

ENGLISH GENERAL PAPER

<p>Paper 8021/12 Essay</p>

Key messages

- Adhere to the suggested word limit guidance of 600- 700 words.
- Structure the essay clearly, using paragraphs, including a clear introduction and a conclusion.
- Conclusions should offer evaluation of the issues discussed in the essay.
- Include relevant examples or evidence to support ideas presented in arguments.
- Use formal language as appropriate for an academic essay.
- Check your writing at the end to correct errors in spelling, punctuation and grammar.
- Look for the key words in the question and ensure that the argument addresses these.

General comments

The overall quality of the scripts was very good. The vast majority of the candidates wrote well over 600 words. Many of the essays included plans which showed clearly that candidates were conscious of the need to construct an argument. Consequently, there were very few imbalanced essays and very few essays encountered could be described as overly opinionated. Very few assertive arguments were written.

The majority of essays were written in clear, accurate English. Vocabulary choice and choice of linguistic structures was ambitious, but candidates did not feel tempted to merely exhibit their linguistic prowess. There were errors with tense and number agreement but not to the extent that it impeded understanding. A few candidates used unnecessary phrases to introduce fresh paragraphs such as '*To start off*', '*Continuing on*', '*Moving on*'. Very few candidates wrote using an inappropriate register such as '*Hi all*' at the start of an introduction or '*The nature yeah, what else? right!*' to commence a response to **Question 6**. The vast majority of essays adopted an appropriate academic register; a notable achievement. Contractions such as '*can't*', '*wouldn't*', '*it'll*', are still common and best avoided, as are abbreviations such as '*etc.*', '*e.g.*', and '*ok*'.

Many responses were clearly focused on the wording of the question and explored a range of interesting angles. There were a number of essays which began with very long introductions in which nearly all of the examples to be used were referred to. Candidates should indicate succinctly their intentions in the introduction. A lengthy abstract is not required. Conclusions to essays were generally very sound, reflecting on the overall argument while indicating that there might be more to be said on the matter discussed. A small number of candidates ended their essays with exhortations to the reader to agree with their points of view which is not an effective technique.

Many candidates provided illustrative examples which often led to comparison and evaluation.

Comments on specific questions

Question 1

An effective leader needs to be a good listener. Evaluate this statement.

This was a popular question and most of the responses highlighted occasions when listening was and was not essential. The point was made that in democracies listening to the people's concerns was essential in order to be elected. There were references to autocracies and their 'echo chambers' where the leader or leaders only get told what they want to hear. A few candidates made the observation that effective leaders such as Greta Thunberg are not listened to: these candidates directed their attention to the word 'effective' in an evaluative way, arguing that popular recognition does not mean official recognition. There was a recognition in many responses that there are contexts where action rather than listening is of paramount

importance, such as economic crises, military and health emergencies, with the recent pandemic offered as an example. Some responses were tributes to national leadership and needed to engage more with the wording of the question. Several candidates did not consider specific examples of leadership, which led to essays that did not produce a developed argument.

Question 2

Strong religious belief can be both beneficial and damaging. Discuss.

Many responses to this question were informed, balanced, and global in perspective. Local examples of religious strife and caste discrimination were a common feature, but candidates looked beyond their own borders to Myanmar, South Africa, Israel and Palestine. The danger of fundamentalism with its racial and gender prejudice was widely recognised. Evaluation and fine expression were very evident in several responses to this question – *'religion can become a weapon and a form of imposition'*, *'a means of manipulating the people'*, for example. At the same time those critical of how religious belief can be damaging recognised how it can engender compassion, give meaning to life, and promote celebration of cultural diversity. Many candidates referred to the danger of one religious belief being in effect the state religion.

A number of scripts made reference to the potential for religions to generate positive (charitable works, generating a meaningful life, etc.) as well as negative behaviour (intolerance, fanaticism, etc.).

Less successful responses looked at one side: the benefits or the damaging aspects of religion, rather than engaging with the wording of the question. Some responses contained few clear examples which weakened the argument.

Question 3

Assess the view that unpaid voluntary work benefits the participants more than it benefits the people the participants are trying to help.

There were very few responses to this question. Those that did respond had a good understanding of what unpaid voluntary work might be and who might be benefited more by it. There were comments on how those that volunteer gain in many ways: education, work experience, developing skills and spiritual and moral growth. The many benefits to those that are meant to be helped were also discussed in detail, whether it be areas suffering from famine, poverty, disease, war or other disasters. Specific charitable organisations were exemplified by the better responses. Weaker essays gave few or no specific examples and generalised on how charity can benefit people without referring clearly to the wording of the question.

Question 4

Evaluate the view that education does not encourage creativity.

This question proved popular as candidates were able to draw on their own experience of schooling to measure the priority given to creativity in the curriculum. Many referred to the 'neglected' subjects; art, music, pottery, dance and drama. The argument that education relegates the expressive arts to the margins was commonly held, although many recognised the importance of academic subjects. Many candidates chose to define creativity, which led them to acknowledge that creativity is an essential component no matter what is being studied. A few remarked that creativity builds on skills taught and is not simply innate. As one candidate put it, *'education may instantly seem counter-intuitive to creativity'*, to then demonstrate that this is not necessarily the case. Incidentally, the use of the modal verb 'may' often indicates reflection and evaluation and was seen several times in response to this question. In many cases a degree of tentativeness adds to the overall impact of an essay because the use of modal verbs gives essays an academic tone.

Some views on education were a little too assertive and this acted as an obstacle to more thoughtful and considered reasoning. A position taken by many was that educational systems were inherently opposed to creativity and such responses often failed to consider a range of different systems to see if there were, indeed, any counter-arguments to their deeply held opinions. Others veered from the issue to consider the usefulness or practical value of their own education system, leading to responses that were not directly relevant to the issues raised.

Question 5

To what extent has space exploration benefitted humankind?

Although there were some fanciful answers, the majority of responses to this question were grounded and evidence-based, with many considering a range of illustrative material including the impact of the moon landings, satellite technology and space problems, as well as recent interventions by billionaires. The benefits or otherwise of space travel as well as lab-based space investigations were considered by some candidates and one very good essay offered a highly knowledgeable defence of the value of space exploration, illustrated by a wide range of earth-based technological applications that have benefited from the exploration of space and heavenly bodies. The majority of essays devoted a paragraph or two to other priorities such as the alleviation of poverty and hunger but did not use the essay title as a vehicle to concentrate on these at the expense of addressing the actual question. Interestingly pollution and the dangers presented by space junk featured in several essays. Less successful responses did not sufficiently exemplify their argument, which made the essay less convincing.

Question 6

The movement of people from the countryside to cities cannot be sustained. Discuss.

This question was answered in a range of different ways, but those who attempted it had something to say about the issue of migration from rural to urban areas. Ideas tended to be more developed with regard to the impact on the urban area than the effect on the countryside. Candidates often wrote with some knowledge about the adverse effects of large urban populations in terms of over-crowding, pollution and other effects, though some did also recognise the continuing appeal of living in the city and there were some, albeit rare, attempts to look at ways in which sustainability may be achieved. Those that focused on 'sustainability' by saying that it requires people to live and work both in the city and the countryside made excellent points related to climate change and remote working, the latter being mentioned evaluatively in order to show that countryside work need not only be agrarian. Less successful responses focused on the general issues of living in the city without referring to the countryside at all, which narrowed the focus and relevance of the essay. Examples were not always included in responses and more successful responses had specific examples of both living in the countryside and cities, with comments on the impact of people moving from one to the other.

Question 7

To what extent has modern technology allowed people to spend their money more effectively?

This was a very popular question and candidates often had a great deal to write about the issue, whether in relation to individual benefits or those that have impacted on people in general. There was also a good awareness of the potential dangers, although the majority of responses, while offering some balance, often did not look at possible future outcomes in an evaluative or nuanced way. Focus on issues such as online banking, speed of transactions, security issues (both positive and negative) and how technology allows us to spend money too easily were all successful areas of consideration. Less successful responses wrote about technology in general, either not making the connection with money explicit enough or, in some cases, not mentioning it at all. Where candidates linked progress in technology to availability and affordability their answers were relevant. Many referenced the internet as enabling price comparison and choice in relation to efficient spending. Technology replacing people and leading to unemployment were also relevant factors as people need to earn money in order to spend it. There were a few essays that raised the issue of a consumer culture and its dangers both ethically and financially.

Question 8

To what extent can children's literature be enjoyed by adults?

There were very few responses to this question. Of the few, there were a number of perspectives on the issue, with a range of very well-chosen examples. Less successful responses did not include specific or sufficient examples or simply focused on whether literature was enjoyable or not, with insufficient focus on adults and the issue of children's literature. Better essays defined what children's literature was and explored why it might appeal to adults: nostalgia, helping to educate their own children and issues that are relevant to adults as well as children.

Question 9

Evaluate the need for censorship in films and television.

This question engendered several thoughtful and balanced responses. Many candidates recognised the consequences if censorship is used to stifle freedom of thought and expression, while recognising that the vulnerable, mainly children, need to be safeguarded and prevented from seeing material that is disturbing and harmful to their wellbeing. One candidate wrote that censorship of films and television '*might reduce their power to convey a message*' which led to a balanced discussion on how the presentation of reality might lead to harmful emulation, particularly where drugs and depression are featured. The censorship of material giving a voice to minority groups was often deplored. Several answers to this question tended to be rather assertive and one-dimensional. Many essays assumed a relationship between violent scene on television and in films and the behaviour of people, frequently offering assertions about reductions in crime rates or improved teenage habits should all such scenes be removed. Responses of this sort often offered limited consideration of what censorship actually involved and there were a number of descriptive responses that did not offer any recognition of other perspectives on the issues.

Question 10

Assess how successfully recycled materials are used for arts and crafts in your country.

There were only a small number of responses to this question. Those that did attempt it tended to focus on the benefits of recycling with only occasional mention of the values it brought to arts and crafts. Candidates often exemplified which arts and crafts they were writing about, but often described how the recycled materials were used rather than examined how successfully or whether it was possible at all.

ENGLISH GENERAL PAPER

Paper 8021/22
Comprehension

Key messages

Candidates are encouraged to read questions fully to ensure they know what they are required to do before beginning their response. For example, they may be asked to offer (and develop, exemplify or explain) a specified number of points, or the question may necessitate a response written largely in candidates' own words, in order to demonstrate understanding of the relevant information selected. For questions with a word limit, it is essential to respond succinctly and without offering too much additional detail, erroneous material or any kind of introduction or repetition of the question. The exact wording of the question, and especially any reference to line numbers, directs candidates to the location of the necessary ideas in the material.

General comments

Candidates generally seemed to find **Section A** more accessible than **Section B**, although good levels of understanding were demonstrated overall. The vast majority of candidates communicated points clearly in written English and organised their responses in the spaces provided. Candidates generally offered an appropriate number of points, recognising the available marks for each question. There were few responses which did not succeed in communicating their ideas clearly, but errors were sometimes made in locating and supplying the essential points from the material with sufficient focus, precision and detail. The particular constraints of some of the question types were not always fully appreciated, but candidates generally appeared to understand the requirements at each stage. There were some blank responses but these tended to be fairly infrequent and there were few scripts in which more than one or two questions had been omitted.

Comments on specific questions

Section A

Question 1

There were few real misunderstandings of the material but occasional assumptions, speculative ideas or generalisations made regarding the three event options, and some tendency merely to restate points. Responses which achieved higher marks developed their points, by explaining them or making connections between different parts of the material. This was particularly true of **Questions 1(a)** and **1(b)**, where it is also important to avoid the 'middle option' where there is a choice of three. For example, in terms of knowing in advance how much money would be raised, the sponsored walk was better than the fair (entirely dependent on turnout and sales on the day) but less secure than the musical (for which tickets could be sold in advance), since the sponsorship would only be pledged and the final sum raised would depend upon all the promised moneys being collected. In **1(a)** and **1(b)**, points also needed to be specific to the event in question, so opinions regarding which was most likely to interest students or parents, parents' availability to attend (the performances or the fair, in the evenings or at the weekend, respectively) or general comments about the appeal of musical performances, were too speculative. It is also important not to refer to other options, as specified in the rubric.

- (a) In this question it was necessary to link ideas from different parts of the material, and to offer balance, to construct a reasoned, logical argument in favour of selecting the musical performances. Most candidates picked out relevant information but differentiation was evident from the range and suitability of ideas chosen, the level of development and connection between points, and the successful handling of the balance, particularly with regard to its development, which must explain the disadvantage, rather than offer a mitigation. For example, the most common disadvantage

selected was the Additional information point 7 (the choir struggling since losing some prominent members to university). Examples of successful negative developments were: *This would result in more rehearsals being needed after school. / This may affect the quality of the performance and ticket sales. / Auditions for new members would need to be held.* In contrast, a suggested mitigation cannot be credited as a developed balance point: *...this can be a good chance to rebuild from scratch* [positive]. Other popular balance points included the fact that a major show was held only last year and, being staged usually in alternate years, may be disruptive to the school's 'tradition' and be too soon after the previous one to generate real interest. There was also sound development of the demands the rehearsal schedule would place on teachers, who may be unwilling (Mr James) or unable (Ms Foo) to offer the necessary time.

Most candidates identified two or three advantages of the musical performances and the most common suggestions were Miss Brandon's enthusiasm, experience and expertise, the competence and reputation of the school's orchestra, the likelihood of making most profit, especially with the hall's capacity and the option of three nights, and the high probability of being able to persuade the actor father to attend as a guest of honour. Weaker responses sometimes repeated the same or very similar developments, along the lines of selling more tickets/making more money, rather than coming up with different explanations for their chosen points being advantageous. Some less successful responses restated features from the material, without making it clear why or whether these were advantages or disadvantages. Better answers signalled this more clearly, particularly when mentioning the balance, using devices such as "*However*" or "*On the other hand*".

Some responses used the material in unexpected but logical ways and so could gain credit. For example: *While the school has traditionally performed alternatively [sic] each year, performing again after the previous year would showcase the school's commitment to fundraising and the art of musical theatre.* Some such attempts, however, were not correct. For example, the idea that the 'busy urban area' implied many local people would attend, whereas it stated in the material that the shows would be open to the 'school community and parents'.

Nuance can be important in higher-tariff questions. Some strong answers recognised that Miss Brandon's claim regarding high levels of student involvement was probably biased and thus perhaps exaggerated. Use of language, such as modal verbs, can be useful here, for example to suggest that the event *might* be the most profitable or that the presence of the orchestra/actor *may* lead to higher ticket sales and revenue, rather than the more definite *would* or *will*.

- (b) (i)** Most candidates found at least one good reason against the holding of a sponsored walk, usually picking up on Miss Brandon's reminder of the time taken to collect the money last time round, developed with Mr James' recollection of the need to send letters and reminders to parents. Some strong responses developed this idea with the notion that it would be the last of the three events for which the school would have the money raised in its possession, thus the purchase of the minibus might be delayed. The school's location, in a 'busy urban area' was also frequently cited, explained in terms of the likely dangers from traffic, the need for supervision and the difficulties of plotting a safe and/or pleasant route. A good example of inference from the material included: *Getting permission to block a 3 km course could need permission from local government/ could lead to delays and traffic problems.* Some responses made reference to the possible impact on learning and studies by holding the event on a school day. Occasional answers demonstrated a lack of understanding of the idea of 'circuits', suggesting that parental attendance was required or that 3 km was too far to walk. Some credit was given for the latter point if reference was made to those medically unable to walk perhaps being excluded, when the head teacher wanted maximum participation. The compulsory nature of the walk was also sometimes ignored, although strong responses suggested that the unwilling might absent themselves from school on the chosen day. A good response was: *Students may not be interested in a sponsored walk as they are already pushed by the school authorities to live a healthy lifestyle by eating healthily. They may feel the school is shoving this message down their throats.*
- (ii)** This seemed to be more difficult to answer well than **1(b)(i)** and there was reliance on generalisation and assumption, for instance regarding attendance, student/teacher/parent involvement, preparation time and cost, and popularity. There was some good use of the school's healthy eating policy (Additional information point 2), noting that the stall selling cakes, biscuits and sweets would potentially contravene this, or even suggesting that the head teacher might put a stop to that profitable stall, or insist that less appealing healthy snacks be sold, impacting profit. More unusual responses related to the possibility of face painting causing allergic reactions in young children, causing trouble for the school. Useful points were also made regarding the difficulty

of acquiring sufficient good quality second-hand items to sell, possible reluctance to purchase such items, and the need to persuade people to donate to, run and set up the stalls, and for local businesses to offer attractive prizes.

- (c) The strongest distractor here was point 14 of the Additional information; that Ms Foo liked to return promptly from school to walk her dogs. Candidates selecting this point had missed the statement in the Background regarding the teachers on the committee playing key roles in organising the chosen event, so this would be relevant to Ms Foo's availability for, and willingness to assist with, the musical rehearsals after school. Another frequently chosen incorrect response was point 5, but the cookery classes could have contributed cakes, etc. to sell at the fair. Some candidates also selected point 4, although Mr James' friendship with the head was relevant both for their shared interest in healthy living and the head's preference for mass participation, linked to Mr James' favouring of the sponsored walk **1(e)**.
- (d)(i) Both parts of **1(d)** required inference from the committee meeting extract, a skill most candidates demonstrated well, with the vast majority correctly identifying that Miss Brandon was the most enthusiastic. Both other teachers were sometimes incorrectly chosen. Some candidates, in both **1(d)(i)** and **1(d)(ii)**, misunderstood this question and gave synonyms for the terms 'enthusiastic' and 'community minded' respectively.
- (ii) Ms Foo was the most common and correct answer but there were occasional reversals with **1(d)(i)**, citing Ms Foo in **1(d)(i)** and Miss Brandon in **1(d)(ii)**. An occasional response incorrectly selected Mr James or named one of the events.
- (e) Most candidates performed well on this question, making the connection between Mr James' interest in sports and the sponsored walk, and identifying his desire for the easiest event to organise. Strong responses identified character traits such as laziness, and his likely support of any chance for a day off timetabled lessons. Others discussed his friendship with the head teacher, in terms of an interest in encouraging healthy living. Fewer responses referred to this connection in respect of the numbers participating but a few considered it likely that Mr James could use his influence to convince the head teacher to reject the other options. Some candidates also picked up on Mr James' point that the minibus would mainly be used by sports teams and so it made sense to arrange a related activity, while a few made reference to Mr James perhaps looking forward to an activity in which he himself could excel. An example of a developed point reaching two marks was: *Mr James is a sports teacher, he coaches the cricket team, and is very sporty himself. Due to this, Mr James has a bias towards the sponsored walk as it is something linked to his expertise.* Where answers were incorrect, they tended either to be too general on the sponsored walk, with insufficient focus on Mr James (i.e. still answering **1(b)(i)**) and/or referred to other options, for example there being no need for rehearsals.
- (f) The vast majority of candidates found at least two ideas to offer here, developed and exemplified at least one to score both marks. Commonly mentioned points included development of particular 'soft' skills, such as confidence, teamwork, communication, creativity, independence, responsibility and leadership; a break from studies/book learning, a relief from stress and a boost to mental health; experience relevant to business or which would look good on a résumé; the creation of memories, and the growth of friendships outside one's usual circle. A particularly thoughtful example was: *opportunities to build close connections with schoolmates and the provision of a safe environment for experimentation and failure, as compared to events outside of school.* Occasional responses were too vague to credit (*learn new things*) or kept too close to the material, for example *getting into prestigious universities*, or were too specific to one or more of the three events, such as fitness (from the walk), or developing/displaying musical talent.

Section B

Question 2

Some candidates did not select the appropriate sections for the questions set or did not adhere to the rubrics regarding use of own words and word limits. Precision and detail are the most important elements of good responses to the reading comprehension.

- (a) (i) Given the relatively short spread of line numbers from which to seek the synonyms, most candidates performed well in **2(a)**. Occasional answers could not be credited because they included a run-in or run-on, while a few candidates offered their own synonyms when they needed

to locate these from the material. In such questions, the same grammatical form is given in the question as will be found in the material. Although the most commonly correct of the three parts of **2(a)**, some common incorrect responses included *innovation* and *change their plans drastically*.

- (ii) This was often incorrect. Common incorrect responses included *gain access, to create* and *to partner*.
 - (iii) This was generally answered well. Incorrect attempts included *spreading, grow fast* and *expand*.
- (b) Some candidates chose incorrect material regarding the students' inability to open bank accounts. This was the wrong focus, given that the question asked about problems faced by the banks. Most responses focused on the prevalence and increased sophistication of internet fraud, and the expense and technical difficulties of its prevention. While some technical terms could be reused since they have no obvious synonyms (fraud, bank, Ghana, Africa), there tended to be too much reliance on the words from the material, such that what remained lacked the precision of the original, for instance 'online fraud'. An example of a three-mark answer was: *The expense of avoiding cybercrime is immense. Imposters are continuously improving at thieving and Ghanaian banks lack a proper functioning method to avoid fraud. Other successful points included: An escalation in the cases of identity fraud and cybercrime in recent times in Ghana. / The processes and software currently being used to put an end to fraud are very expensive. / Cyber criminals are becoming more intelligent and are able to commit their crimes more easily. / Rapid increase in skill and ability of digital con artists to swindle banks. / So far no practical working solution has been developed to stop frauds and eliminate risk despite massive investment* [two marks].
- (c) (i) Most candidates remained within, or very close to, the word limit of 20 words and offered at least one clear point. A lack of precision was the most frequent reason for a mark not being gained, for example 'live images and short videos', but most candidates showed understanding of the concept of comparison between such *real-time images* and *saved reference photos* or official documents, and the need to check that *a real person* was accessing the banking service.
- (ii) Again, the majority of candidates remained within, or very close to, the 20-word limit. Most candidates scored the mark relating to using their university ID to access services, some sense of purpose, or this being in place of government-issued documents. The precision of 'many students' not having such identification options tended to be missed, while references to the database tended to be incomplete. As such, candidates tended to perform less well in **2(c)(ii)** than in **2(c)(i)**.

- (d) The need for own words proved difficult here, since few candidates successfully conveyed either the idea of the cost or expense of animal fodder/protein and its being difficult for dairy farmers to make a profit, or any of the possible points relating to the spread of the water hyacinth with the necessary degree of precision; for example, the major water courses becoming blocked. The most common point to gain credit here was some sense of 'invasive weed', such as *the pernicious effects of the rapid growth of water hyacinth* or *the non-native plant was hard to put an end to or stop from growing*. Good examples of other points rendered in own words included: *making a surplus of cash... was difficult, the costs of feeding the animals being almost as high as the price of the products sold, blockage of prominent water bodies, an encouragement in the breeding of mosquitoes and growth of colonies of infectious mosquitoes*. A few candidates chose incorrect material to answer this question, most often the points relating to the fishermen, relevant to **2(f)**.
- (e) It was necessary to include both pieces of evidence for the single mark and most candidates did so. There were occasional lapses of precision, such as *costs* for 'feed costs', and some incorrect responses or first attempts at this single-mark question, the most common being the awarding of a grant by the Kenyan government and the reference to '50% protein'.
- (f) Some candidates did not remain within 20 words for this question. Concision and precision were essential in conveying the necessary ideas within the word limit. Some responses were too vague on employment, lacking reference to harvesting the water hyacinth, while not all responses had clearly picked up that this activity was in place of fishing, rather than a supplementary activity, their traditional livelihoods made impossible by the invasive presence of the weed. An alternative answer was that the harvesting itself might, in time, enable fishing to resume. A good example of a succinct response was: *Fishermen are employed to harvest the hyacinth since fishing is no longer possible due to high levels of hyacinth*.
- (g) (i) Since this question required neither the use of own words nor to be completed within a specified number of words, it was necessary to offer a degree of precision in the points conveyed from the material. Some candidates who used their own words lost the sense of the original or omitted some important details, such as the '35% more oxygen than other trees' and the planting of '10 bamboo trees for every one' harvested. Another reason for not gaining marks was being too definite, for example *prevents soil erosion*, rather than 'helps to prevent soil erosion', and lacking the idea of 'a serious issue for Ghanaian farmers'. A good example of these two points being rendered was: *bamboo is instrumental in preventing soil erosion, which is a pertinent problem for Ghanaian farmers* [two marks]. Other responses relied on their own ideas relating to pollution and sustainability, while the notion of cycling reducing emissions, although in the material, was incorrect, as this would be true whatever the bike was made of, so did not make sense as a comparison between bamboo and steel. However, most candidates identified at least three relevant points and conveyed them well. Some of the most common points were bamboo's rapid growth/being regenerative and abundance, production of the bikes using less energy than making steel models, and only taking one or two trees to make each bike.
- (ii) Most candidates grasped the link between wanting to understand how the design worked and being inspired to study engineering but occasional responses omitted one part of this, or reversed the meaning, to suggest that the bikes enabled them to learn or understand engineering. Some incorrect material offered was related to the provision of the bikes by a charity or that cycling reduces emissions.
- (h) (i) A number of responses here were too self-evident or vague, such as being linked with engineering or technology or being located in Africa, or repeated the question stem; being *innovative*. Some candidates wrote about the *innovators* rather than the innovations, suggesting collaboration or university educations, which was the wrong focus. Better answers included the desire to solve a pressing community problem or one the inventors themselves had experienced, improvement on an existing solution in terms of accessibility or reduced cost to users, and the provision of employment for local people. Some proposed features were not, in fact, common to all three innovations, for example an intention to be sustainable or environmentally friendly.

- (ii) There was some misunderstanding of the concept of 'mentoring' and some candidates copied the part of the material's introduction which mentioned the word. Better responses included guidance and direction on expansion, getting the products to market and raising awareness of the product and its uses, and how experienced industry experts might help innovators avoid common business pitfalls and point out possible improvements and changes.