



## Cambridge O Level

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ENGLISH LANGUAGE

1123/22

Paper 2 Reading

October/November 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 **19** 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).

## Section 1: Reading for Ideas

Question	Answer	Marks	Not Allowed Responses
1(a)	<p><b>Identify and write down the problems associated with plastic, and possible solutions to the problems, as outlined in the passage.</b></p> <p>1 mark for each correct point to a maximum of 12 marks</p> <p><b>Place the tick when the point is made</b></p> <p><b>The problems associated with plastic</b></p> <p>1 <b>Given point:</b> <i>lack of awareness about the threats it posed</i></p> <p>2 lack of knowledge of (just) how many / the amount of / the variety of / the range of products / things would be / are made of plastic / it</p> <p>3 disappears / degrades / breaks down / (very) slowly // takes (many / hundreds of) years to disappear / degrade / break down // the time it takes to degrade // (its chemical ingredients make it) resistant to (many) natural (processes of) degradation</p> <p><b>Allow</b> 'decomposes' for 'degrades'</p> <p><b>Allow</b> lift of lines 7–8 '(Because plastic is durable,) it disappears...slowly (as its...degradation)'</p> <p>4 (very) difficult to get rid of</p> <p>5 kills marine / aquatic life / creatures / animals (in many ways)</p>	12	<p><b>for all points:</b></p> <p><i>examples (alone)</i></p> <p><i>the inclusion of examples without 'for example', 'like', 'such as' etc to distinguish the example from the overarching point</i></p> <p><i>lift of lines 5–6 'who would have...plastic?'</i></p> <p><i>lack of knowledge of the products made from plastic / it</i></p> <p><i>plastic cup / disposable nappy / fishing line (examples alone)</i></p> <p><i>takes 50 / 450 / 600 years to degrade</i></p> <p><i>deteriorates</i></p> <p><i>it is durable (alone)</i></p> <p><i>any further content</i></p> <p><i>burning / burying plastic (examples)</i></p> <p><i>fish are entangled in plastic nets / choked by plastic bags / mistake plastic for food (examples alone)</i></p> <p><i>harms</i></p>

Question	Answer	Marks	Not Allowed Responses
1	<p>6 endangered / vulnerable / threatened species risk extinction // endangered species are threatened / vulnerable / at risk</p> <p><b>Allow</b> lift of lines 16–18 ‘Endangered species <u>like</u> some types of turtles... risk extinction (...ocean plastic)’</p>		<p><i>turtles / species risk extinction (alone)</i></p> <p><i>any further content</i></p>
	<p>7 (plastic) ingested / swallowed / eaten by sea-life (might) make(s) its way / get(s) into (the) human food (chain) // (plastic) ingested/ swallowed / eaten by sea-life (might) turn(s) up on our (own) plates</p>		<p><i>plastic could make its way into the human food chain / turn up on our plates (alone)</i></p>
	<p><b>Possible solutions to the problems</b></p> <p>8 <b>Given point:</b> <i>recycling</i></p>		
	<p>9 (companies) not using / avoiding plastic packaging / wrappers // not using it for packaging / wrappers // (companies using) paper wrappers / packaging //</p>		<p><i>supermarkets / (one) multinational tech firm use paper wrappers / packaging (examples alone)</i></p> <p><i>food products / smartphones (examples)</i></p>
	<p>10 (supermarkets / stores / shops / some countries) charge (customers) for plastic bags</p> <p><b>Allow</b> lift of lines 28–29 ‘Stores in some countries, <u>for example</u> Germany... plastic bags (with the money... charity)’ <b>Allow</b> lift of lines 29–30 ‘This charging... bags’</p>		<p><i>stores / supermarkets in Germany / UK charge customers for plastic bags (examples alone)</i></p> <p><i>any further content</i></p> <p><i>any further content</i></p>

Question	Answer	Marks	Not Allowed Responses
1	11 (some) manufacturing firms are switching from (making products entirely from) plastic / to (a combination of) plastic and (other) sustainable materials // manufacturing firms are avoiding plastic / using (other) sustainable materials // making products using (a combination of) plastic and (other) sustainable materials / making products using sustainable materials / avoiding plastic  <b>Allow</b> 'it' for 'plastic'		<i>(using) sustainable materials / a combination of plastic and (other) sustainable materials (alone)</i>  <i>other materials (alone)</i>  <i>avoiding plastic (alone)</i>  <i>a combination (alone)</i>
	12 international environmental agencies / groups target businesses with a poor record in plastic / its use // international environmental agencies / groups call on governments to act		<i>Greenpeace (example alone)</i>  <i>environmental agencies / international agencies (alone)</i>
	13 (some governments have implemented) laws to reduce plastic / it  <b>Allow</b> lift of lines 35–36 '(In turn,) some governments – <u>such as</u> those of Canada... reduce plastic (by, <u>for example</u> , prohibiting the use of microbeads)'		<i>governments of Canada / UK / Taiwan (examples alone)</i>  <i>some governments prohibit use of microbeads (example alone)</i>  <i>any further content</i>
	14 (Indonesia introduced a) <u>tourist</u> tax (used) to clean (up) plastic / litter  <b>Allow</b> lift of lines 40–41 'Because... of it plastic'		<i>tax / tourist tax (alone)</i>  <i>any further content</i>
	15 (individuals / people consciously) reduce the plastic / the amount of it coming into / used in their / the home(s) / house / household(s)		<i>using soap instead of shower gels / bamboo toothbrushes / reusable cloth bags (examples alone)</i>  <i>posting views on social media</i>

Question	Answer	Marks	Not Allowed Responses
1	16 voluntary groups remove plastic / it (and other rubbish) littering / from beaches / countryside // voluntary groups draw attention to environmental dangers posed by plastic / it		<i>volunteers</i>
1(b)	<p><b><u>Summary</u></b></p> <p><b>Now use your notes from 1(a) to write a summary of the problems associated with plastic, and possible solutions to the problems, as outlined in the passage.</b></p> <p>Candidates have now fleshed out their notes into a piece of formal, continuous prose.</p> <p>Candidates are advised to write between 150–180 words including the 10 words given.</p> <p>Marks are awarded for producing a piece of writing which is relevant and coherent.</p>	<b>10</b>	

<b>Summary – Task Fulfilment 10 marks</b>		
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 2, 3, and 5, and give one opinion from each of these paragraphs.</b></p> <p><b>Paragraph 2:</b> (while) a plastic fishing line takes an amazing 600 years to degrade</p>	1	<i>any further content</i>
	<p><b>Paragraph 3:</b> Incredibly, (such) plastic has (even) been found (lying) on uninhabited Pacific islands / (trapped) in Arctic ice</p>	1	<i>any further content</i>
	<p><b>Paragraph 5:</b> Indonesia (which) is (a) beautiful (country)</p>	1	<i>any further content</i>

**Accept** own word versions which include all the relevant content

**Examples**

Paragraph 2: A plastic fishing line takes an astonishing 600 years to break down

Paragraph 3: It is unbelievable that plastic has been found on Pacific islands where no people live

Question	Answer	Marks	Not Allowed Responses
3(a)	<p><b>From paragraph 1</b></p> <p><b>Sylvia ‘took up a post as an assistant librarian’.</b> <b>Why was this her first ‘real’ job?</b></p> <p>she spent a year working as a volunteer // (before this / when she graduated / in her last / first / other job) she worked as a volunteer // she was no longer a volunteer // she didn’t get paid in her last / first / other job // she was getting paid (in her new / real job)</p> <p><b>Note:</b> be generous with tenses</p>	1	<p><i>she was an enthusiastic / new college graduate (alone)</i></p>
3(b)	<p><b>Why was Sylvia ‘disappointed’?</b></p> <p>(many of) the books she introduced / brought in / ordered remained on the shelves // nobody / few read / borrowed the books she introduced / brought in / ordered // nobody / few liked her favourite books / the books she liked / books by her favourite authors</p> <p><b>Accept</b> novels for books <b>Allow</b> lift of lines 2–4 ‘She introduced books... unpacked them’</p>	1	<p><i>lift of lines 3–4 she was ‘disappointed when... shelves, (their... she had unpacked them.)’ (answer needs reference to books)</i></p> <p><i>many of the books (she unpacked) remained unread / on the shelves (alone)</i></p> <p><i>any further content</i></p>

Question	Answer	Marks	Not Allowed Responses
3(c)	<p><b>The senior librarian thought that he was ‘an expert in the recreational tastes of the town’.</b> <b>Explain in your own words what he thought.</b></p> <p>the senior librarian / he thought he knew all about / knew everything / a lot // the senior librarian / he fully understood / was very familiar with / well-informed about / knowledgeable about / an authority on / a specialist on / a master at knowing / a professional at knowing</p>	1	<p><i>he knew / understood (alone)</i></p> <p><i>he was experienced / a professional / a master (alone)</i></p>
	<p>what people (in the town) did / liked / chose / preferred to do to entertain themselves / in their spare time / for leisure //</p> <p>what people (in the town) liked / chose / preferred / wanted to read //</p> <p>the reading habits / book choices / hobbies / interests of the town / people</p> <p><b>Accept</b> negative ideas, e.g. what people didn’t like to do in their spare time // what people didn’t like to read</p> <p>This is an <b>OWN WORDS</b> question. Key ideas are to be found in the words <b>EXPERT</b> and <b>RECREATIONAL TASTES</b>. Do not insist on paraphrase of ‘of the town’. Any paraphrases which capture these ideas are acceptable but do not accept mere synonyms of the words without a relevant context.</p>	1	<p><i>he had worked there for many years (alone)</i></p> <p><i>what people did for / as recreation</i></p> <p><i>people’s habits (alone)</i></p> <p><i>what people did / liked / preferred (alone)</i></p> <p><i>expert – to know everything</i> <i>recreational tastes – reading choices</i></p>

Question	Answer	Marks	Not Allowed Responses
4(a)	<p><b>From paragraph 2</b></p> <p><b>The rent was ‘justifiably low’. Why do you think the low rent was justifiable?</b></p> <p>the cottage / house / place / property was in poor / bad condition / neglected / not well-maintained / dilapidated / shabby // nobody would want to live in the cottage / house / place / property / there // the cottage / house / place / property had (orange) damp stains / flaking paint // the garden was overrun with weeds</p> <p><b>Look for</b> generalised reason <b>or</b> a specific example</p> <p><b>Allow</b> the lift of lines 10–11 ‘The walls ... flaking’ <b>or</b> the lift of lines 12–13 ‘Outside, the garden ... weeds’</p>	1	<p><i>walls had orange stains (alone)</i></p> <p><i>a ruin / wreck</i></p> <p><i>harsh</i></p> <p><i>it didn’t look nice</i></p> <p><i>she couldn’t have afforded anything else</i></p> <p><i>her salary was low</i></p> <p><i>any further content</i></p> <p><i>any further content</i></p>
4(b)	<p><b>Which one feature of the cottage made it seem ‘picturesque’ to Sylvia?</b></p> <p>the <u>kitchen</u> / <u>window</u> had a (lovely) view of (distant) hills // she could see (distant) hills from the <u>kitchen</u> / <u>window</u></p> <p><b>Allow</b> lift of lines 11–12 ‘(but) the kitchen... hills; (to Sylvia... picturesque)’</p>	1	<p><i>a correct answer with the inclusion of orange / damp stains / flaking paint</i></p> <p><i>the view from the kitchen / window (alone)</i></p> <p><i>she could see the distant hills (alone)</i></p> <p><i>any further content</i></p>
4(c)	<p><b>Which items were Sylvia’s ‘most prized possessions’?</b></p> <p>(her) books</p> <p><b>Accept</b> books by her favourite authors / her favourite books / novels</p>	1	<p><i>inclusion of any other item</i></p> <p><i>lift of lines 15–16 ‘there was no bookshelf on which to house her most prized possessions’</i></p>

Question	Answer	Marks	Not Allowed Responses
5(a)	<p><b>From paragraph 3</b></p> <p><b>Give two pieces of evidence which show that Sylvia loved reading.</b></p> <p>(i) she (often) read by torchlight under the bedclothes / blankets // she would read at night by torchlight // she (often) read (far) into / (late) at / in the night</p> <p><b>Allow</b> lift of lines 19–20 '(Sylvia was an only child and) long hours spent alone had encouraged... under the bedclothes far into the night.'</p> <p>(ii) she walked (down) to / visited the library every (single) Saturday (morning)</p> <p><b>Allow</b> lift of lines 20–22 'Every single Saturday morning, while her father read the newspapers... Sylvia walked down to the library'</p> <p>(iii) characters in fiction became her (silent) allies / (sometimes more than) friends / shaping influences</p> <p><b>Allow any two of three</b> correct pieces of evidence.</p> <p>1 mark for each correct response.</p> <p>Accept in either order.</p> <p>Credit correct responses where they appear, even if both are in the same limb, or if a correct response straddles both limbs.</p>	1	<p><i>spent long / many hours reading (alone)</i></p> <p><i>any further content</i></p> <p><i>she walked to the library often / regularly</i></p> <p><i>any further content</i></p> <p><i>lift of lines 26–27 'it was Miss Jenkins ... shaping influences'</i></p>
5(b)	<p><b>What emotion do you think Sylvia's mother felt as she did the household chores?</b></p> <p><u>self</u>-pity / feeling sorry <u>for herself</u> / resentful / bitter / frustrated / aggrieved / burdened / irritated / annoyed</p> <p><b>Allow</b> fed up</p>	1	<p><i>a martyr</i></p> <p><i>angry / unhappy / disappointed / tired / bored</i></p> <p><i>(felt as if) nobody helped her (alone)</i></p> <p><i>(felt as if) she had to do all the work / household chores herself (alone)</i></p>

Question	Answer	Marks	Not Allowed Responses
5(c)	<p><b>Sylvia had ‘practice in dealing with her mother’s changing moods’. What had this helped her to do?</b></p> <p>to make friends / to befriend others / to have (more) friends</p>	1	<p><i>(to help her to be) easy-going / friendly / social (alone)</i></p> <p><i>she was not without friends</i></p> <p><i>to make friends with fictional characters</i></p> <p><i>lift of lines 24–26 ‘Practice in dealing with ... not without friends’</i></p>

Question	Answer	Marks	Not Allowed Responses
6(a)	<p><b>From paragraph 4</b></p> <p><b>Sylvia ‘had a dreaminess that vexed her teachers’. Explain in your own words how Sylvia’s teachers felt about her.</b></p> <p>Sylvia / she was / seemed in a world of her own / far away / distant / detached / dozy //</p> <p>Sylvia / she lacked concentration / had a vagueness / didn’t pay attention / was caught up in her imagination/thoughts</p>	1	<p><i>a dreamer / daydreamer</i></p> <p><i>lazy / not serious / careless / imaginative / absent-minded</i></p>
	<p>which worried / angered / bothered / irritated / annoyed / troubled / concerned / frustrated / exasperated her teachers / them</p> <p>This is an <b>OWN WORDS</b> question. Key ideas are to be found in the words <b>DREAMINESS</b> and <b>VEXED</b>. Do not insist on a paraphrase of ‘her teachers’. Any paraphrases which capture these ideas are acceptable but do not accept mere synonyms of the words without a relevant context.</p>	1	<p><i>perplexed / puzzled / baffled / confused / unhappy / disappointed / upset / furious</i></p> <p><i>they did not like her (dreaminess)</i></p> <p><i>dreaminess – vagueness</i> <i>vexed – irritated</i></p>
6(b)	<p><b>Which career did Sylvia’s mother want her to avoid?</b></p> <p>actor / acting</p> <p><b>Allow</b> (a career in) drama</p>	1	<p><i>job without a proper future</i></p> <p><i>(go to) drama school</i></p>

Question	Answer	Marks	Not Allowed Responses
7(a)	<p><b>From paragraph 5</b></p> <p><b>Sylvia ‘had no real talent’ for chess. Give the word used earlier in the paragraph which conveys the idea of ‘talent’.</b></p> <p>flair</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 ‘flair’</p>	1	<i>passion</i>
7(b)	<p><b>Sylvia ‘guessed an unmet desire in her father which went beyond just playing chess’. What do you think this ‘unmet desire’ was?</b></p> <p>(to have) something he and Sylvia / his daughter could share / do together //</p> <p>(to have) a bond with / spend (quality) time with / become closer to / have something in common with Sylvia / his daughter //</p> <p>to show his love for Sylvia / his daughter //</p> <p>to show feelings for Sylvia / his daughter he is unable to express (in words) //</p> <p>(he wanted) Sylvia / his daughter to share / inherit his passion / interest (in chess / it) //</p> <p>(he wanted) Sylvia / his daughter to be good at / enjoy chess / it //</p> <p>(he wanted) to pass on his love of chess to Sylvia / his daughter</p> <p><b>Accept</b> ‘she’ / ‘her’ for Sylvia / his daughter</p>	1	<p><i>to play chess with his daughter (alone)</i></p> <p><i>he wanted his daughter to beat him (at chess) (alone)</i></p> <p><i>to be good at chess (alone)</i></p> <p><i>lift of lines 38–39 he / ‘her father had attempted to pass this interest on to his only child’</i></p>

Question	Answer	Marks	Not Allowed Responses
8	<p><b>From paragraphs 2–6</b></p> <p><b>For each of the words below, circle the letter (A, B, C or D) which has the same meaning that the word has in the passage</b></p>		
8(a)	B (peeling)	<b>1</b>	
8(b)	B (failings)	<b>1</b>	
8(c)	C (with agreement)	<b>1</b>	
8(d)	D (managed)	<b>1</b>	
8(e)	A (simple)	<b>1</b>	

Question	Answer	Marks	Not Allowed Responses
9	<p>Re-read paragraph 2, which contains expressions telling us about (a) Sylvia's first real job and (b) Sylvia's landlord.</p> <p>Give:</p> <ul style="list-style-type: none"> <li>the meaning of each expression as it is used in the passage</li> <li>the effect of each expression as it is used in the passage.</li> </ul>		
9(a)	<p><b>Sylvia 'stuck it out' for a year (line 8)</b></p> <p><b>Meaning:</b> (Sylvia / she) stayed (in) / remained (in) / endured / bore / suffered / survived / put up with / persisted (in) / persevered (with) tolerated / did not give up (the job / it for a year) //</p> <p>(Sylvia / she) kept at it / continued working / managed to work / forced herself to work there / stay</p> <p><b>Effect:</b> <u>Sylvia / she</u> was / felt unhappy / unenthusiastic / unwilling / reluctant / unfulfilled / (in the job) //</p> <p><u>Sylvia / she</u> disliked / hated the job / it //</p> <p><u>Sylvia / she</u> wanted to leave (the job / it) //</p> <p><u>Sylvia / she</u> had perseverance / persistence / was persistent / did not give up easily //</p> <p><u>the job / it</u> was unsatisfying / unfulfilling / disappointing / frustrating / didn't suit her</p> <p><b>Note:</b> answer can focus on either <b>Sylvia</b> or <b>the job</b></p>	<p>1</p> <p>1</p>	<p><i>she was working / worked / had to work (there)</i></p> <p><i>she could not leave / she was trapped</i></p> <p><i>she held on / struggled</i></p> <p><i>she did the job (alone)</i></p> <p><i>the job was dull / boring / difficult / did not interest her</i></p> <p><i>she was patient</i></p> <p><i>she was trapped</i></p> <p><i>she persisted / persevered (this is meaning)</i></p> <p><i>she did not give up (alone)</i></p> <p><i>she struggled</i></p>

Question	Answer	Marks	Not Allowed Responses
9(b)	<b>the landlord ‘hastily’ told Sylvia (line 13)</b>		
	<p><b>Meaning:</b> (the landlord / he) quickly / speedily / hurriedly (spoke / told Sylvia) //</p> <p>(the landlord / he spoke) immediately / without hesitation / pausing / delay</p>	<b>1</b>	<i>suddenly / impatiently</i>
	<p><b>Effect:</b> the landlord / he is anxious / desperate / eager (for Sylvia / her to rent the cottage / to get a tenant) //</p> <p>the landlord / he is glossing over / dismissing / avoiding / minimising / distracting Sylvia / her from the problem / issue / workload / state of the garden //</p> <p>the landlord / he <u>really</u> wanted her to rent (the cottage) //</p> <p>the landlord / he is worried / afraid Sylvia / she will change her mind / be put off / have doubts / be intimidated / will back out</p>	<b>1</b>	<i>he is nervous</i>  <i>he is persuading / convincing her</i>  <i>he wanted her to rent (the cottage)</i>