

ENGLISH GENERAL PAPER

Paper 8021/11
Paper 1

Key Messages

- A thoughtful and measured introduction can be used to expand on the key words in the question.
- Maintain an academic register; avoid a conversational style.
- Carefully selected examples, even anecdotal ones can help to develop ideas.
- Leave time to write a meaningful conclusion.
- Conclusions should do more than summarise the points already made.
- The best conclusions suggest that further debate might be needed.
- Remember to use paragraphs to signpost clearly the development of a debate/argument.
- Include evaluation or a point of view somewhere in the essay.

General comments

The requirement to write one essay of over 600 words was fulfilled in most cases. It is really important that essays on this syllabus are of sufficient length. Essays significantly below 600 words are unlikely to contain enough detail to access the higher levels of the mark scheme. Therefore, responses that attempted to answer all ten questions ended up being the weakest of responses.

However, a very pleasing feature candidates showed this session was the range of responses. In most cases candidates chose to respond to a question that genuinely appealed to them.

Most of the answers were clearly written, and all of them, even those with less clear English, communicated their interest and knowledge on the chosen topic.

AO3

The best responses used a range of English expressions and with a variety of vocabulary to convey their ideas effectively. There were very few responses which communicated their ideas with a lack of clarity due to frequent errors.

Register is now a specific strand of the AO3 descriptors. Candidates are likely to use English in a less formal way in their everyday lives when texting and emailing each other. It should be noted that the register of an essay is different and is more formal in style. Some examples of the use of too informal register included: 'To do stuff', 'off of', 'don't', 'can't', 'it'd', 'first off', 'to wrap up' and 'would've'. Rhetorical questions, that do not contain meaningful ideas, and phrases that directly address the reader should be avoided: 'have you ever....?', 'think about it' and 'close your eyes and imagine...'.

Some common spelling errors included: 'enviroment' [environment], 'protien' [protein] and 'recieve' [receive]. The spelling of words that were in the question could be checked for accuracy when reading the essay through at the end. Candidates should use 'debate' and 'discuss' without adding 'about' to it. Also, 'out' and 'back' are redundant in 'issue' and 'revert', respectively.

AO2

With only one or two exceptions answers demonstrated understanding of the meaning of the question chosen. Essays which aimed for a broad perspective on a topic were more impressive than those which adopted a narrower approach. For example, those that chose to explore the concept of family in both historical and contemporary terms, often produced meaningful and interesting essays in their response to **Question 1**.

A few minutes spent in questioning, jotting down provisional answers to questions might provide both the clarity and variety that an interesting essay requires. Asking questions about the key words in a question is more productive than the conventional essay plan because once these questions are asked, it is likely that the authentic voice of the writer will emerge.

AO1

An effective way to approach the selection of examples when answering an essay question is to note down ideas that come to mind when first reading the question. These examples can be refined to select the most relevant. This is preferable to responses which attempt to write everything known about a topic which often become unfocused essays. The important thing is to ask yourself what the question is about. If that is done the temptation to offload many learned facts, rather than pursuing a debate, will be avoided.

Comments on Specific Questions

Q1 'Families are less united than they have ever been.' Discuss this statement with reference to family values in YOUR country.

This was a popular question and it was thoughtfully answered by most of those who chose it. Responses were honest, often regretful in looking back to more traditional times and in most cases blaming social media for family disintegration. Depending on the country involved, there were different aspects of family life expressed: the desire to escape the family unit; the pressures on working parents; the sadness at the loss of family mealtimes; the demise of the extended family in some but not all cultures. The emphasis in the question on 'your country' did not prove to be restrictive. Several candidates enriched their responses by reflecting on how different family life is in their adopted country as opposed to the country of their birth.

Q2 'Democracy is the ideal form of government but it is very difficult to achieve.' Assess this statement.

This was a popular question with students of politics. It provided an opportunity to explore the limitations of democracy and the dangers brought by alternative forms of government. The prevalence of corruption in many so-called democracies was also mentioned. Several candidates wrote about democracy in fifth-century Athens and linked those it excluded with the various groups who have struggled to attain their democratic rights in recent times. A few candidates challenged the word 'ideal', arguing that there is much to be said for benevolent dictatorship in countries where strong leadership is both admired and needed.

Q3 'Wealth and happiness have nothing to do with income.' Discuss.

This, among all the questions, was the most popular. Strong responses explored beyond material wealth to consider what was felt to be of true and lasting value; good health, family and friendship groups, participation in cultural and recreational activities and the power of faith. Given the vast spectrum of income and experience of candidates, there were many approaches to this essay revealing different sympathies and affiliations. However, with very few exceptions, it was recognised that without sufficient income and support it was almost impossible to enjoy any contentment. Responses showed a sensitive awareness of the profound difficulties faced by many countries across the globe and many candidates raised questions about the attainment of happiness when work is both insecure and exhausting. This question appealed to many and most of those who answered it saw it as a question that required thought and a breadth of vision.

Q4 Evaluate the actions which could be taken to solve the most serious environmental problem in YOUR country.

This question was relatively popular and tended to attract quite descriptive and generalised responses especially when the command word 'evaluate' went unnoticed. Another element of discrimination here was the fact that a few candidates failed to consider their own country and wrote about environmental concerns in general terms. There are problems which are of global significance but in order to achieve the higher mark bands these major issues of fossil fuels, plastic use, litter, increased industrialisation, needed to be framed in a local context. Generally, the knowledge base was good, and it was clear that environmental concerns were uppermost in many

of the candidates' minds. It was interesting to see the different problems across continents, particularly as regards pollution and climate change; only a few had strong ideas on how to address these concerns effectively.

Q5 Modified animal organs could soon be transplanted into humans. To what extent is this desirable?

Many of the answers to this question were written by candidates with some specific scientific and medical knowledge. Consequently, they were able to discern the relative advantages and disadvantages of a move towards modified organs. The standard of debate was high in many responses both for and against such medical procedures on various ethical grounds. The potential for people living longer was noted and some even suggested that there would be a range of economic benefits and medical research opportunities accruing from satisfactory regulation of these procedures.

Q6 Evaluate the implications for individuals AND society of a world that depends on information technology.

This was a popular question with some high-quality responses, as most candidates seemed able to apply some knowledge and to address, at least in some part, both 'individuals' and 'society'. Candidates were able to relate their own experiences of using computers and smart phones, demonstrating how these have an influence and impact on their lives. It was pleasing to note that the question generated a critical response, enabling candidates to evaluate the good and bad effects of this technology. Many raised the addictive and isolating aspects but also the positive aspects such as the opportunities for multitasking and greater efficiency in day-to-day matters. Many were aware of the possible implications of artificial intelligence (AI) such as human redundancy. The centrality of this technology to many young people's lives was evident in many responses but this did not always translate into a critique of their experience in the classroom. There was an opportunity here for candidates to argue that perhaps their own ways of communicating are not sufficiently recognised in society.

Q7 Discuss whether the performing arts are important to the culture of YOUR country.

A few candidates wrote about the importance of sculpture and dance in their cultures and because such answers were specifically focused on culture and country their relevance and content were recognised. A number of responses successfully linked the performing arts to celebrations and commemorations, for example at weddings and funerals. Candidates from regions where a particular performing art is integral to their culture referred to Flamenco, The Tango, Marimba, Jazz, the Blues, Country and Western and many other performing arts. The problem facing candidates was how to describe culture. A broader understanding of the term 'culture' would benefit candidates wherever they are.

Q8 Examine whether or not the reading of fiction enhances our understanding of human nature. You should refer to novels you have read.

There were several excellent responses. A few weaker responses attempted to deal with the topic without reference to texts of any kind. Most of the responses included interesting and colourful examples, from many sources, to illustrate how fiction enabled understanding of human nature. Higher level essays went further in order to analyse and explain the links between the characters and situations of a novel compared to their own life experience. There was, for example, a strong emphasis on women's issues and issues to do with identity, ranging from the novels of Jane Austen to those of Toni Morrison.

Q9 'Freedom of the media is important in a democracy.' To what extent do you agree?

The important element of this question lies in the phrase 'in a democracy'. Those candidates that explored this issue in that context by referring to historical and contemporary examples were rewarded for their insight. In some responses, the command words 'to what extent' could have been interpreted better. These candidates explored one side of the topic only and never went on to analyse and evaluate alternative points of view; freedom of the media is important, or freedom of the media is not important. A few candidates, however, acknowledged that too liberal an approach to media freedom, could undermine the legitimate interests of the state. There were several interesting essays and thoughtful approaches to the topic, for example the influence of social

media in societies that impose censorship of the press. A few candidates pointed out that even in democracies media outlets are controlled by the powerful interest groups and are in no sense 'free'. Probably the most encouraging feature of many responses was the knowledge of multimodal experiences, including radio. Most of the references were to mobile devices and online social media. Several candidates argued that by using different forms of media they were encountering and creating texts that help to support free and democratic exchange.

Q10 'An uneducated society has never existed.' Discuss.

A significant number of candidates responded to the challenge of this question. Candidates from those regions where custom and tradition are still potent wrote about the reservoir of knowledge passed down orally from generation to generation. Their ancestors may not have had books or schools, but they had knowledge, songs and stories. These social worlds, wherever they are across the globe, they argued, could be labelled 'uneducated' by some, when they are not at all. Before there were schools, there were rituals, dance, painting, powerful allegiances, that sustained and enriched communities in every corner of the world. Other good answers explored how, through history, education has been a crucial element in our understanding of the world and of how civilisations evolve. There were also references to people denied formal education for reasons of race or class and how their struggles for emancipation demonstrated a yearning to organise and protest against injustice. Again, it was argued, such people could hardly be described as 'uneducated'. Schooling was never deemed unimportant but relationships whether familial, religious or cultural, were recognised for what they are, educative.

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Paper 8021/12
Paper 1

Key messages

- Use the introduction to focus specifically on the key words of the question, not just the topic.
- Maintain an appropriate register through the whole response.
- Achieve clear communication through grammatical accuracy.
- Attempt appropriately ambitious vocabulary to enable the writing to become more engaging and communicate more complex ideas.
- Organise clearly and link ideas to allow the argument to develop logically to avoid fragmented structures, including repetition.
- Always attempt to conclude by evaluating what has been said, including making a personal assessment, rather than just repeating points.
- Use examples and information to support arguments, selecting and applying them appropriately rather than just describing at length.

General comments

Overall, responses successfully focused on the questions set but some did need to indicate this more in the introduction. Many were able to use link words and phrases ('however', 'in addition to', 'consequently') to give their argument shape and coherence, enabling logical progression towards a conclusion. A clearly structured introduction, which identified key words, not only demonstrated an understanding of the question but usually resulted in a clearly structured, relevant argument and avoided digression or pure description.

Nearly all responses had conclusions suggesting that the time allowed was well managed. Although many tended to summarise the argument in their conclusions a number of candidates did evaluate and introduce a personal judgement or assessment, firmly rooted in the material provided.

Grammatical accuracy (tense, correct use of article, agreement) was the key to clear communication within sentences. Similarly, effective linkage between sentences helped to communicate a clearly structured discussion. Some responses did use a vocabulary range, achieving greater precision and sophistication in their communication. However, for some responses had time been left to check for errors and even re-read the essay completely, corrections could have been made to small errors that impeded meaning, including over-ambition.

Most responses used examples and information to support arguments. Sometimes these could be overly descriptive and distract from the argument rather than enhance it but, generally, a good knowledge was shown throughout; many candidates selected examples carefully and then used them to develop their ideas.

The focus now is on clear communication and a well structured, engaging argument and it was felt that many candidates achieved this. Also, nearly all candidates acknowledged the need to write in an appropriate register and to the correct length. Any essay plans tended to be short and there were few crossed out false starts so, again, time was used efficiently.

Comments on specific questions

Question 1

Many responses tended to describe what was happening in terms of 'decline of religious observance' without addressing 'reasons' for it. More successful responses focused on issues such as a fast-paced world, dominance of consumerism, worries about extremism, the undermining of religion by science and changing

family attitudes, especially amongst the young. The most successful ones tried to explore and assess how these had had an impact on observance of religion in their society, concluding that it depended on how entrenched religion was in some societies, whether secularisation was becoming a global phenomenon and what the impact of technological progress is having.

Question 2

The success of the responses depended on a secure understanding of both 'colonialism' and 'legacy'. Some tended to link to the activities of major powers, particularly the way their businesses were infiltrating certain parts of the world. More successful responses linked the past to the present, using examples to explore whether colonial powers of the past still had influence today and whether any legacy was indeed 'alive' or not. The best responses demonstrated a clear, thoughtful understanding of the key words of 'colonialism' and 'legacy' using a range of appropriate examples to illustrate 'many forms', often providing a balanced view.

Question 3

Many responses simply described the catastrophic issues caused by global population growth without a focus on the two key words 'sustainable' and 'desirable'. More successful responses made clear links between over-population and the consequent dangers presented by pollution, global warming and other environmental dangers. 'Sustainable' was considered in terms of over-crowding, housing, health issues and resources such as food, water, medicine and energy. Some considered it to be 'desirable' to improve the workforce and knowledge base of society. Those who explored 'to what extent' were most successful, providing a balanced discussion and concluding that the problems probably outweighed the benefits.

Question 4

Many responses described 'beautiful spaces' in their own country and discussed how they were beneficial. More successful responses considered 'valued and maintained' but this was sometimes more implicit than explicit. 'Beautiful spaces' ranged from parks, woodland and beaches to restaurants and listed buildings, such examples often described at length and showing good knowledge. The most successful responses did focus on the extent to which government or local authorities prioritised such spaces and valued them enough to provide funding. Some examined the input of local communities and the way volunteers helped maintain certain places, valuing them as areas of healthy relaxation to be shared by everyone. Often it was concluded that a space is only 'valued and maintained' if it has some commercial potential, using tourism as an example.

Question 5

Many responses considered 'edit genes' in terms of designer babies and cloning, as a way of choosing human characteristics. More successful ones explored the benefits of gene editing and the advantages and disadvantages of it. Comments tended to examine health issues: how diseases could be eradicated such as cancer and other serious hereditary diseases. Issues such as affordability were considered: those with more money benefiting the most hence creating more division in society. The dangers of abuse were also highlighted with the potential to create super humans for destructive purposes. The most successful responses demonstrated relevant scientific knowledge to argue convincingly about the advantages and disadvantages of gene editing and then making a final assessment.

Question 6

Most responses focused on 'monitoring' and were able to explore issues such as detecting illegal activities (terrorism, money laundering, indecent images, bullying and other valid areas). More successful ones clearly focused on 'crime and terrorism' with reference to national security, the necessity for police to be ahead of criminals, counteracting cyber-crime and even monitoring internet abuse and hate crime. The most successful responses balanced this with privacy issues and the potential for the innocent to be wrongly accused. In the end responses concluded that 'monitoring' was essential to keep everyone safe in a more complex digital age but that there needed to be proper legislation to ensure it was used fairly and responsibly by the authorities.

Question 7

Many responses tended to generalise about 'traditional crafts' with references to tourism, national identity and keeping such skills alive. The more successful ones gave details of specific crafts (games, basket

weaving, souvenir items such as candles, clothing, pottery) and were able to discuss how vital this was for their own country with a focus on boosting local economies. The most successful ones balanced this with the argument that such traditions were no longer important as they prevent local communities and families from prospering in a more globalised, modern world and such crafts were often factory produced anyway. However, conclusions did acknowledge that such crafts are a part of many traditions which enable a country to preserve its heritage and that this may be more important than anything else.

Question 8

Responses tended to generalise about the way the sea could inspire a range of moods and emotions. More successful ones applied this to specific examples but tended to be too descriptive usually referencing contrasts between storm and calm, its power and mystery and the way it inspires a sense of escape and adventure. The most successful ones used a range of examples, were selective and considered the writer's attitude towards the sea as revealed by their writing.

Question 9

Many responses understood the question but tended to solely focus on 'rarely tells the truth'. Generic examples were given (food/shampoo/soap) arguing that 'they never worked at home like in the advert' therefore they never told the truth. More successful ones selected specific adverts and considered a more balanced view: purpose and target audience were discussed as well as the need for factual information in charity and technology advertising. There were references to the visual impact of advertising: that fast food outlets can make food look more desirable than on the advert and celebrities can make beauty products appear to have miraculous effects on people's looks. Holiday adverts were often considered as showing just the positive aspects of a destination therefore revealing partial truth. The most successful responses addressed 'to what extent' concluding that in the end advertising is a selling method of business so has to look attractive and persuasive, with the inevitable consequence of distorting reality in the process.

Question 10

Many responses showed good knowledge of city characteristics describing parks, buildings, the people, the theatre, transport, traditions and atmosphere, sometimes also considering such negatives as pollution or over-crowding. More successful ones focused on 'unique' and 'significant' with examples emphasising this: a unique building with religious significance or an area of a city well known for its markets. The most successful ones addressed 'explain the extent' with some arguing that most cities have high rise areas but the design is often unique, concluding that uniqueness is only really significant if that particular characteristic cannot be found in any other city.

ENGLISH GENERAL PAPER

Paper 8021/13
Paper 1

Key messages

- Allow time to reread the response and correct obvious errors.
- Clear communication requires grammatical accuracy.
- The introduction should focus on the wording of the question and not just give a general overview of the topic.
- Avoid writing in an overly informal style and do not use colloquialisms.
- Well-constructed essays, with an appropriate introduction, central sections of several paragraphs and a conclusion, may assist the development of a coherent argument.
- Successful conclusions need to bring together and synthesise the main issues of the essay without simply repeating them.
- Points can be illustrated with carefully chosen examples by making relevant comments on them.
- Try to avoid paragraphs which are purely descriptive, especially about events, people and relevant issues.

General comments

Whilst there was a small entry for this paper, there were a good range of responses and abilities in evidence.

There were some very well written responses with accurate and appropriate expression and register. There was evidence of a wide range of vocabulary in the stronger responses with some ambitious grammar and construction of sentences.

There were other responses which were written with a more limited control and which were difficult to understand or follow in places. Many of these responses were lengthy, and it would be better to write a shorter response that contained fewer errors. Time could then be spent proof reading what had been written. Sometimes the register used was too informal for an academic essay but, on the whole, responses were written using the appropriate register and style.

Responses were usually structured clearly using paragraphing effectively and containing a logical structure. Conclusions were often brief, however, and either added very little, or simply repeated points already made. Better conclusions were able to draw together the points made in the essay, adding extra comment and synthesis – tying together ideas with the candidate's own opinion added and a wider perspective given.

Evaluation was evident in a small number of stronger responses where the candidate offered their own overview and ideas relating to the topic and moved away from simply making a point, giving an example and making a simple comment on it, which was the formula adopted by many candidates.

A good range of relevant and integrated examples were evident in the stronger responses. Weaker responses had few or no examples, wrote very generally about issues in the question with no support, or picked inappropriate examples. Some candidates spent too much time describing situations or examples at the expense of any analysis, evaluation or individual comment.

Comments on specific questions

Section A

Question 1

The question required a focus on whether the human race would benefit from the development of more technologically developed weapons. Stronger responses were able to explore what these weapons are (such as computer developed technology, nuclear weapons, fighter jets, ships and space technology). Weaker responses relied too heavily on science fiction and not on examples based in fact. There were also some very descriptive responses that did not focus on the 'examine whether or not' part of the question and simply said how weapons were becoming more advanced. Stronger responses were able to form a judgement on whether the development of technologically advanced weapons is something that could benefit the human race, exploring issues like they act as deterrents, how developing the technology has resulted in other discoveries in medical advancements, satellite navigation systems and many other areas. These responses saw beyond the simple: 'Are war and weapons a good thing or not?' approach, which weaker responses adopted.

Question 2

This question required candidates to explore the issue of how sport unites and divides people. Stronger responses considered a range of sports and evaluated the extent to which sport can unite and divide people, looking at issues such as supporter rivalry, rivalry within teams and wider issues such as religion, race and gender. Team spirit, support for the same team and the same town were discussed, as well as homophobia. Stronger responses were able to exemplify these issues with recent examples and make judgements based on the evidence presented. Examples ranged from candidates' own personal experiences to issues from the news. Weaker responses were too descriptive or based solely on a candidate's own team experience and needed a wider perspective. Candidates who did not explore both sides of the argument did not allow themselves the opportunity to evaluate and did not consider the whole issue.

Question 3

The question required candidates to examine and explore whether scientific investigation or argument can be used to prove that there is a creator, when considering religious belief. Many candidates simply considered whether a creator (in whatever form they decided this was) actually did exist or not. There was little focus on argument or scientific investigation. Stronger responses considered whether science had been used to disprove or, indeed, prove that a creator did exist. Personal belief and feelings formed a large part of many candidates' responses. These were often not based on exemplification and, as a result, were quite generalised.

Question 4

This question enabled candidates to write about the issues of traffic congestion in their own country and how it was being dealt with. Stronger responses examined the 'effectively' part of the question, exploring whether the issues were being effectively dealt with and commenting on why this was or was not the case. Different forms of transport were discussed including road, rail, air and water transportation. Suggestions were made as to how congestion could be alleviated, and some clear, personal evaluation was given. Weaker responses spent too much time describing the traffic situation in their country and did not offer much comment or evaluation on the topic.

Question 5

A number of responses to this question described how maths was being used in everyday life, whether that was for calculating things in shops, when designing things, for work, or for our own personal finances. The focus on 'accuracy' was often missed and this resulted in generalised responses that were not sufficiently focused. There were also several answers with no or few examples to support the ideas given. Stronger responses considered the question as a whole, and explored situations where mathematical accuracy was or was not important. Some did not consider 'everyday life' and focused on areas that were too niche or specialised.

Question 6

There were a number of descriptive responses that simply illustrated where facial recognition software was used and whether this was acceptable or not. Phone technology, passports and workplace/school security systems were areas that were considered. Stronger responses explored the issue of individual rights and whether they were being threatened by such technology. Some saw this as being the case, whilst others felt that the software was a positive thing, leading to a more secure society. Clear evaluation of the issues led to stronger answers, whereas generalised responses with few or no examples resulted in unclear arguments.

Question 7

Stronger responses explored whether the government should be giving a lot of money to the arts and crafts, seeing the wider picture: that it was valid to be doing this, but that there were also a lot of other areas (education, transport, health systems, etc.) that needed money spending on them. The value of arts and crafts to a country's own economy, traditions, skills and for areas such as tourism were considered. Stronger responses had examples of what these arts and crafts were and explored, in detail, whether the money was best spent there and the reasons for or against this. Weaker responses described the situation in their country or did not specially mention individual arts and crafts at all, focusing on where else the money should be spent. A more balanced approach was adopted in the stronger responses.

Question 8

This question asked candidates to comment on how far they agreed that there should be no censorship of the arts. Weaker responses considered what 'the arts' are and when, if at any time, they should be censored. Issues such as indecent images, photographs of unpleasant sights and art that might incite illegal behaviour were discussed. They also were able to exemplify this and discuss how art may have caused problems. Weaker responses were too generalised, had few or no examples or focused, in a generic way, on whether censorship was a good thing or not.

Question 9

This question asked candidates to discuss if minority languages should be encouraged to continue. Stronger responses focused on 'continued use' and 'minority languages' and explored why they were something to be encouraged, giving details of what these languages were. Discussion included identity, tradition, old stories connected with language, religion and historical importance. A balance was given with why it would be better to move to one, universal language such as English and how this could benefit the world, making it more united and enabling better business, commercial links and keeping the peace. Weaker responses were very vague, generalised and did not include examples of when minority language use was a good thing to be encouraged.

Question 10

This question resulted in some rather fragmented responses that considered each issue in individual paragraphs, rather than looking at the issues as a whole. This approach was acceptable, but did result in formulaic answers that did not evaluate or explore issues to any depth. Stronger responses focused clearly on their own country and explored how vital it was to follow such domestic guidelines and explored, in detail, why this was a good thing for their country and those living there, examining the possible impacts. There were developed responses that exemplified incidences where cooking was done at home, water was being conserved, plants eaten and leftovers used. There was also exploration of why this is not a good thing and the possible drawbacks of adopting a lifestyle of this nature. Weaker responses simply described what was going on in their country in the light of the question, without analysing whether it was a good thing or not.

ENGLISH GENERAL PAPER

Paper 8021/21
Paper 2

Key messages

- In **1(a)**, with regard to the standard of written English, many responses matched the criteria found in Levels 2 and 3 as copying text from the material was seen regularly. Some candidates copied words and phrases from the material and placed them in quotation marks. However, when responding to questions requiring the use of the candidate's own words, words and phrases that are copied from the material cannot be credited even when the candidate acknowledges and attributes them by placing them in quote marks.
- Some candidates incorporated a good range of connectives and conjunctions in **1(a)**, such as 'consequently', 'thus' and 'thanks to', resulting in answers that were structured – showing good organisational skills – and flowed well. Some candidates exhibited a very good knowledge of idiom, as well as the ability to use interesting vocabulary and appropriate colloquial language (e.g. 'not on the same page', 'create a buzz', 'all eyes will be on him', 'a rising star on the tennis scene' and 'bad publicity which could rub off on the club'). Discursive expressions in an appropriate register were included in some responses (e.g. 'it attests to...', 'This aspect will help...' and 'It is reasonable to believe that...'), showing they had been well trained in how to express themselves in a formal way.
- Some candidates offered nuanced responses, gaining credit by using modal verbs (e.g. 'might', 'may' and 'could'); appropriate expressions (e.g. 'there is the possibility that...'), and words such as 'probably', 'perhaps' or '(most) likely'.
- Some candidates wrote more than was allowed in **1(d)(i)**, **1(d)(ii)** and **2(f)**. One of the key skills examined on this paper is the ability to write succinct responses. Some candidates included an introduction (which was not required) or repeated the question in their answer, thereby using up the word count and resulting in material appearing after the limit not gaining any credit.
- It is crucial that candidates read the question carefully and respond to the question asked rather than to the perceived one. For example, in **1(a)**, candidates gaining most credit chose one sports star as directed. However, a few candidates wrote about all three sports stars. In **1(a)**, **1(b)**, **2(b)** and **2(d)**, some candidates did not offer a response in their own words as instructed, whilst others gave a response in their own words for **2(e)**, even though it was not required.
- A few candidates offered the abbreviation of a word in the material (e.g. 'merch' for 'merchandise'). Some were unsure of the difference between 'stock', 'shipment' and 'store'. A few awkward expressions were also noted: 'call attention' for 'draw attention' and 'assist the tournament' for 'attend the tournament'. A few candidates misspelled 'medal', offering 'metal' instead.

Comments on specific questions

Question 1

Most candidates followed the instructions to choose one sports star in **(a)** and one of the other two remaining sports stars in **(b)**. Candidates gaining high marks understood that the focus was on choosing one sports star suitable for the club in **(a)** and one that was not suitable in **(b)**, rather than which sports star would benefit the most or lose the most personally from opening the tournament.

In both **(a)** and **(b)**, good responses were characterised by the use of comparatives and superlatives, such as '[the match being] more appealing as he has been in the spotlight', 'which could bring new, younger members' and 'the youngest, so...'. In addition, answers achieving high marks incorporated the use of synonyms for key words and phrases in the material. Higher level responses showed the ability to interpret the evidence offered in the material and read between the lines by understanding the various aspects of their chosen star's situation and how these aspects linked to the club's requirements. Candidates gaining high marks garnered information from all the sources available – the Background, the short biographies of the sports stars and the Additional Information – and linked them to create cogent arguments. Such candidates

offered a consideration that had been developed – whether by explanation (for example, as Axel's agent seems to be such a tough guy, the club might end up paying more for him than they had bargained for) or by linking it to another piece of information elsewhere in the material (for example, that Tobi does not like being in the spotlight to such an extent that he needed to have a break from playing so might not accept) – thus highlighting the ability to present sustained and relevant analysis. In addition, they exhibited an understanding that the most convincing responses are nuanced: 'she may indeed be ill, so much so that she cannot participate in the tournament', 'the president would probably endorse a tennis star that used to play at the club' and 'This could cause Foo to crack under pressure.' Valid points beyond the mark scheme were seen, such as Ronia should be chosen as she is a female icon, an inspiration to girls to believe that they can achieve their dreams.

In both **(a)** and **(b)**, some candidates would have attained higher marks if they had not copied key phrases from the material. '*Tobi has felt overwhelmed by all the attention he has been receiving*', '*Axel appears frequently in the media*' and '*Ronia was the first person in the country to win an Olympic gold medal*' were often lifted from the material, for example. Some candidates selected random facts from the material, then cited them in their responses without any development or indication of whether they were advantages or disadvantages so that their answer was more of a narrative than an analysis. Higher marks could also have been gained if some responses had been more detailed. Generalised considerations, such as being 'popular', required more precise information to be creditworthy. A few candidates supported their choice of sports star by stating that the other two sports stars were not as suitable or more suitable in certain ways, rather than by explaining the advantages and disadvantages of the chosen sports star as directed. These responses showed a lack of focus on the chosen sports star. Some common misunderstandings were noted: regarding Ronia, that she is still playing professionally, she has already sold her gold medal, she is lying about her health and that '*revered*' means well known; as for Alex, that he has been playing tennis since childhood and he was only famous because of his wife; and, finally, concerning Tobi, that he is sponsored already, he won the grand prix final itself, he is now the world number one and he is currently on a break from tennis. A few candidates misunderstood the role of, for example, an agent.

In **(a)**, some candidates could have achieved higher marks if they had considered **both** the advantages and disadvantages, thus ensuring that they offered a balanced response by including one disadvantage. A few candidates cited more disadvantages than advantages. In addition, weaker responses were characterised by the repetition of considerations and/or a consideration and its development being separated from each other in the answer, thereby affecting the clarity and fluency of the response.

In **(b)**, some candidates scored well on this sub-question, offering three disadvantages and one advantage as directed. Weaker responses were characterised by candidates listing considerations without explaining them or offering more than three disadvantages and/or one advantage.

- (c)** Most candidates scored well on this sub-question, with Points 7 and 15 being offered the most frequently. A few candidates cited considerations taken from elsewhere in the material, rather than from the Additional Information as directed. A few offered more than three points, whilst others only gave one or two. A common misunderstanding was to cite Point 4 and/or Point 13, but the candidates had not taken into account the impact these points had on all the sports stars.
- (d)** Many candidates offered more insightful responses in **(d)(ii)**, compared to those seen in **(d)(i)**, with the reason being that candidates found it harder to intuit with regard to a third person not taking an active part in the conversation (the president). However, some candidates showed the ability to read between the lines in **(d)(i)**: 'she believes that she can convince the president of anything so that he's barely worth thinking about.' In **(d)(ii)**, some candidates had the vocabulary to convey ideas connected to Saul and Antonia's personal relationship and thus scored well: describing Saul as 'easy to control and manipulate'; noting that there was 'one-way communication' between them; describing Antonia as 'disrespectful towards Saul', 'bossy', 'too self-absorbed to listen to Saul's contribution', 'using him to get her own way' and being 'under the misconception that Saul agrees with her', for example.

Question 2

- (a)** Candidates scoring well on this sub-question noted the link between sewing and fashion/clothes (e.g. 'to foreshadow that the whole article will be about clothing') and another meaning of the expression (e.g. 'to indicate the global scale...', 'referring to how Inditex has everything under its control' and 'how Zara has completely taken over and changed the fashion industry'). Some candidates recognised the expression as a play on words.

Some responses were of a generalised nature that could have applied to titles in general, such as to attract the reader's attention or to sum up the article's content.

- (b) Candidates gaining credit offered synonyms for *'poverty'* such as 'a poor region' or 'impoverished'. The concept of emigration was recast using phrases such as 'to move away from', 'migrate from there due to push factors' or 'to flee from the region'.

Weaker responses would have gained higher marks if key words and phrases had not been copied from the material. Some candidates did answer using their own words, but did not gain much credit for the content of their responses because all the required information had not been included.

- (c) Many candidates engaged well with this sub-question, offering insightful and/or nuanced responses (e.g. 'he might want to lead a more peaceful life away from the annoyance of the paparazzi and interviews', 'to remain anonymous for security reasons' and 'the public eye is on him so any mistake could compromise the image of the business'). Some excellent English usage was noted: 'prefers to remain in the shadows', 'understandably he shuns attention' and 'he hates being in the spotlight'.

Some candidates would have gained more credit if their responses had focused on Ortega (as directed) rather than being of a general nature.

- (d) Stronger responses focused on the material describing the two different business models in paragraphs 7 and 8 as directed. The bullet points in the mark scheme that were most often cited successfully were numbers 2, 5, 7, 10, 12, 14, 16 and 17. Examples of synonyms employed by candidates included the following: 'Most other companies manufacture their clothes in countries like China' for bullet point 2; 'sending only a few similar items to the shops', 'They produce clothes in small batches' and 'They keep their supply of styles small' for bullet point 7; 'create unique styles in small amounts so that there are few products remaining' for bullet points 7 and 8; 'They constantly gather information', 'They also take into consideration' 'They evaluate' and 'They pay attention to' for '*They monitor*' in bullet point 10; 'Inditex staff listen to customers' likes and dislikes' for bullet point 12; 'Zara's staff is highly specialised in collecting the customers' opinions about products' for bullet point 13; 'They inform headquarters' for '*is reported to headquarters*' in bullet point 14; and, finally, 'designers begin modifications immediately' for bullet point 16.

Weaker responses copied key words and phrases from the material, especially '*where labour is cheap*', '*There is very little leftover stock*', '*if there is demand*' and '*who quickly develop new designs*'. Some candidates gave answers written in their own words which did not contain all the necessary material, while other candidates offered irrelevant material, most often taken from paragraph 9, but also from paragraph 6 on occasion. A few candidates would have gained more credit if they had not confused which business model was which, thinking that Inditex itself was a traditional ready-to-wear fashion company in the West.

- (e) Candidates gaining credit located the relevant section of the material and quoted the two reasons accurately.

Some candidates chose to put the relevant phrases in their own words, but did not always gain credit as not all the required information had been conveyed. A few candidates offered material related to answering (d) or (f), though the question did direct them to lines 51 and 52.

- (f) Some candidates scored very well by correctly locating the relevant material and conveying all the necessary details within the word limit. The bullet points offered the most often from the mark scheme were numbers 1, 2, 3, 5, 10 and 12.

Some candidates did not adhere to the word limit and even though creditworthy material was seen beyond the word limit, this could not be included in their answer. The main cause of this was the inclusion of irrelevant material, such as an introduction, a repetition of the question or answers from elsewhere in the material.

- (g) Creditworthy synonyms beyond the mark scheme were noted: 'is excelling' and 'is succeeding' for '*is thriving*', and 'unstoppable' for '*inexorable*'.

There are three ways candidates could have gained higher marks when answering **g(i)** and **g(ii)**. It is essential that candidates use the same grammatical form as in the question (e.g. 'successful' is

not the correct form to replace '*is thriving*'), provide only one synonym per question, especially as only the first answer is marked, and ensure that the synonym offered exactly matches the original word or phrase (e.g. the synonym should match only the verbal form '*is thriving*' rather than encompass the whole idea that '*The company is thriving*').

- (h) Creditworthy sentences were seen, especially for '*is thriving*'. 'The cat is thriving in the barn due to all the mice living in it' and 'The eco-system is thriving due to more vegetation, less pollution and fewer endangered species' were notable examples. 'Thomas' energy supply seems to be inexorable as he has participated in 12 races and he has not even broken into a sweat!' and 'Scientists have stated that global warming is inexorable because of the significant and rapid temperature changes in the Arctic' were noted for '*inexorable*'.

Candidates could have gained more credit in (h) in a number of ways. It is important to ensure that the subject matter of the sentence offered is not the same as in the material (e.g. '*is thriving*' in a sentence about a company); check that the exact meaning of the word or phrase is clearly defined in the sentence given; respond with only one sentence per word or phrase, offer two separate sentences rather than write a narrative which randomly includes the words or phrases, and, finally, use the words or phrases given in the question rather than the candidate's own synonyms.

ENGLISH GENERAL PAPER

Paper 8021/22
Paper 2

Key messages

Candidates should always read the questions carefully, to ensure that they know what to do before they begin writing their answers.

Questions which ask for use of own words are testing understanding of the material, so copying sections of language from the material will not score high marks. Technical terms and individual vocabulary items may be used, if the context is altered sufficiently to demonstrate comprehension.

Word counts should always be observed strictly and candidates are reminded that no material which exceeds the stated limits can be considered.

Where a specified number of points is asked for, the first attempts only are considered. For example, if two reasons are sought, only the first two attempts will be considered. In responding to such questions, candidates might therefore be well advised to state first the points which they consider to be the strongest.

Vocabulary or phrases sought from the text or from candidates' own knowledge, to replace other terms, will always need to be in the same grammatical form as the original, for example an infinitive, an adjective, or a noun.

General comments

On the whole, candidates seemed to engage well with the material in both **Section A** and **Section B**.

There was sometimes a noticeable difference in the level of confidence in written English between questions requiring close reference to the stimulus material and those which asked for a candidate's own ideas. Occasionally, answers were too imprecise or unclear to gain credit.

In **Questions 1(a)** and **1(b)**, the vast majority of candidates refrained from making reference to the other two options, i.e. the ones other than their selection. Sometimes, a direct contrast was used but this could not be credited although superlatives such as *furthest away*, *largest population* and similar were allowed. Where an occasional response made fuller reference to two or even all three of the countries, the better or best answer was credited.

Nuance was sometime an issue in 1a and 1b, for example making too absolute and assertive a claim. Brit's having studied Portuguese at school for a couple of years is unlikely, for example, to make conducting complex business negotiations *easy*, so it would have been more accurate to suggest that his previous experience *may* help him to talk to the people there, or to understand day-to-day exchanges and perhaps break the ice with the people he meets.

Copying ('lifting') of material was the most common reason for marks being denied in **Questions 1(a)**, **1(b)**, **2(b)(i)** and **2(b)(ii)**. In questions which specify use of own words, little to no credit can be gained in this way. It is recognised that certain vocabulary items have few likely synonyms and so the original can be used but then needs a context of the candidate's own, in order to show understanding and thus gain marks. Most often, this will require altering the verb, at least. Some of the attempts to change or link the material were inaccurate and/or had rather contrived or contradictory links, demonstrating that what had been copied had not been understood.

There was some tendency to offer too many answers for the number of marks available, and therefore some candidates failed to gain credit for correct material which they had negated by earlier incorrect, lifted or

imprecise attempts. Similar comments apply to word count questions, where too lengthy a preamble and/or an incorrect initial response meant that later points, which might have received credit if counted as an attempt, could not be considered.

In the vocabulary questions (**1(d)** and **2(d)**), there needs to be some precision over the amount of material provided in the response, to match the correct grammatical form of the original (see below for details). It was not uncommon for the correct answer to appear, but with too much additional material to be able to gain credit. Where more than one attempt is made to provide a response, again only the first can be considered.

Some examples of more complex, idiomatic phrasing:

1(a) Dafoo:

- The country's close proximity to Exlun Industries will provide breathing space for Brit's growing fatigue and separation from his family.
- To balance his work and family life, Dafoo is the closest country to Exlun Industries' headquarters, meaning he can still work and return home as fast as possible.
- The relatively stable economy holds promise for trade deals.

Gania:

- Despite Gania losing its younger generations for their career considerations, the establishment of Exlun Industries could provide a wide range of job opportunities for them, and thus stem the tide.
- Gania's youth are well versed in English.

Banu:

- Younger people are more keen and open to buy gadgets and many are also addicted or more impulsive to obtain their wants. Therefore as 60 per cent of Banu's population consists of young people, it will be better for sales.
- Banu's population is mostly teens and young adults, making it easier for Exlun Industries to boost their sales as technology is currently taking over the youngsters' lives.

(b) Dafoo:

- Dafoo is nearby to Exlun Industries' headquarters, which defeats the purpose of looking for an unsaturated market.
- The bureaucracy in Dafoo might hinder prospects for quick decision-making.

Gania:

- The country's fading natural resources point towards an economic halt that would be disadvantageous for trade deals in the long run.
- Zexon Tech has its headquarters nearby Gania which shows that Zexon Tech already has a stronghold in Gania, so it is going to be difficult for Exlun Industries to dominate the market against them.

Banu:

- There are minimal English speakers, which could make it hard for Brit to communicate.
- Simin is envious of Brit's merits in Exlun Industries. He has connections in Banu so could try to deter Brit's progress.
- However, the citizens can barely speak English so they will find it difficult trying to communicate, let alone promote their products.
- The long journey might hinder Brit's fatigue and, in turn, his performance.
- The huge distance involved will make for expensive logistics.

Comments on specific questions

Section A

The most common misunderstandings relating to the material for **Section A** were in the relative distances, stages of development and size/composition of population. Few candidates chose the same option for both **Questions 1(a)** and **1(b)**.

Question 1

- (a) Dafoo was the most popular choice, followed by Gania and then Banu. Common advantages cited for Dafoo included the closest proximity, being the most developed and economically stable country and the connection with the Portuguese Brit had studied at school, while the main disadvantages were seen to lie in the slight economic concern of the income now rising more slowly and the lack of young people, especially in regard to selling technology products.

For Gania, the main advantages were taken to be the current economic state, large population size and Italian being spoken, where a link to Brit's wife could be established. Disadvantages included the looming economic worries, the much closer proximity of rival firm Zexon Tech, and the exodus of younger people, the most likely consumers of Exlun Industries' products.

Banu was seen to be an emerging market, with great potential, with a large proportion of young people, and some candidates picked up the potential link to Spanish with Robina. However, it was easier to argue Banu as the least suitable choice (1(b)), given the infrastructural deficiencies, unlikely to be solved by international aid any time soon, given the current economic climate, alongside the limited knowledge of English among the inhabitants and the fact the Simin might jealously guard his own contacts in the country.

In addition to the general points mentioned above regarding copied/lifted material, the most common issues in this question related to balance. Where attempts were discounted because they were insufficiently clear, incorrect or had not been expressed in own words, this sometimes meant that the remaining points were incorrectly balanced. For example, the creditworthy attempts would contain the same number of advantages and disadvantages, or more disadvantages than advantages. In such cases, the responses were limited to Levels 2 and 3 respectively.

The balance point needs to be developed negatively too, in order to access the full range of marks, rather than balanced with a further benefit of the same point, or refuted and a solution proposed.

- (b) See **Question 1(a)** for popular choices of advantages and disadvantages. The most common issue here, other than copying too directly from the material, was the requirement to offer only three disadvantages but also one advantage. The most successful responses gave a developed advantage first, as those which had left this until last but who had exceeded three disadvantages, lost marks because only the first four attempts could be considered, and if the fourth was also a disadvantage, this clearly negated any later advantage. Those who mixed the two, along the lines of *Although.../While...* often missed out on a mark for development for their advantage, where the introductory statement had to be taken as an attempt.
- (c) Of those candidates selecting the correct response, most were able to offer a suitable justification as to why the Managing Director speaking fluent German was the least relevant of the additional information, along the lines of none of the three short-listed countries having German as a main language. However, there was a particularly strong distractor, with how Brit had met his wife, and other responses did not refer to the additional information but to the main part of the text, citing, for instance, population sizes.
- (d) (i) Of the four sub-sections of **Question 1(d)**, this was quite often correct but throughout this question, it was common to see an answer to one of the other sub-questions instead.
- (ii) This was the most commonly correct of the four parts to **Question 1(d)**, perhaps because *(the) (most) lucrative* could be accepted, as well as *(very) buoyant*.
- (iii) This appeared to be the hardest of the four parts to **Question 1(d)**.
- (iv) This appeared also to be quite testing but candidates quite often had the correct response (*on board*) as part of a longer phrase, for example *have him on board*, which was not deemed correct, as the grammatical form was not identical.
- (e) Word count was the main issue here but there was also some misreading of the question, which asked about exaggerations regarding the company's position, rather than about Brit. Too many responses started with *the best MBA course in the world or experience gained in a range of top companies*. If a correct point was also stated, the 30-word limit may well already have been passed. Where answers about the sales team and/or having the clear strategy for the company's

future were correctly identified, candidates often found it difficult to explain their choice(s), and especially to do so within the word limit allowed.

Section B

Despite the glossing of two key terms (*rewilding* and *dominion*), there was evidence to suggest that some candidates found the material quite challenging. In responses to **Question 2(b)(i)**, for example, rewilders were not infrequently taken to be animals, sheep-hating conservationists were going to be eaten by wolves (**2c**), and wolves were predators of dogs (**2bi**) and humans, as were deer (**2c**). There also seemed to be some confusion about where (or not) wolves are to be found, while the reference to countries confused some candidates, as the Dutch were not always understood to be residents of the Netherlands, and the French farmers were also variously placed in the Netherlands and Britain (**2bii** and **2c**).

Question 2

- (a) Most candidates found this question straightforward and selected the correct piece of information. There were some misunderstandings, along the lines of there being no wild animals in Britain, or using a different part of the material, such as the other reintroduced animals mentioned, or the reference to fairy tales.
- (b)(i) Most candidates managed to score at least a couple of marks here, and some did very well, although there was some confusion about where all this was happening, and the success in changing perceptions of wolves was sometimes taken to mean that the wolves' nature itself had been altered, i.e. they had *become* more shy/peaceable. Rewilders were sometimes understood to be animals and there were some erroneous comments about French farmers. Use of own words, even allowing for technical terms to be used (wolf/wolves, predators, anti-wolf, outskirts of Rome) was the most frequent issue observed, aside from any misunderstandings as to content.
- (ii) While there were some fully correct answers to this question, a number of candidates apparently found it difficult to use their own words to convey either the renewed presence of wolves in the Netherlands or the relative size of the two countries. A mark was available for reference to the surprise at the British timidity over the issue, but this point was rarely included.

There were also some misunderstandings and/or reference to the wrong sections of the material, for example the French farmers and the wolves killing sheep. Some candidates had reversed the situation, thinking that wolves were in Britain but should be in the Netherlands.

- (c) Length of answers was the main issue identified with this question, as many candidates rewrote the question stem, thus using up a large percentage of the 20 words allowed and considered for the response. The most common points to be awarded marks were the references to wolves doing the job of humans, numbers being reduced and the conservationists being happier. The *sheep-hating conservationists* were sometimes thought to be the intended prey of the wolves, while the term *human predator* was sometimes also misunderstood, i.e. believed to imply that wolves (or sometimes deer) would hunt humans.
- (d)(i) Of the five sub-questions in **2(d)**, this was the most commonly correct, for example using *to control*, *to withhold*, *to keep in check*, *to hold back*, *to bury* or *to subdue*. Aside from any issues over meaning, one of the most common errors was not to supply a verb as an infinitive, to match the question's *to suppress*.
- (ii) Repetition of the word *worth* was a common reason for a mark not to be awarded here, as was a too literal rendering of the phrase, i.e. linking too closely to the literal cost or expense, rather than the idea of giving up or sacrificing one thing in order to gain something better. As this was an idiomatic phrase, a little more flexibility was possible in terms of the length and form of the new phrase supplied.
- (iii) The term *integral* was rarely understood as being *essential*, *crucial* or *necessary*. It was quite common to see *rare* as a response here, while *useful* and *important* were deemed to be insufficiently strong to credit.
- (iv) Similarly, the term *exponents* was not often understood to mean *supporters*, variously rendered as *opponents* (i.e. the exact opposite), *components/parts* or *experiments*, most commonly.

(v) This was sometimes understood, with common correct responses being *intrusive*, *intruding*, *encroaching*, and *not native*, but common wrong responses included *dangerous* or *new*.

(e) Few candidates scored all five available marks in this question. Key points to note are that it is the original words and phrases which are to be used, i.e. not those supplied by the candidate in **2(d)**, and that the same grammatical form must be used, e.g. *to suppress* but not *suppressed*. Furthermore, the same context as the material should not be used, so any responses using *invasive* in the sense of animals or species would be too close to the original sense. Finally, candidates should ensure that their sentence carries sufficient context to make the sense of the word absolutely clear, and that the opposite could not be substituted and the sentence still make sense. *It is important to suppress feelings of sadness.* (The opposite would also make sense here.)

A very short sentence is unlikely to convey sufficient clarity and precision of meaning. *That story book seems integral to read.*

The following are examples of good responses:-

to suppress: Following the judge's decision to let the murderer free, the murderer struggled to suppress a smile of victory./The widow was unable to suppress her tears over the death of her husband./He tried to suppress his anger so that he would not throw a tantrum in front of his friends.

a price worth paying:

- Sacrificing my sleep for my biology test was a price worth paying since I achieved an A.
- Sam had to resign from his high profile job but he found it a price worth paying to spend more time with his children.
- Divorcing and giving her 20 per cent of his net worth is a price worth paying as he cannot stand her.

integral:

- The president's charisma and energetic nature has been an integral factor for his re-election.
- Bill Gates played an integral part in Microsoft's development during the early 80s.
- Extra-curriculars are integral to building a good university application.

exponents:

- The exponents of flat earth dismissed all the current scientific evidence they were provided by the media.
- Exponents of Gandhi believed in non-violence.

invasive:

- The government's plan to monitor online activity received major backlash for being too invasive on citizens' privacy.
- Cancer is caused due to invasive multiplication of cells.

There were correct examples using privacy, military and footballing contexts. One quite cleverly crafted example managed to use the same context (the Axis and Allied forces from the Second World War 2) to elucidate all five terms and gain full marks.

(f) Responses here tended either to go beyond the required three attempts and/or to ignore the reference to *all forms of rewilding*, such that answers referring to danger to human life and other points linked specifically to wolves alone, were not creditworthy. The most common correct answers were related to the unpredictability of (ecological) consequences and the possibility of disaster. References made to the Buddhists releasing the crustaceans were sometimes correct if copied from the material but where candidates had attempted to re-word this, it was evidence that the point had not often been understood.

(g) Most candidates scored one of the available two marks here, usually the reference to the *labradoodle*, while the *wolf kept from the door* allusion was less frequently seen. Some candidates restated the answer to **2(a)** as part of the answer here, while others quoted different parts of the material, which were not personal comments to the author, and these were clearly incorrect.

GENERAL PAPER

Paper 8021/23
Paper 2

Key messages

This exam required students to complete two tasks based on material provided in an insert. **Section A** was based on a decision-making exercise and **Section B** comprehension of a text.

Many good answers were seen with clearly communicated and detailed responses in **Section A** and responses that made good use of the material in **Section B**.

Some questions required candidates to write within a given word limit. Examiners are instructed to stop marking after the stated word limit; anything beyond this cannot gain credit.

Where no particular number of characteristics is required by a question, candidates may develop one point very well or provide two points, one of which needs to be developed.

Other questions required candidates to write in their own words; candidates who lifted material from the passage and did not attempt to put it into their own words, could not score highly.

Candidates, who were able to be succinct and write within a stated word limit when required and could answer a question using words other than those in the material (when the question required it), were able to access more marks than those who found this more challenging.

When candidates are required to translate a word/phrase they should aim to provide an answer that has the same grammatical form and meaning as the original word/phrase. They should not use any words that are in the original phrase in their translation.

General comments

Candidates who paid close attention to the command words in each question stood a greater chance of accessing the marks available, than those who misinterpreted them. The meaning of command words is listed in the syllabus and, so reading this could be helpful for some. In addition, candidates should make sure they take careful note of the instructions in the questions where they are required to write within a word limit or answer in their own words. Therefore, good preparation for the examination would involve candidates having plenty of opportunity to practise writing to a specific word limit and writing in their own words as they are a common feature of the assessment.

Candidates should be encouraged to read questions carefully before they begin work to ensure they are meeting all the requirements of the question.

Comments on specific questions

Section A

Question 1

- (a) This question was challenging for some candidates as they were required to use their own words. When this requirement is in a question, candidates really do need to use alternative vocabulary or they will score limited marks.

Some good answers were seen, however:

- *Businesses locate their activities in diverse parts of the world so that it leads to an increase in people travelling for work.*
- *Airlines are offering more affordable tickets.*
- *People are receiving higher salaries and have more vacation time for which they are still paid.*

- (b) Many candidates were successful in this question. It required them to think about the country as a whole and the impact of increasing airport capacity. Good answers identified information from the material relating to the need for Tonrovia to keep up with its neighbours. The idea of economic development, job creation, housing demand and wealth were also identified by candidates as reasons for the country to develop its airport capacity.

Occasionally a candidate used information from an individual airport rather than the country as a whole; this was not creditable.

- (c) Successful answers took an initial characteristic of a location and developed it by linking it to other information in the material. Option Y was the most popular choice.

Some examples of effective answers were:

Option Y

- *The cost of a second runway would rely on private investment and not taxes so the government would have more money to spend on other concerns.*
- *Taking into account the actual junction in the south, having an improvement in transport links will take a huge load off this junction making the traffic flow better.*
- *It is the cheapest choice and tax payers won't be affected.*

- (d) Candidates were required to write this answer in their own words where possible. Option Y and Z were the most popular choices. Some relevant responses are below:

Option X

- *Many planes will fly over residential areas, making people suffer from stress-related illnesses*
- *Many people in a nearby village would be made homeless and this would put pressure on the government to build houses for them.*
- *The people of Tonrovia will need to pay more tax, because it is part funded by taxes.*

Option Z

- *This is a huge investment and would require people to pay higher taxes.*
- *Planes taking off to the west would fly over the city and be detrimental to people's health.*
- *The ecosystem in the Malgen estuary would be damaged by the building and planes taking off.*

Question 2

- (a) This question required candidates to answer in their own words. Many responses did not include own words and this limited the marks they could access. Candidates needed to find alternatives for words such as 'hijack' and 'hackers'. Candidates were credited if they stated that cars could be hacked by criminals who could take the car wherever they wanted to go. Here 'hacked' is acceptable because it is a verb and not the noun 'hackers'. Credit was also given if they stated this could be dangerous and that a large number of cars could be taken over at once.
- (b)(i) Many candidates were successful with this question showing the ability to translate 'a prank' into a noun of similar meaning. Good responses that were seen: *a joke; a practical joke*. Candidates who provided answers such as *playing a joke on someone* or *having fun at someone's expense* did not score a mark because these responses are not in the same grammatical form (noun) as 'a prank'.
- (ii) This question proved more challenging than (i). Again 'a freebie' is a noun so a noun is required in the answer. In addition, using the word 'free' was not given any credit. Examples of good responses seen were: *an extra that costs nothing; a bonus gift*

- (c) This question also required candidates to answer in their own words. An example of a good response: *this would allow a vehicle's connection to the internet to be cut off, thus regaining control of the vehicle, taking it away from the criminals.*
- (d) Among other answers, credit on this question was given for comments about the benefits of updating software over the internet and not needing to go to the dealership, the speed at which car manufacturers can solve problems with a car and offer more mileage when necessary, such as the example of Tesla cars during a hurricane evacuation.
- (e) In this question, candidates were asked to explain the risks of over-the-air software not including the risk of hacking. The best answers explained the risks of updates going wrong and having an unusable vehicle as a consequence, reducing the risk of physical USB devices being intercepted by criminals and the software interfering with other parts of a vehicle.
- (f) Candidates came up with a range of ideas for why people might prefer conventional cars to electric ones; for example, being wary of technology, or the higher cost of more modern cars. The answer needed to focus on conventional cars rather than the negatives of electric ones or those that can be updated over the internet.

Examples of good answers:

- *Conventional cars have a more familiar feel. Some people are easily confused by technology and prefer the simple features of the past.*
- *A conventional car is likely to be cheaper.*
- *People feel safer using familiar things.*