to be popular so Centres are encouraged to devote some time to enriching their candidates' appreciation of the Arts in general. Naturally not all of the Arts will be included in a given question paper but many of them, including music, art, theatre, and literature explore social and personal matters that apply to all of us.

Candidates often respond to questions where knowledge of their own locality is required, for example local economic conditions, transport efficiency, or matters concerning consumer rights. Such topics require as much evaluation and debate as any other question and there is evidence that Centres are encouraging discussion rather than the mere recounting of facts and figures.

On the question paper words and phrases like 'how', 'how far', 'discuss', 'give reasons', 'what do you understand', 'to what extent', indicate that there may be points in favour of or against a viewpoint or assertion. They are being asked to evaluate, to weigh things up, and then come to a conclusion. Centres may want to encourage candidates, particularly on controversial issues, to reveal their own views and opinions while not neglecting to acknowledge the existence of other attitudes. Questions related to scientific, medical and technological developments can be approached in a spirit of enquiry without sacrificing one's own beliefs.

Finally it is clear that Centres and candidates are very concerned with what is correct, or acceptable, in the use of English. The errors listed in previous reports still occur but in only a few instances did the incidence of error impede understanding. The majority of the technical inaccuracies seen were grammatical ones to do with such features as sentence structure, mixing of tenses and uncertainty over the use of definite and indefinite articles. Above all it is important that candidates communicate with the reader. They should make themselves known to the reader and let their personality shine through in what they write. Then, even a candidate who struggles with the mechanics of English will communicate. It is encouraging to see that candidates are spending some time on the design of their essays. A rough plan or scheme is all that is needed to ensure that the essay has shape. If there is time to revise what is written, look out in particular for unnecessary words or phrases, for example prepositions that are serving no purpose. Avoid as far as possible overstatement, exaggeration, and the use of elaborate words for their own sake. Write as plainly and accurately as you can and avoid at all costs formulaic introductions and conclusions.

## Comments on Specific Questions

### **Question 1**

This was a challenging and very specific question. Only a handful of responses were seen and those that chose to respond on levels of confidence in financial institutions were well informed on the topic.

## Question 2

This was a fairly popular question but many candidates did not understand the meaning of 'consumer awareness'. Essays were too generalised and what the government should do to make citizens' lives better was the only concern. A few candidates questioned the role of government in these matters, arguing for individual responsibility and voicing strong opposition to the encroachment of the state. These answers were interesting. There are often opportunities for not taking a given question at face value and where candidates interrogate the assumptions that seem to be implicit in a question they can do very well so long as they are sure of their ground. A few candidates confused the term 'consumer awareness' with encouraging consumption. Others allowed themselves to be diverted into answering the question they would rather have been doing: a discourse on the perils of smoking. It's invariably a mistake to let a single issue dominate.

## Question 3

The more successful candidates were able to illustrate examples of organised tyrannies, such as those of Stalin, Hitler, Pol Pot, and those that prevailed in the Middle East before the coming of the Arab Spring. Interesting responses also reflected on the limitations of the democratic system, even arguing quite ingeniously that autocracy can have aspects both benign and efficient that democracy by its very nature cannot have. Others argued perceptively, using the wording of the question intelligently, that though tyrannies might 'always' be 'better organised' that is no good reason to tolerate them.

## Question 4

This was a very popular topic and generally very effectively handled with reference to particular controversies. There was some lack of focus evident in exemplifying 'scandals' as distinct from mere controversies. Surprisingly there was limited reference made to Olympic ideals but there were many appropriate references made to the corruptive influence of commercialisation and gambling. Drug-taking was also a major area of concern. The best responses not only considered actual examples of recent scandals but also discussed the idea of integrity in sport.

## Question 5

Answers to Medical Research almost all acknowledged the debt owed by society in the eradication and treatment of certain diseases, and showed awareness of the problems of 'animal testing'. Other methods of testing were not too widely covered, though there was mention of the possible use of technology. There were some very creditable responses with most candidates favouring limitation because of financial cost, religious/ethical objections to the use of animals as test-subjects and particular developments in IVF and genetic engineering. Overall the answers were quite sophisticated and not too dogmatic. This proved to be a popular question and those who explored the implications of the key phrase 'no limits whatsoever' did well.

## Question 6

Many answered this question and all the candidates had wide-ranging knowledge of their local transport infrastructure. Where deficiencies were highlighted there was considerable discussion about the causes, such as low government funding and what could be done about it. Several answers painted vivid pictures of local conditions and this made reading the responses a pleasure. Responses to questions of this type need to be enlivened. It was heartening to note that many managed to turn what might have been dull into lively, often colourful and informed accounts and evaluations of their local scenes.

## Question 7

The key words in this question were 'harmony' and 'discord'. The better answers offered specific examples of occasions when harmony or discord had occurred on Internet sites such as Facebook or Twitter. Some saw fraud as discord whilst others considered Facebook as a place where friendship might flourish or wither. Several discussed cyber bullying and instances of suicide or depression. Again specific examples were needed to reduce the danger of exaggeration and generalisation. It was the exemplification, or lack of it in some cases, which was a key factor in how successfully this was answered. Unsurprisingly this question was a very popular choice but only a few candidates gave equal weight to both harmony and discord in their assessments. Those who recognised the Internet's positive and negative potential produced thoughtful answers.

### Question 8

This was not a popular question and it was often misunderstood. Candidates often wrote generally about developments in their country without considering the meaning of 'sustainable development'. The question asked for a response to that phrase. Consequently only those who were aware of its connotations were able to write convincing responses. Those who appreciated the essential principle of sustaining the earth's resources were in a strong position.

### Question 9

There were several responses to this question. It was important to explain what a modern toy was, compared to what a toy was in the past. The successful answers mentioned a range of toys such as dolls, games, spinning tops, toy cars, Lego. Moreover they explored in what ways they did or did not help a child's creativity or imagination. Many of the thoughtful answers analysed the positive and the negative impact of video games. For instance a few candidates pointed out, with examples, that some modern computer-based toys do stimulate the imaginations of young people. Many regretted the decline in creative outdoor play.

### Question 10

This was a very popular choice and produced a wide range of responses. Those who recognised there was more to travel than enjoyment and pleasure did well. A limiting factor in a few responses was lack of accurate knowledge of the foreign country chosen. Specific locational references combined with an enthusiasm for the proposed visit were evident in the better answers. Some named continents or more than one country and this made it harder to access the top bands.

### Question 11

The candidates who gave specific examples tended to do well on this question but the implications of the question were not always fully appreciated. Media obsession with celebrity was a common theme though a few thoughtful responses considered the categories of people who might be deserving of more attention, such as the poor, the homeless, those in war-torn countries for example. Those who considered moral and social issues did better than those who confined themselves to the celebrity world. Reasonable answers focused on the amount of exposure given to celebrities and the lack of attention given to those who are not famous but do various worthy things. Only a few candidates distinguished between tabloid and broadsheet journalism.

### Question 12

This was quite a popular question and like many others required specific exemplification. To achieve a creditable mark a candidate needed to name buildings and discuss in detail what made them beautiful or not. Thoughtful answers did not simply characterise modern architecture as ugly. Candidates who did not take the assertion in the quoted section of the question at face value gave themselves room for evaluation. By and large this question was well understood and a wide variety of historic and modern buildings were considered.

# GENERAL PAPER

---

Paper 8001/13

Paper 13

## Key Messages

### Content

- focus on the **keywords** in the question
- support your main points with **appropriate examples**.

### Use of English

- check your English **thoroughly** to avoid carelessness
- avoid writing in a **'chatty' informal** style

## General comments

This report covers a very small entry.

In a substantial number of scripts the content was often too one-sided and lacking in balance. Many essays contained factual inaccuracy and responses were frequently generalised with only occasional use of examples to illustrate points. There was also a tendency to offer anecdotal evidence. Digression from the wording of the question was frequently encountered and, in some cases, this led to irrelevance.

Satisfactory and better responses avoided these pitfalls. Focus on the key words was maintained and important points were adequately supported by apt illustration. These essays were evaluative rather than descriptive.

Much work remains to be done to improve the standard of the English

A major effort is required to reduce the high frequency of basic, fundamental errors. Subject/verb agreement and tenses were all too often incorrect. Omitting the 's' on plurals was commonplace. Vocabulary was not a real problem but the knowledge of how to use it in an appropriate form and context was often lacking.



# GENERAL PAPER

---

Paper 8001/21

Paper 21

## GENERAL COMMENTS

There was a significant fall in the number of candidates taking this paper. All three questions were attempted by candidates but a high proportion chose **Question 2** which concerned a young, hard-up graduate about to be employed abroad for the first time who is trying to find a room to rent. This question must have struck a chord with candidates as not only was it very popular but there were some extremely good answers seen.

Very few candidates attempted more than one question and there seemed few, if any, instances of candidates running out of time. English usage continued to improve with many candidates writing fluently and with a breadth of vocabulary.

The major failing in the responses of candidates on this paper was a disregard for word length. The need for economy was frequently ignored and many candidates went well over the required word length. There were examples of long preambles and over-lengthy answers which incurred penalties. This is an area that Centres need to address urgently.

## COMMENTS ON SPECIFIC QUESTIONS

### Question 1

This question was not answered by many candidates but there were some good responses seen.

- (a) and (b)** Most of the responses followed the rubric and included candidates' own experiences as well as using the given text. The better answers noted that the percentages given to show the assertions of the speakers were not representative of the five hundred teenagers in the survey. In **(a)** the most popular areas of discussion were academic matters, financial concerns and friends and family. In **(b)** many candidates took Speaker B to task for the comments on work and a future career. There was generally a positive response to the choice of school work/examinations and future prospects.
- (c)** Candidates did not generally answer this part at all well. They failed to make comparisons between the two sets of figures. Quite a number of responses were of a general nature, with candidates changing their minds about their priorities after discussing the issues with friends.
- (d)** This part was not well answered and far too many repeated examples from the question. The area of sport was usefully introduced by a number of candidates.

### Question 2

As noted before, this was the most popular question by far. Very many candidates exhibited an empathy with Ganna. Indeed, there was a lot of material to utilize and the main fault of candidates was in exceeding the word limits in the first two sections. This question certainly caught the imagination of many candidates.

- (a) and (b)** With such a wealth of material to draw on candidates generally scored highly in discussing the advantages and disadvantages of the accommodation. There were, however, some areas of misunderstanding. Candidates often failed to appreciate that the combination lock operated on the outside door to the building and that the double security locks were on the door to the room in question. There was also some confusion on payment for electricity by using "a pay as you go" system. In general, the responses to these parts of the question were good.



- (c) Candidates scored well on this question and, indeed, there were many who obtained full marks in this section. The use of ellipses and question marks provided clear clues which candidates frequently used.
- (d) Klaus Looberg, the eminent 19th century philosopher, and the history of the house featured prominently in candidates answers. A good proportion scored maximum marks on this part of the question.

### Question 3

Although there were a number of good responses, this is the question that provided more difficulties for some candidates than the other two questions. The subject matter may have been difficult for some, and the question was an unwise choice for a number of candidates.

- (a) Few candidates scored well here as it was challenging to include the key ideas of infiltration, plunder and fertilisation using their own words. There was a lot of lift from the text in evidence.
- (b) This part was answered reasonably well by many candidates. There was often a degree of overlap between the points made, and those candidates who simply copied points from the passage failed to gain credit.
- (c) This part of the question was misunderstood by many candidates. Most answers focused on the brain-damaged person rather than someone's reaction to him.
- (d) A mixed response was in evidence here with part (i) frequently being misunderstood. Many candidates offered "time warping effect" which is not correct. Parts (ii) and (iii) were quite well answered whilst part (iv) was not always correctly understood. The final part (v) was generally answered correctly.
- (e) In (i) processes proved difficult but candidates did reasonably well with the other words. Most of the sentences in (ii) were sound and there were few examples of the wrong parts of speech,

# GENERAL PAPER

---

Paper 8001/22

Paper 22

## General Comments

There was an increase in the number of candidates taking this paper compared to previous years. It is pleasing to note that many of the advances made in recent years have continued. Very few candidates attempted more than one question and there were few, if any, instances of candidates running out of time. There was a reasonable balance in candidates attempting the questions. The most popular was **Question 2** in which candidates have to evaluate the strengths and weaknesses of four candidates for one university place. There was a degree of empathy shown by a number of candidates as being an issue close to their own thinking. **Question 1** was also popular, but **Question 3**, the traditional comprehension question, proved less popular.

In general, the welcome improvement in English usage continues. Many candidates wrote fluently and with a fairly clear understanding of the text. There was less lifting from the question paper than has been seen in some years. However, the issue of word length is still pertinent and a number of candidates did break the word limit - this was especially prevalent in Question 2 where there was a considerable amount of information given in the question. Candidates do need to be conscious of the need for economy of words in answering questions and whilst matters have improved with the newly set-out paper, too many are penalising themselves still. In terms of technical writing skills there are certain recurring grammar errors which still need to be addressed by Centres. These include lapses in verb-noun agreement, the use of the singular verb endings instead of the plural and vice versa, and lapses in the use of the definite and indefinite article. A number of Examiners have noted positively that errors in punctuation are now rare. Another area which has improved but could still benefit from further work is spelling. There should be no cases of misspelling words from the question paper but there are still a few examples seen.

## **Question 1**

A fairly popular question.

- (a) This part of the question was generally well answered. Most candidates commented on the apology and the reimbursement given to Agnes Brekko. They also noted that the firm later withdrew the item from sale but it was less frequently noted that the receipt was missing and the fact that the chicken breasts had been consumed even if they were not very pleasant. This part of the question was sometimes not covered in the required amount of words causing some loss of potential marks.
- (b) This part was not as well done by the majority of candidates. Not all candidates noted the blunder over Ms Prekko instead of Mrs Brekko. In their approach to this question, candidates did not take on board that Chillit's claims about the quality of their products and their working practices were dubious. In this part of the question fewer candidates over-ran the word limit.
- (c) (i) and (ii) Candidates often found these two parts difficult. They rarely scored more than one mark on both parts. In (i) they tended to miss the crucial date of February 15th and the fact that Agnes Brekko would not have seen the newspaper report. In (ii) most candidates noted the salmonella alert but failed to obtain any further credit.
- (d) This question concerned the interpretation of the character of Agnes Brekko. Far too many candidates limited their response to the factual material. Where answers did address the character of Agnes Brekko, e.g. her frugality in eating the chicken, her ability to get on with neighbours and her casual approach to till receipts, they scored well.

## Question 2

As noted before candidates felt a degree of empathy in this question and this often showed through in their answers. There were a few answers that confused “most inclined” with “least inclined” but, fortunately, this was rare.

- (a) and b)** Both parts were generally tackled well by candidates. The biggest stumbling block to candidates was the amount of material given in the passage. There is a real need on this type of question for selectivity. They need to use only the relevant material and whilst most managed to do this, it was not always within the required word limit. Almost all candidates kept to the rubric of the question and did not refer to the other three applicants. All the four candidates were chosen for both **(a)** and **(b)** although Simone Teshol was rarely chosen for **(a)**. The popular choice for **(a)** was Mazda Noomo. In **(b)** the popular choices were Quellus Ragoma and Simone Teshol. The pleasing thing in reading answers to these two parts was that good cases were made for all four applicants.
- (c)** This part proved harder as many candidates wrote generally about the concept of bias rather than bias based on previous contacts.
- (d)** This part was generally well done with popular choice being point 1 - part of the course in question is devoted to the study of classical Hoddolese literature. The fact that this type of question had been turned round from “the least significance” to “the greatest significance” was taken on board by virtually all candidates.

## Question 3

This was the least popular question although some answers based partly on candidates doing Business Studies did appear. Responses seemed to be at each end of the spectrum, either very good or good and weak or very weak responses.

- (a) - (i) and (ii)** This was often a weak answer with a large dependence on the text, in particular “aggressive in chasing profits” and “community and collaboration”.
- (b)** There was quite a lot of lift from the text seen in this answer. However, most candidates do score adequately here.
- (c)** The word limit proved a problem here for some candidates. Most candidates did score on the point that the only choice over seating was at the check-in.
- (d)** This proved difficult for many as lifting was often seen. Most candidates scored fairly well on the plan having catastrophic consequences. Very few noted the rigid management structures and excessive paperwork which limited the whole process.
- (e) - (i) and (ii)** The word definitions were generally well done with the exception of “bureaucracy”. Many candidates were able to cope with aggressive, vulnerable, critical, eventually and coordinate. This was also true in the writing of sentences. Very few put “bureaucracy” correctly in a sentence but coped well with the other five words. It is pleasing to note that using different parts of speech in the sentences compared to the words used in **(i)** was also rarely seen.

# GENERAL PAPER

---

Paper 8001/23

Paper 23

## General Comments

There was an increase in the number of candidates taking this paper compared to previous years. It is pleasing to note that many of the advances made in recent years have continued. Very few candidates attempted more than one question and there were few, if any, instances of candidates running out of time. There was a reasonable balance in candidates attempting the questions. The most popular was **Question 2** in which candidates have to evaluate the strengths and weaknesses of four candidates for one university place. There was a degree of empathy shown by a number of candidates as being an issue close to their own thinking. **Question 1** was also popular, but **Question 3**, the traditional comprehension question, proved less popular.

In general, the welcome improvement in English usage continues. Many candidates wrote fluently and with a fairly clear understanding of the text. There was less lifting from the question paper than has been seen in some years. However, the issue of word length is still pertinent and a number of candidates did break the word limit - this was especially prevalent in Question 2 where there was a considerable amount of information given in the question. Candidates do need to be conscious of the need for economy of words in answering questions and whilst matters have improved with the newly set-out paper, too many are penalising themselves still. In terms of technical writing skills there are certain recurring grammar errors which still need to be addressed by Centres. These include lapses in verb-noun agreement, the use of the singular verb endings instead of the plural and vice versa, and lapses in the use of the definite and indefinite article. A number of Examiners have noted positively that errors in punctuation are now rare. Another area which has improved but could still benefit from further work is spelling. There should be no cases of misspelling words from the question paper but there are still a few examples seen.

## **Question 1**

A fairly popular question.

- (a) This part of the question was generally well answered. Most candidates commented on the apology and the reimbursement given to Agnes Brekko. They also noted that the firm later withdrew the item from sale but it was less frequently noted that the receipt was missing and the fact that the chicken breasts had been consumed even if they were not very pleasant. This part of the question was sometimes not covered in the required amount of words causing some loss of potential marks.
- (b) This part was not as well done by the majority of candidates. Not all candidates noted the blunder over Ms Prekko instead of Mrs Brekko. In their approach to this question, candidates did not take on board that Chillit's claims about the quality of their products and their working practices were dubious. In this part of the question fewer candidates over-ran the word limit.
- (c) (i) and (ii) Candidates often found these two parts difficult. They rarely scored more than one mark on both parts. In (i) they tended to miss the crucial date of February 15th and the fact that Agnes Brekko would not have seen the newspaper report. In (ii) most candidates noted the salmonella alert but failed to obtain any further credit.
- (d) This question concerned the interpretation of the character of Agnes Brekko. Far too many candidates limited their response to the factual material. Where answers did address the character of Agnes Brekko, e.g. her frugality in eating the chicken, her ability to get on with neighbours and her casual approach to till receipts, they scored well.

## Question 2

As noted before candidates felt a degree of empathy in this question and this often showed through in their answers. There were a few answers that confused “most inclined” with “least inclined” but, fortunately, this was rare.

- (a) and b)** Both parts were generally tackled well by candidates. The biggest stumbling block to candidates was the amount of material given in the passage. There is a real need on this type of question for selectivity. They need to use only the relevant material and whilst most managed to do this, it was not always within the required word limit. Almost all candidates kept to the rubric of the question and did not refer to the other three applicants. All the four candidates were chosen for both **(a)** and **(b)** although Simone Teshol was rarely chosen for **(a)**. The popular choice for **(a)** was Mazda Noomo. In **(b)** the popular choices were Quellus Ragoma and Simone Teshol. The pleasing thing in reading answers to these two parts was that good cases were made for all four applicants.
- (c)** This part proved harder as many candidates wrote generally about the concept of bias rather than bias based on previous contacts.
- (d)** This part was generally well done with popular choice being point 1 - part of the course in question is devoted to the study of classical Hoddolese literature. The fact that this type of question had been turned round from “the least significance” to “the greatest significance” was taken on board by virtually all candidates.

## Question 3

This was the least popular question although some answers based partly on candidates doing Business Studies did appear. Responses seemed to be at each end of the spectrum, either very good or good and weak or very weak responses.

- (a) - (i) and (ii)** This was often a weak answer with a large dependence on the text, in particular “aggressive in chasing profits” and “community and collaboration”.
- (b)** There was quite a lot of lift from the text seen in this answer. However, most candidates do score adequately here.
- (c)** The word limit proved a problem here for some candidates. Most candidates did score on the point that the only choice over seating was at the check-in.
- (d)** This proved difficult for many as lifting was often seen. Most candidates scored fairly well on the plan having catastrophic consequences. Very few noted the rigid management structures and excessive paperwork which limited the whole process.
- (e) - (i) and (ii)** The word definitions were generally well done with the exception of “bureaucracy”. Many candidates were able to cope with aggressive, vulnerable, critical, eventually and coordinate. This was also true in the writing of sentences. Very few put “bureaucracy” correctly in a sentence but coped well with the other five words. It is pleasing to note that using different parts of speech in the sentences compared to the words used in **(i)** was also rarely seen.