# Principal examiner reports for teachers

Principal examiner reports for teachers summarise what candidates did well and what candidates needed to improve for this examination series only.

This report is to be used in conjunction with the question paper and mark scheme.

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| Resource | Where to find it |
|---|---|
| Grade descriptions – Grade descriptions describe the level of performance typically demonstrated by candidates achieving the different grades awarded for a qualification. | School support hub<br>Select: Subject > Resource finder > Syllabus and specimen materials |
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| Teaching tools | Teaching Tools |
| Exemplar candidate responses | School support hub<br>Select: Subject > Resource finder > Teaching and learning |
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# ENGLISH GENERAL PAPER

**Paper 8021/12**
**Essay**

## Key messages

**What candidates did well**

- Candidates wrote clearly and with appropriate use of register.
- A wide range of vocabulary was used that was appropriate for the task.
- Candidates demonstrated good knowledge of their chosen topic that helped them produce a well-reasoned argument.
- Candidates used a suitable structure for a discursive essay, often consisting of introduction, argument, counter argument and a conclusion.
- Candidates applied examples that provided appropriate support for their arguments.

**What candidates needed to improve**

- Candidates needed to structure their responses more clearly and avoid listing of examples without linking these to an argument.
- Introductions needed to be more concise and not include most or all the points and examples to be used later in the essay.
- Use of informal expressions that are not appropriate for an academic essay should be avoided.
- Candidates needed to read the question more carefully to ensure that their arguments were relevant.
- Candidates should not use assertive comments and should consider views other than just that of the candidate.
- Candidates should employ a broad range of examples that include local, national, and global perspectives thereby avoiding a restrictive approach.
- The conclusion should give evidence of lessons learned, what the future holds or offering a personal insight of the subject.
- Common vocabulary was inconsistently spelt suggesting that time should be given for the proof reading of the final essay.
- Grammar needed to be used more accurately to produce a clear response.
- There were some very long responses which did not maintain a coherent and accurately written argument.

## Comments on specific questions

### Question 1

**Comprehensive responses**

- Examined a wide range of examples of the benefits of unlimited freedom of speech, such as in protests against racism, foreign occupation or corrupt governments.
- Considered how the benefits balanced against the potential dangers of unlimited freedom of speech such as misinformation and online hatred.
- Provided evaluation of the key ideas, for example on whether the social benefits of freedom of speech outweighed the negatives.
- By presenting some views in an historical context, both in terms of freedom and restriction of speech, candidates were able to present a more balanced and informed view.

**Limited responses**

- Candidates relied on listing examples of good and bad uses of freedom of speech without considering the idea of ‘always desirable.’
- Candidates *described* the achievements of famous people (such as Martin Luther King) or other contemporary figures in their own locality or experience without exploring the significance of their work.


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- Candidates did not explore the dangers of freedom of speech instead presenting arguments only in a positive context without considering when it is not desirable.
- Discussion of freedom of speech was restricted to the views of individuals without exploring the issue in a wider context of the press, television and radio broadcasting and social media.
- Candidates wrote too much on a specific example and moved away from consideration of the question.
- Essays ended with a brief conclusion stating a viewpoint without going into more detail.

**Question 2**

**Comprehensive responses**
- Candidates recognised the keywords ‘reasons’ and ‘continue’ and therefore focused on current conflicts in different parts of the world while acknowledging that many of these conflicts have historical roots.
- Arguments avoided bias and assertion even while discussing tensions and conflicts within countries or regions candidates were familiar with.
- Answers considered a range of recent conflicts and examined what had caused them, often linking these by theme, such as greed or the need for resources.
- Essays included appropriate use of examples by examining each chosen example in detail and linking this to an overall argument.

**Limited responses**
- Candidates relied on listing examples of conflict without examining what had caused these.
- Candidates made assertive statements about war being bad and needing to be stopped that showed only partial understanding of the question.
- Arguments adopted a very one-sided and assertive approach to the conflicts discussed, often making very unverifiable claims about motives and actions.
- Answers did not answer the question as it was phrased and allowed their responses to be focused on past conflicts and wars without indicating their relevance in today’s world.

**Question 3**

**Comprehensive responses**
- Arguments examined the negatives of hunting such as the fact that it is no longer necessary in most societies and can lead to extinction.
- Candidates considered a wide range of issues beyond hunting for food, such as entertainment and culling to prevent destruction of the land and overpopulation.
- Arguments assessed alternatives to hunting wild animals as science has discovered alternative foods and nutrition.
- Candidates included reference to hunting in an ancient and historical context which was a good argument to balance for the many alternatives available today.
- Candidates assessed examples against each other which often led to an evaluative conclusion.

**Limited responses**
- Candidates did not consider the ‘To what extent … ’ element of the question and focused only on examples of why hunting was bad.
- Candidates misunderstood the ‘wild animal’ element of the question and wrote about animal cruelty more generally.
- Responses provided only limited examples in support of their opinions and ideas.
- Candidates confused ‘hunting’ with animal testing to test the safety of drugs or establish the safe use of cosmetics.
- Responses that allowed for no justification of hunting on moral grounds or livelihood needs seeing hunting in all circumstances as unnecessary and cruel.

**Question 4**

**Comprehensive responses**
- Candidates examined in detail benefits of examinations such as the need for standardised testing and the value of competition.
- Arguments weighed the benefits against negatives such as the stress caused to children and looked at how alternative methods of examination such as coursework could be more effective.
- Answers showed an impressive knowledge of world examination systems with references to what happened in India compared to the situation on other countries like Finland.


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- Different kinds of assessment were carefully evaluated to consider their impact and usefulness on people of different experiences.
- Candidates produced a balanced argument considering the privilege and access of wealthier students in accessing the specialist examination courses and assessments (with reference to becoming a doctor or lawyer) against poorer students (from rural areas) who have little access to the system.

**Limited responses**
- Arguments focused on one or two positives or negatives only (such as the negative effects on children) and wrote about these without clearly linking them to the question.
- Candidates answered the question: Are formal examinations good or bad? without considering any of the alternatives to enable them to examine whether exams were the best way of assessing children.
- Candidates used inappropriate expressions such as ‘mug up’, ‘whopping’ and ‘etc.’
- Candidates referred to examination performance in terms of grades and numbers rather than making valid comparisons with other forms of practical assessment such as coursework.
- Arguments dismissed examinations as being ‘useless’ and just another way of causing teenage stress.
- Essays addressed issues in an entirely personal, outspoken and assertive context rather than looking at the broader viewpoint.

**Question 5**

**Comprehensive responses**
- Candidates explored whether it was possible to reduce the cost of healthcare in their country by assessing and exploring arguments such as the ways in which financial support by the government could be increased.
- Candidates assessed how more drugs and treatments could be produced locally rather than the costly importation of medication.
- Many candidates examined how sensibly priced health insurance could help.
- Candidates displayed good knowledge of the health situation in their own country with Indian candidates giving examples of the cost of health insurance and how the Indian patent process reduced the price of medicine.
- Candidates often showed the capacity to evaluate when explaining how more government spending on healthcare would mean less money for other important areas such as education.
- Candidates often made apt comparisons between the healthcare situation in their own and other countries (such as Germany) and explained why it wasn’t possible for their country to use the same model.

**Limited responses**
- Some candidates did not keep a close focus on the wording of the question as some responses detailed the positive and negative impacts of cheaper healthcare, instead of focusing on whether the cost of healthcare can be reduced.
- Some candidates did not focus on the wording of the question, writing about why the cost of healthcare should be reduced, rather than to what extent it could be.
- Some candidates wrote more about the problems caused by the high cost of healthcare which was not directly relevant to the question.
- Some essays demonstrated little knowledge of healthcare systems beyond individual examples such as the price of an emergency operation.
- Candidates addressed the problem from a purely personal perspective rather than tackling the nationwide issue.

**Question 6**

**Comprehensive responses**
- Candidates used and examined words like ‘assessment’, ‘prediction’, and ‘estimating’ to signal that they understood estimation is not the same as calculation.
- Arguments examined a range of examples on how maths could be used in everyday life such as working out the best route or making a work timetable.
- Essays explored alternatives to estimation such as using calculators and AI and considered the impact of these.
- Candidates wrote a balanced conclusion, often balancing technological progress with the need to be able to carry out calculations personally.


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**Limited responses**
- Essays focused on maths generally with little explicit reference to estimating.
- Did not focus on the context of 'everyday life'.
- Candidates made general comments about maths without supporting these with examples.
- Sometimes essays did not sustain an argument beyond expressing an opinion based on the candidate's own school experience.

**Question 7**

**Comprehensive responses**
- Candidates evaluated several different arguments, balancing the problems and benefits of motor cars.
- Responses explored a range of clear examples to support their arguments including using Delhi and Bangalore to exemplify the range of problems caused both by traffic congestion and pollution.
- Candidates looked at a wide range of positives such as how cars have revolutionised personal mobility and the economic benefits of cars.
- Candidates discussed the economic benefits of car production such as employment both in factories, in garages and in road building.
- Essays explored the issue that without cars people in rural areas would be even more isolated and unable to easily visit friends and family.

**Limited responses**
- Responses considered too a narrow range of problems and benefits.
- Candidates did not understand that 'motor cars' was an umbrella term for all cars and weighed petrol cars against electric cars which only showed partial understanding.
- Candidates focused in too much detail on explaining the chemical process that caused pollution or the popularity of Formula 1, losing focus on the question.
- Candidates wrote about motor cars as a singular entity ('motor cars is') which, in combination with other errors, reduced the clarity of their responses.
- Responses spent too long on matters related to pollution and this triggered responses that devoted too much space to environmental concerns, species extinction and imbalances in the food chain, losing sight of the question.
- Essays spent too long discussing the use of the electric car, comparing its benefits and disadvantages with the motor car and lost focus on the wording of the question.

**Question 8**

**Comprehensive responses**
- Candidates identified vulnerable members of society such as impressionable children and the confusion of some elderly people and gave a range of contrasting examples.
- Essays explored the contexts of advertising both in print and electronic formats including the subtle impact of subliminal advertisements.
- Arguments included consideration of the safety nets applied to avoid advertising being intrusive and dangerous to vulnerable people, notably from the lower income brackets.
- Candidates provided a range of interesting examples to support their points, such as how Fair and Lovely Cream was marketed in India to prey on insecurities around skin colour.
- Arguments often considered the impact of modern technology on advertising practises such as the ability for adverts to be targeted to personal preferences.
- Candidates provided examples of adverts that did not target vulnerable people (such as those for genuinely useful products) to provide balance and lead to the opportunity for evaluation.

**Limited responses**
- Essays focused on the positives and negatives of advertising generally and missed the reference to 'most vulnerable' in the question.
- Responses needed to link their examples more clearly to the question, for example by saying how trends such as Stanley Cups were targeted at the vulnerable.
- Candidates did not address the question in the conclusion, sometimes focusing on the action governments should take against advertisers.
- Answers described adverts in detail without sufficient time spent answering the question.
- Essays being reliant on anecdotal evidence of how advertising had affected the candidate without consideration of the wider community or the positive effects of some advertising.


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**Question 9**

**Comprehensive responses**

- Candidates examined a wide range of source material, including Manga, cartoons, Harry Potter novels and Animal Farm and used these to demonstrate how animals were depicted.
- Arguments showed clear understanding of the distinction between animal characters being used to teach lessons or just for light relief and explained why authors would use each approach.
- Responses explored the advantages of writers using animals to make serious points, such as the fact that children relate closely to animals and that giving them human characteristics can have shock value.

**Limited responses**

- Answers listed examples of how animals are used without considering whether this was for entertainment or a deeper purpose.
- Responses concentrated on explaining the plot of the examples they chose and lost focus on the question.
- Candidates did not consider more than one or two examples.
- Arguments did not include any examples to support ideas.

**Question 10**

**Comprehensive responses**

- Candidates considered several examples and assessed why these were important, for example explaining how the various art forms in different Indian regions preserved their unique character.
- Essays examined issues that could affect the importance of the arts such as low social and financial recognition for artists and AI being used to replace artists.
- Candidates used a wide range of vocabulary to describe the art forms they used as examples.
- Arguments examined the 'heritage' aspect of the question in detail by focusing on iconic buildings, their architecture and decoration and their importance.
- Candidates explored that music, fashion, festivals, dance, poetry and music are of contemporary as well as historical importance.

**Limited responses**

- Candidates listed examples without explaining why these were important to the country's heritage.
- Arguments gave too much detail about some examples.
- Essays described what the arts can do on a personal level rather than exploring the wider implications of the question.
- Candidates wrote at length about other things that are important in a country's heritage (for example, politics and history) and moved away from writing about arts.


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# ENGLISH GENERAL PAPER

**Paper 8021/22**
**Comprehension**

## Key messages

**What candidates did well**

- Candidates demonstrated understanding of the material.
- Responses were of an appropriate length.
- The requirements of the various question styles were clearly understood.
- Any question-specific rubric instructions were followed. This included referring only to specified parts of the ***Section A*** material (for example, the Additional Information in **Questions 1(a)(i)**, **(ii)** and **(iii)**) or to numbered lines from ***Section B***. Other requirements were to use candidates' own words (**Question 2(b)(i)–(v)**) or to write a response 'in about' a given number of words (summary questions, **Questions 2(d)**, **(f)** and **(g)(i)**).
- Candidates used continuous prose and communicated their ideas successfully and clearly in written English, organising their writing in the appropriate response areas.
- Candidates answered all the questions.

**What candidates needed to improve**

- Some responses demonstrated misunderstandings of parts of the material or made assumptions which could not clearly be supported from the information available in the material (for example, **Question 1(b)**, extended response).
- Some candidates needed more detail or a wider range of points in response to higher-tariff questions (for example, **Question 1(b)**).
- Responses to lower-tariff questions sometimes needed to be refined, as these required shorter answers and careful selection of relevant information. Some responses to the three summary questions would have been strengthened by closer adherence to the specified word count. This might be achieved by omitting an introduction or repetition of the question, or being more selective with the details conveyed.
- Some candidates needed to observe the rubric relating to use of continuous prose, for example in the three summary questions. Occasional answers needed to provide improved clarity and precision, avoiding ambiguity. Unless otherwise directed by the question rubric, this is usually achieved by identifying and then copying the relevant material from the insert.
- Response areas were occasionally left blank.

## Comments on specific questions

### Section A

### Question 1

**(a) (i) Comprehensive responses**

- Candidates clearly identified the single required piece of least relevant information from the Additional Information, either by copying it out or by stating its number.

**Limited responses**

- Many responses offered a piece of information which did have some relevance to the choice of new sponsor. Candidates could have focused more closely on determining which piece of information would not influence the committee's choice. This might be because it was general to the context, or accurate whichever sponsor was chosen.
- Candidates occasionally offered more than one option.


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**(ii) Comprehensive responses**

- Most responses correctly identified the appropriate part of the Additional Information regarding the chosen location for the digital sign and were then able to explain its significance. This usually related to increased visibility and brand awareness to passers-by on the busy road.

**Limited responses**

- Some responses offered vague statements about advertising to explain the sign's proposed location. Others focused on the impact on members of the cricket club, which would be more limited than on the wider public.
- Occasional responses mentioned only the environmental angle of Transport-You's business or focused on the 'digital' or '24 hours a day' angles, rather than the location.

**(iii) Comprehensive responses**

- Most candidates identified the relevant issue from the Additional Information and proceeded to explain its significance to the decision-making process. Mr Karanio's potential bias, personal views, conflict of interest and even desire for revenge were variously referenced as likely consequences of his decision to take legal action against Dining De-lite for the food poisoning incident.
- Some candidates mentioned that Mr Karanio was likely to influence the committee away from what was the better financial offer. This demonstrated sound understanding of the context.

**Limited responses**

- Occasional responses referred to other information about Mr Karanio, such as his four children or his construction business. Both points were taken from the information about the committee members, rather than the Additional Information. Candidates need to pay close attention to the question terms, especially any direction which assists identification of the relevant information.
- Some candidates needed to express the idea of bias more clearly in their answers, rather than simply implying that he would be in favour of the restaurant business.

**(b) Comprehensive responses**

- Most candidates were able to suggest at least two or three valid advantages of choosing Dining De-lite as the cricket club's new sponsor.
- Responses almost always attempted to offer a connection between each point and something from elsewhere in the material or explained its significance.
- The Hanks family's extensive involvement with the cricket club was among the most popular choices of advantages. Developed responses suggested that Mr Hanks would understand the needs and values of the club, be loyal to it and have a strong personal interest in ensuring the club was well supported financially. The club was likely to trust the family too. Understanding of the material was especially well demonstrated by those candidates who developed this family element by proposing that:
  - Mr Hanks would be unlikely to withdraw his funding and might even be inclined to extend or improve his sponsorship offer, since members of his own family would benefit.
  - The coaching link between committee member Mr Acosta and Mr Hanks senior making it likely that these two men were well known to each other, potentially easing negotiations.
  - Both daughters – Kelia very soon and Tamara within the lifetime of the sponsorship deal – would be eligible to play for a senior women's team, possibly helping Mrs Schmidt achieve her ambition of a second such team.
  - The committee might even feel obliged to choose Dining De-lite, for fear of alienating a coach and needing to find another.
  - They would not want to risk Mr Hanks' resentment in case his daughters leave. As the 15- to 18-year-old girls won their regional league team competition, this could result in a weakened team.
  - Kelia was a member of the team (15- to 18-year-old girls) who won last summer's regional tournament so decisively. Her family's funding of the new kit and the display cabinet for trophies would be an excellent reward for this team, recognising their achievement and potentially inspiring others.
- Successful developed points were made relating to the total funding offered by Dining De-lite, with $5000 being the greater sum and, more importantly, able to cover the total cost of all four current spending priorities, at $4750.
- Many candidates were also able to connect the five-year sponsorship deal with Mr Karanio's belief that the club should be seeking a long-term sponsor. This idea was sometimes further


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developed with the general advantages of having security of funding and not needing to seek another sponsor for another five years.

- Some responses made perceptive and logical use of the material, strengthening the arguments presented. They mentioned the status of the committee member concerned and suggested that their view might, therefore, hold sway or convince others of their preference. An example was Miss Wood, as club president, being likely to approve of Dining De-lite's low-calorie meals and desserts, given her recent introduction of a healthy-eating policy for lunches at the primary school where she works, after a two-year-long campaign.
- Responses employed nuance in suggesting possibilities, rather than relying on assertive claims. Examples included:
    - The success of the business implying that it was likely to fulfil its promised financial obligations.
    - The potential for Dining De-lite to provide healthy food to cater for club events, match days and similar, rather than assuming the restaurant already does so, or that it provides/should provide lunches for Miss Wood's primary school pupils.
    - Having the team's logo on clothing could increase the club's visibility in the local community, which may strengthen community links and possibly attract more young players to join the club.

**Limited responses**

- Responses sometimes needed sharper focus on the cricket club committee's perspective. Benefits to the restaurant business or the Hanks family were not necessarily relevant, unless explaining their possible impact on the club. For instance, the exposure the restaurant would gain by having its logo on the sponsored clothing was not a clear advantage to the club or committee. This could have been improved by mentioning:
    - The potential for the business to extend its sponsorship beyond five years, or to help replace future sets of clothing in addition to their current offer.
    - The restaurant being established in the local community, so a name families could trust when seeing the logo.
    - The brand's discount for families aligning with the family-oriented nature of the club and its focus on young players.
    - Adding a logo to the sponsored club kit is unlikely to be obtrusive, expensive or viewed as excessively demanding by the club committee members.
- Some answers demonstrated slight misunderstanding of the material. Examples included:
    - The discount on meals for families being presented as exclusive to cricket club members.
    - Suggestions that the club itself was intended to provide the sponsorship sums, rather than receive them, therefore viewing the higher overall total as a disadvantage.
    - Mitigation regarding the figures, such as its being acceptable that Dining De-lite was only offering $1000 in the first year, as only half the junior players were unable to afford new sets of trousers and shirts. [Statistically, it is highly unlikely that the half of the club's young players in need of financial assistance for their kit would be spread evenly across four of the eight teams.]
- Attempted connections or developments were sometimes rather vague or speculative.
- Some candidates viewed Mr Hanks' experience running a restaurant business as facilitating his stepping into Mrs Scmidt's place, as club financial officer, when she leaves to take up a post as an international umpire. This move was not guaranteed to happen, and the suggestion was, in any case, too speculative.
- It was often assumed that all families with children at the club would be regular patrons of the restaurant, when making links to the low-calorie meals and desserts served there, or with reference to the half of the junior players unable to afford their own equipment.
- Some candidates needed to develop their answers more fully by providing additional detail or explanation. An example was in the popular point about healthy eating. Some responses linked Miss Wood's recent introduction of a healthy-eating policy in the primary school where she teaches with only a brief mention of the Dining De-lite's 'menu' or the restaurant's 'specialism'. Others connected the restaurant's low-calorie meals and desserts only with 'Miss Wood's interests', or her 'passion for healthy food'. A well-developed response would have included the full details of both factors.
- Responses sometimes chose material that was not obviously connected with the committee's decision-making. For instance, while the local and established nature of the restaurant was a creditworthy general advantage, it was unconvincing to attempt to justify this in conjunction with Miss Wood's interest in local history. A detailed explanation would have been to suggest


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that this sponsor might be a reliable source of funding for the club and/or interested in supporting the local community.

- Another example of information which needed context to demonstrate relevance was that much of the club's coaching is provided by willing parents, many of whom have long-standing relationships with the club. Being general, this was not a clear advantage on its own. The idea needed linking with Mr Hanks senior's coaching commitment or with the nature of Dining De-lite as an established local family business.

**(c) Comprehensive responses**

- Most candidates mentioned that Dining De-lite's sponsorship offer proposed a sum per year ($1000). This resulted in a total sum double that offered by Transport-You. As a result, focused responses recognised that it was the staggered provision of this funding which was the potential issue for the committee in meeting its spending priorities.
- Suggestions included that this would cover only half the eight junior teams' new shorts and trousers – the club's most important spending priority – in the first year. (8 × $250 makes a total of $2000, hence two years' worth of funding from Dining De-lite.) This point was successfully developed with:
  - Four teams having to wait until Year 2.
  - The committee perhaps preferring a larger up-front sum to be given.
  - Their funding model only allowing $1000 this year, whereas $2000 were needed immediately to buy new clothing for all eight junior teams.
  - The committee not wanting inconsistency in uniforms, with only half the teams wearing the new kit.
  - The likely need for a large sum of cash initially, due to the last sponsor pulling out.
- Some responses calculated the longer delay to provide all the sets of protective clothing (4 × $400, so $1600, taking until the fourth year to fund), sometimes also stating how important such equipment is for young players' health and safety.
- It was perceptive to note that the total projected spend of $4750 is only within the five-year budget 'for now'. The club's fourth and final spending priority (a trip to an international game, including tickets and transport) might well become more expensive with inflation, and thus might no longer be affordable in five years' time.
- Some candidates made valid general observations, without the potential complication of including specific numbers. For example, it was accurate to claim that the club would be unable to fund any of its priorities fully in the first year, or that it would have to delay some of its spending due to the low amount received each year.

**Limited responses**

- Many candidates needed to focus more clearly on the term 'funding model', rather than on the total amount of funding. For example, when stating that $1000 per year was to be provided for a five-year period, this represented an advantage, rather than a disadvantage. Dining De-lite's total offer was double that of Transport-You ($2500) and would cover all four spending priorities – just not immediately.
- There were some misunderstandings as to the cost of trousers and shirts for all eight junior teams and the order of the four spending priorities.
- Some calculations included 12 teams, that is, the adult teams too. This was a misreading of the material.
- A significant number of candidates miscalculated the total amount needed by the club as $1800, not remembering to multiply the figures per team (priority 1), or per set (priority 2).
- Most responses needed to provide a greater consideration of the wider context, looking at what could – or could not – be purchased straightaway.
- Occasional responses referred to the intended logos on sponsored clothing or the food poisoning incident, neither of which related to the question.

**(d) Comprehensive responses**

- Most candidates were able to suggest two reasons why Transport-You might be preferred by the cricket club committee. The most popular were the provision of free transport to away matches for players and accompanying adults, and the various environmental considerations related to Transport-You's operations (awareness of its carbon footprint, introduction of electric taxis and participation in a carbon-offsetting programme).


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- The above two ideas were often successfully connected, respectively, with the current reliance on parents for lift-sharing transport to away matches, and committee member Mr Acosta's support for environmental causes.
- Some responses demonstrated thorough use of the available information. For example:
  - Candidates suggested that Transport-You might be able to fund bus transport for the trip to the international game in the capital city, priced at $500. This would potentially make spending priorities 1 and 4 (with tickets at $450) affordable within the company's total sponsorship budget of $2500.
  - The one-off up-front payment of $2500 can cover the cost of the 2026 season's clothing for all eight junior teams, leaving $500. $200 of that sum could be spent to display the trophy (and the accompanying photographs) that the 15- to 18-year-old girls' team recently won.

**Limited responses**

- Among those responses dealing with Transport-You's financial offer, most would have cleared up from greater consideration of the wider context. Since its total sponsorship budget was lower than Dining De-lite's, Transport-You's up-front provision of the money was the crucial distinguishing factor.
- Some candidates implied that the free transport offer was a more general arrangement than one limited to players and accompanying adults attending away matches during the cricket season. Greater detail and clarity regarding context would have cleared up such responses.
- Development or explanation of the transport point was sometimes imprecise. More was needed than restating 'free' as saving money or implying that the club's (rather than parents') costs would be reduced.
- There was some confusion over the different types of transport with which the company might help cricket club members. The transport to away matches was a definite offer made, separate from their potential to fund or subsidise the bus transport mentioned in priority 4.

**(e)** **Comprehensive responses**

- Responses often correctly identified Mrs Schmidt's ambitions to progress her umpiring career to the international level. Most then explained that she was likely to leave the club when such an opportunity presented itself. Others suggested that she might need to travel, or that she would simply be too busy to continue in her present role at the local club.

**Limited responses**

- Some responses included information about Mrs Schmidt's desire to establish a second adult women's team. This required careful use of the material to justify her short-term interest. Occasional valid examples noted the club's current drive to support its youth members and/or there being only one adult women's team at present, sensibly suggesting that this might not yet be an achievable goal, perhaps forcing her to give up and try elsewhere.
- Candidates needed to avoid repeating or reversing the question stem in attempting to offer an explanation. Examples included her interests lying elsewhere, or her not having a long-term interest in the cricket club.

**(f)** **Comprehensive responses**

- Most candidates offered two distinct advantages, most often relating to health and physical fitness; improvement of skills; teamwork; learning to cope with defeats as well as victories; a break from studies, and improved self-confidence. Reference was also made to reducing screen-time and reliance on digital devices in today's often-sedentary leisure time.
- Some responses offered explanations as to how these advantages might benefit young people, either now or in later life, such as with college scholarships or even careers.

**Limited responses**

- Some responses needed to provide a greater range of ideas. There were instances of presenting very similar points as if they were separate, such as 'teamwork' and 'collaboration with other players', 'leadership' and 'learning how to manage others', and 'communication with other young people', 'making friends' and 'socialising'.
- Occasional responses needed to adhere to the question rubric. Instead, they referenced elements already mentioned in the ***Section A*** material, such as community links, groups of players eating out together, or committee issues.


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**Section B**

**Question 2**

**(a) (i)–(iii) Comprehensive responses**

- Each of the three sub-questions in **Question 2(a)** required candidates to select a word or phrase from a given part of the ***Section B*** material, identified with line numbers. Successful answers included no additional material either before or after their chosen word or phrase.
- A significant majority of candidates answered **Question 2(a)(i)** correctly.
- The term offered should have the exact meaning of the prompt provided in the question. The word or phrase should fit in the sentence in the same way, both semantically and grammatically.

**Limited responses**

- While 'fret' is synonymous with 'worry', the question prompt 'worry about' made it essential for candidates to include the preposition 'over' in the phrase 'fret over' in response to **Question 2(a)(ii)**.
- Responses quite often included material which distracted from the correct term. This was most common in **Question 2(a)(iii)**, usually by including the verb 'drawn' before the correct noun 'scorn'. Candidates needed to consider more closely how the replacement of one term by the other might work, in the context of the sentence found in **Section B**.
- Some incorrect responses did not have the same grammatical form as the prompt, so would not have made sense as replacements. For example, the prompt for **Question 2(a)(iii)** was a noun, so candidates needed to offer a noun in response, rather than an adjective or verb.

**(b) (i)–(v) Comprehensive responses**

- Almost all candidates understood the requirement to use their own words to state the meaning of the given terms from the material.
- When single-word synonyms were sought, (**Questions 2(b)(i)–(iv)**), valid responses retained the grammatical form of the original, offering an alternative which would fit in the sentence.
- **Question 2(b)(i)**'s 'trialling' was successfully rendered by 'experimenting (with)'; 'testing (out)'; 'piloting'; 'putting under trial', and 'using something on a small scale first to see if it is suitable'.
- For 'ineffective' (**Question 2(b)(ii)**), popular examples included 'useless', 'not useful' and 'not functioning as required/expected'.
- Valid alternatives offered for **Question 2(b)(iii)**'s 'samples' were 'test subjects', 'small amounts of substances for testing purposes' and 'batches of data taken to analyse'.
- Regular correct synonyms for 'creative' (**Question 2(b)(iv)**) were 'innovative'; 'new'; 'unique'; 'unorthodox', and 'out-of-the-box'.
- The phrase required by **Question 2(b)(v)** was successfully rendered in candidates' own words to convey all three elements. Examples included: 'reducing wages'; 'decrease salaries'; 'pay less for staff expenses', and 'spend less money on manpower'.

**Limited responses**

- Some suggested synonyms for single-word terms adopted a different grammatical form. Responses could often have been improved by:
  - Retaining the continuous present (-ing) form in **Question 2(b)(i)**.
  - Offering adjectives in **Questions 2(b)(ii)** and **(iv)**.
  - Reflecting the plural of **Question 2(b)(iii)**.
- Some candidates' responses to **Question 2(b)(i)** suggested they needed to have read the question more carefully, having misread 'trialling' as 'trailing'. Examples included 'following', 'lagging / falling behind' and even 'stalking'. Other responses imagined a courtroom (trials) context, with 'taking legal action'.
- In response to **Question 2(b)(v)**, there was some reliance on copying 'labour' or 'costs' from the question prompt. Candidates needed to use their own words throughout.
- The rendering of '(to) cut' (**Question 2(b)(v)**) was sometimes too focused in the attempted alternatives, such as 'remove' or 'no expenditure on employees. Some candidates answered without the sense of 'costs' or 'labour', such as 'reduce the number of workers' [no 'cost'] or 'decrease their financial outgoings' [no 'labour'].


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**(c)** **Comprehensive responses**

- Most candidates correctly identified the two ways in which self-checkouts have not lived up to their promises.
- The comparative was important regarding the higher number of thefts. This was achieved in some responses with a more absolute statement, that is, that thefts have not been prevented, or by a superlative, which could be inferred from the original material's 'higher than they've been historically'.

**Limited responses**

- Some responses needed to confine their observations to those made by 'one Chief Executive Officer'. They should not have mentioned other unachieved expectations, such as the expected replacement of workers.
- Candidates sometimes stated or implied that self-checkouts had made things more difficult for customers, rather than workers.

**(d)** **Comprehensive responses**

- Most candidates answered within 'about 40 words', as specified in the question rubric, thereby demonstrating summary skills.
- Answers were almost always focused on the correct section of the material, as indicated by the line numbers in the question.
- Most candidates wrote in continuous prose.
- There was understanding of the key points in many responses. The most popular ideas credited related to:
  - The customers taking out their frustrations on the cashiers/staff.
  - The monitoring of so many customers all at once.
  - The requirement to stand still for up to eight hours hurting their feet.
  - The experience being mentally draining.
- Some responses successfully conflated more than one idea within a sentence, respecting the word limit. An example of a succinct response conveying within the stipulated 40 words included:
  - 'Handling self-checkouts drains James mentally, as he is forced to deal with a long perpetual queue of customers who berate him over technical problems, struggle to work the system and attempt theft. Standing motionless for hours makes his feet ache.'

**Limited responses**

- Some candidates needed to avoid repeating the question stem or introducing 'James'. In this way, they would have reduced the number of words which did not relate directly to disadvantages for staff.
- A degree of precision is required in summary-skills responses, even while seeking to convey only the most essential ideas. Examples included:
  - The statement 'running self-checkouts is tiring' omits the stronger 'one of the most tiring [parts of his job]' of the original.
  - References to 'customers' anger' or 'shoppers becoming frustrated' required the sense of 'often take out their frustrations on him'. This becomes a clearer disadvantage of self-checkouts for staff.
  - The suggestion that James 'must oversee four customers' could imply that this is the number managed per hour, or in an entire eight-hour shift – perhaps not an onerous task. The key point from the material was that he must do this 'at once'.
- Some candidates would benefit from practising summarising short passages of text, especially remembering that they should not risk changing the original key terms unless it benefits the answer's concision. For example:
  - Although changing 'feet' to 'legs' or 'body' uses the same number of words, it alters the meaning.
  - While replacing 'try to shoplift' with 'attempt to steal items' conveys the correct idea, more words are used than appear in the original.
- Questions testing summary skills always ask candidates to write in continuous prose. Some candidates needed to write their answers in complete, grammatical sentences.

**(e) (i)** **Comprehensive responses**

- Most candidates focused correctly on the idea of customers being 'occupied doing tasks, rather than paying attention to each second ticking away'.


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**Limited responses**

- Occasional responses needed greater precision in conveying the identified information. Candidates are again advised to copy their answer from the material, unless the rubric specifically precludes this approach ('own words' or in attempting to reduce the original to a more concise rendering for word-limited summary questions).
- Too much information was sometimes offered before the valid response.

**(ii) Comprehensive responses**

- Most candidates selected their responses from the correct part of the material. Many focused correctly on the offsetting of low-wage employees with technicians to maintain the checkouts.

**Limited responses**

- As in responses to **Question 2(e)(i)**, some candidates needed to provide greater precision and focus, especially in terms of providing their chosen answer without unnecessary introductory information or repetition of the question.
- Some candidates offered evidence, rather than a reason, by citing the number of cashiers employed over the last ten years being the same. Such responses could improve from replacing this statement with a focus on 'workers' more generally.
- Occasional answers needed to focus on 'the need for workers' rather than the problems faced or the tasks they undertake, such as cashiers helping customers when machines are not working.
- A few responses wrote about what staff did in the early supermarket model, instead of referring to today's self-checkouts.

**(f) Comprehensive responses**

- Most candidates used the line references provided in the question to identify the correct answers.
- Some candidates communicated their two points within the stipulated 'in about 20 words'. Two examples included:
  - 'As their competitors use them, if consumers are convinced this is the status quo, companies can cut costs.'
  - 'Companies feel compelled to use them to keep up with competitors, hoping costs decrease with the normalisation of self-checkouts.'

**Limited responses**

- More candidates wrote in partial sentences here than in response to the higher-tariff summary **Question 2(d)**. Candidates are advised to write in continuous prose in word-limited questions and to achieve the necessary concision by not repeating the question or including other extraneous material.
- Some responses needed to express their ideas with greater clarity of expression and precision. For example, 'due to competitors' does not provide as much detail as 'stores use them … because their competitors do'. It was also sometimes unclear that the 'people' who needed convincing to use the checkouts were the customers, rather than other shops.
- Some candidates needed to identify their chosen points within the 20 words indicated.

**(g) (i) Comprehensive responses**

- Nearly all candidates identified the correct ideas to include in their answers, using the line references provided.
- Most candidates were able to communicate their ideas within the word limit of 'about 20 words'.
- While reference to the specific items and prices mentioned in the text was valid, most candidates sensibly chose to rely on the shorter terms 'cheap' and 'expensive'. A few responses made this more concise by using a comparative ('cheaper').

**Limited responses**

- As with responses to **Question 2(f)**, candidates quite often wrote in short clauses or partial sentences. They could have been improved by using continuous prose.
- There was not always sufficient clarity regarding how the weight sensors were being cheated, regarding the 'expensive items' and 'cheap items'. This was quite often due to vague use of prepositions, which implied a reversal of the correct information.


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- Similar comments apply regarding the hiding of items inside others, and the switching of barcodes.
- Some answers referred to 'small' and 'large' items, or 'light' and 'heavy' products, which did not clearly convey how the fraudsters were cheating the technology.
- Some candidates needed to communicate their chosen points within the 20 words indicated. They need to omit any repetition of the question or using the paragraph's scene-setting opening sentence.

**(ii) Comprehensive responses**

- Most candidates correctly located the correct part of the material from which to identify their responses. They nearly all attempted to make two separate points.

**Limited responses**

- Some responses needed to provide more detail, given that there was no word limit imposed. For example, the contrasting description of shopping as a 'leisurely activity' was sometimes omitted, as was any reference to 'airport-style' before 'security check'.
- Some candidates needed to avoid repeating the question in their answers. For example, instead of restating the change from a 'leisurely activity' as 'less enjoyable', candidates should provide a more specific explanation of the change.

**(h) (i) Comprehensive responses**

- The majority of responses recognised the 'inaccessible' nature of self-checkouts for many people with limited vision or for wheelchair users. They were able to identify that having to attract the attention of a cashier or staff member could be problematic for such shoppers.

**Limited responses**

- Some responses offered their own suggestions, such as wheelchair users struggling to reach the touchscreens, or those with limited vision not being able to see the on-screen instructions. While such observations may be accurate and do demonstrate empathy, candidates are reminded that the command word 'Identify' almost always suggests that the information required is to be found within the material.
- Occasional answers needed greater linguistic precision. When someone's actions merely 'attract a member of staff', that is not identical to 'having to attract their attention to help them use the machines'. Similarly, the phrase 'call out a cashier' differs in meaning from 'call a cashier'.

**(ii) Comprehensive responses**

- Most candidates were able to identify the 'high(est) bacterial loads' and/or the 'five different types of disease-causing bacteria (surviving)' of the tested self-checkout samples.

**Limited responses**

- Occasional responses needed to have a clearer sense of the multiple types of bacteria, or the presence of large amounts of bacteria.
- Some candidates needed to copy the relevant information directly from the text when answering this question, rather than attempting to rephrase it. Attempts to render the same concept in a candidate's own words were not always successful. For example, the adjectival nature of 'disease-causing' was lost in 'five different types of diseases'.

**(iii) Comprehensive responses**

- Most candidates identified the correct part of the material. They gave information from the closing paragraph of ***Section B*** regarding what Andrews himself did on a recent visit to a supermarket.

**Limited responses**

- Some responses were more general, with candidates outlining their own ideas. An example was proposing that customers boycott stores with self-checkouts. Candidates needed to focus more on Andrews' actions of walking away and refusing to waste time scanning his 60 items.
- Suggestions such as 'refuse to use them' – whether relating to Andrews or as a more generalised comment – were too vague. Responses needed to state clearly what Andrews did to demonstrate opposition to self-checkouts.


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