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FOREWORD

This booklet contains reports written by Examiners on the work of candidates in certain papers. **Its contents are primarily for the information of the subject teachers concerned.**

GENERAL PAPER

GCE Advanced Subsidiary Level

Paper 8004/01, 02 and 03

General comments

The overall performance by the majority of candidates was good. The quality of written English has continued to improve and answers were written with greater fluency. The degree of structure within the answer was also a welcome development. Expression was clear and precise, with a wide range of relevant interpretations confirming that candidates approached the questions with an obvious degree of understanding.

Candidates had been well taught and in the majority of Centres appreciated the structure required to provide a clear exposition of content material. Weaker responses were delivered by candidates, who, following a secure and relevant start, later lost the focus and progressed to irrelevance, giving an overall impression of weakness. Limited achievement was also the outcome from candidates who failed to answer with relevance or whose answers lacked illustration or relevant references. Analysis and interpretation, sensitively demonstrated, secured high marks. Candidates with these skills often combined their obvious knowledge with a clear, structured approach and mature, reasoned thought. For some candidates, closer reading of the question, better focus and some initial consideration of structure would have improved their essay. Candidates must be encouraged to reflect on the wording of the question and to consider a range of responses reflecting thought and appreciation.

As in previous years, the most successful answers responded to the key words of the question – ‘assess’, ‘discuss’, ‘do you agree’ and ‘how important’. In such situations, candidates were able to deliver direct answers which confirmed both a level of understanding and mature reflection.

Many of the comments made in previous reports have been addressed and it was pleasing to note that only a few candidates selected both questions from the same section – a rubric infringement – and that the majority of candidates spent similar amounts of time on each question.

Centres need to offer advice to candidates on how marks are awarded for the use of English. Those answers with an absence of paragraphs, extensive mechanical errors and poor vocabulary often make understanding difficult. Such answers often include considerable breakdown in sentence structure and few marks can then be given for the use of English.

Wordy and time-consuming introductions, repetitive sections within the body of the answer and conclusions which simply restate the introduction will not score highly.

Answers which commanded more marks for English had paragraphs which were better arranged and contained language with appropriate tone and fluency but with some lapses and occasional errors which detracted from a clear understanding of the text. Vocabulary was more wide ranging but sentence structure somewhat disjointed, with linkage not always smooth and seamless.

The highest marks were awarded for answers where paragraphing was consistent and effective and clearly enhanced the understanding of the text. Throughout the answer, tone and fluency were appropriate and errors were few. In such answers extensive vocabulary, sound sentence structure and clear linkage between parts of the answer were rewarded.

English errors continue to include the plural tense when the singular would be most appropriate, the use of ‘of’ instead of ‘have’, the misplaced apostrophe, the unnecessary use of the hyphen and the use of repetitive nouns and adjectives – ‘their desires, wishes, wants and needs’. The combination of tenses within the same sentence still hinders accuracy, as do ‘he’ or ‘she’ followed by ‘they’ or ‘their’. Centres must continue to be proactive in rehearsing clauses, using articles with more relevance, directing the use of the apostrophe and differentiating between the use of a comma and a semi-colon.

Candidates continued to overuse parentheses and too frequently acronyms and abbreviations were excessive. Spelling, however, continues to improve, though common errors included the misuse of 'their', 'benefitted', 'handicaped', 'enviroment', 'telivision', 'occurring' and 'accomodation'. Candidates continue to use verbose construction and tautology including 'each and every', 'I, myself, personally, essentially' and 'most unique'.

Candidates would do well to avoid the use of 'persons' which often causes problems with verb agreement and 'one' with its consequent difficulties. The correct use of 'less' and 'fewer' still causes candidates difficulty as does differentiating between 'amount' and 'number'. This year, many more candidates wrote 'a lot' as one word, which is clearly incorrect, but then went on to split words – 'our selves', 'him self' – for no apparent reason.

There is still a tendency to write at unnecessary length, often in flowery prose with over-ambitious vocabulary, and actually say very little.

The Paper provided a wide range of questions with none proving excessively popular. The most frequently answered were **Questions 3, 4, 6, 7 and 12**. Fewer answers were received for **Questions 1, 8, 9 and 15**.

The exemplar scripts included in this Report have been selected to illustrate these points and to enable Centres to prepare their candidates for the rigour of the examination. The exemplar scripts also highlight the approach to scripts by Examiners as they consider the variety of responses from candidates.

SECTION 2

QUESTION 7

In what ways can the use of modern technology improve learning?

The invention of the printing press by Gutenberg in the seventeenth century was the rock thrown in the lake of knowledge that began the mighty ripples that we sailed upon to arrive at where we are today. We are said to be living in the Information Age and modern technology can by no means be sought to be left out of this movement. Its assistance in enhancing the way the world learns can and should be used much more effectively than it has been used by many.

One most ubiquitous form of modern technology to many seems more of a tool for breeding laziness than one for enlightenment. However the potential that the which the television possesses to be a force of education in this world is much higher than we give it credit for. Just as any other machine, its usefulness depends on whether or not we use it correctly and for the right purposes. The rate at which learning about the country next door or even of the affairs of one's own country takes place has greatly accelerated thanks to this device and the many news broadcasts it ^{can receive} ~~sent~~ internationally. Its educational uses can also be enhanced by other such programs it can deliver such as homemaking, wildlife and science and technology channels. Learning is made to come alive on the screen. Young children in particular, are given

bountiful access to such programs as Sesame Street where they are made more easily excited about reading and counting.

The accompaniment of a video-tape player or DVD ^{local} player gives one the availability of educational programs if channels do not provide them. These devices can be aids to students as well as non-students who wish to view programs pertaining to their field of interest or study. Classes can be taped on video or cassette and then be reviewed by a student if he or she was absent or just in need of a review, enabling thorough learning.

In sending satellites into orbit around the earth, technology has enabled relay signals to be sent across the seas from one continent to another so that communication between various parties is possible. This has created the development of the Long Distance Learning Program which allows a student who is in Trinidad to attend a university class in England from the comfort of his home at a computer desk. No doubt learning is now unrestricted by any barrier once a computer with a telephone signal is obtained. This is much easier said than done, but such developments can create new means of the spread of education in remote and unreachable areas where great minds may be awaiting an teacher, instructor.

In addition to aiding students, scientists can collaborate much easier to arrive at enhance their own learning. A scientist working on research in the jungles of the Congo can relay his information to his colleagues in the correct laboratory environment in order to hasten a discovery.

GENERAL PAPER

(Question 4 Continued)

(7) where we might learn a great deal more about the world in which we live.

The Internet remains a great research tool for eager minds. The computer based system is an ocean of information but easy enough for a four-year old to use. Web sites cater for all different learning levels. One can write an academic exam ^{online} and have the results directly sent to a university he or she is desiring to attend or simply use the internet to learn about the latest exploration to space. CD-ROM's which can be used on computers are being used to show videos of classes, simulations of experiments and even containing practice tests and problem solvers to aid students.

Indeed the possibilities for use of modern technology in learning seem endless and probably are, therefore we should seek to make the best use out of this new tool and not see it go to waste as the television has.

Beautifully written
 Intelligent perspective
 No. of words = 595
 Covers a wide range of applications with balance and conviction. Limbs are good.

GENERAL PAPER

Section 3

13 Consider the value of reading about the lives of others.

Human beings share many similar experiences such as a first haircut, the death of a loved one or perhaps a walk in the rain, but no two of us ever really experience life and the situations we are presented with in the same manner. We, each of us, might live under different circumstances, react to things differently and have people treat us differently. In reading about the lives of others we are given a chance to share in their life, the way they saw and lived life, the way that they experienced it.

Very often, someone writes a ^{auto} biography and we really are given a look at life through the eyes of the person about whom we are reading. Other times we see it through the eyes of someone else who either knew the person or researched into their lives. Either way, our eyes are opened to that person's outlook on life.

Anne Frank was a young girl at the time of the Jewish Holocaust. She was also a Jew. Her diary has been published all around the world and through her eyes we are given a window of that time. We are made aware of the fear, pain and anguish of that time. In this way we learn a little about history and how history changed the course of life for one little Jewish girl. We are sensitized not only to her turmoil but to the entire region of Europe at that time. Auto biographies can

of historical treasures.

1004
 Martin Luther King Jr was an amazing civil rights activist. He lived in North America at a time when fair-skinned Americans and Afro-Americans were treated vastly different. He spoke out against discrimination against persons as well as against violence. For reading of such persons who stood out and stood up for what they believed in, gives readers hope and faith in the human nature. Because of Martin King Jr's life, and the fights fought by several others, the world is a better place to live in. We learn the value of standing strong and tall and true to your faith.

1005
 1006
 Stories Biographies concerning persons who made a successful life for themselves even after being born in a poor region or a slum of a city bring inspiration, particularly to persons who can relate to that frugal beginning. It instills a determination to achieve as much as that doctor whose mother was a drug addict living in Brooklyn, or that little lad from Calcutta, India who dreamed to become an astrophysicist and achieved it. Such shared experiences of success inspire further worldwide success.

Reading a news weekly or even a newspaper gives insight to the lives of others around us. For instance, the current situation of those who are losing their homes and lives to the flood waters in Sri Lanka, or who lost loved ones to the bombings in Iraq, evoke a sense of pity and empathy to our fellow men. We are brought to tears and say a prayer for them feeling more a part of the world as a whole than ever.

Another paragraph found No of words - 550
 and relevant, sound vocabulary and expressions.

An example of a paper of very high standard.

165 Assess the alternatives to prison in dealing with offenders.

In every community or constituency one would always be confronted with the problem of crime, but what should one do with offenders or criminals after the have been convicted by law? This question gives rise to a variety of options and although incarceration has been a tradition in the justice system and by all means most predominant, there are many other alternatives. One can undoubtedly state that the criminal, who is an offender of the judicial laws of society, must receive his punishment but prison is not always the answer.

Prison is a form of quarantine in which offenders are subjected to harsh and unsanitary conditions as well as psychological trauma. Many believe that prisoners deserve such treatment but at the same time one must consider the futuristic development of the prisoner. In is for this end that alternative means should be provided. Many times when prisoners have completed their jail sentences, they leave the prison in a state of disorientation.

It is often difficult for them to reintegrate themselves back into society due to the prejudices of employers in relation to hiring an ~~ex-convict~~ ex-convict. As a result many return to a life of crime. Many also leave prison with sentiments of anger, bitterness and hate. This does not coincide with healthy mental development and tends to have negative repercussions on society. Finally imprisonment brings shame not only for the prisoner but for his family. Thus one can see that those deserving of imprisonment should be mostly large scale offenders such as murderers, kidnapers and drug traffickers. For minor offenses one should consider alternative methods.

Community ~~service~~ service is one of the best alternatives to incarceration. It always allows the ~~prisoner~~ ^{offender} to remain an integrated part of society while paying the price for his crime. In some cases it even allows the offender to have meaningful communication with law abiding citizens - thus allowing him to experience a different way of life. Many times criminals ~~become~~ commit crimes due to bad influences or ~~bad environments~~ continuous exposure to bad environments. Community service entails rendering service or time to promote the positive advancement of a community. The offender then becomes accustomed to the

Importance of doing positive deeds, ^{and showing good} will instead of being a hindrance to community spirit. Such an opportunity is not available in prison. Scotland and Wales have seen the benefits of community service during the 1980's and continued to turn to alternative e.g. means of punishment today. ~~Although~~ this decision in the 1980's was due to overcrowded jail cells, of which many prisoners carried six months or less of jail sentencing. With community service the prisoner is not subjected to psychological degradation and does not receive negative stigmatisation from society.

Another alternative is probation which allows the prison to perform community service for a period of time which usually does not surpass two years. During probation the authorities ~~will~~ keep closely informed with the whereabouts of the offender and most times prevent him from being able to leave the country. The offender may be subjected to ~~drug~~ random drug or alcohol test depending on the discretion of the judge. This allows for high level of responsibility on the

part of the offender and is also beneficial to the state. The cost of probation for the state, which involves the use of micro chips to keep constant tabs on offenders and the payments of salaries to probation officers among, for other characteristics is considerably cheaper than the maintenance of the individual for a number of months as a prisoner.

Fines are also important when one is considering alternatives to community service. Although the payment of fines does not necessarily result in psychological reformation of the offender, if integrated with community service, or probation these results can be attained. Fines should be imposed for minor offenses on a solitary basis and with any other form of punishment for more advanced crimes. This will indeed be effective since the loss of finance usually evokes remorse in human beings. The judicial systems of Trinidad and Tobago as well as that of America are well known for these methods.

The death sentence is also an alternative for dealing with offenders. This method is the most cruel option to imprisonment and is reserved solely for unscrupulous offenders. The level of unscrupulousness deserving of the death sentence is dependent

country based
 on the countries involved. For instance many countries in the Middle East and Africa give the death sentence for the crime of adultery whereas in the Western Hemisphere is unable to relate to this. This is because such countries ~~are~~ ^{rule} under Moslem law. In the Western Hemisphere one can receive the death sentence for murder as seen in the case of England and murderer John Christie who was executed via the hangman's noose in Britain along with 8 others ~~in~~ approximately three years ago.

method to
 In conclusion one can see that there are many alternatives to imprisonment. ~~Each are suitable for various types of crimes~~ Each method is suitable for a different type of crime and may even be beneficial to the State. Although incarceration is most frequently used by judicial systems today, the myriad of other options are just as efficient and those such as probation and community service help with the ~~same~~ positive social and psychological development of the offender.

Nature, suitable, balanced - good command
 of vocal & sentence construction

Is television anything more than an escape from reality?

The creation of the television has had a profound impact on the lives of humanity and our society. Since its genesis it has been known as a generator of entertainment for all sources of individual preference. It has also been classified by many as a magical world of fantasy. ~~It is~~ While many television programs allude to an unrealistic presentation there are many others that serve educational purposes, that elevate the world of sport and bring financial benefits to business owners or in general the advertising world.

It is without doubt that many television programs are not coherent with reality. Programs such as the much loved "X-Files" and "The X-Files" tend to portray ~~a part of~~ supernatural creatures or unknown organisms as a typical part of their scripts. Others such as "The Matrix" and "The Mummy" portray unrealistic aspects of human life using digital technology

entertainment
fantasy
world
educational
sport
financial
benefits
advertising
world

S

S

and the their producers imagination. These and other similar movies or programs evokes a lack of reality from the television screen but ~~is~~ television has many ~~ways~~ uses that can be real related to reality.

The television is commonly used today as the medium through which one is able to view sports live. The NBA, FIFA and the Cricket Federation uses the television to broadcast these games. This has grown into a wide scale industry since there are in existence some television stations that broadcast only sports.

Television is also a very educational tool. There are many educational stations on television now that allows for step by step procedures in the perfection of Maths, Physics, Science and Languages. One such station is the Information Station of Trinidad and Tobago or TIC. There are other programs that enlighten viewers of current events globally such as CNN and BBC. These stations broadcast ~~information~~ ~~and~~ both current and educational about the occurrences in all spheres of our globe. Most countries also have their personal news programs aired on television. Many ~~shows~~ programs on television such as those on the history channel source past but realistic incidents in our world.

digital
photo
image

live sport

broadcast
gameschannel
only

Educ

step by step
step by step

TIC

com/inf

News

local
global

History

e

g

P

g

e

g

g

Television also brings financial gains to the advertising world. Advertisements are extremely costly and can influence buyers to give patronage to particular products. In America advertising businesses spend up to 50 billion dollars per year on advertisements. Actually the ratings of television programs determine where advertisers will invest.

In conclusion we see that television is indeed prone to the absence of reality but at the same time is an educational weapon and can bring profit to business. There is much more to television than fantasy since it can be used to highlight culture and sports. It is a medium of exposure in which one can choose the quality of information that one receives.

Classy in places with weak sentences
 Central message but limited - covers by words only

Part I

5

In the world today, crime has become a part of everyday talk. On the radio, television, newspapers and even the internet, acts of crimes has reared its ugly head. How do we deal with crime? The oldest and most simple way is to catch the offenders and exile them from society into a square enclosure for a time, depending on the severity of the offense. Nowadays, people has seen this act of imprisonment as a crude or harsh way of dealing with criminals. I don't understand this, where would you put a man who committed mass murder?

Here are some reasons put forward by the masses of protestors of imprisonment, Rehabilitation:

Rehab is a form of psychology which tries to assess the reason why someone did something. There are

many rehabilitation centres throughout Trinidad and Tobago and the world. These rehab clinics are open to whoever desires to be cured or aided with their predicaments.

These people who enter are treated with the best medical and psychological help available in the country. So why aren't there more criminal offenders ending up in a rehab centres for committing inhuman acts?

Can
shortage
of
medical
staff.

Clinics such as rehab centres are not fully aided by any government worldwide. They may have the best medically for a while but doctors everywhere in the world don't really work to save the lives of others - they work to fill their pockets, though there are the minority who want to see the betterment of the nation's health. These doctors only stay a short time, about two to four years, then leave to

CAN work in a health office or what else. Another reason is
 difficult that people, especially the male species, don't like to "open up"
 state/ or reveal their innermost feelings about anything to other
 limited people. It gives them a sense of insecurity about themselves. Among
 patients most criminals, they come from an abusive background family life
 which is either by the dominant figure in the house abusing the other or
 the household being arguing having constant verbal and sometimes
 physical confrontations. Another reason is that though
 there is security in many rehabilitational centres, it is implemented
 for the doctor's safety. In many institutes, regardless the patients
 frequently escape to security as simple walk right out and into the body of
 society. How can someone overthink that a rehabilitational
 clinic ever replace the confinements of prison?

(responsibility) Secondly, many countries have resorted to making
 the criminal offenders repay their debt to society by doing
 community service. This community service was made to do
 the share of many things for cleaning, roadworks, to trimming trees and
 other gardening. This was seen as good thing as they have to
 be released. This public belittlement has deterred many
 have been criminal activity in many parts of the world such as the
 United States of America. In America in the past the criminals
 were made to do hard labour, hard labour was what it said. For
 'MADD' labour. Trenches and holes were dug which were used as
 graves when they stepped out of line
 with the officers in charge. That was community service. Now
 it is just an excuse. Picking up garbage on the sides of the
 road which the trash collectors missed, trimming and shaping
 trees which are hard to reach the site.

However, in some countries the people also wanted

Section 1

5. The community council have condemned it. They say how it is barbaric having the criminals in the shackles and handcuffs as in the stone days parading along road ways. Such is the case in Guyana they were found an alternate means of prison animal punishment but many have deemed wrong. Why shouldn't animals be treated poorly? This takes away their human rights many would say, but didn't they take away someone else's human rights and also his life? In my opinion animals should be treated with the most care and justice never according to the level of crime. Though some people commit small scale thefts there is always a place for them. The Police, courts and community council may have to be lenient towards the rehabilitation of crime but the simple - willed prison is always the best answer.

1. Simplistic assessment. A degree of balance. Limited range / scope + detail.

2. Errors affect flow. Limited vocab/expr. Simple links.

Part 2

7. As time goes on, the technological ideas created by man have gone from going out to hunt for the things he needs to live and to eat, now creating the world. Technology has greatly improved man's ~~basic~~ living standards and probably in the future it can better it by far. Through history man has developed or invented various tools and machinery because of his curiosity and ~~interest~~ ^{desire} of ~~what~~ ^{what} phenomena. How can this technology which is available to us today better his educational progress?

Firstly, as technology advances the range of media used to obtain information has always grown. In the past books have been mainly the primary resource centre for information. But today, thanks to the invention of telecommunication and fibre optical wires, which can produce images, a wide range of information is now available from the television, the radio and the internet.

Television is used in the classroom by watching videos such as Discovery Channel, Animal Planet, CNN, BBC etc. Also in the part of the world such as the United States, Canada and Europe, television has made its way into the classroom, which helps the teacher explain what he can't do verbally. Technology has greatly improved the life in schools.

Secondly, technology has advanced our learning ~~scope~~ ^{scope} making us not aware of ~~Earthly~~ ^{Earthly} ~~area~~ ^{area} or beyond our ~~skin~~ ^{skin} limits. Space travel has become quite popular in the last century as every year more and more trips are being made to our neighbouring planets to investigate ~~its~~ ^{its} lands. Though some ~~can~~ ^{can} ~~not~~ ^{not} ~~direct~~ ^{direct} ~~explore~~ ^{explore} by foot, he still can by means of electronically guided robots and machines which can scan surfaces & for ~~to~~ ^{to} obtain samples.

across the sea. This technology also takes us to explore
 beautiful depths of the ocean floors and observe the habitats &
 survival of other animal life. Technology has greatly improved our
 health factors for our school life & education and his everlasting
 quest to go to the stars.

Thirdly, through the advancement of technology
 the availability of information is greater than before. In the
 past to obtain information about something there were books and
 the few persons available with the knowledge to answer the
 question. Now computers, the internet and television can possibly answer
 almost any question available. Also information about past events
 were almost impossible to find as well as information presently occurring
 in another part of the world. Modern technology has
 eradicated any form of uselessness in the human mind.

Technology has improved the human mind of the
 past into the great era of today and as technology grows the
 means of educating oneself will become easier. Modern technology
 will give us the future and man's quest for knowledge
 will never be hindered and will always improve learning.

Weak

C: Simplistic. Limited appreciation/understanding
 + details/reference

E: Errors affect flow. Limited copy/weak
 Some simple mistakes.

Comments on specific questions

Question 1

Do politicians have any influence?

This was not a popular question. The answer required an analysis of the individual or group influence of politicians, not an account of political systems or a description of the variety of global governments. Answers were improved by illustrations but the dominance of recent political events, in particular, the Middle East, was a feature of many answers. The range of alternative responses could have included the positive aspects of charisma, charm, dominance, courage and respect balanced against the more negative aspects of corruption, self-interest, egotistical indulgence and insensitivity. It was expected that well-written answers would include illustration which might refer to Mandela, Blair, Bush, Thatcher, Ghandi together with other politicians, past and present, global, regional or local in influence.

Answers were usually characterised by limited scope, local or regional reference only and a failure to consider a politician's international influence or reputation on the world stage. The better answers focused clearly on how politicians were able to affect political, economic and social conditions. The majority of candidates realised that politicians could be regarded as role models. Weaker answers were unable to define the role in any way and failed to convince that the candidate knew who politicians were. The two most common influences were the distribution of favours and the failure to uphold promises.

Question 2

Is history the study of progress?

This was not a popular question and was one which provoked weak answers. The answer required the definition of history to set it in context. It was disappointing to note that a number of candidates used the title to suit their prepared response – lessons to be learnt from history!

The good answers balanced the benefits history has been able to deliver against the perils and incidents along the way. Candidates illustrated from their own country and did not always extend their answers to broad global events. Good answers might have approached the question from the point of view that there has been little progress given the pain and suffering whilst others could argue the reverse. The range of illustrations could be very broad – political, technical, scientific, medical, social, economic or ideological. Answers were improved by the range and variety of their illustration.

Many answers failed to perceive history as recording regression as well as progression, so answers were often quite unbalanced or simplistic. Much was made of learning from mistakes but little reference was made to the cyclical nature of history. Emphasis was laid on industrial and technological advancement without reference to the negative externalities which might arise from it.

Question 3

Should a country allow all its citizens to possess guns?

This question proved a popular choice, perhaps as a result of its perceived straightforward nature. The key word in the question, which was overlooked by candidates, is *all*. The failure to recognise this and, consequently, the wider implications meant that many candidates scored less well, irrespective of other features of the answer. Good answers were able to demonstrate an awareness of realism together with an even-handed view of the implications. The range of illustration reflected liberty, personal freedom, the right to self-protection, self-defence and accidental use. Good candidates were able to illustrate incidents on an international level and introduce a liberal approach balanced against the black market, irresponsibility and terrorism.

The majority of answers were well-handled, balanced and with some appropriate local reference. Many candidates were sensitive to the need for self defence in an increasingly violent society set against the horror scenario of a daily shoot out and anarchy. Weaker answers omitted the reference to 'all' with a broad assumption being that allowing citizens to possess guns automatically meant that everyone would have a gun. The best answers examined the need for licences and the need for some members of society to have the right to carry guns but under controlled circumstances.

Question 4

Does everyone have the right to be a parent?

This question proved a popular choice but was not well answered as many candidates focused on the qualities required by parents rather than the rights to be one. The answer required a definition, in terms of the role played in producing and raising children, either through natural biological parenting or the range of other alternatives. However, many candidates moved to a response dominated by fostering, surrogacy, adoption and IVF at the expense of rights. The best answers considered morals and ethics with illustrations including same sex couples, couples with genetic deficiencies, institutionalised couples, couples with disabilities and the issue of age – young and old.

Many weak responses were read, characterised by over-emphasis on the qualities required for good parenting, limiting the topic to the practical problems involved. However, the best answers were able to expand this approach to include some reference to the moral dilemmas facing society, including social deviance, political control and the role of the judicial system taking children into care.

Question 5

Assess the alternatives to prison in dealing with offenders.

This question was not a popular choice but was competently handled by most candidates who attempted it. The question asked for an assessment and candidates were required to ensure that a clear appreciation of the range of alternatives was contained within the answer together with a form of assessment. Sadly, not all candidates responded. The main illustrations were probation, tagging, community service, fines and capital punishment. The better answers contained an appreciation of the gravity of the crime with a sense of realism about the crime being related to the punishment. Good answers considered morals, impact on society, cost, mental state, empathy, law and order, background and social influences. The weakest answers spent most of the content outlining the reasons for criminal activity and so scored few marks. Similarly low marks were given to candidates who approached the essay with a prepared answer on capital punishment. The better answers contained an evaluation of the solutions and considered the implications both for society as a whole and for the feelings of victims.

Question 6

Can the needs of industry and the environment ever be balanced?

This question was a popular choice but did not elicit many good responses. Many candidates failed to develop their coverage, despite the wide scope offered by the question. There were many missed opportunities when candidates did not offer appropriate environmental support measures to achieve balance. The main issue posed by the question referred to the accomplishment of a balance between industry and the environment. The better answers were realistic with green issues contained within mutual working. Illustrations were rare and many candidates failed to appreciate green policies, eco-friendly campaigns, eco-tourism and contamination laws. The best answers were illustrated with reference to pressure from shareholders, taxes and pressure groups. The poorest answers hijacked the question by answering with respect to environmental disasters. The underlying message of quality answers was the balance between the dependence of the economy on industry, and the welfare of the planet and its careful management. It was disappointing to note that most candidates displayed little awareness of effective environmental controls, potential or in force, at local/regional level, or co-operative measures/restrictions applied internationally.

Question 7

In what ways can the use of modern technology improve learning?

This was a popular question and was handled well by the majority of candidates. Many otherwise competent answers were limited to just computer/internet applications and confined to classroom/home use. Expansion into other areas was characterised by a lack of supporting detail or mere passing reference. The better answers attempted a definition of technology and learning, highlighting the range of devices aiding understanding. The main examples included computer technology, TV, video, camcorders, satellite images, infra-red photography, tape recorders, video conferencing, interactive white-boards, LCD projectors, CD Roms and Braille keyboards. The best answers suggested that technology promoted learning through interest, enquiry, fun and challenge. Quality answers used illustrations from school, the workplace and society at large. While quality answers pointed out the advantages of distance learning to enable life-long learning for people who had previously not had the opportunity to pursue their goals, mediocrity prevailed for many who focused almost exclusively on the 'wonders' of computers and the internet.

Question 8

'Science will always appeal more to males.' Discuss.

This was not a popular question and produced few responses of quality. Much emphasis was placed on traditional socialisation and the lack of educational opportunity for females, consequently stereotyping. There was little reference, if any, to the particular qualities required for scientific investigation and the relative aptitudes of either gender to such requirements. The best answers succeeded in settling the topic in its historical/religious context, thus explaining this imbalance, and also producing evidence that the picture was changing, albeit slowly. The weaker answers, which dominated the question, revolved around gender stereotypical comment with no specific reference to science.

Question 9

How important is numeracy in today's society?

There were very few answers to this question, and the majority of these did not score well. Good answers defined numeracy as the application and understanding of number and the basis of Maths and Science. The range of context was illustrated by banking, shopping, trade, and savings, with the highest quality answers referring to economic growth, employment, global trade and interest rates. Very few candidates expanded the topic to consider the importance of numeracy in relation to literacy and other basic social requirements.

Question 10

'Short-term aid hinders long-term development.' Do you agree?

This was not a popular question and many candidates found it difficult to answer well. Answers were often limited in scope with respect to the range of aid available and sometimes unclear in definition/distinction between short and long-term aid. The question asked for a specific response and the better candidates provided this, following a balanced assessment of the two aspects. Good answers illustrated short termism such as emergency measures, money appeals, food, water and medical requirements, contrasted with long termism contextualised by transport, hospital services, equipment, infrastructure and communications. The best answers balanced short-term humanitarian aid following hazards and disasters with aid dependence due to corruption and warfare. The weaker answers spent too long on the reasons for aid. Little reference was made to emergency relief or military aid. Candidates approached the topic from the viewpoint of the recipient of aid; none considered the problems that could develop for the donor/assisting countries or institutions, which negate long-term support.

Question 11

'Live performances of music and drama still have a role in the modern world.' How far would you agree?

This was not a popular question but was well answered with considerable illustration. The majority of candidates concentrated on musical performance. All answers were able to highlight the live event rather than TV, video, CD, DVD, written text and radio sources. Much personal experience was apparent, dominated by atmosphere, colour, perspective, sound, visual staging, emotion, composure and tone. The best answers introduced the role of live performance in education, leisure, entertainment culture, spirit and performing arts. Answers were illustrated by a wide range of local, national, and international performances.

Question 12

Is television anything more than an escape from reality?

This question proved the most popular choice on the Paper and was well answered by the majority of candidates. The overall conclusion was that a balance could be achieved: emphasis was laid on the escape as a stress-relief and TV exerting a positive role in society, expanding awareness. Few answers considered escape as escapism/fantasy, developing imagination. The good answers separated and compared fiction and reality and pointed to a wide range of programmes, local and international, to reflect the variety and diversity currently available.

Question 13

Consider the value of reading about the lives of others.

This was not a popular question but was competently handled by those candidates who answered it. The personalities who were chosen for illustration were usually for positive influence: inspiration or example. The good answers made direct reference to source material, the type and variety available and the authenticity. Weaker answers failed to quote book titles as reference and intimate knowledge of biographical details was not revealed or credited. The main beneficiaries were Marley, Luther King and Mandela.

Question 14

What is more important in a painting – the subject or the way it is painted?

This was not a popular question and was poorly answered by the majority of candidates. Answers were characterised by a lack of accuracy/background knowledge, limited specific reference to artists and their work and an overemphasis on the importance of style/technique at the expense of subject matter. The best answers referred to specific artists and their paintings and introduced composition, tone, texture, brush strokes, colour, image and scale in the relevant context.

Question 15

Do handicrafts still have any value?

Very few candidates answered this question. The better answers considered handicrafts to be local culture of great interest to tourists and a welcome source of foreign currency. There was little reference to what these articles were or represented in the range of countries, but plenty of illustration of their unique qualities and the manual skills in their production.