

GENERAL PAPER

Paper 8001/11
Paper 11

Key messages

- Play to your strengths – only respond to those questions that you have sufficient and genuine knowledge of.
- Consider the syllabus content – use your subject-based knowledge, as well as your own, to assist your selection of questions.
- Remember that anecdote can serve as an illustration but it is not a substitute for argument and debate.
- Avoid assertion – always provide evidence for what you think and evaluate that evidence.
- Essays are about the development of ideas, where any statement that is made is described, qualified, exemplified, and illustrated.
- The General Paper encompasses a wide range of topics, social, economic, scientific, geographical, cultural, to name but a few. Do your own research on topics that are of interest to you – use the media, books, libraries, and, of course the Internet, but not exclusively the latter.
- Students should aspire to be independent researchers while being mindful of the factual and the contextual.
- Finally have as many classroom or group debates as possible where students question others and themselves.

General comments

This examination's "Key Messages" were written in response to the very positive experience of assessing the candidates' performance. Centres are to be congratulated on fostering the spirit of inquiry that the General Paper is designed to award. What came across in the majority of the essays was an eager interest in the chosen topic and confidence in expressing ideas. Candidates opting for **Question 1** on religious education and **Question 10** on skyscrapers would obviously draw upon their personal, contemporary experience and could perform adequately if that was all they did. But that rarely happened. Instead they drew upon their historical and philosophical knowledge to add weight and context to their opinions. On **Question 1** many students discussed the danger of indoctrination and on **Question 10** one candidate referred to the Tower of Babel as an example of vainglory while, at the same time, acknowledging the iconic status of buildings such as The Empire State. Instances such as this were present in other question pairings where knowledge about the present day was complemented by knowledge of the past.

So long as candidates are prepared to question and challenge their own ideas it is likely that they will respond to topics in a thoughtful way. This examination covered topics such as war, the environment, the function of art, music, and writing in society. In only in one or two instances were there answers that could be described as one-sided or polemical.

If candidates have something worthwhile to say and if their train of thought can be followed without too much difficulty they can be confident of attaining a reasonable grade even if their use of English falls short of effective command. Previous reports can be consulted on the common errors of expression and while it is important to reduce these as far as possible, what is most important is a thoughtfully paragraphed response to the question. Meaningful introductions and conclusions certainly help but of paramount importance is the substance of the essay. While a functionally literate, but ill-informed response, may gain some recognition in terms of marks simply because the generic skills have been imbibed, it is the essay that engages with the question in an understandable way that really deserves credit. Those students that read widely and engage in class or group discussion will, in any event, be in the process of acquiring skills, which will result in error free expression. Incidentally it is not uncommon for a candidate to score highly on content, for example band 2, and not so well on use of English because of flawed expression, for example band 4. This might result in a mark of 23 for content but only 7 for English, giving a total of 30 for an essay, a quite satisfactory achievement.

Comments on specific questions

Question 1

This was a popular question and was answered reasonably well by most candidates. There was, however, in some cases, confusion between religious belief and behaviour and the RE curriculum. There is overlap of course, but candidates need to focus on key words such as “curriculum”. Interesting answers discussed the constitutional propriety of religious education in state schools as opposed to faith schools and many argued for a multi-faith approach. Nearly every candidate argued that respect for religious beliefs had to be an integral part of any curriculum.

Question 2

Many attempted this question with some success. Candidates drew on their academic, local, and in some cases personal experience of war and conflict. These were very powerful responses which movingly illustrated the effect of war on young people and children. Examples were drawn from the First and Second World Wars and from wars of independence. A key word in this question was “justified” but it did not, in many cases, trigger the response expected; an exploration of the ‘just war’. The majority of essays, though thoughtful, were variations on the theme of the undesirability of war in the abstract. Once again the importance of spotting the key word or phrase in the question is underlined.

Question 3

As expected this proved to be a popular question in countries where access to a variety of these games is taken for granted. Few, if any, candidates succumbed to the temptation of producing a merely descriptive catalogue of games they were familiar with. Instead they took their cue from the lead statement and demonstrated that they were aware of the potential of games to widen vocabulary, introduce challenging ideas and concepts, and promote creative sharing with others. Many referred to games that enhance awareness of past events and others referred to those games that require calculation and deduction. It was noteworthy that candidates did not simply eulogise the world of gaming. Again taking their cue from the question’s phraseology they quite correctly and effectively challenged the notion that playing games online “may be beneficial”. These candidates, while acknowledging their utility, also drew the reader’s attention to the violence in many games and the effect of such violence upon the young.

Question 4

This question attracted the attention of a fair number of candidates, but a few of them did not really understand GM crops and focused mainly on farming. However, there were many good responses illustrating agricultural developments in different countries. The effect on the environment was considered an important factor.

Question 5

The stem sentence encouraged a few candidates to restrict themselves to medical matters. While competent essays were written in that context, better essays focused on the need to maintain the balance of nature. Those who ignored the second half of the question were missing out, however, on the actual scope of the question. In most cases knowledge about specific species' interrelationships was limited.

Question 6

This proved to be a popular question that elicited a wide and interesting range of responses. Given the geographical reach of this examination many answers provided relevant local examples; the Everglades, Sea-world, Yellowstone, Mana Pools, the Serengeti and the Kruger National Park, to name but a few. The threat posed by poaching featured in several essays as did the allegedly cruel practice of keeping animals for popular entertainment. This is where evaluation stood out; many candidates argued for animal freedom but conceded that in today's circumstances zoos may offer the only chance for conservation and protection of certain species. Where wildlife tourism was understood, candidates were able to argue that the revenue earned could be used to sustain animal life in the wild. What was lacking, however, was sufficient attention to the key words 'How far?' Perfectly competent essays confined themselves to zoos and parks when they might easily have accessed content marks in the top two bands by exploring alternative methods of wildlife protection. Nevertheless without exception candidates demonstrated real concern for endangered animals.

Question 7

This proved to be a fairly popular question and candidates in all instances were able to describe the music scene in their respective countries in a lively and detailed way. Some found it harder to estimate their country's influence beyond its own borders but thoughtfully acknowledged that influence was limited for cultural reasons while citing examples where local musicians had in fact performed in other countries. Some wrote about the influence of particular genres, for example the Marimba, and a few candidates pointed out that the roots of the blues and jazz are in Africa.

Question 8

Obviously this question had a particular resonance in the USA. However, responses did come from other parts of the world where, among other things, they were deemed to be symbols of economic success. Apart from one gilded tower in NYC, several candidates referred to skylines in their own countries, for example in Dubai and Qatar. That the skyscraper might signify wealth and power was a common thread in all the essays but several candidates went beyond that and spoke of their aesthetic qualities, the dramatic settings of them, for example Manhattan, Chicago, and London. One essay made a powerful statement about the building of a memorial to commemorate 9/11 and the destruction of the "Twin Towers". Several essays were evocative in their own right.

Question 9

This question proved quite popular and all the respondents were able to provide a range of examples and usually were able to define what they thought of as useful and beautiful art. A significant few saw that there can indeed be beauty in function; architecture, landscaped gardens, bridges, fashion, jewellery, all of these and more were mentioned. Several candidates while stressing the aesthetic and emotional pleasure to be derived from paintings, sculpture, and photography, also pointed out that utility lay in how renowned artefacts create revenue, employment, and status. One candidate offered Venice as an example of how beauty and utility go hand in hand. Another pointed out that sculpture in the Shona tradition has been exhibited and purchased not only in Africa but all around the world. Those who answered this question engaged with the apparent distinction between utility and beauty and drew upon both their local and international knowledge.

Question 10

This question was attempted by a significant number of candidates. Because the question clearly stated a “writer” not writers, candidates had to have specific rather than general knowledge. Only a few used more than one writer in their responses, and even then they clearly marked out one as embodying the people’s voice. Women writers, such as Maya Angelou and Toni Morrison, were frequently mentioned, demonstrating that they had great meaning in the lives of these students. Those who referred to Chinua Achebe and other perhaps not so widely known African writers wrote movingly about how such writers have given voice to the oppressed and colonised. South American candidates referred to the works of a variety of writers including Mario Vargas Llosa and Isabel Allende. Those who chose to discuss the importance of writers from their own region or culture were assured of a sympathetic reader response. Nevertheless the universal appeal of Shakespeare, Dickens, and perhaps more surprisingly Wilfred Owen, was argued for by a few who were successful in making a case for their proposition.

GENERAL PAPER

Paper 8001/12
Paper 12

Key Messages

Content

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

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.

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

Most candidates used the time reasonably efficiently and were able to produce a clearly structured essay close to 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 Use of 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
- checking word order (syntax) to ensure clear meaning

Comments on specific questions

Question 1

This was the most popular question and the majority of answers were of a reasonable standard. Clearly, it was a question that a large number of candidates had the knowledge to answer and many offered a balanced view. There were considerations of economic and employment benefits of the tourist industry alongside issues such as pollution, land clearance and culture (as either an educational exchange of ideas or as exposure to corrupt influences). Some responses offered anecdotal accounts of exchanges with tourists and sometimes generalised about crime without connecting to the tourist industry. More successful responses went further and began to question certain ideas such as whether a certain amount of pollution was worth it, given the benefits, using appropriate examples as support. Sometimes there was a tendency to be too descriptive but a majority were able to integrate their own views and present valid arguments.

Question 2

This was not a very popular question. There tended to more of a focus on 'pessimism' where responses viewed the future of the world in purely negative terms resulting in many one-sided arguments. More successful responses were more balanced, with examples of why there was reason for optimism or pessimism. Arguments tended to develop through specific examples such as named wars, terrorism events, good/bad behaviour and technology. Here, candidates were able to deepen the discussion by connecting such examples to personality, attitudes, religion and upbringing and concluding that these were the main producers of pessimistic/optimistic outlooks on the world.

Question 3

This was not a very popular question. The quality of answers tended to depend on how well versed candidates were with the intricacies of governmental systems and democracy. Many responses gave generalised accounts of how politicians could not be trusted, without any real focus on the conduct of elections or unfairness. More successful responses drew on a range of examples from around the world, including the recent US presidential election and Russia, alongside knowledgeable accounts of elections in the candidate's own country.

Question 4

This was quite a popular question. Some responses were anecdotal with complaints about sources of noise in the local neighbourhood (from traffic, construction sites, over-population, machinery or other people's music) and references to headaches or being stressed. Others focused on quality of life with limited references to noise pollution so were not completely addressing the question. More successful responses explored what caused noise pollution and evaluated whether quality of life was threatened by this, with a consideration of the scale of the problem.

Question 5

This was a popular question. Some candidates simply detailed a range of initiatives without reference to the key word 'most' whereas a few only considered one so were unable to put the argument into a context of other initiatives with which to make a comparison. Candidates tended to describe their own lives in relation to such issues as littering, missing the opportunity to broaden the scope. The most successful responses were those which were able to explore several initiatives and then decide on the most effective one and evaluate why this was so. Initiatives included education, fines, and schemes for recycling, the Kyoto Agreement and other large scale environmental projects.

Question 6

This question was not very popular, but there were some good examples of the types of housing required in hot areas, cold places, areas of seasonal variations and those with excessive rain, snow and drought. Many listed these whereas others were descriptive and then said why it was effective. The most successful responses were able to look at the 'to what extent' part of the question and, as a result, evaluate.

Question 7

This was another popular question. Although most candidates were able to give good reasons for free medical care, the discussion of the drawbacks were generally less well developed. Many concentrated on anecdotal evidence of people who allegedly took free drugs and sold them on or made themselves as unhealthy as possible with the knowledge that free treatment was available. More successful responses looked at actual healthcare systems, both free and otherwise, and compared their effectiveness, focusing on costs to the government, tax issues, human rights, the value of means testing such things and issues of fairness, exemplifying specific hospitals, health care systems and specific countries.

Question 8

This was not a popular question. Many responses explained the prevalence of disturbing or shocking content in films or books but without exemplification although the terms 'provoking or disturbing' were not always well understood. Some responses compared books with films or discussed how films could produce copycat violence. More successful responses considered a variety of literary and visual texts and evaluated how 'provoke or disturb' could relate to themes intended to be controversial with the aim of stimulating thinking and feelings.

Question 9

This was not a popular question. Most responses described how personal photographs could mean one thing to one person and something quite different to another, with digital media able to edit in order to distort the truth, hence examples were anecdotal. More successful responses looked at the way the mass media could use such digital tools to present bias in photographs to affect truth/meaning although often without exemplification.

Question 10

There were very few responses to this question. Folk tales with a moral message were considered and whether or not these had any currency in the modern world. Often there were biblical references and responses tended to describe the narratives of specific stories. More successful responses did attempt to evaluate and suggest that the message/moral of most fables had a universal relevance but that the actual story was likely to be a product of its time.

GENERAL PAPER

Paper 8001/13
Paper 13

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.
- Solid details/examples 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.
- Avoid using a casual/informal style.

General comments

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

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
- checking word order (syntax) to ensure clear meaning
- keep informality/colloquialism to a minimum

Comments on specific questions

Question 1

This was the most popular question. Most responses suggested alternatives to the classroom (home tutoring, the internet, online courses, field trips, family, and peer groups) with some detailed descriptions. There was a tendency to list these and just be positive about the alternatives and negative about the classroom. More successful responses did discuss alternatives in the context of classroom provision, often concluding that the classroom was possibly the best place for subject learning and gaining qualifications but that it did not suit some individuals and that 'life education' could be found elsewhere. Also, the classroom was often viewed as a variety of places (laboratory, library, gym, playing field) and that visiting a museum was possibly more meaningful than classroom History. The most successful ones considered a balanced discussion with a range of examples and an evaluation of 'only'.

Question 2

This question was not very popular, but there were some reasonable responses. Most tended to describe developing friendships and the community/social activities which came from this. Also there were references to forming specific identities and loyalties as well as encouraging confidence. More successful responses did consider 'to what extent', questioning whether the competitiveness of sport would more likely foster divisiveness and a sense of isolation beyond the event, especially if performance was poor. Balanced against this was the suggestion that the event itself created community via team spirit, fairness and dependence on others which could then be fostered elsewhere.

Question 3

There were a few responses to this question. Nearly all of the responses focused on the environment and background with descriptions of influences such as peer group pressure, poverty and educational opportunity as contributing factors to our well-being. More successful responses did consider genetics but only briefly in the context of disability or being 'born with a certain intelligence'. Often family background was judged to be the most important environmental factor with a suggestion that, although family health issues could be inherited, upbringing was more influential on well-being.

Question 4

This was a popular question. Most responses described the health implications of cigarettes, alcohol and food and showed knowledge of specific warnings. Usually there was a reference to 'effective' but this was often generalised to 'if you are an addict then you will ignore any warnings'. More successful responses provided a balanced discussion around the word 'effective' suggesting that 'health warnings' were often government initiatives designed to improve the health of a country. Whereas cigarette warnings used graphic language and visuals to emphasise the dangers, food warnings were often discrete, giving information of ingredients, sugar/fat content and potential hazards for those with allergies. Here, 'effective' was dependent on whether individuals needed to know this information. Some responses emphasised the need for cigarette warnings to be bold and sensational in order to get through to existing addicts so as to be more effective.

Question 5

There were a few responses to this question. Most responses were generalised descriptions of 'the wonders of nature' with little reference to science, suggesting that it is unnecessary to appreciate nature. More successful responses did give examples, suggesting that science adds to the wonder of nature otherwise it is only a superficial scenic beauty which is appreciated. Some responses referred to television documentaries which allowed an observation of Nature with science allowing it to be fully appreciated and understood.

Question 6

There were only one or two responses to this question. Many of the projects chosen were ambitious and were often described in detail but with little reference to 'how could you make it happen'. More successful responses considered environmental projects to reduce pollution with reference to needing finance, expertise and materials. Here there was a questioning as to whether there would be demand for such a project. In conclusion, it was suggested that unless there was government backing, any such project was doomed.

Question 7

There were no responses to this question.

Question 8

This was quite a popular question. Most responses ignored or wrote about all three art forms although with a very generalised anecdotal 'outlook on the world' (overcoming depression, in touch with emotions, relating situations to own life). More successful responses usually focused on music and quoted lyrics to explain 'outlook' although tended not to go beyond anecdote and description. Some responses did suggest that such art forms are escapist and for entertainment and have no influence on 'outlook'.

Question 9

There were only one or two responses to this question. Responses tended to describe decorations with references to untidiness, wealth, interest or fashion. More successful responses provided balance suggesting that the way we decorate our homes might indicate flamboyance but is more likely to be a fashion statement just to impress others. Others suggested that people are more complex than this or that the decoration could indicate the opposite of 'who we are' and be designed to deceive as much as anything else.

Question 10

There were a few responses to this question. Most showed some knowledge of 'music education' with reference to tradition, learning to play a musical instrument and appreciating classical music. Often these were seen of value to those who were interested and wanted to be musicians themselves. More successful

responses did consider 'assess', suggesting that a music education did broaden musical horizons and help discover musical talent. However, this was placed in the context of it being an elitist activity and that learning mathematics, English and science was of more value.

GENERAL PAPER

Paper 8001/21
Paper 21

Key Messages

The rubric for the Paper requires candidates to answer one question only yet a significant number of candidates attempted two or three questions. In the majority of cases the marks for each were similar and it is likely that had such candidates expended their energies on a single question, a higher mark might have been obtained.

When a question asks candidates to use their own words little credit is given to material which is copied from the text.

Word limits must be adhered to and examiners are assiduous in only crediting material that lies within the stipulated limit.

General Comments

The standard of written English on this paper continues to be of a very high standard. Most candidates were able to access the top band for use of English as their writing was fluent and accurate. Errors in spelling, punctuation and grammar were such as not to impede the flow, and meaning was rarely in doubt.

Where the rubric concerning 'own words' was stated, most candidates made commendable efforts to avoid direct lifting from the text. Similarly, where a word limit was imposed, the majority of answers managed to satisfy this.

Comments on Specific Questions

Question 1

This was, by far, the most popular question attracting over 50 per cent of the candidature.

(a) This proved to be an accessible question in asking candidates to focus on information that was really relevant in an answer. Many cited the areas listed in the mark scheme: religion, wealth, car ownership, attitude to alcohol, type of wedding ceremony etc. Many candidates lost marks by explaining or developing their observations which was not a requirement of the question.

(b) and (c)

Each of these short questions proved straightforward with the vast majority of candidates producing correct answers.

- (d) The most popular choice was venue D. This was to be expected as there was lots of key information to support this choice. The majority of candidates identified D as being favourable because of its location close to Julio's family and relatives, its cost as the lowest of the four locations and also the only venue with lots of available dates. The better answers developed such points by reference to the family's income, lack of transport and the importance of holding the ceremony before Maria went back to university. Many candidates also picked up the significance of the free bar, but often candidates did not offer a significant disadvantage to satisfy fully the demands of the question.

Although venue A would not appear to be favourable for Julio's parents, some good responses were seen where candidates argued that they would want to make a good impression on Maria's parent by opting for a lavish event. Venue C offered little and some candidates got into a terrible muddle by combining the lack of disabled access with the advantage of waiter service for such disabled guests. Candidates choosing venue B really struggled to find positive points to support their choice.

- (e) This was well answered and, free from the constraint of using their own expression, most candidates were able to locate sufficient material to obtain a high mark. The favourable location, free band, vegetarian option for Maria's guests, experience of the head chef and the general ambiance of a county house featured in many answers.
- (f) Many candidates either chose an inappropriate point – one they had already used to support a choice e.g. free alcohol or the experience of the chef – or they didn't offer anything by way of justification.

Question 2

- (a) Almost all candidates answered this correctly, though it was often answered at considerably greater length than necessary. The short answer was 'No: she claimed that the surcharge would not be charged when the strike ended and petrol became available again'. Students who crammed upwards of 70 words into the available space displayed poor examination technique.
- (b) Both parts of this question were answered correctly in the majority of cases.
- (c) This question was well answered by a large number of candidates who found it easy to sympathise with the plight of a foreigner, who didn't speak the language, arriving in the country only to discover that oil delivery drivers were on strike. The fact that he was initially misled by Maria about petrol likely to be available, then followed at the end of his stay by an uncomfortable exchange with the unaccommodating Serena were points spotted by most candidates. The fact that he was unable to benefit from his time in Oria and the issue of the surcharge were seen as compounding Sam's misery. Other points, such as the better experience enjoyed by Olaf at Speedy Cars proved more elusive.
- (d) This produced some interesting responses. In (i) a number of candidates focused on the text citing points offered in the mark scheme. Others saw the opportunity for 'sharp practice' as the company (or the manager) could profit financially by taking a firm line. In (ii) many answers referred to the sympathetic treatment of a foreigner caught up in a strike whose problems were compounded by lack of language etc.
- (e) A number of candidates regurgitated material used elsewhere in their answers which covered all of Sam's problems rather than focusing on the issue of the surcharge. The best answers dealt squarely with the issue of the amount of fuel that Sam was given which limited the use he could make of the car for the days spent at his holiday home in Oria. Although it was not required, candidates who wrote a 'first person' in Sam's voice usually scored well.
- (f) This was a rather open question in that candidates were not tied to specific information in the text but could discuss their own interpretation of events. Most candidates took the line that Maria was trying to be nice to Sam whilst Serena adopted a harsh approach. In fact, a case could be made that they were equally professional, the one reading from the 'reassuring doubtful customers' and the other from 'you signed this contract and you must abide by it' scenario.

Question 3

- (a) Examiners took a broad view of candidate's approaches to this question. Those who offered a generic-type answer were rewarded as were those who listed specifics such as work ethic, house, garden, car etc.
- (b) Most candidates were able to lift from the source the two required points about debt and the inability to restructure.
- (c) Interestingly, as the only question requiring an 'own words' answer, some excellent responses were seen. Perhaps because of the requirement to use their own expression many candidates appeared to have given this a lot of thought. Paragraph 4 contains the reasons why 'Detroit City Council surrendered in 2013' and the better answers maintained a sharp focus on the relevant material. Some candidates identified relevant points but did not make the link with the tax base and consequently received only partial credit. Weaker answers trawled through the text and, as a result, lost focus.
- (d) Almost all candidates answered this correctly.
- (e) In (i), although a large majority got this right, the use of millions in one figure and thousands in the other did pose a problem to some. In (ii) most candidates were able to identify the relevant points in the text and score well.
- (f) More candidates were able to find a suitable synonym in (i) than were able to use it in a sentence in (ii) in a way which demonstrated unequivocally its meaning. Many candidates were able to find a suitable synonym for 'sturdy', 'affluent', 'reliance' and 'escalated'; fewer were successful with 'had bred' and 'ailing'. As in previous years some candidates lost marks in (ii) as, although the sentence made perfect sense, the wrong part of speech had been used.

GENERAL PAPER

Paper 8001/22
Paper 22

Key Messages

- The standard of written English was very strong as the majority of responses corresponded to the criteria found in the top two bands for Use of English. A broad range of connectives and conjunctions were incorporated by many candidates into their work so that their answers flowed well and were organised. Examples of connectives used effectively by candidates included the following: ‘furthermore’, ‘first and foremost’, ‘firstly ... secondly ...’, ‘thus’, ‘nonetheless’, ‘in addition’, ‘overall’, ‘in conclusion’, ‘never the less’, ‘consequently’ and ‘moreover’. Conjunctions incorporated to good effect by candidates included ‘whose’, ‘those who’, ‘so’, ‘as’, ‘if’, ‘whether’, ‘which’, ‘whereas’, ‘though’, ‘although’, ‘hence’ and ‘because’.
- It was a rare candidate who relied too heavily on the Insert by copying key phrases or whole sentences from the passages so very few received a Use of English mark in the bottom band.
- There were many nuanced answers – fewer candidates offered sweeping answers. Candidates gained marks by using modal verbs to good effect:

‘Some people may have ...’

‘... injuries may occur ...’

‘People may be inclined to ...’

‘... this might ...’

- Candidates showed a good grasp of idioms (see examples throughout the report) and discursive language, including the following: ‘means that’, ‘the fact that’, ‘I find him to be ...’, ‘illustrated by ...’, ‘he seems to ...’, ‘to my mind ...’, ‘in my view ...’ and ‘Personally, I think that ...’. Candidates using a more formal register in their response were also seen:

‘The probability of people injuring themselves ...’

‘This contradicts their goal ...’

‘This may not satisfy the people who ...’

‘It would appeal to people who ...’

‘It can be assumed that ...’

- If some candidates noted key words in questions more closely, it would impact positively on their work. For example, in **Question 2(d)**, some did not follow the instruction to ‘explain why’, but, instead, listed examples in **(i)** of how to have a healthy lifestyle and in **(ii)** of marketing strategies with then no development of any of their examples.
- A significant number of candidates wrote much more than was allowed in questions with word limits. Some of the limits were quite short so it was clear when a response was too long. One of the key skills examined on this paper is the ability to write succinctly, resulting in credit not being given to material appearing after the word limit. Some candidates would have achieved higher marks if they had responded more concisely

- A very small number of candidates changed their mind with regard to which question they were going to respond to after embarking on answering it, so they crossed out their answers completed thus far and finished another question in its entirety instead. A few candidates answered multiple questions instead of just the one as required. It is highly recommended that candidates read through a question completely before deciding to do it, so that they can be certain that they can answer all the sub-questions and that they give themselves the maximum amount of time possible for answering the question and proof-reading their responses, and therefore be best placed to score the most marks possible. Candidates responding to two or three of the questions may have attained higher marks had they not done this because they would have had more time to spend on answering just one question to the best of their ability. There were also occasions when candidates did not answer all the sub-questions of their chosen question. It is again highly recommended that a candidate tries to answer every element of a question as there is no penalty for attempting a question but not giving a creditworthy response.
- Barely any examples of illegible handwriting were seen, while additional material and crossings-out were usually clearly made, thus resulting in candidates' work being very likely to attain all the marks that were merited.

Comments on Specific Questions

Question 1

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

- (a) (i) Candidates who gained credit noted that the question required a response in their own words and offered answers such as 'do not have a job', 'are unemployed', 'do not attend school', 'are not studying', 'studies in preparation for a job' and 'work-related education'. Some candidates would have attained higher marks if they had not copied entirely from the passage (*'not in employment, education or training'*), given answers that were not from the correct section ('unique' for *'a little special'*) or made unfounded assumptions ('they were not educated').
- (ii) Similarly, candidates offering creditworthy answers conveyed *'change lives'* in the following ways: 'to help them find a way to a brighter future', 'to turn the mind-set to be more positive', 'to improve the youths' lifestyles' and 'to help them become better people'. Candidates who struggled on this section copied the key words from the passage or offered generalised statements referring to *'unlocking the potential of the young'* and doing *'something challenging outside their comfort zone'*.
- (iii) The notion of the programme being very successful was often scored by candidates, however most found it a harder task to gain the second mark – frequently putting some of the key phrases into their own words, but also copying some material at the same time so not gaining credit. Some responses were too vague, omitting either the training or the time elements.
- (b) Candidates achieving credit showed an excellent range of English expressions:

'They never get the chance to see anything beyond their country.'

'They never travel abroad.'

'It may be due to their lack of exposure to the outside world.'

'They lack parental care/supervision.'

'They have little to no parental guidance.'

'Their parents are not there for them.'

'They are addicted to video games.'

'They spend the day playing video games.'

Some candidates would have attained higher marks 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 given.

- (c) Some candidates noted that there was no requirement to put their response into their own words, only a need to locate the correct characteristics and copy them out in full (as '*willingness*' on its own was too vague to score). Many attempted to put their answers into their own words though, often not gaining credit as they missed out key elements of the characteristics. A few did manage to score as they did convey the full meaning: 'eagerness to explore', 'willing to do something they have never done before' and 'carry on to achieve their objectives despite the difficulty posed'. Some candidates erroneously offered material from the middle of the paragraph ('*self-sufficient*', '*pitching tents*', '*cooking outdoors*' and '*navigating*') even though they were, in the main, not characteristics.
- (d) (i) Very few candidates gained this mark. Candidates who did select the correct material from the passage often left out the concept of '*disaffected*'. Some candidates tried to put the answer in their own words (even though it was not required), but often left out the idea of '*disaffected*' and the fact that they were '*in and out of jail*', thinking that they were people still in jail.
- (ii) Candidates gaining credit showed good knowledge of English idiom: 'people born into privilege/rich backgrounds/luxury/the upper class/affluent families'. A few misunderstood the expression, thinking that it referred to the act of spoon-feeding somebody or to a person with a speech defect.
- (iii) '*Confidence*' and '*positive role models*' were the examples cited most often. Candidates not scoring these marks either put the answers into their own words (not a requirement) that were too vague or, in the case of '*discipline to escape a downward spiral*', only quoted the discipline element so offered a response that was too vague. Some answers in own words did gain credit though: 'self-esteem' and 'often lack exemplary figures for them to follow'.
- (e) (i) Some candidates exhibited a good grasp of higher order vocabulary and grammar when using their own words: 'some-one who starts to get up without arguing', 'a person who is aggressive makes progress by not retaliating during a confrontation' and 'the boy's leadership skills have improved throughout the expedition'. Other candidates made good attempts at putting the material into their own words with regard to the quality of their English, but failed to score because their responses did not reflect the full detail given in the passage: 'the display of selfless behaviour by helping others'.
- (ii) Some candidates achieved a mark by either putting into their own words the idea that the BES programme only cost \$8000 or making a general statement about how the BES programme saved a lot of money for Britain/the UK government/the UK taxpayer. It was a rare candidate who scored both marks available as many candidates confused the figures for Britain with those for the USA.
- (f) (i) Candidates who noted the word count did not repeat the question format in their response so scored well as they were able to justify themselves before the cut-off point:
- 'I am a patient person because I went through what was considered impossible without getting angry.'
- A wide range of qualities (such as the ability to work in a team, cope under pressure and communicate well) and skills (such as observational, tracking and map reading) were seen. Candidates not gaining full marks offered an introduction or repeated the question so did not manage to justify their response, or cited two qualities or skills instead of just one and justifying it. Some candidates scored no marks because they gave negative qualities, confusing the referral forms filled in by key workers with the short statement required from each applicant.
- (ii) This was answered well by many candidates. They chose one expedition and justified it within the word count as they did not repeat the question format. Interesting justifications seen included the following: 'as the unstable climate changes are concerning', 'because I am very keen on studying the effects of climate change on our world', 'to experience the cold conditions in contrast to my country's hot climate', 'to see first-hand what the effect of climate change is' and 'to see the impact humans have had on our contemporary environment'. Some candidates did not observe the rubric and offered more than one expedition.
- (g) There are several ways candidates could have gained higher marks on these two sub-questions. It is crucial that candidates use the same grammatical form as in the question (e.g. 'applies' is not the correct form to replace '*implemented*'); ensure that the subject matter of the sentence offered is not the same as in the passage (e.g. '*self-sufficient*' in a sentence about survival in the wilderness); provide only one synonym per question; check that the exact meaning of the word is clearly defined in the sentence given; respond with only one sentence per question as two sentences separated by a comma is a rubric infringement (comma splice – rectified by the use of a semi colon instead of a

comma); offer six separate sentences rather than writing a narrative which randomly includes the six words or phrases, and, lastly, use the six words or phrases given in the question rather than the candidate's own synonyms.

In (i) correct synonyms for all the words and phrases were noted, but *'alien'*, *'self-sufficient'* and *'implemented'* were most commonly scored by candidates. Creditworthy synonyms beyond the mark scheme that were seen included the following:

'unusual' and 'outlandish' for *'alien'*; something 'limited to', 'exclusive to', 'only meant for' and 'available only for' for *'the preserve of'*; 'stands out' for *'emerges'*; 'introduced' and 'established' for *'implemented'*, and 'uniting', 'combining together', 'connecting' and 'in common' for *'unifying'*.

Responses that did not gain credit because they were too vague or from the wrong perspective included the following:

'rare' and 'another species' for *'alien'*, 'not only for' for *'the preserve of'*, and 'comes out' and 'becomes' for *'emerges'*.

In (ii) candidates had difficulty in scoring half marks or more. However, sentences gaining credit were seen for all the words and phrases:

'The alien vibe he got when he entered the room freaked him out so much that he quickly exited the room a second later.'

'With a price tag of \$500 000, the Rolls Royce Phantom car is the preserve of billionaires and industry CEOs.'

'The office I work in is self-sufficient, meaning that it provides its own electricity and has a water purification system.'

'Despite his laziness, Jack emerges as the smartest in his class following the test.'

'We implemented lots of policies to improve the welfare of women and children last year and they are now starting to have positive results.'

'As the debate ends, both parties have finally reached a unifying conclusion.'

Question 2

The majority of candidates chose this question. They appeared to engage well with the subject matter as very few short answers were seen – most wrote reasonably extensively.

(a) and (b) Almost all candidates chose one of the three routes immediately. Route A seemed to be the most popular choice in (a) and Route C in (b), though B did appear quite regularly. Most candidates also followed the instruction to refer to only the destination they had chosen; it was rare, for example, for candidates to write that they had chosen Route A because it had lovely scenery whilst Route B only had ugly landscapes. Many candidates responded well to these sub-questions, scoring at least half of the marks available, with a significant minority managing 9 or more marks on at least one of the sub-questions. Good responses were characterised by a confident use of comparatives and superlatives (e.g. 'Route C is the cheapest of the three', 'Route A can cater to the widest variety of people' and 'B is the longest route'); the use of synonyms for key words in the passage; an understanding that answers needed to be nuanced; and the use of material gathered from all the possible sources - the tables, the additional information section and the diagrams (so candidates scoring well noted the presence of a café and a Mountain Rescue Centre along Route A, and Sinpole Airport along Route B, and used this information to good effect in their arguments). Examples of responses gaining credit included the following:

'The hopes of obtaining results soon would be crushed if Route A were chosen.'

'People may be inclined to exercise there while enjoying the calming view.'

'People will feel safe as their safety is being prioritised.' (Mountain Rescue Centre)

'Since the route starts from a supermarket car park people can just park their car and, after the walk, they can buy a drink or something to waive the parking cost.'

'People can choose how challenging they want their exercise to be.' (Route A)

'This route has too many issues when it comes to access ...' (Route C)

'To begin with, Route A has the longest construction time, which is a dissuading factor for the council and doctors who wish to hasten the process.'

'However, its functionality is limited to mostly walkers and joggers, hence it may not fit the needs of more vigorous fitness enthusiasts.' (Route C)

'There are also many industries en route, whose polluting emissions could be counterproductive for health.'

'They also provide a café for people who may be dehydrated from exercise. It acts as a pit stop for people.'

'The probability of people injuring themselves will increase.'

'Some people may have limited stamina.'

'This may not satisfy people who love extreme sports.'

'With the council and doctors restless for results ...'

'If the walkers wish to shell out a lot of money ...'

However, those candidates who wrote at length did have the tendency to have organisational issues (advantages and disadvantages in a random order), to repeat themselves, to go off at a tangent or extrapolate unrealistically from the material provided in the passage, to cite material that was not applicable to the route they had chosen or to state facts that were incorrect.

There was also a tendency among a few candidates to select random facts from the passage without any development (in the form of explanation or exemplification) so that their response was more of a narrative than an analysis.

In addition, some candidates could have attained higher marks if they had considered **both** the advantages and disadvantages, thus ensuring that they offered a balanced response by including at least one disadvantage in **(a)** and one advantage in **(b)**. A few candidates cited more disadvantages than advantages in **(a)** and more advantages than disadvantages in **(b)**, or began their answer to **(a)** with disadvantages and to **(b)** with advantages. This can be confusing to read and can impact negatively on marks awarded to such a response.

Some candidates could have improved their performance by reading the passage more carefully as there were certain misunderstandings seen, including the following: overcrowding would be an issue on Route A (despite the fact that the thrust of the question was to have a route that would encourage the greatest number of users); Route A was too dangerous for users (without acknowledging that users could take the short circuit if they were not experienced), Route C would be a good choice because there was a free car park (not taking into account the fact that the spaces were very limited and the time limit was less than the time it would take to complete the circuit); it would take six hours to complete Route B (the correct length of time being three hours) and Rock + Water were organising a running competition (instead of running a competition).

Certain key phrases were often copied in their entirety, limiting the marks that could be gained: *'some loose stones on hills'*, *'some boggy places in wet weather'*, *'Route A provides beautiful settings'*, *'the whole route is flat'*, *'Route C has a mixture of settings – pretty historic towns and lovely countryside'* and *'Route B goes through industrial estates before reaching the manufacturing city of Sinpole'*.

- (c) Some candidates recognised Point 4 as the irrelevant point, though only a few candidates offered sufficient justification to attain full marks on this sub-question. Examples of candidates offering justifications that gained credit included the following:

'as it shows the relationship between the two places (not the routes) and the construction of the route would take place regardless due to the concern about obesity and other health problems.'

'as the scheme is to benefit the citizens of Twengot and that information does not affect the numbers of people exercising. Even though Route B goes to Sinpole, individuals wanting to exercise will still use it, whether it ends in Sinpole or not.'

'There is no correlation in getting people to exercise by saying that Twengot and Sinpole are competitive. This initiative was taken because the locals of Twengot are getting more obese by the day. There is no need to talk about competitiveness when making people healthier. It should be through their own will and determinism.'

A few candidates listed pieces of information that they regarded as irrelevant, thus gaining no credit as this is a rubric infringement – only one piece of information is required. A significant number gave the justification that the point was irrelevant or not connected to the choosing of the route, but more detail is needed to score marks.

Candidates would have gained credit if they had not given points that were relevant when coming to a decision regarding which route to choose, including the following which were regularly seen: '*the council and the doctors are keen to get people exercising as soon as possible*' (making the time to construct an important factor); '*Rock + Water is running a competition offering prize money of up to \$100 000*' and '*A local charity now has a substantial fund to grant local groups and organisations money*' (rendering Route A a possibility despite costing more than the government grant); points in the tables about the access problems regarding the three routes (relevant when the thrust of the question is about attracting the greatest number of users) and Point 5 (relevant when considering Route C).

- (d) When the word count was adhered to and candidates did not repeat the question format in their response, this question was well answered in the main as the explanations did not appear after the cut-off point. In addition, candidates gaining credit offered two distinct pieces of advice or marketing strategies rather than two examples on the same theme (e.g. two ways to eat healthily or two different types of discount).

In (i) candidates showed a lot of understanding about the elements needed to constitute a healthy lifestyle, including the need for eight hours' sleep/enough sleep to be relaxed or energised; references to the food pyramid, nutrition, metabolism, bodily functions, hygiene, sanitation and obesity being one of the main global issues currently; and the following examples:

'I would advise my patient to eat healthily because simply exercising is not enough if you continue to fill your body with unhealthy food.'

'I would advise patients to lay off alcohol and smoking as they contain chemicals that directly affect the health of an individual.'

'For smokers, quit smoking as it is bad for the lungs.'

'Monitor food intake as foods high in salt and sugar can lead to obesity and heart attacks.'

'I would advise patients to avoid a sedentary lifestyle, such as spending hours on gadgets at home, in order to reduce health problems...'

In (ii) candidates cited sponsorship deals, discounts (such as sales or buy one get one free offers), fashion shows, lucky draw events, free gifts and a wider range of stock as feasible strategies, as well as the following examples:

'It is well known that customers tend to demand and buy more once the price is reduced.'

'Advertisements can enhance the attraction of goods and spread awareness of the products sold.'

'Another strategy would be having a celebrity do an advertisement because people nowadays follow what their role models do.'

'I would invite a star, such as Ronaldo, to promote our products because people love to wear what stars wear.'

'Selling trendy items would attract customers because nowadays customers tend to follow the trends.'

Question 3

This question attracted a similar number of candidates as **Question 1**; the feedback is therefore limited because of the smaller number of scripts seen. However, the candidates, in the main, engaged very well with the subject matter and gave insightful and fulsome responses.

(a) This sub-question was generally answered well, with many candidates gaining both marks by copying complete versions of two out of the three possible correct expressions from the passage as requested in the question. Candidates not achieving full credit wrote answers in their own words, quoted only part of the expression or quoted from other sections of the passage (*'I really miss him'*, *'Can't wait until he's back with us'*, and *'I think that we really need to come up with a brilliant plan'*).

(b) Most candidates gained half marks or more on this sub-question, showing good ability regarding being able to read between the lines and offer insightful and nuanced answers couched in mature, analytical terms. Examples of qualities and characteristics clearly communicated using evidence from the passage that were seen included the following:

'Ludovic's dedication is demonstrated by his long tenure in the company.'

'He seems to be loyal, judging that he's worked for his company for a long time and hasn't considered moving.'

'His hard work and good work ethic seem to be reflected by the fact that he has won Employee of the Year thrice.'

'He is funny and cheerful because Sven misses him for the reason that Ludovic likes to make jokes.'

'Sven likes adrenaline-rush activities as he suggests parachute jumping.'

'Sven can express his ideas and reservations without a lot of hesitation which shows that he is confident.'

'Sven appears more aggressive as he shoots down all of Tomasina's suggestions and seems to have the final say.'

'His apparent sensitivity to Tomasina's disapproval of his idea suggests a hint of egotism in his character as he states that Tomasina's ideas are not eye-catching, while he believes his ideas are.'

'Tomasina is a caring person as she has been thinking about Ludovic a lot.'

'Tomasina seems fearful as she seems to be afraid of heights and seems easily terrified by difficult situations.'

'Tomasina can be over-excited and very eager because she keeps providing ideas non-stop.'

'She appears passive as she almost always agrees with Sven.'

'Tomasina can be seen as some-one who acts more impulsively as seen by her not being attached to any of her ideas and giving them up easily instead of defending them.'

Good use of English idiom was also evident in candidates' responses, such as 'a workaholic', 'he has stuck with Acme International for over a decade', 'a critical thinker', 'pitches his ideas' and 'thinks outside of the box'.

However, some candidates did not score very highly as they included statements picked randomly from the passage with no justification, often describing a state of being rather than a characteristic or quality ('Ludovic has a life-threatening illness not covered by health insurance'); attributed a

quality or characteristic to a person that was not evidenced in the passage or gave a quality or characteristic to the wrong person.

- (c) Candidates gaining credit on this sub-question noted the word count (so that the explanation did not occur beyond the cut-off point), the need to offer only one problem that was specific to the event (not a generalised one that could be levelled at any of the three ideas or two undeveloped problems) and did not repeat themselves. With regard to the Fun run, creditworthy responses referenced the problems of litter, such as abandoned water bottles; the heat as it was nearly summer; some people being too lazy or the fact that they could run by themselves for free, as well as the following:

'If injuries occur, they will need a paramedic.'

'It may be difficult to organise as they may need to clear roads and space for the route, involving police.'

'It needs a lot of time to organise since participants have to practise a lot.'

As for the Quiz night, some candidates misunderstood the expression '*I've got reservations ...*', thinking that it meant that Sven was double-booked and already had something on that night. Candidates who gained credit mentioned the following problems:

'... not got enough time to set questions and check facts.'

'People can play quizzes on their phones so it is too expensive.'

The Disco provided a rich source of problems, with candidates often citing that it might be immoral or unethical given the circumstances, there might be drunk people in the venue or that there might be problems with drugs. Other problems were offered:

'Local venues won't hire for free as other people are willing to pay.'

'A disco at night might bring lots of immoral activities with it, such as fights, thefts, etc., so it is risky.'

'Disco is too old school and the younger generation won't typically attend, so the money raised might be low.'

- (d) Some candidates achieved at least half marks or more on this sub-question by not copying key words from the expressions ('*staff*' and '*last*' being the most commonly copied), offering only one explanation and conveying the whole meaning of the expression so that it was not too vague. For '*getting in shape*' creditworthy responses included 'having a better physical appearance' and 'aiming for a fit body', but 'exercising' and 'healthy' were too vague. 'Something that has a positive effect on employees regarding their work ethic' was seen for '*good for staff morale*'. 'Not brought about by themselves', 'out of their control' and 'cannot be blamed on the employee' were offered for '*not of their making*'. Many creditworthy versions were given for '*to rain on your parade*': 'to be a buzzkill', 'to burst some-one's bubble', 'to ruin your idea' and 'to crush your idea'. A good synonym seen beyond the mark scheme was 'spilling over' for '*brimming over*' and '*my last shot*' was often scored with 'my final attempt/suggestion/try/chance'.

- (e) Most candidates managed to score well on this sub-question, often showing insight with regard to the whole scenario. The following were amongst good responses seen:

'No, as Tomasina is not an adventurous type. She would probably say she has stage fright and many others might have it too.'

'Yes, Tomasina might have approved of Sven's suggestion as she was desperate to help Ludovic and she was running out of ideas herself.'

Candidates often alluded to the importance of outing talent - 'people with amazing talent need to show it to others' and 'with hidden talents who knows what will emerge' - whilst one candidate thought Tomasina would not have approved as, by Sven dismissing her ideas, she 'might be childish enough to give Sven a taste of his own medicine' (nuanced, so a possible interpretation).

Use of English

- Many candidates, including those scoring highly, had difficulty conjugating the present tense correctly and/or consistently throughout their responses. However, some were able to manipulate more complex tenses confidently so could have gained higher marks had they ensured that they had mastered the more basic English tenses before attempting more complicated structures. Some candidates answering **Question 2** did not mirror the use of the subjunctive after '*If*' (though it is not recommended to copy out the question because of the word count element) and some responding to **Question 3** were not able to respond using the correct conjugations of 'might have ...' for the verbs they incorporated in their answers.
- Some candidates found the use of articles and pronouns problematic as they did not use the articles consistently throughout their responses. Some struggled to integrate pronouns into their answers, finding it difficult to make them agree correctly with their subjects. Candidates would attain higher Use of English marks if they could use articles and pronouns with more mastery.
- In the same vein, the use of plural nouns proved difficult for some candidates. They would either not write the plural form (which was required in the context) but the singular instead, or they would use 's' when it was not required.
- Some candidates could have attained higher marks if they had used a wider range of punctuation, connectives and conjunctions. Commas and full stops were seen in almost all responses, but it was a rare candidate who showed the ability to use a semi colon and colon within their work. It was uncommon for candidates to use only the conjunctions 'in which' and 'whereby' in their answers where they were consistently not the correct conjunction in the context, but '*despite*' was used on occasion in the wrong context, causing confusion for the reader. 'That' was also used by some candidates when 'who' would have been the correct conjunction in the context.
- Some candidates wrote a series of simple sentences and incomplete sentences, both of which limited the Use of English mark.
- Candidates should take care when they copy words from the passage (in contexts that are allowed) that they spell them correctly. Words that were sometimes spelled incorrectly included '*circuit*', '*suitable*' and '*employee*'.
- Many candidates answering **Question 2(d)(i)** incorporated the word '*advice*' from the question into their response, but used it as a verb ('I would advice') instead of using the correct verbal form ('I would advise').

GENERAL PAPER

Paper 8001/23
Paper 23

Key Messages

- The standard of written English was strong as the majority of responses matched the criteria found in the top two bands for Use of English. However, some candidates' responses did fall into the Band 5 – 7 because they had copied from the passage and the elements of their responses that were in their own words were only partially successful. On the other hand, very few candidates relied too heavily on the Insert by copying key phrases or whole sentences from the passages so hardly any candidates received a Use of English mark in the bottom band.
- A broad range of connectives and conjunctions were incorporated by many candidates into their work so that their answers flowed and were well structured. Examples of connectives used effectively by candidates included the following: 'from the first email', 'at the beginning', 'first of all', 'my second feature', 'plus', 'likewise', 'moreover', 'furthermore', 'on the other hand', 'in the last email' and 'last but not least'. Conjunctions incorporated to good effect by candidates included 'because', 'therefore', 'which', 'when', 'what', 'who', 'that', 'so that', 'as', 'as soon as', 'so', 'if', 'even if', 'even though', 'despite', 'since' and 'yet'.
- Fewer candidates offered sweeping answers. Candidates gave nuanced responses, gaining marks by using modal verbs to good effect (e.g. 'might' and 'may') and words such as 'probably', 'perhaps' and 'likely'.
- Candidates showed a good grasp of idiom and appropriate colloquial language. In addition to those cited throughout the report, the following were also seen: 'she knows what she is worth', 'reach rock bottom', 'she knows what's trendy and what's not', 'like a slap in the face', 'would have had a hard time', 'to construct a new campus from scratch' and 'support him no matter what'.
- Many candidates incorporated discursive expressions and an appropriate register, including the following: 'we can see that', 'it also appears', 'it looks like', 'This is caused by', 'he seems like a person who', 'the benefits outweigh this disadvantage', 'he expressed', 'implying', 'meaning', 'given that', 'compared to', 'the opposite of', 'clash of ideas', 'knowing that', 'as a consequence' and 'basically'.
- A significant minority of candidates answered multiple questions instead of the one as required by the rubric. Candidates responding to two or three of the questions may have attained higher marks had they not done this because they would have had more time to spend on answering just one question to the best of their ability. In addition, a small number of candidates changed their mind with regard to which question they were going to respond to after starting to answer it, so they crossed out their answers completed up to that point and finished another question in its entirety instead. It is highly recommended that candidates read through a question completely before deciding to do it, so that they can be certain that they can answer all the sub-questions and that they give themselves the maximum amount of time possible for answering the question and proof-reading their responses, and therefore be best placed to score the most marks possible. There were also occasions when candidates did not answer all the sub-questions of their chosen question. It is again highly recommended that a candidate tries to answer every part of a question.

- A significant number of candidates wrote much more than was allowed in questions with word limits. Some of the limits were quite short so it was clear when a response was too long. One of the key skills examined on this paper is the ability to compose succinct responses, resulting in material appearing after the word limit not gaining credit. Some candidates would have attained higher marks if they had responded more concisely.
- Hardly any examples of illegible handwriting were seen, while additional material and crossings-out were usually clearly made, thus resulting in candidates' work attaining all the marks that were merited.

Comments on Specific Questions

Question 1

The vast majority of candidates chose this question. They appeared to engage well with the subject matter: very few short answers were seen, with most writing reasonably extensively and exhibiting insight when required.

- (a)** Candidates gaining credit in **(i)** and **(ii)** offered answers, such as 'when it was a hit', 'most successful period of time', 'its best time', 'its prime' and 'successful times' for **(i)** and 'reducing dramatically', 'declining rapidly', 'declining drastically', 'massive plummet' and 'decrease at an alarming rate' for **(ii)**, often showing a good grasp of English idiom. Candidates not gaining a mark used key words in their responses (e.g. 'the best days' and 'fall significantly') or gave vague synonyms (such as 'being reduced', 'decrease' or 'got very low').
- (b)** In this series of sub-questions, some candidates excelled at showing that they understood the whole scenario; could link information given in the Background section with that found in both the thumbnail sketches of the protagonists and the emails; read between the lines, and then come to convincing conclusions. Candidates would have gained more credit if they had not selected random pieces of information from the passage, thus tending to give narrative rather than analytical responses. Examples gaining credit in **(i)** included the following:

'...told three months ago to improve the situation of the theatre'

'Arlo wants to be reassured that Gustav and Eugenie agree with him about Claudette's proposal ...'

'...because the programme is meant to be for the following year so there's not much time to make changes or to reorganise it.'

'so that he can reply to Claudette's email saying that he has already discussed the issue with them and knowing whether he has their support or not.'

Though some candidates did repeat answers given in this series of sub-questions, most found it easier to be insightful and give nuanced answers when responding to **(ii)** and **(iii)**. The following examples were noted in **(ii)**:

'...because he is the Finance Director and Arlo mentioned that Claudette's programme wouldn't attract many theatregoers, which means that they wouldn't gain much money which is his job.'

'...because Arlo is the one who gave him this job and Gustav just wanted to be nice to his new boss.'

'...because he was headhunted by Arlo and he is his boss so he might have done it because of loyalty or because he didn't want to contradict him.'

'...a good reason to trust Arlo as he has no experience in the field.'

'...he will probably feel he is in debt to Arlo and will support him no matter what.'

With candidates sometimes embedding a quote into their answers very skilfully or making valid comparisons, creditworthy responses to (iii) included the following:

'As Eugenie does not have a lot of experience in this topic, she might have agreed with Arlo as she trusts his knowledge of the arts.'

'As a Marketing Manager, it is probably harder to promote and attract people to go and watch acts about 'controversial topics' rather than more fun subjects.'

'Eugenie might have agreed with Arlo because as a young woman she has studied modern marketing updates so she knows what audiences want.'

'...as Eugenie has no job experience because she has just got out of university ...'

'...she is more focused on attracting theatregoers than producing high quality productions.'

- (c) A wide range of answers beyond the mark scheme were offered by many candidates to describe the tone as they took a broader interpretation of the question, incorporating the emotional responses of the characters as well: in (i) 'positive', 'calm', 'warm' and 'kind' all appeared, whilst in (ii) candidates thought the tone and/or emotions more 'cutting', 'angry', 'sad', 'disappointed', 'negative', 'defensive' or 'cold'. Again, some candidates integrated quotes very well from the passage to back up their analysis. In (i) the following responses were creditworthy:

'...very friendly, as they call each other by their first names and end their emails with "Regards".'

'Arlo is cordial and interested because he needs to see Claudette's programme. Claudette seems excited and proud because her programme is developing the way she wants it to.'

Candidates seemed to engage more fully with the question in (ii), with some using an excellent register in which to express their thoughts:

'The tone turned colder and became strictly professional. The exaggerated politeness furthermore highlighted the irony of not trusting one another anymore.'

'...quite formal and distant as they now use more serious language and call each other (at least Claudette does) by full names.'

'...Claudette's tone is one of indignation as they tried to change her work ...'

'The salutations and signatures changed to a more formal manner: "Sincerely", "Regards", "Dear Mr Bari" and "Claudette Dante".'

Candidates gaining little credit speculated unrealistically beyond the passage or ascribed the wrong tone or emotion to the characters (for example, that both Arlo and Claudette's tone and/or emotions were 'excited', 'enthusiastic', 'passionate' or 'aggressive').

- (d) Candidates scoring well in this section adhered to the word count and did not select information randomly from the text, thereby providing a narrative rather than an analysis of the passage. Many candidates, however, managed to show insight and score at least half of the marks available or more as they could exemplify or explain a range of characteristics and qualities to good effect. Some candidates showed an excellent knowledge of human characteristics and qualities (including idiomatic expressions used effectively), good ability to embed quotes and a mastery of how to use nuance in answers.

In (i) creditworthy responses included 'over-values her work', 'not a great team player', 'not able to admit her mistakes', 'arrogant' and 'narrow-minded', as well as the following:

'She is confident about herself as she is convinced her work will have the "critics singing its praises".'

'She can also be quite resentful as she resigned from her job when Arlo suggested they should modify the programme.'

'We can see that she is very proud of her work, saying it's "looking so good" and implying they will be "impressed by the quality" of it.'

'As soon as Arlo said he wanted to make some changes regarding the range of the audience, Claudette felt indignant. She became slightly irrational and too proud to make the changes to the programme.'

'She is strong regarding her opinions and won't change them ...'

'She cares a lot about her reputation. She doesn't accept criticism in a professional way ... she rejected it all and immediately resigned her job.'

In (ii) Arlo was described as 'wise', 'educated', 'can see the bigger picture', 'charming', 'polite', 'responsible' and 'willing to take up challenges', as well as the following:

'He shows he respects his co-workers as he repeatedly stated that he appreciated Claudette's work and cared about Gustav and Eugenie's opinions.'

'Arlo's character is the opposite of Claudette's. He is more patient and easy-going. Despite the way Claudette responded to one of the emails, he maintained his professionalism and tried to calmly explain what he truly meant without changing himself.'

'He seems to be rational compared to Claudette; he seems more worried about the survival of the theatre rather than its reputation.'

'First of all, I learned that Arlo is a good team leader as he asked for everyone's thoughts and opinions.'

'Also, he is capable of making sacrifices to achieve the most important thing, in this case to call in acts to attract more people.'

- (e) Many candidates scored well in this section, aware of the format and register required to create an appropriate 'subject' for an email. Some candidates could have scored higher marks by not offering lengthy sentences, question forms or phrases selected randomly from the passage that did not match the tone or thrust of the particular email. Some candidates misunderstood the scenario (e.g. 'Resignation of the committee' for email 7). Creditworthy answers beyond the mark scheme included the following;

Email 1 Subject: 'Forthcoming year's programme', 'New programme' and 'Checking progress'

Email 2 Subject: 'Programme update', 'Programme details' and 'Draft of programme'

Email 3 Subject: 'Thoughts on Claudette's programme', 'Urgent opinions needed', 'Information on the new programme' and 'Evaluation of next year's programme'

Email 4 Subject: 'Committee's opinion', 'Feedback on your programme' and 'Thoughts about the new programme'

Email 5 Subject: 'Response to the concerns', 'Unsupported and undermined', 'My point of view' and 'Disappointed about the committee's decision'

Email 6 Subject: 'An explanation and some suggestions', 'Misunderstanding', 'Best interests of the theatre' and 'Clarification'

Email 7 Subject: Most candidates scored this mark with versions of 'Resignation'.

- (f) Some candidates showed sensitivity with regard to explaining what they might have done better compared to Arlo:

'I would have probably had a face-to-face meeting so there would have been no misunderstandings.'

'I would have told Claudette from the beginning what I wanted to do with the theatre to explain to her my ideas and vision. Then I would have asked her what she thought and if she supported them.'

'I would have discussed the whole issue face-to-face as it was delicate as it was questioning Claudette's ability to do her work.'

'I would have let Claudette know what the company's interests were beforehand so she could have focused the programme adequately.'

Some candidates would have attained higher marks if they had not focused their response on what Arlo had done wrong; if their responses had not lacked detail and had included how their suggestions could have been achieved (e.g. 'I would have let her explain and argue why she thought her programme would work'); if they had offered suggestions not already covered in the passage (e.g. 'I would have emailed Gustav and Eugenie') or if they had not responded with a narrative of the passage rather than an analysis. Many candidates found the formation of the tense 'would have ...' difficult to manipulate on occasion.

Question 2

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

- (a) Most candidates gained this mark. However, a few candidates would have scored if they had offered the whole phrase (rather than 'self-improvement').

- (b) Many candidates offered some creditworthy responses:

'...had a microchip inserted in his eye.'

'...a human ear was 3-D printed.'

'...such as 3-D printed ears coated with lab-grown cells.'

'...a man with an electronic prosthetic arm that allows him to sense whatever the arm touches due to the connection with his nerves.'

However, many found it difficult to score at least half of the available marks or more. These candidates would have achieved higher marks if they had not copied key phrases (for example, 'see his medals for the first time' and 'installed in his eye'); if they had offered responses to each of the three elements of the question with all the details required (e.g. 'the man now has an electronic arm' was vague); adhered to the word limit (so not included introductions that were not required), and not written generally about bionic men, drawing on material from the whole passage (for example, 'All these prostheses are called bionic because they are not natural; they are the combination of biology, sciences, mechanics ...'). There were also misunderstandings, such as the microchip 'replaced his eye'.

- (c) Many candidates could offer synonyms for 'short-sighted' in (i): 'myopia', 'could not see well', 'had trouble seeing', 'impaired sight' and 'visual issues', amongst others. Candidates could also express 'when hunting prey' well in their own words: 'they would not have been able to hunt properly', 'they would not have been able to hunt their prey' and 'it would be difficult to go hunting when your eyes were failing you' (for both marks). A few candidates would have gained more credit if they had not copied key phrases from the passage.

In **(ii)** creditworthy responses included the following:

‘They would have had trouble perceiving approaching danger.’

‘Humans who had hearing problems as they could not hear what was happening around them clearly and could find themselves in dangerous situations.’

‘Humans who were for some reason toothless because then they could not eat, thus dying from hunger.’

‘A toothless person would have starved to death since they would have been unable to chew their food.’

Some candidates would have gained higher marks if they had not cited disabilities beyond the passage (e.g. tetraplegic’) or repeated the answer to **(i)**.

(d) Candidates offering creditworthy responses, especially regarding technology making such speedy progress that in the near future Paralympians may outperform Olympians, included the following:

‘...due to the quickly improving prosthetic technology ...’

‘...technology is progressing so fast ...’

‘...would become even better than those who do not suffer any impairment.’

‘...are expected to become superior.’

‘...better than the human originals.’

‘...it could reach a point where they are better than real limbs.’

Some candidates could have gained higher marks by not copying key phrases (e.g. ‘may soon become faster and stronger than able-bodied’) or interpreting ‘restricted’ as Paralympians being ‘banned completely’, ‘prohibited from competing’, ‘forbidden’ or ‘not be permitted’.

(e) Many candidates scored well in this sub-question. Some candidates responded using their own words (which was not a requirement), but conveyed the ideas necessary to gain credit:

‘...as we do not store information about appointments or facts that frequently. Instead we use our phones for that. With this, our brains will have more space to store more important and vital data.’

‘Our brains are changing because they don’t need to remember as many things as before.’

‘Our brains have stopped storing memories that could be saved on devices. This might allow our brains to use the free space for other tasks.’

Some of the candidates used their own words, however, could have scored higher marks by copying out the required material from the passage as directed in the question because their own versions were not detailed enough. A few candidates quoted lines 32 and 33 instead of the required material.

(f) Candidates gaining credit in **(i)** offered such responses as the following:

‘Help us in storing and recording information from our surroundings in our everyday lives.’

Some candidates could have attained more marks if they had responded with more detail (e.g. ‘just using glasses’, ‘a head-up display’ and ‘to store information’, with no reference to the recording element).

For **(ii)** creditworthy responses included the following:

'Improvements to human perception based on technology'

'Using technology in order to enhance our senses'

'The improvement of senses using technology'

Some candidates copied out key words (e.g. 'reality') or the whole phrase. Others offered answers such as 'reality in high definition' or ones that were vague (e.g. 'everyday life enhanced' and 'the merging of software technology into real life').

Regarding **(iii)**, candidates scored marks by responding in the following way: 'an app able to translate text in an instant', 'in a quick manner', 'at the very moment ...', 'by taking a photo of the text with your phone' and 'filmed by a phone camera'.

Some candidates would have attained higher marks by including, in their own words, the element of immediacy (one misunderstanding being 'with ease' rather than instant) and the aiming of the phone camera at the foreign words.

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

In **(i)** correct synonyms for all the words and phrases were noted, but '*vulnerable*', '*striking*' and '*most cutting-edge*' were most commonly scored by candidates. Creditworthy synonyms beyond the mark scheme that were seen included the following:

'mentally or physically feeble', 'prone to being damaged' and 'fragile' for '*vulnerable*'; 'most technologically advanced' and 'most advanced' for '*most cutting-edge*'; 'incredible event' for '*phenomenon*'; 'becomes widely used' and 'becomes popular' for '*catches on*', and 'drastic change' and 'sudden, usually violent, change' for '*upheaval*'.

Responses that did not gain credit included the following:

'shocking' for '*striking*', 'successful' for '*catches on*', 'change' for '*upheaval*', and 'strange idea' for '*phenomenon*'.

In **(ii)** candidates had difficulty in scoring half marks or more. However, sentences gaining credit were seen for many of the words and phrases:

'A saloon is more vulnerable in car crashes when compared to an SUV.'

'She feels vulnerable whenever some-one lets her down.'

'It's very striking to see you arriving on time for an appointment.'

'Ana used to behave badly, but, what is striking, is that now she is an excellent student.'

'The most cutting-edge boots were at least ten times better than his worn-out sneakers.'

'The doctors who dealt with that case called it a phenomenon that had never been seen before.'

'The protestors caused an upheaval in the status quo.'

‘The upheaval from being a teenager to an adult is an interesting one.’

Question 3

This question attracted a similar number of candidates as **Question 2**; the feedback is therefore limited because of the smaller number of scripts seen. However, the candidates, in the main, engaged well with the subject matter, giving some insightful and fulsome responses.

(a) and (b) All candidates chose one of the three plans immediately. Plan A seemed to be the most popular choice in **(a)** and Plan B the one most often rejected in **(b)**, with candidates showing very good insight into its disadvantages and meaning that candidates often scored higher marks in **(b)** compared to **(a)**. Plan C was occasionally cited. Most candidates also followed the instruction to refer only to the plan they had chosen; it was rare for candidates to write that they had rejected Plan B because it did not offer the same access to computers that Plan A did, for example, which would infringe the rubric. Some candidates responded well to these sub-questions, scoring at least half of the marks available or more. Good responses were characterised by a confident use of superlatives (e.g. ‘This plan is the one offering the highest amount of money’, ‘...construction company offering the least amount of money’, and ‘the second highest budget’); the use of synonyms for key words in the passage (e.g. ‘the internal fabric ...’); an understanding that answers needed to be nuanced; and the use of material gathered from all the possible sources – Points 1 to 7, the plans themselves and the Additional information – and linked together to form cogent arguments. Examples of responses gaining credit in **(a)** included the following:

‘...students won’t lose much time travelling to school and will be able to make better use of their time.’

‘Knowing the school does not have a good reputation for teaching computer skills, they will be able to raise them and teach them in the computer studies course ...’

‘It would be best for it to remain there as moving elsewhere could mean parents may be unwilling to send their kids to the school and look for one closer to them.’

There were many creditworthy expressions noted in **(b)**: ‘creating the possibility that the school image is damaged’, ‘taking away their originality and traditions’, ‘seems like indoctrination’, ‘lack of liberty’, ‘limiting each child’s desires and abilities’ and ‘school leaders losing power and control over the schools’. In addition, responses attracting marks included the following:

‘It is unacceptable; we are in a modern society and people should wear what they want and do what they want to.’

‘...which would make it uncomfortable for them because there are people who like to wear what they want to.’

‘Students who choose arts or sciences are not going to have a great career there.’

‘They are planning to create short holidays and this would impede students from going on long family trips.’

‘Their holidays will be shorter and they need time for a break.’

‘There are too many conditions. Zingalli will be advertising the construction company by naming the schools after it and placing their logo all over.’

‘The fact that the schools have to change their names to suit the company’s demands is extreme as it is accompanied by a change in the curriculum, uniform and forces children to take job placements when their focus should be their studies.’

‘They are offering \$50 million which is their whole profit from last year so there is the risk that they won’t pay in time or the complete amount.’

However, those candidates who wrote at length did have the tendency to have organisational issues (citing advantages and disadvantages in a random order or repeating themselves), to extrapolate unrealistically from the material provided in the passage, to offer material that was not applicable to the plan that they had chosen or to state facts that were incorrect.

There was also a tendency among a few candidates to select random facts from the passage without any development (in the form of explanation or exemplification) so that their response was more of a narrative than an analysis.

In addition, some candidates could have attained higher marks if they had considered **both** the advantages and disadvantages, thus ensuring that they offered a balanced response by including at least one disadvantage in **(a)** and one advantage in **(b)**. A few candidates cited more disadvantages than advantages in **(a)** and more advantages than disadvantages in **(b)**, or began their answer to **(a)** with disadvantages and to **(b)** with advantages. This can be confusing to read and can impact negatively on marks awarded to such a response.

Some candidates could have improved their performance by reading the passage more carefully as there were certain misunderstandings seen, including the following: with Plan A they need to fix the damaged infrastructure; students have to work for the construction company, earning the company money; they will lose classes while Plan B is being built; planning permission has not been accepted for the school; confusion over which building will be the school, which will be the new HQ and which will be the design statement in Plan A; and the fact that the schools will be located in flats.

Some candidates would have attained higher marks if they had not copied certain key phrases: *'the majority of students attending the Zingalli schools live in the northern and western parts of the city'*, *'The Zingalli campuses will be relocated to the eastern edge of the city'*, *'easy access to laptops and computers throughout the campus'*, *'creating students ready for the business world'*, *'will have to be named after it'* and *'the logo must be visible everywhere'*.

- (c) Some candidates noted that Point D was irrelevant, though only a few candidates offered sufficient justification to achieve full marks on this sub-question. Examples of candidates offering justifications that gained credit included the following:

'The motto will stay the same no matter which plan is chosen. It is a motivational phrase to join teachers and students together ...'

'The motto isn't going to change whichever of the plans suggested is chosen because it doesn't provide any information about the problems the schools face ...'

'...is not providing useful information, such as the location where the students live and financial information.'

'...not relevant compared to the quality of education they will offer and the quality of their sports facilities. Education and students' development are the most important.'

A few candidates listed pieces of information that they regarded as irrelevant, thus gaining no credit as this is a rubric infringement – only one piece of information is allowed. A significant number gave the justification that the point was irrelevant or not connected to the choice of plan, but more detail is needed to attain marks.

Some candidates would have gained credit if they had not suggested one of the plans in its entirety or given points that were relevant when coming to a decision regarding which plan to choose, including the following: Point B (which could impact Plans B and C, for example) and Point C (which calls into question the financial security of Plan B).

- (d) A wide range of possible features that an ideal school could have were offered by candidates, including extra-curricular clubs and societies, a kitchen for students, an experienced chef, a recycling fair, multicultural festivals, field trips, a medical centre, security police and cleaners. The following were other creditworthy responses seen:

'I would like to see a theatre, where people could present plays and shows, where they could show off their talent.'

'An auditorium would be needed for cultural events or assemblies.'

'A big auditorium, where students will have the ability to explore their artistic talents and parents will be able to witness them.'

'A music room where students could borrow any instrument and receive music lessons to improve their music skills.'

'It is very important for a school to have laboratories to encourage investigation in students.'

'...a greenhouse so students can learn about plants and also be a place for them to relax with nature.'

'My second feature would be different cafeterias with international and national food, including big areas to eat in or have any snack in comfort.'

'There should be a room to relax where students could go to recover their energy, to keep up with the school day without getting tired.'

'...a rest room with couches and TVs for students who want to relax in a more comfortable place.'

When the word count was followed and candidates did not repeat the question format as an introduction, this question was well answered by candidates as the features and their explanations did not appear after the cut-off point. Some candidates could have attained higher marks if they had not repeated features that were mentioned in the passage (e.g. a library, sports facilities, sports pitches and green areas) or referred to different school subjects.

Use of English

- Many candidates, including those attaining higher marks, had difficulty conjugating the present tense correctly and consistently in their responses. However, some were able to manipulate more complex tenses confidently so they could have achieved higher marks had they ensured that they had mastered the more basic English tenses before attempting more complicated structures. Some candidates answering **Questions 1(b), 1(f) and 2(c)** were not able to respond using the correct conjugations of 'might have ...' and 'would have ...' for the verbs they included in their answers.
- Some candidates found the use of articles and pronouns problematic. They did not use the articles consistently and struggled to integrate pronouns into their answers, finding it difficult to make them agree correctly with their subjects. Candidates would attain higher Use of English marks if they could use articles and pronouns with more accuracy.
- Some candidates could have achieved more credit if they had used a wider range of punctuation, connectives and conjunctions. Commas and full stops were seen in all responses, but very few candidates showed the ability to use a semi colon or a colon in their work. It was rare for candidates to use only the conjunction 'in which' in their answers when, in the context, it would be the incorrect one to use. 'That' was also used by some candidates when 'who' would have been the correct conjunction in the context.
- Some candidates answered some sub-questions in a series of simple sentences, as well as incomplete ones, both of which impacted negatively on the Use of English mark.
- Candidates, when copying words from the passage in contexts that are permitted, should take care to spell these words correctly. Words that were sometimes spelled incorrectly included 'committee' and 'attract'.
- Some candidates answering **Question 1** did not use the correct word to describe a characteristic, quality or emotion, leading to confusion for the reader. Examples included the following: 'sensible'

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instead of sensitive, 'comprehensive' instead of understanding and 'disappointing' instead of disappointed. Some candidates used 'critics' instead of criticism.