



## Cambridge O Level

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ENGLISH LANGUAGE

1123/22

Paper 2 Reading

May/June 2021

MARK SCHEME

Maximum Mark: 50

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**Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

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This document consists of **20** printed pages.

**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

**English & Media subject specific general marking principles**  
**(To be read in conjunction with the Generic Marking Principles (and requiring further guidance on how to place marks within levels))**

**Components using level descriptors:**

- We use level descriptors as a guide to broad understanding of the qualities normally expected of, or typical of, work in a level.
- Level descriptors are a means of general guidance, and should not be interpreted as hurdle statements.
- Where indicative content notes are supplied for a question, these are *not* a prescription of required content, and must not be treated as such. Alternative correct points and unexpected answers in candidates' scripts must be given marks that fairly reflect the knowledge and skills demonstrated.
- While we may have legitimate expectations as to the ground most answers may occupy, we must at all times be prepared to meet candidates on their chosen ground, provided it is relevant ground (e.g. clearly related to and derived from a relevant passage/text and meeting the mark scheme requirements for the question).

**Components using point-based marking:**

Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

- a** DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term).
- b** DO credit alternative answers/examples which are not written in the mark scheme if they are correct.
- c** DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons...).
- d** DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.).
- e** DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities.
- f** DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).
- g** DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion).

**Notes about the Mark Scheme**

- Underlining of words and phrases indicate that these ideas are essential for the mark(s)
- Brackets round words or phrases indicate that these ideas are not essential for the mark(s)
- Single bar / indicates a synonymous form of the answer
- Double bar // indicates an alternative answer
- Where a correct answer has been crossed out but not replaced, award the mark(s).

## Section 1: Reading for Ideas

Question	Answer	Marks	Not allowed responses
1(a)	<p><b>Identify and write down the information which shows the importance of rice from ancient times to the present day, and the reasons for the continuing popularity of rice, as outlined in the passage.</b></p> <p>1 mark for each correct point to a maximum of 12 marks</p>	12	
	<p><b>The importance of rice from ancient times to the present day</b></p> <p>1 <b>Given point:</b> <i>settlements in rice-growing areas became sophisticated cultures</i></p>		
	<p>2 quickly spread (from China) // spread / was transported (from China) to (many) other parts of the world / to other countries // widespread to other parts of the world / to other countries <b>Allow</b> lift of lines 3–5 '(Such was the importance of rice that) it quickly spread... the world, (for example... Africa) <b>Note:</b> reference to an example (the Philippines / Taiwan / Borneo, etc.) must include 'for example', 'like', 'such as', etc. to distinguish it from the overarching point</p>		<p><i>it spread (alone)</i></p> <p><i>widespread (alone)</i></p> <p><i>any further content</i></p>
	<p>3 (used to mark) celebrations / ceremonies / festivities // (used to mark) <u>special</u> occasions / <u>special</u> events // (used to mark) occasions such as / like / for example weddings / harvest celebrations // (used to mark) events such as / like / for example weddings / harvest celebrations <b>Allow</b> lift of line 8 'In many cultures, rice was used to mark celebrations'</p>		<p><i>events / occasions / rituals / festivals (alone)</i></p> <p><i>used at weddings / harvest celebrations (examples alone)</i></p> <p><i>used to mark celebrations and as a symbol of good luck</i></p> <p><i>any further content</i></p>
<p>4 (ancient) links between rice and religion / religious beliefs // (it has) religious links / associations</p>	<p><i>it is mentioned in medieval Islamic texts / rice goddess (examples alone)</i></p> <p><i>cultural beliefs</i></p>		

Question	Answer	Marks	Not allowed responses
1(a)	5 (important source of) food // provides a fifth of the calories people consume (globally) // a staple food (of more than half of the world's population) <b>Allow</b> lift of lines 15–17 '(Down through the ages) rice has been an important source of food (...maize)'		<i>nutrients</i>  <i>any further content</i>
	6 (many) governments / authorities / politicians legislate / make rules / make laws to solve (rice-) production problems <b>Allow</b> lift of lines 20–21 '(But many) governments... problems (by, for example... rice-growing areas)'		<i>governments solve problems / build roads / storage facilities (alone)</i>  <i>any further content</i>
	7 <u>United Nations</u> declared / established / made (2004 to be the) International Year of Rice // alleviates / reduces / eases global / world poverty <u>and</u> malnutrition <b>Allow</b> lift of lines 22–24 'the United Nations declared... and malnutrition'		<i>alleviates / stops global poverty (alone)</i>  <i>alleviates / stops global malnutrition (alone)</i>  <i>any further content</i>
	<b>Reasons for the continuing popularity of rice</b>		
	8 <b>Given point:</b> <i>It comes in a choice of flavours</i>		
	9 variety of / lots of / many food uses // (can be) cooked in many / lots of ways // makes a variety of / a range of meals / dishes <b>Allow</b> lift of lines 28–29 'It is popular because of its variety of food uses; (...or short)'		<i>not boring</i>  <i>there are three main cooking types (alone)</i>  <i>any further content</i>
	10 healthy (option in our diets) // nutritious // wholesome // nourishing <b>Allow</b> lift of line 35: '(so, whatever choice is made,) rice is a healthy option in our diets'		<i>brown rice is high in fibre / white rice is gentler on the digestive system (examples alone)</i> <i>has added nutrients</i> <i>any further content</i>
11 inexpensive / cheap / economical way to obtain / get / produce / grow food // (the traditional method of) growing / cultivating / producing rice is inexpensive / cheap / economical <b>Allow</b> lift of lines 37–39 '(This method...vermin), it is an inexpensive way to obtain food, (particularly... are low)'		<i>inexpensive / cheap / economical (alone)</i> <i>low labour costs make it cheap to grow (alone)</i> <i>reduces weeds / deters vermin (alone)</i> <i>any further content</i>	

Question	Answer	Marks	Not allowed responses
1(a)	12 can be harvested for many seasons / many years / (up to) 30 years (through a process called ratooning) // ratooning can produce a crop for many seasons / many years / (up to) 30 years <b>Allow</b> lift of lines 39–42 '(Another reason...is that) it can be harvested... thirty years'		<i>after harvest the roots are left in the ground to sprout again (alone)</i> <i>ratooning (alone)</i> <i>cultivated for 'harvested'</i> <i>any further content</i>
	13 can be grown / cultivated almost / practically / more or less / just about / virtually / nearly anywhere (as long as the temperature is relatively high / even on a steep mountainside)		<i>it can be grown on a steep mountainside / in high temperatures (alone)</i> <i>it can be grown anywhere / in many / several places</i>
	14 (useful) by-product(s) <b>Note:</b> reference to an example (rice straw / hulls / rice bran oil) must include 'for example', 'like', 'such as' etc to distinguish it from the overarching point		<i>rice straw / hulls / rice bran oil (examples alone)</i>
	15 medicinal / medical properties / medicine // (can) cure / treat / help / infection / sickness / ailments / disease <b>Note:</b> reference to an example (eye lotion / cure for inflammation / cure for skin ailments) must include 'for example', 'like', 'such as' etc to distinguish it from the overarching point		<i>lift of lines 48–50 'In some countries... ailments'</i>  <i>eye lotion / cure for inflammation / cure for inflammation of organs / cure for skin ailments (examples alone)</i>
1(b)	<b><u>Summary</u></b>  <b>Now use your notes from 1(a) to write a summary of the importance of rice from ancient times to the present day, and the reasons for the popularity of rice in modern times, as outlined in the passage.</b>  Candidates have now fleshed out their notes into a piece of formal, continuous prose.  Candidates are advised to write between 150–180 words including the 10 words given.  Marks are awarded for producing a piece of writing which is relevant and coherent.	<b>10</b>	

Summary – Task Fulfilment 10 marks		
Band 5	9–10	<p>Excellent understanding of the task demonstrated in an impressive response:</p> <ul style="list-style-type: none"> <li>• All content included is relevant, with no unnecessary details / repetitions</li> <li>• Fluent and coherent presentation of the points, including possible synthesising where appropriate, and a wide range of appropriate stylish linking devices</li> </ul>
Band 4	7–8	<p>Good understanding of the task demonstrated in a skilful response:</p> <ul style="list-style-type: none"> <li>• Almost all content included is relevant, with only occasional unnecessary details / repetitions</li> <li>• Generally fluent and coherent presentation of the points, with appropriate linking devices</li> </ul>
Band 3	5–6	<p>Acceptable understanding of the task demonstrated in a competent response:</p> <ul style="list-style-type: none"> <li>• Some of the content included is relevant, with unnecessary details / additions</li> <li>• Satisfactory presentation of the points with limited fluency and coherence and occasional misuse of linking devices</li> </ul>
Band 2	3–4	<p>Insecure understanding of the task demonstrated in a rather faltering response:</p> <ul style="list-style-type: none"> <li>• Content included is of limited relevance, with frequent unnecessary details / repetitions</li> <li>• Presentation of the points breaks down, with little coherence and lacking linking devices</li> </ul>
Band 1	1–2	<p>Very little understanding of the task demonstrated in an incoherent response:</p> <ul style="list-style-type: none"> <li>• Content included is of little relevance, with noticeably unnecessary details / repetitions</li> <li>• Little attempt to present the points with no concept of linking devices</li> </ul>
Band 0	0	<p>No understanding of the task demonstrated in:</p> <ul style="list-style-type: none"> <li>• A totally irrelevant response</li> <li>• Insufficient material to reward</li> </ul>

Question	Answer	Marks	Not allowed responses
2	<p><b>Re-read paragraphs 1 and 4 and give one opinion from paragraph 1 and two opinions from paragraph 4.</b></p> <p><b>Paragraph 1:</b> It is astonishing that there is archaeological evidence of rice cultivation (in China around 8000 years ago) // It is astonishing that there is (archaeological) evidence of rice cultivation (in China around) 8000 years ago</p> <p><b>Paragraph 4:</b> It is impossible to become bored with eating rice</p> <p><b>Paragraph 4:</b> rice pudding, (which) is (a) delicious (combination of rice, milk, sugar and spices such as cinnamon)</p> <p><b>Accept</b> own word versions which include all the relevant detail. Examples Paragraph 1: It is amazing that there are archaeological findings of rice growing thousands of years ago Paragraph 4: Rice pudding is tasty.</p> <p><b>Note:</b> the two opinions from Paragraph 4 can be given in any order.</p>	3	<p><i>any further content</i></p> <p><i>any further content</i></p> <p><i>any further content</i></p>

## Section 2: Reading for Meaning

Question	Answer	Marks	Not allowed responses
3(a)	<p><b>From paragraph 1</b></p> <p><b>Pedro’s note said: ‘all jobs done’. How does Pedro emphasise this in his note?</b></p> <p>he / Pedro offers // he / Pedro can do:</p> <ul style="list-style-type: none"> <li>• several / a variety of / a lot of / a list of jobs //</li> <li>• many services / multi-task / do many jobs / many things / all things / everything //</li> <li>• many / a range of things he can do / his many accomplishments //</li> <li>• services for tree-cutting / housework, etc. and much more / many other things //</li> </ul> <p><b>Accept:</b> reference to the question, e.g. by listing the tasks / jobs / things Pedro / he can do // because he says he can do many the tasks / jobs / things</p> <p><b>Note:</b> Look for the idea of a large amount of / many / a range of / a list of jobs / accomplishments / services / skills</p> <p><b>Allow</b> Lift of lines 2–3 ‘He was offering his services for tree-cutting / housework / gardening / painting / decorating / rewiring / car-maintenance <u>among other things</u>’</p>	1	<p><i>it / the note says ‘Pedro: all jobs done’</i></p> <p><i>he / it / the note says he can do all jobs (alone) (In question)</i></p> <p><i>he / it / the note says what jobs / tasks he can do / gives examples of his work / tells us the jobs he can do</i></p> <p><i>he is very skilful / accomplished (alone)</i></p> <p><i>he was offering his services for tree-cutting / housework / gardening, etc. (alone)</i></p> <p><i>any further content</i></p>

Question	Answer	Marks	Not allowed responses
3(b)	<p><b>Why is the writer’s husband ‘impressed’ by Pedro’s note?</b></p> <p>he was impressed by / admired / respected / approved of / thought highly of / liked people who went out to find work / looked for employment / searched for clients</p> <p>he was impressed by / admired / respected / approved of / thought highly of / liked people who showed signs of ambition / drive / motivation / determination to succeed / were enterprising</p> <p>he was impressed by / admired the way Pedro / he looked for work / sought employment / advertised his skills / searched for clients</p> <p>he was impressed by / admired Pedro’s / his ambition / drive / determination to succeed</p> <p><b>Note:</b> Focus is on the husband’s attitude</p> <p><b>Allow</b> reference to Pedro as long as the answer is clearly linked to the question, e.g. <u>because</u> Pedro went out to find work / showed (signs of) ambition</p>	1	<p><i>it / the note describes his / Pedro’s accomplishments / skills</i></p> <p><i>he admired Pedro’s skills / accomplishments / ability to do lots of work</i></p> <p><i>it showed Pedro was ambitious / went out to find work (alone)</i></p>

Question	Answer	Marks	Not allowed responses
4(a)	<p><b>From paragraph 2</b></p> <p><b>Give the two reasons why the writer did not want to employ Pedro.</b></p> <p>(i) (she was always rather) suspicious of those who claim the ability to turn their hand to everything / anything / all jobs // (she) did not trust / believe those who say they could do everything / anything / all jobs / any job</p> <p><b>Allow</b> Lift of lines 7–8 '(Secretly) I am always (rather) suspicious of those who claim the ability to turn their hand to everything (and I voiced my reluctance to employ Pedro)'</p> <p><b>Allow</b> reference to Pedro</p> <p>she was suspicious of / did not trust / believe Pedro / him when he said he could do everything / all jobs / anything / any job</p> <p>(ii) there was (really very) little that needed to be done in the <u>garden</u> // the <u>garden</u> needed very little done // there was not much (work) to be done in the <u>garden</u></p> <p><b>Allow</b> Lift of line 10 '(I pointed out that) there was... garden'</p> <p>1 mark for each correct response Accept in either order Credit correct responses where they appear, even if both are in one limb, or if a correct response straddles both limbs</p>	2	<p><i>all sorts of jobs / many jobs / a lot of jobs / many services / many things / lots of skills</i></p> <p><i>any further content</i></p> <p><i>she is suspicious of Pedro when he says he can do many jobs</i></p> <p><i>Pedro says he can do everything (alone)</i></p> <p><i>there was nothing that needed to be done in the garden / the garden needed no work</i></p> <p><i>there was little (work) to be done (alone)</i></p> <p><i>any further content</i></p>
4(b)	<p><b>What did the writer's husband want Pedro to do in the garden?</b></p> <p>cut (back) / prune / trim / chop (cedar and / or pine) trees / branches // tree cutting</p> <p><b>Accept:</b> 'pine trees needed to be cut back' // 'cut back (those) overhanging cedar trees'</p>	1	<p><i>cut down / chop down</i></p> <p><i>get rid of the shade / allow more sunlight (alone)</i></p> <p><i>complete lift of lines 9–13 'I think...cut back too'</i></p>

Question	Answer	Marks	Not allowed responses
5(a)	<p><b>From paragraph 3</b></p> <p><b>The four men arrived with ‘chainsaws and an arsenal of useless, ageing gardening tools, plus a stack of ominously heavy lunchboxes’. Give two reasons why the writer thought the men would not do the job efficiently.</b></p> <p>(i) Award 1 mark for recasting <u>either</u> useless <u>or</u> ageing.</p> <p>their tools / equipment were not good (enough for the job) / ineffective / in poor condition / inadequate / pointless / not fit for the job / of little use / not useful / would not work well / hopeless / impractical / not appropriate / they were not well-equipped</p> <p>their tools / equipment were old / antiquated / ancient / out of date / outdated / worn out / aged</p> <p>(ii) (their lunch boxes showed) they would take a long time for lunch // they would spend (a long) time on their breaks / eating // they would eat more than work // they were more interested in lunch / food than work // they looked like they had come for a picnic and not work</p> <p>1 mark for each correct response Accept in either order Credit correct responses where they appear, even if both are in one limb, or if a correct response straddles both limbs</p>	2	<p><i>useless / insufficient / rusty / inefficient / unnecessary / not promising / unprofessional</i></p> <p><i>items / materials / components for ‘tools’</i></p> <p><i>ageing / not new / not the latest model / rusty</i></p> <p><i>their lunchboxes were heavy / full (of food) (alone)</i></p> <p><i>they had brought a lot of food (alone)</i></p> <p><i>they were / seemed unprofessional / lazy / not serious about work (alone)</i></p> <p><i>(they looked like) they had come for a picnic (alone)</i></p>

Question	Answer	Marks	Not allowed responses
5(b)	<p><b>Why do you think the writer was thankful they ‘hadn’t asked Pedro to do car maintenance’?</b></p> <p>the men’s / their car was ramshackle / a wreck / in bad condition / in deplorable condition / in poor shape / a ruin / dilapidated / poorly maintained / not cared for / not looked after / neglected</p> <p>// the men / they cannot look after / maintain their car</p> <p><b>Allow</b> Lift of lines 16–17 ‘(On the appointed morning, four other) men arrived, parking the (oldest,) most ramshackle car I had ever seen’</p>	1	<p><i>Pedro’s / his car</i></p> <p><i>it was ramshackle</i></p> <p><i>the men’s car was old / rusty / unattractive / unsuitable / not a good sign / broken (down) / bad (alone) / deplorable (alone)</i></p> <p><i>the men would have been no good at car maintenance</i></p> <p><i>the writer was not impressed by the condition of the men’s car</i></p> <p><i>any further content</i></p>

Question	Answer	Marks	Not allowed responses
6(a)	<p><b>From paragraph 4</b></p> <p><b>How did the men show their anger?</b></p> <p>they attacked / assaulted <u>Pedro</u> //</p> <p>they waved / waving their tools / equipment like swords / weapons / arms (weapons) //</p> <p>they waved / waving their tools / equipment angrily / furiously / aggressively //</p> <p>they held their tools / equipment like swords / weapons / arms (weapons)</p> <p><b>Allow</b> Lift of lines 22–24 ‘When Pedro arrived... the other men rushed as one ... attacked him’</p>	1	<p><i>they attacked <u>him</u></i></p> <p><i>they rushed as one (alone)</i></p> <p><i>they rushed at him / Pedro //</i> <i>they dashed towards him / Pedro (alone)</i></p> <p><i>they waved their tools (alone)</i></p> <p><i>‘mystified expression’ with a correct answer</i></p> <p><i>any further content</i></p>

Question	Answer	Marks	Not allowed responses
6(b)	<p><b>'When Pedro yelled at them, they hung their heads in shame.'</b> Explain in your own words what is happening here.</p> <p>(when) Pedro shouted / bellowed / roared / screamed at them / told them off / berated / scolded / reprimanded them //            (when) Pedro called out / criticised them angrily / loudly / furiously etc</p> <p>and) they were embarrassed / sorry / regretful / humiliated / abashed / remorseful / apologetic / mortified //</p> <p>(and) they felt guilty / felt bad / disappointed in themselves / not proud of themselves</p> <p>This is an <b>OWN WORDS</b> question. Key ideas are to be found in the words <b>YELLED</b> and <b>IN SHAME</b>. Any paraphrases which capture these ideas are acceptable but <b>do not accept</b> mere synonyms of the words without a relevant context. Do not insist on paraphrase of 'hung their heads'.</p>	2	<p><i>complained</i></p> <p><i>criticised (alone)</i></p> <p><i>called out (alone)</i></p> <p><i>screeched / shrieked</i></p> <p><i>ashamed / uncomfortable / shameful / confused / shy</i></p> <p><i>not proud (alone)</i></p> <p><i>yelled – shouted in shame – embarrassed</i></p>
6(c)	<p><b>The writer 'was puzzled as to what was going on.'</b> Give one other word used in the paragraph which conveys the same idea as 'puzzled.'</p> <p>mystified</p> <p><b>Allow</b>            The use of the correct word in a phrase or a sentence provided that it is underlined or otherwise highlighted, e.g. 'the word is 'mystified'</p> <p><b>Accept</b> minor miscopying</p>	1	

Question	Answer	Marks	Not allowed responses
7(a)	<p><b>From paragraph 5</b></p> <p><b>The writer was surprised at ‘the silence from outside’. What had she been expecting to hear?</b></p> <p>(the sound / whirr / noise of) chainsaws // (the sound / noise of the) trees being cut</p> <p><b>Allow</b> (the noise / sound of) the men working / men at work</p>	1	<p><i>lift of lines 28–29</i> <i>‘I/(she)hadn’t heard the whirr of a chainsaw’</i></p> <p><i>noise (alone)</i></p> <p><i>the noise / sounds of work / tools</i></p>
7(b)	<p><b>“‘Is everything all right?’ I asked needlessly.” Why was the writer’s question needless?</b></p> <p>the men / they were fighting / pushing and punching one another //</p> <p>it was obvious / clear / evident / she could see that everything was not all right / something was wrong //</p> <p>it was obvious / clear / evident / she could see that the men / they were fighting (not working) / that the men / they were not working / that the men / they were not doing their job //</p> <p>she could see / saw the answer // she knew / knows the answer // the answer was obvious // things were <u>clearly</u> not all right</p> <p><b>Allow</b> Lift of lines 30–32 ‘(I went into the garden where) I discovered the quintet... and punching one another (fists at the ready...a single branch trimmed)’</p>	1	<p><i>the men / they were about to fight</i></p> <p><i>the men / they weren’t working (alone)</i></p> <p><i>it was obvious that the men were eating / fighting and eating</i></p> <p><i>lift of line 34 ‘Throughout the morning the men continued to fight’</i></p> <p><i>things were not all right (alone)</i></p> <p><i>it was obvious (alone)</i></p> <p><i>any suggestion of doubt, e.g. it seemed they were not working</i></p> <p><i>any further content</i></p>

Question	Answer	Marks	Not allowed responses
8	<p><b>From paragraph 6</b></p> <p><b>The men were arguing because ‘they were being paid a pittance for doing such hazardous work.’ Explain in your own words the reason for the argument.</b></p> <p>they were being paid (very) little / not much / a small amount / barely anything / hardly anything / next to nothing / the minimum // their pay was low / inadequate / mean / not enough / insufficient / meagre</p> <p>for such a dangerous / perilous / unsafe / risky job // they could be hurt / injured / harmed</p> <p><b>ACCEPT:</b> The pay wasn’t worth the dangerous job = 2</p> <p>This is an <b>OWN WORDS</b> question. Key ideas are to be found in the words <b>PITTANCE</b> and <b>HAZARDOUS</b>. Any paraphrases which capture these ideas are acceptable but <b>do not accept</b> mere synonyms of the words without a relevant context. Do not insist on paraphrase of ‘paid’ or ‘work.’</p>	2	<p><i>they were paid nothing / less money</i></p> <p><i>their pay was unfair / mediocre / unimpressive</i></p> <p><i>they were not paid properly / generously</i></p> <p><i>they were not well-paid</i></p> <p><i>they were unhappy with their pay / wanted higher pay</i></p> <p><i>uncomfortable / hard / difficult / horrible / tiring / tough / complicated</i></p> <p><i>pittance – not much hazardous – unsafe</i></p>

Question	Answer	Marks	Not allowed responses
9	<p><b>From Paragraphs 1–7</b></p> <p><b>For each of the words or phrases below, circle the letter (A, B, C or D) which has the same meaning that the word or phrase has in the passage</b></p>		
9(a)	<b>D</b> (skills)	1	
9(b)	<b>A</b> (thin)	1	
9(c)	<b>B</b> (excuse)	1	
9(d)	<b>C</b> (subject)	1	
9(e)	<b>A</b> (fallen)	1	

Question	Answer	Marks	Not allowed responses
10	<p><b>Re-read paragraphs 2 and 7, which contain expressions about the trees in the garden.</b></p> <p><b>Give:</b></p> <ul style="list-style-type: none"> <li>• <b>the meaning of each expression as it is used in the passage</b></li> <li>• <b>the effect of each expression as it is used in the passage.</b></li> </ul>		
10(a)	<p><b>'stealing sunlight' (line 12)</b></p> <p><b>Meaning:</b>            (the trees) were blocking (out) / taking (away) / hiding / the sun / light / sunlight / sunshine //</p> <p>(the trees) were not allowing / not permitting / preventing the sun / light / sunshine (to reach the olive trees / to shine through)</p> <p>// (the trees) were creating shade / darkness / shadow //</p> <p>the sun could not shine through the trees //</p> <p>the olive trees were not getting sun / light / were in the shade //</p> <p>(the trees were) stopping the olive trees from growing in the sun</p> <p><b>Look for</b> reference to <u>either</u> sun / light <u>or</u> shade / darkness</p>	<b>1</b>	<p><i>the trees were too big</i></p> <p><i>the trees were a problem</i></p> <p><i>the olive trees were small</i></p> <p><i>trees were covering the olive trees (alone)</i></p>

Question	Answer	Marks	Not allowed responses
10(a)	<p><b>Effect:</b> (as if) the trees were deliberately blocking the sun // the trees intended to block out the sun //</p> <p>the trees were like robbers / thieves //</p> <p>the trees were crafty / cunning / selfish / greedy //</p> <p>the sunlight was precious //</p> <p>(it emphasises / suggests) how dominant / superior the (pine) trees were //</p> <p>(it emphasises / suggests) how vulnerable / powerless / inferior the (olive) trees were //</p> <p>(it emphasises / suggests) the (olive) trees were victims</p>	1	<p><i>it emphasises the size of the tree</i></p> <p><i>the olive trees could not grow</i></p> <p><i>the trees need to be cut back</i></p> <p><i>the trees were a nuisance</i></p> <p><i>how big / tall / powerful the trees were</i></p> <p><i>how small the trees were</i></p>
10(b)	<p><b>'Ripped from the main trunk' (line 45)</b></p> <p><b>Meaning:</b></p> <p><b>Accept for RIPPED</b> (were) separated from / cut off/from / torn off/from / broken off/from / pulled off/from / came apart from / lopped / severed / disconnected / snapped / removed (forcefully / violently)</p> <p><b>Look for</b> context of <u>EITHER</u> the branches / boughs / limbs / it / they <u>AND</u> / <u>OR</u> from the tree / trunk / it</p> <p><b>Note:</b> Do not credit any suggestion that Pedro / his men 'ripped' / broke off the branches</p> <p><b>Accept</b> singular 'branch' 'bough' <b>Accept</b> pine / cedar tree for olive tree and vice versa</p>	1	<p><i>the men broke / tore / pulled off the branches</i></p> <p><i>the branches were damaged / pinched / snatched / broken (alone)</i></p> <p><i>the trunk was broken / damaged</i></p> <p><i>torn off (alone)</i></p> <p><i>the branch was torn (needs off / from)</i></p>

Question	Answer	Marks	Not allowed responses
10(b)	<p><b>Effect:</b> (to show) Pedro / his men / they had been careless / clumsy / unprofessional / bad at their job / incompetent / useless / were not real tree-cutters / did a lot of damage //</p> <p>(the sight / scene / damage / it) was ugly / shocking / dreadful / violent / brutal / dramatic / tragic / devastating / upsetting //</p> <p>the branches / boughs / limbs came apart / were pulled off / were ripped forcefully / violently / aggressively / brutally / cruelly / viciously / without pity</p> <p><b>Accept</b> single-word answers here: e.g. violence / shock / drama / force</p>	1	<p><i>there was a lot of damage</i></p> <p><i>any suggestion that Pedro and his men were brutal / violent / had broken off the branch (on purpose)</i></p> <p><i>the writer / the reader feels sad / pity / anger</i></p> <p><i>it was sad / surprising</i></p> <p><i>the olive trees were victims / defenceless / were suffering</i></p>