

GENERAL PAPER

Paper 8004/11
Paper 11

Key messages

- Candidates are advised to take time to consider all the questions before making the choice of which question to answer.
- Candidates need to focus on the question's key words.
- Candidates are reminded that only one essay is required to be written, which should be of sufficient length.
- If a question requires candidates to think of "your region" or "your country", either of these should be the focus of the answer.
- Candidates should ensure that introductions and conclusions are meaningful.
- It is important that responses include discussion and evidence such as illustration and examples.
- Candidates should avoid simply listing what they know about a topic.
- It is important that handwriting is legible.

General comments

A significant number of essays were well written in terms of style and accuracy. There was a range of ideas and candidates demonstrated their ability to discuss political, ethical, and scientific matters in their choices of questions. Although some questions proved more popular than others, there were no questions that were not attempted.

Generally, candidates expressed themselves freely and thoughtfully. Arguments were usually persuasive, reasoned and exemplified, which is crucial in order to be successful in this paper. Candidates communicated their own opinions in a respectful and thoughtful manner. Many of the questions required candidates to take a position on sensitive topical issues, which they attempted well and reasonably.

Most candidates used the available time well. Essays were usually well-planned with the traditional format of introduction, exposition, discussion and concluding remarks. Where essays did not reach the higher mark bands, this was usually a consequence of not providing examples to support points.

Some less successful candidates offered a balanced set of views on both sides of an argument without an evaluation and discussion of the limitations of the knowledge and information presented. Candidates are reminded to show where they stand and why on the matter in question. In doing this, merely assertive statements should be avoided.

Comments on specific questions

Section 1

Question 1

Several essays discussed the legacy of colonialism and slavery, and others highlighted the profound influence of individuals such as Nelson Mandela and Martin Luther King. Candidates who took the word "individual" as a key word reflected on the relative powerlessness of the solitary human being. They observed that the individual needs others to make a difference, that it is in our social and communal relations, our sharing of a common life, that human dignity is upheld. Candidates who saw that the question was about how far it is possible to be effective in challenging society were more successful than those who merely discussed equality and fairness. There were many excellent responses to this question, some of which referred to local instances of individuals proclaiming the right to be valued within the communities they

serve. These responses showed that it is difficult to make a stand in circumstances where it might be argued that discretion is the better part of valour.

Question 2

Most responses mentioned the function of anniversaries in uniting people. Also, several answers saw that national celebrations, while encouraging remembrance, can also inhibit understanding and reflection. The deceptions promoted by chauvinism, the uncritical love of one's country, were referred to in a number of essays. Several candidates noted that anniversaries can provide a rhythm on life's journey and mentioned that tradition is to be lived, not just appealed to. Weaker responses simply listed and described celebrations and anniversaries rather than examining whether they should be celebrated and for how long. Only a few essays focused exclusively on either nations or people.

Question 3

Thoughtful responses to this question considered the meaning of equality. Candidates often pointed out that equality was not just about the redistribution of wealth and resources, but had more to do with our relationships with one another. The experience of slavery and other forms of subjugation were frequently referred to. Many thoughtful distinctions were made about the feasibility of equality between parents and children, teachers and candidates, for example. In situations such as those it was argued that changes of attitude rather than measures were needed, and that it is important to recognise the otherness and independence of others. In this context, legislative matters were discussed and examined, for example, the legalisation of same-sex marriage, gender inequality, and equal voting rights.

Question 4

Responses to this question varied in quality. Due to the fact that women are often assigned specific and limiting roles in many societies, this question was occasionally responded to in a passionate and compelling manner. The courage of women and the risks they take in the public life of powerful and often violent male dominated societies was frequently commented upon. Many candidates mentioned the political achievements of women across the world in Africa, Asia, Europe and the Americas. However, it was pointed out by many that the political prominence of these women had not translated to the domestic sphere where many women across the world are still coerced and devalued. Weaker answers resorted to listing so-called female attributes such as gentleness, motherliness and the ability to multi-task, to strengthen their argument that women could indeed make a difference. Some argued that women were too emotional to exert political power effectively

Section 2

Question 5

Less successful candidates simply listed the achievements and wonders of science. Few considered the limits of scientific language and explanation in our search for meaning in our lives. Others criticised science for bringing about mutually assured destruction in the world. Better answers considered the limitations of science and ways in which, contrary to the intentions of the inventors and researchers, science had been a source of danger and disappointment. One answer considered how technology continues to make communication effortless, but does not promote mutual understanding. A few responses considered the scientific debate on climate change.

Question 6

There were a few successful attempts at this question. A few reflective answers considered the various ice ages and mentioned evolution and space exploration. Other good answers argued that our future survival can be evidenced from how humankind has coped and adapted throughout the ages, but that it could be dangerous if we do not take certain things more seriously, for example the increasing ineffectiveness of antibiotics. The fate of the dinosaurs featured in most of the essays together with the resilience of the cockroach. A few responses wrote too much about "survival" and became too science-fictional.

Question 7

This was a popular question and demonstrated that environmental issues had been widely discussed before. To answer this question well, the key word "effectively" had to be the main focus and not the mere cataloguing of environmental threats. Many candidates discussed examples from around the world. One

subject explored was plastic disposal (or the lack of it). A few candidates, while acknowledging the widespread concerns, argued with some justification that developing nations have just as much right to develop as others, even if in doing so, they would contribute to pollution. The argument that less economically developed nations should forego industrial progress was persuasively dismissed.

Question 8

A number of candidates recognised that adverts were not just for material products. They cited the adverts for particular good causes that are designed to catch the eye and the conscience. A few also argued that propaganda, particularly in poster form, is a form of advertising that often uses stereotyping to gain attention. That such advertising can reinforce prejudice was also mentioned. Most candidates, however, concurred with the question's proposal and focused exclusively to gender stereotypes. They struggled to develop their responses beyond the stereotypes of the perfect body, face, hair, and so on. This was a common weakness, but there were attempts to suggest that this should not be the case and that advertising might be changing.

Section 3

Question 9

Good answers drew on the range of performing arts; drama, music, dance, and related activities. Candidates reflected on their own school experiences and many expressed their concern that financial constraints are leading to the disappearance of these life enhancing activities from the curriculum. Many referred to their own positive experiences, pointing out that mental health, expression of individuality as well as confidence and teamwork are all enhanced by participation in the performing arts. Other candidates who expressed their concerns about the narrowing of the curriculum sought to justify the marginalisation of the performing arts by arguing that lesson time could only be allocated to those subjects that might lead to a secure future career. Some candidates pointed out that sporting activities rarely come under curricular scrutiny, whereas the performing arts do. Many responses mentioned cost cutting and a number of answers also referred to the impact on a nation's culture if an exclusively instrumental or utilitarian approach to education is made.

Question 10

There were several good responses to this question, especially those that referred to national mythologies, local deities and folklore. Learners gave examples of sacred rivers, forests, and mountains, and of the stories attached to them. Others only attempted to place tales, myths and fables in a contemporary context. Among these learners there was a tendency to make comparisons with "simple stories" rather than focus on how tales, myths and fables have a particular depth and resonance. Better answers considered how modernity has taken away many things such as myth, magic and tradition. A few candidates drew on their family experience of listening to the stories that were being told to the young by the old.

Question 11

The best answer to this question discussed why conflict and oppression contribute to human creativity and sympathetic engagement, arguing that art, music and literature cannot be silenced by tyranny and violence. It referred to the First World War, various emancipation struggles in different parts of the world both contemporary and historical, and in doing so, answered the question why. There were other strong responses with well-illustrated specific examples of why and how creative modes of expression convey never to be forgotten instances of human struggle and suffering.

Question 12

Candidates identified the emboldened "you" and "your" in this question, which meant that there was a range of approaches. For instance, there was the often mentioned influence of well-known food chains or local cuisines. There were many references to the significance of traditional foods and their social as well as religious importance. Weaker responses simply described national dishes and did not draw significance from their examples. One very good response was a well-structured essay about Russian food, including its history and meaning as well background recipes. Generally, successful responses were able to establish a link between community and identity.

GENERAL PAPER

Paper 8004/12
Paper 12

Key messages

Content

- Answer the set question and focus on the key words.
- Support your main points with appropriate examples.
- Keep anecdotal/personal evidence to a minimum.
- An introduction should immediately address the key words of the question and show understanding of them.
- 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.
- Use appropriate prepositions (of/in/by) and articles (the/a).
- Spelling and punctuation were usually accurate.

General comments

Generally, responses did address the chosen questions and were structured within a paragraph framework usually using an appropriate introduction and conclusion. On occasions the second paragraph behaved more as an introduction than the first and responses could end abruptly due to the absence of a proper conclusion.

More successful responses answered the question as set, focused on the key words and included a variety of examples to illustrate the main points. 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 in certain questions 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 two clearly structured essays of around the recommended length. Introductions may have been long at times but a majority did attempt to address the question and this was reflected in the remaining response. Even though there is a time pressure here, candidates should attempt to produce a conclusion which arrives at a reasoned assessment of the main arguments rather than just summarising what has already been written.

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

Use of English

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

- subject/verb non-agreement
- 'now a days' (should be one word)
- incorrect paragraph breaks
- incorrect use of prepositions
- frequent incorrect use of definite/indefinite article (the society)
- confusion between their/there, to/too, your/you're
- incorrect comparative forms
- missing endings on plurals
- inappropriate use of vocabulary

Comments on specific questions

Question 1

Weaker responses tended to neglect 'isolate themselves' or just discuss the ideals of 'friendship'. However, most candidates did acknowledge that friendship between countries enabled trade, migration, aid, peace and could be a solution to global problems such as war, sharing knowledge, environmental issues and poverty. Popular examples included North/South Korea, the United States and the European Community, but could also include small local alliances. Stronger responses displayed good knowledge of recent events and also considered 'isolationism' in the context of its dangers in history (cold war, the pre-First World War period, dictatorships). The most successful responses addressed 'to what extent' presenting other side of the argument: that isolation could be a good thing (no cultural diversity, no interference from outside governance, encouraging patriotism). Additionally some were concerned that 'friendship' was political (pilfering of a country's natural resources, tied into development loans which cannot be repaid). Successful responses tended to conclude that friendship alliances could, in themselves, become isolationist.

Question 2

Responses were divided in their approach to this question, with some focusing on an individual being active all the time and others looking at a human beings' collective responsibility to look after their world, or to continue the advancement of society. Less successful responses described activities which kept people busy all the time, focusing on the need to benefit mainly from study or work, and not to waste time. More successful responses addressed 'how far do you agree', emphasising the 'need' to rest in order to function efficiently, mentally and physically, and the 'need' to achieve balance between work and play. Some extolled the value of rest, sleep and leisure with the most successful responses exploring what it means to be 'doing something' and whether we are doing too much (the pressure to fill our lives with computer activity and phones). Such arguments concluded that, as social beings, there may also be a need to fulfil duties to society and that 'thinking' was as important as 'doing'.

Question 3

Most responses had a grasp of basic economic policy and were able to describe the effects of price rises and falls on individuals, businesses and nations. Some described how governments offered subsidies to companies and increased the prices of undesirable goods through taxes to curb consumption with most referring to the effects of inflation and recession. More successful responses discussed the impact on currency, balance of trade deficits and the need to encourage spending by reducing prices (sales, promotions). The most successful ones explored concepts like 'monopoly', with sufficient knowledge to consider why this might be challenged in the context of price manipulation and corporate power.

Question 4

Many responses tended to generalise that the poor were impoverished but happy whereas the materialism of the rich drove them to over-work, missing out on family and, ultimately, depression. Here it was argued that, because the pursuit of wealth was never-ending, contentment could never be achieved and could even lead to the exploitation of the poor. However, more successful responses considered the philanthropy of the rich who achieve contentment through sharing their wealth. The most successful responses considered the plight of those trapped in poverty (caste system) balancing notions of close family ties and traditions against feelings of frustration and helplessness. Here, survival might be a more important concept than 'contentment' resulting in activities such as crime or begging. The most successful responses evaluated whether having too much or too little money could ever result in true contentment and whether it was more important than relationship or emotional satisfaction.

Question 5

Many responses drew examples from their own country, often emphasising 'over-population' as a main reason for constructing new towns. More successful responses extended the scope to other countries arguing that only developed countries had the finance available to build such new communities. Here there was a consideration of the environmental implications, natural resources required and the man power needed to construct an appropriate infrastructure. The most successful responses examined the implication of extending existing towns including renovating derelict areas or creating apartment blocks to save land use. Often conclusions focused on the feasibility of re-locating existing populations and businesses and the affordability of buying a new house in a new town. Additionally responses also questioned whether it might be more important to address population increase as a separate, more important issue.

Question 6

Most responses focused on the benefits of walking as it was convenient, inexpensive and could be built into everyday life and, therefore, not necessarily time consuming or too energetic. When 'only' was considered candidates offered mostly sensible indoor exercise (yoga) that required the minimum of additional equipment with expert instruction available online. Sometimes swimming or Zumba were mentioned but without specifying the need for water or the dangers of 'muscle pull'. More successful responses considered safety aspects including air pollution, traffic, vulnerability to crime, the timing of walks and accessibility to footpaths or safe pavements (highlighting different standards in different countries). The most successful ones extended the scope of their discussion to include the sick and elderly arguing that this was perhaps the only accessible exercise for such groups, albeit with supervision, but only after the passage of time and with training (post knee/hip replacements). Responses which fully debated and analysed a range of issues were more successful than ones which presented a list.

Question 7

Many responses described how maths had helped them in life: calculating things, understanding bills, banking, shopping and budgeting but could be too generalised rather than focusing on 'your' locality or region. More successful responses considered the application of maths in specific areas: architecture, tunnels and bridge building, technology and trade. The most successful responses examined the use of maths in the occupations and governance of a specific country/locality and concluded that maths is needed in every area of life. Such responses also examined whether it was effectively taught in their area and concluded that this depended on the motivation of the learner, the resources/ethos of the School or college and the attitude of the local authorities.

Question 8

Some responses either just focused on the historical differences between past and present or wrote generally about technology. More successful ones did address 'generation' with points centred on the young growing up with smart technology and the older generation favouring face to face communication but willing to use social media, especially for overseas communication with family and friends. The main focus did suggest that the older generation was well versed with modern communications but only used it when necessary whereas the young were addicted to it at the expense of family interactions, and that this was the generational divide. The most successful responses addressed 'to what extent' and honed in on the conflict created by such an addiction, suggesting that it diluted and upset both cultural and traditional values. However, such responses also acknowledged that this depended on attitudes and differences within the family and that sometimes the generations were brought together by communication technology.

Question 9

Some responses tended to be descriptive, focusing on sportswear being a fashion statement to enable 'fitting in' or 'showing off' or 'looking like sports stars or celebrities'. Other Issues were considered such as peer pressure, expense (changing football shirts) and the value of 'cheap imitation' without brand names. More successful responses covered similar ideas but also examined why companies extended their sportswear so that it could be labelled 'fashion'. The most successful ones distinguished between sportswear which could be described as fashion and sportswear which most definitely is not, suggesting that is often the signature of comfortable everyday casual wear as opposed to the necessary 'smart wear' for work or school routines.

Question 10

A few responses with most trying to interpret what sculpture was, sometimes including works of architecture (Eiffel Tower, pyramids, leaning Tower of Pisa). More successful responses focused on the value of sculpture in life such as its historical, religious or social significance, presenting a range of examples including war memorials and religious symbols. The most successful ones also considered their artistic value and potential to attract tourists whereby sculpture may have some ornamental value.

Question 11

Most responses showed an awareness of the 'purpose of advertising' or 'what makes a good advert' but not always focusing on 'memorable'. More successful responses introduced a range of examples and considered issues such as music, catchy logos, headlines, comedy, and whether it is the product itself which is 'memorable'. The most successful responses argued that it depended on the level of competition as with car advertisements whereby 'memorable' allowed one to stand out above another. Such responses also considered other features that enabled the advert to be successful (eye-catching, persuasive, factual/technical details, where placed and when). Some concluded that although 'memorable' may help to sell a product at the beginning of a campaign, frequent repetition could eventually produce a negative effect.

Question 12

Many responses focused on the fear of writing anything down: of being criticised, of lacking writing skills, damage to relationships or the consequences of reprisals or censorship in certain countries. Some were more concerned with 'disclosure' and ignored the 'writing' element of the question. More successful responses also considered the oral story telling traditions of some cultures whereby memory and listening were the most important aspects. Although examples could be anecdotal, there was awareness that modern technology enabled people to write down their stories for global access via blogs and other social media. The most successful ones explored the need to enhance mundane experiences to make them interesting for others and that this often required a unique talent citing J.K. Rowling, Dickens, Emily Bronte as examples. However, such responses also acknowledged that publication was a competitive business, especially today, and that determination and luck could also play a part.

GENERAL PAPER

Paper 8004/13
Paper 13

Key messages

Content

- Answer the set question and focus on the key words.
- Support your main points with appropriate examples.
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- An introduction should immediately address the key words of the question and show understanding of them.
- 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 questions 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. 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.

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- 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
- keep informality/colloquialism to a minimum (stuff, right?)

Comments on specific questions

Question 1

Most responses related 'life getting better' to health care improvements, technology and global co-operation but balanced this against political instability in certain countries, the continuous threat of terrorism and the exhaustion of natural resources. Sometimes responses were on a personal level, describing the effects on them of local issues or changes. More successful responses considered 'to what extent' and related more to 'will get better' and 'modern society', arguing that better health care 'will' encourage population increase and an ageing population and dependency on technology 'will' promote obesity and a world controlled by robots. The most successful responses provided a more subtle approach, examining 'brave new world' as a concept that was both idealistic and unachievable and that any 'new world' was more about anxiety and entering unknown territory than about courage. Such responses also concluded that in such a world things could get better for some but worse for others.

Question 2

A majority of responses chose Adolph Hitler for this question but did produce a balanced profile. Such responses tended to be descriptive but showed knowledge 'for and against' the chosen leader. More successful responses placed the leader in the context of what may be considered as successful or unsuccessful leadership, with issues of self-interest, democracy, authoritarianism and empathy with others. The most successful ones examined how all this fitted in with the personality and style of the chosen leader and how this affected the progress of a specific country. Such responses often concluded that quality of leadership depended on transparency, whether the leader implemented policies to alleviate such issues as poverty and the level of funding given to such welfare systems as health care and education.

Question 3

Most responses supported the right to 'free speech', as a fundamental human right, and that this was now prevalent everywhere as a consequence of social media and modern technology. Often comments were generalised but did touch on the right to speak out against injustice, politics, social issues and anything where an opinion was valued. More successful responses balanced this against the context: whether it was a threat to national security, or whether it could be considered hate speech designed to deliberately offend or incite violence. The most successful responses considered the complexity of all this as it depended on different regimes in different countries, censorship of social media, whether offence was personal, political, religious or aimed at other groups. Such responses concluded that although the right to freedom of speech needed protection so did the right to be free of personalised hate speech. As such, providing an acceptable balance in society could prove difficult.

Question 4

Most responses described stories which could create panic or sensation, usually taken from terrorist attacks, health scares, extreme weather or crime. Some considered that the news could be sensational in itself, without the need to exaggerate but did suggest that the deliberate placement of the story (as headlines) accompanied by dramatic pictures could increase its sensational value. More successful responses focused on 'boost their circulation' arguing that with increasing competition from online news sources actual newspapers needed to find ways of attracting customers. Some gave examples of how language could be sensationalised and how the wording of headlines (together with punctuation) could give a sense of immediacy or urgency to a story, all designed to sell newspapers. The most successful responses addressed 'how far is this true' suggesting that newspapers are more likely to focus on, and even sensationalise, celebrity scandal or sport than anything else in order to appeal to younger readers. Such responses concluded that anything written down intended to be sold would need to contain some elements of exaggeration in order to create enough interest to boost sales.

Question 5

This was generally well answered as there was recognition that automation could replace jobs, especially in the manufacturing or retailing industries (robotics for assembling cars, self-service checkouts, online shopping). However, most responses also acknowledged that other jobs would be created to control or maintain the technology but would be skilled rather than unskilled. More successful ones widened the scope to include artificial intelligence, with the potential to replace teachers, service outlets and the leisure industry (computerised check-ins at hotels) but concluding that this may be a positive thing, releasing people from repetitive activities and allowing training in new areas. The most successful ones argued that this was inevitably the way forward, creating more efficiency and reliability and increasing people's leisure time. However, it was concluded that there was uncertainty as to how loss of jobs would be compensated to avoid social instability, some suggesting that because it would be a gradual process there would be time to find solutions.

Question 6

The few responses to this question tended to describe science as either increasing knowledge of weaponry or being involved in scientific research for profit. One response did suggest that in the past there was a pioneering aspect of science which did promote new knowledge then but now everything is under the control of big business and that any promotion and new understanding now needs consistent funding. The conclusion here was that, in the end, science will never lose its role in promoting understanding, suggesting how much new medical and space technology knowledge has yet to be discovered.

Question 7

Some responses focused on zoo animals being re-introduced to their natural habitat but acknowledged that such a habitat had probably changed and that time would be needed to adapt. More successful responses widened the scope, arguing that it would help balance the ecosystem but could be counter-productive if not investigated beforehand for predators, changes, accessibility of food and nesting materials. Some considered the dangers of re-introducing non-indigenous animals (effect on existing populations). The most successful ones considered 'how far do you agree' introducing ethical concerns over 'forced' re-introductions rather than allowing natural migrations. Some questioned whether 'original habitat' actually existed or whether it had been invented. The conclusion here was that it could be supported if it was beneficial to the animal's welfare and was likely to increase its population, otherwise some form of captivity may be the best option.

Question 8

Some responses tended to balance the medical benefits of sharing (genetic tracking, aid research, quick access by medical professionals) against the 'fears' (hacking, could be used prejudicially by certain bodies, entitlement to privacy, principle of patient consent). Some responses considered the unwelcoming feeling of vulnerability that anyone could access medical history. More successful responses addressed 'how far do you agree', concluding that patient awareness of such sharing should be of paramount importance but that this was not always possible in cases of emergency, when hospitals might need to share without seeking permission. The most successful responses discussed that some form of record sharing was essential in an increasingly migratory, travel orientated world but that there should always be some sort of regulatory mechanism in place to prevent unauthorised access and protect security. Most concluded that it was necessary for medical professionals to have unhindered access as lives could be at stake.

Question 9

Some responses described specific tattoos, piercings or even make-up as examples of rebellion, identity or depicting memorable events and presenting a certain image to the world. Some acknowledged that this may be a result of peer group pressure or a whim and had little artistic merit so 'art form' was only considered in general terms. More successful responses considered the cultural significance of body decoration, showing some knowledge of certain symbolism or features such as 'extending necks'. When referring to tattoos 'art form' referenced the equipment and skill needed, describing the skin as a 'canvas' and comparing 'tattooing' with creating pictures in studios. The most successful responses widened the scope and focused mainly on 'art form' using a range of examples and addressing 'to what extent', concluding that there was a difference between one-off tattoos or piercings as a 'badge' of pride and those who continuously added decorations to their body so it became a continuous work of art. Those who gave a wide range of cultural examples were particularly successful.

Question 10

This question was generally well answered with most responses accounting for the popularity of second-hand clothing and associated 'thrift' stores, often with a focus on uniqueness and value for money. The trend for 'retro' was highlighted with the internet encouraging even greater popularity. More successful responses widened the scope to include furniture, arts and craft and jewellery with a reference to people living a second-hand 'lifestyle'. The most successful ones highlighted the dangers of such popularity attracting fake items, or pushing up the cost, with the accusation that it is all pretension and too far removed from reality to be taken seriously. Such responses concluded that such fashion could be popular because it is an escape from the modern world and indicates a yearning for a bygone age.

Question 11

All responses described two examples in some detail but some just narrated with only passing reference to 'artistic value'. More successful responses considered the effect of music or specific themes or analysed characterisation. The most successful ones also provided a balanced view acknowledging that animation was purely entertainment and that the story and voice overs were just as important as 'artistic value'. Some concluded that the techniques, time and skill needed to bring such films to life gave them their value.

Question 12

All responses presented three structures. Although some simply described them, more successful ones attempted to justify their inclusion in a festival by referring to materials, technology of the day, purpose and integration with the environment. The aesthetic appeal was considered as was its design and durability. The most successful responses provided good detail about all three structures and even made a comparison, concluding that, it was difficult to make a comparison between structures from different times as cultural significance had to be taken into account in order for there to be a creditable justification.