



# Cambridge O Level

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**ENGLISH LANGUAGE**

**1123/22**

Paper 2 Reading

**May/June 2023**

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.

Cambridge International is publishing the mark schemes for the May/June 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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This document consists of **17** 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 advantages of online learning, and the advantages of classroom learning, as outlined in the passage.</b></p> <p>1 mark for each correct point to a maximum of 12 marks</p>	<b>12</b>	<p>For all points:</p> <ul style="list-style-type: none"> <li>– examples (alone)</li> <li>– the inclusion of examples without ‘for example’, ‘such as’, ‘like’, ‘ranging from’, ‘including’ etc to distinguish the example from the overarching point</li> </ul>
	<p><b>Advantages of online learning</b></p> <p>1 students can study in a place that is convenient (for them) (given)</p>		
	<p>2 (students) can work at a time that suits them / at any time / at a convenient time //</p> <p>(students are) not confined to (the) set times (of the school day)</p> <p><b>Allow</b> lift of lines 6–7 ‘Students can work... day’</p>		<p>students can work in the early evening / late at night (examples alone)</p>
	<p>3 travel <u>time</u> is eliminated //</p> <p>don’t waste <u>time</u> travelling (to school) //</p> <p><u>time</u> saved not travelling (can be used for pastimes / hobbies / other things) //</p> <p>walking, taking public transport or being driven to school takes <u>time</u> which can be used for pastimes / hobbies</p> <p><b>Allow</b> lift of lines 8–9 ‘Travel time... instead’</p>		<p>time for pastimes / hobbies (alone)</p> <p>travel is eliminated</p> <p>saves time (alone)</p> <p>time saved can be used for pastimes / hobbies</p> <p>walking, taking public transport or being driven to school takes time (alone)</p>
	<p>4 (students can) learn / work at their own pace / speed //</p> <p>no pressure / no need to keep up with others</p> <p><b>Allow</b> lift of lines 13–14 ‘Students can learn... with others’</p>		<p>no need to stop (working) because a bell has rung (alone)</p>

Question	Answer	Marks	Not Allowed Responses
1(a)	5 (students have the chance to) revisit / go over aspects of learning / topics / work / things which they have not (completely) understood (as often as they like / in their own time) //  <b>Allow:</b> (to) revisit and understand (learning) (alone)		<i>students have the chance to / can revisit / go over aspects of learning (as often as they like / in their own time)</i>
	6 (opportunities for) individual / personal feedback (at a time which is mutually suitable for both student and teacher) //  feedback (from teacher) can be/is tailored / adapted to (the needs of) the (individual) student		<i>feedback (alone)</i> <i>any suggestion that the student is giving the feedback</i>
	7 students (who are) shy / timid about speaking out (in class) might feel empowered / confident //  students (who are) shy / timid about speaking out (in class) might engage (with their teacher) //  shy / timid students might engage in dialogue / might talk / might communicate (with their teacher)  <b>Allow</b> lift of lines 22–23 ‘Students who are shy... in dialogue (with their teacher in the more private setting online)’		<i>helps shy / timid / unconfident students (alone)</i>  <i>relaxed / comfortable / at ease (for ‘empowered’)</i>  <i>shy students might feel empowered (alone)</i>  <i>shy students might feel empowered to engage (with their teacher)</i>  <i>texting / messaging</i>
	8 broad(er) / wide(r) range of learning content (which is available in the online classroom)		<i>dangerous experiments can be demonstrated safely online</i>
	<b>Advantages of classroom learning</b> 9 <i>teachers can identify immediately any problems students are facing (given)</i>		

Question	Answer	Marks	Not Allowed Responses
1(a)	10 (students can) work (more) <u>easily</u> in groups //  group work is easy //  (students) help / support / cooperate with each other (in their learning / is a life skill)  <b>Accept:</b> Inclusion of reference to 'life skill'		<i>group work (alone)</i>  <i>'the/this ability to cooperate with each other (is a life skill)'</i>  <i>personal relationships / world of work</i>  <i>teachers should never underestimate the advantages of group work</i>
	11 (valuable) feedback from <u>other</u> students / peers / someone their own age (is easier to achieve / may have greater impact)  <b>Allow</b> feedback from teachers and <u>other</u> students / peers (is easier / easy)		<i>feedback from teacher is easy</i>
	12 (provides an important) opportunity (for students) to socialise (during breaks / on journey to and from school) //  lifelong friendships formed (in school)		
	13 (chances for) extra-curricular activities  <b>Allow</b> lift of lines 38–40 'Schools also offer... activities, ( <u>ranging from</u> drama groups and debating societies... experience of school life)'		<i>schools offer drama groups / debating societies / sports clubs (examples alone)</i>
	14 (obeying school / class) rules encourage(s) self / personal discipline //  (obeying school) rules encourage(s) discipline which builds character / is useful in later life  <b>Allow</b> lift of lines 42–43 'obeying school rules encourages personal discipline... useful in later life'		<i>(obeying school) rules builds character / is useful in later life (alone)</i>  <i>(obeying school) rules encourage discipline (alone)</i>
	15 (access to) facilities //  <b>Allow</b> lift of lines 44–46 '(Moreover, classroom students gain) access to...online, ( <u>such as</u> gyms... library)'		<i>access to gyms / dance / yoga studios / school library (examples alone)</i>

Question	Answer	Marks	Not Allowed Responses
1(a)	<p>16 (learning) environment / setting (of the classroom) / the classroom is (generally more educationally) stimulating (than the kitchen / dining room / study / home) //</p> <p>(a more educationally) stimulating environment</p> <p><b>Focus</b> must be on a physical environment (not just ‘learning’ / ‘classroom learning’)</p> <p><b>Allow</b> lift of lines 46–48 ‘The learning environment... with things <u>like</u> wall displays... photographs’</p>		<p><i>classroom learning / learning in the classroom / it is (more educationally) stimulating</i></p> <p><i>the atmosphere / feel / aura / mood / ambience (of the classroom) is stimulating</i></p> <p><i>wall displays / pictures / photographs (examples alone)</i></p>

Question	Answer	Marks	Not Allowed Responses
1(b)	<p><b><u>Summary</u></b></p> <p><b>Now use your notes from 1(a) to write a summary of the advantages of online learning, and the advantages of classroom learning, 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>Q1(b) Summary – Task Fulfilment 10 marks</b>		
Band 5	9–10	Excellent understanding of the task demonstrated in an impressive response: <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	Good understanding of the task demonstrated in a skilful response: <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	Acceptable understanding of the task demonstrated in a competent response: <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	Insecure understanding of the task demonstrated in a rather faltering response: <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	Very little understanding of the task demonstrated in an incoherent response: <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	No understanding of the task demonstrated in: <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	<b>Re-read paragraphs 1, 2, and 5, and write down one piece of advice given by the writer from each of these paragraphs.</b>		
	<b>Paragraph 1:</b> It would be / it is wise to consider (carefully the) advantages of both types of learning.	1	<i>any further content</i>
	<b>Paragraph 2:</b> Students (really) ought to be encouraged to unwind after their studies.	1	<i>any further content</i>
	<b>Paragraph 5:</b> Teachers should never underestimate (the) advantages of group work.	1	<i>any further content</i>

Question	Answer	Marks	Not Allowed Responses
3(a)	<b>From paragraph 1</b> <b>What kind of job did Laurent get when he left university?</b>  banker / (a career in) banking / working in a bank  <b>Allow</b> 'young banker'  <b>Allow</b> lift of line 2 'He had let himself be drawn into a career in banking'	1	<i>lift of lines 2- 4 'it had been exciting to be recognised as a promising young banker / have responsibilities / earn a lot of money'</i>  <i>'a promising (young) banker'</i>
3(b)	<b>Why did Laurent stay in his job as long as he did?</b>  he was earning / making (a lot of) money // his salary / pay (was high) // for the money // the money he was earning (was compensation for the problems that weighed heavily on him / he was facing)  <b>Allow</b> lift of line 6 '(for a while) the money he was earning was compensation (enough)'	1	<b>even with a correct answer:</b> <i>(at first) it was exciting / to be recognised as a promising/young banker / to have responsibilities</i>  <i>he had enough money / the money was promising / the money made him happy</i>

Question	Answer	Marks	Not Allowed Responses
3(c)	<p><b>The contrast between ‘his ideal and his reality’ was too great. Explain in your own words what this ‘contrast’ was.</b></p> <p>(the contrast / difference between)</p> <p>what he wanted to do / be / become //            what he aspired to / desired / hoped for / wished for //            had a passion for a life (working) with books //            his ambition / perfect life / goal / dream / (was a life devoted to reading / to work with books)</p>	1	<p><i>what he planned / thought / expected / imagined / preferred</i></p> <p><i>‘a life devoted to reading’ (alone)</i></p> <p><i>his ideal life was working with books (alone)</i></p> <p><i>‘who he really was’</i></p> <p><i>he had a passion for / loved / liked reading</i></p>
	<p>and</p> <p>what is actually happening / what is happening now //            what he actually / currently is / has become / is doing //            his actual / current / present life / job / career (as a banker / working in a bank) //            life as it actually is/was // the life he actually has // his life now // the life he actually got // the life he is/was living (as a banker) //            what his life in fact / literally / truly was // daily / regular / everyday life (as a banker) //            how his life turned out // what he ended up doing</p> <p>This is an <b>OWN WORDS</b> question. Key ideas are to be found in the words <b>IDEAL</b> and <b>REALITY</b>. 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 was / became a banker (alone)</i></p> <p><i>he was ‘drawn into’ / caught up in a career in banking</i></p> <p><i>what he really is doing / his real life (text-based)</i></p> <p><i>the ‘opposite of who/what he really was’ / the person he was</i></p> <p><i>‘the man he had become’ / what/who he became (alone)</i></p> <p><i>ideal – dream</i>  <i>reality – actual life</i>  <i>(no context)</i></p>

Question	Answer	Marks	Not Allowed Responses
4(a)	<p><b>From paragraph 2</b></p> <p><b>Laurent was ‘eager to negotiate an immediate departure’. Give the three-word phrase used later in the paragraph which conveys a similar meaning to ‘immediate’.</b></p> <p>there and then</p>	1	
4(b)	<p><b>‘On such occasions, especially, he knew that he had made the right decision.’ What were these ‘occasions’?</b></p> <p>(hosting) book-signing evenings / events //</p> <p>(evenings / events / occasions) where/when customers queued up to buy a book signed <u>there and then</u> by the/a writer</p> <p><b>Accept:</b> book signing(s) (alone)</p> <p><b>Allow</b> lift of lines 12–14 ‘(But his favourite task was hosting) book-signing evenings (where loyal customers...signed there and then by the writer)’</p>	1	<p><b>even with a correct answer:</b> selling collections of poetry / non-fiction books / novels</p> <p>where/when customers queued up to buy a book signed by the writer / a signed book</p> <p>(a writer) signing copies of newly published books</p>

Question	Answer	Marks	Not Allowed Responses
5(a)	<p><b>From paragraph 3</b></p> <p><b>In addition to having breakfast, why did Laurent go to a café?</b></p> <p>(he planned) to re-read / read his/the notes on / about Pichier’s (new) novel / on <i>Tears of Sand</i></p> <p><b>Allow</b> lift of lines 18–19 ‘Laurent was carrying a copy of Pichier’s new novel... his notes on it (in peace... bookshop)’</p>	1	<p>(he planned) to re-read his notes on it / the book / the novel / Pichier</p> <p>(he planned) to re-read the novel / <i>Tears of Sand</i> /</p> <p>to re-read the notes <u>of</u> Pichier / Pichier’s notes</p> <p>to plan his notes on ‘<i>Tears of Sand</i>’</p>

Question	Answer	Marks	Not Allowed Responses
5(b)	<p><b>Why do you think Laurent ‘glanced around him’?</b></p> <p>to see if / he thought that the owner of the <u>handbag</u> was there / nearby / would appear //</p> <p>to find / locate / look for the owner of the <u>handbag</u> //</p> <p>to see if a woman / the owner would claim the <u>handbag</u></p> <p><b>Allow</b> ‘bag’ / ‘purse’ (US) for ‘handbag’</p>	1	<p><i>lift of lines 23–24 ‘(an absurd thing to do as) no woman was suddenly going to appear (and claim her property)’</i></p> <p><i>to see if the owner/a woman would claim it / her property</i></p>
5(c)	<p><b>Give two reasons why Laurent thought the handbag ‘had almost certainly been stolen’.</b></p> <p>(i) it bulged //</p> <p>it obviously / clearly wasn’t empty //</p> <p>it obviously / clearly had things inside (it) //</p> <p>it seemed / appeared to have things inside / to be full //</p> <p>he could see it wasn’t empty</p> <p><b>Allow</b> lift of line 24 ‘From the way the leather bulged, it obviously wasn’t empty’</p>	1	<p><i>it wasn’t empty</i></p> <p><i>it had things inside</i></p>
	<p>(ii) the owner wouldn’t have left it on top of the bin //</p> <p>the owner would have thrown it into the bin (not left it on top) //</p> <p>the owner wouldn’t throw away a handbag full of items/contents/things</p> <p><b>Accept passive:</b></p> <p>it wouldn’t have been (left) on top of the bin //</p> <p>it was (left) on top of the bin //</p> <p>it would have been thrown into the bin //</p> <p>it was not thrown into the bin (but left on top)</p> <p><b>Allow</b> lift of lines 25–26 ‘(After all), had the handbag been old or damaged, the owner would have thrown it into the bin, (not left it on top)’</p> <ul style="list-style-type: none"> <li>1 mark for each correct response</li> <li>Accept in any order</li> </ul>	1	<p><i>it wasn’t old or damaged (alone)</i></p> <p><i>any suggestion that the bag <u>was</u> old / damaged</i></p>

Question	Answer	Marks	Not Allowed Responses
6(a)	<p><b>From paragraph 4</b></p> <p><b>Why do you think the woman in the police station</b></p> <p><b>(i) ‘looked up’ and (ii) then ‘looked away again’?</b></p> <p>(i) she thought / hoped / wondered if the handbag was her (stolen) handbag / hers // to see if the handbag was hers // she thought her handbag was found</p>	1	<p><i>any suggestion that her handbag <u>had</u> been found</i></p> <p><i>she was hopeful (alone)</i></p> <p><i>she hoped it was hers (alone)</i></p> <p><i>Laurent / someone had found a/her handbag</i></p>
	<p>(ii) she realised / knew / saw / was disappointed that the (contents of the) handbag was <b>not</b> her (stolen) handbag/hers / was someone else’s // she didn’t recognise the contents / handbag</p> <p><b>Allow</b> for (ii) ‘contents’, or ‘it’ (alone) if reference to ‘handbag’ is clear from (i)</p> <p><b>Allow</b> ‘bag’ and ‘purse’ for ‘handbag’</p> <p><b>Note:</b> (i) and (ii) need to be answered in the correct order</p>	1	<p><i>she was disappointed (alone)</i></p> <p><i>(she looked away because) it wasn’t her bag / it was someone else’s bag</i></p>

Question	Answer	Marks	Not Allowed Responses
6(b)	<p><b>The silence was broken by ‘a clattering sound which resonated through the room’. Explain in your own words what broke the silence.</b></p> <p>(a) rattling / clinking / clanking / clanging / banging / crashing (sound) //            (a) noisy / loud (sound) //            (a) lot of noise //            the sound/noise of items hitting / striking the table / each other</p>	1	<p><i>thumping / rumbling</i></p> <p><i>heavy / unpleasant / harsh / big noise</i></p> <p><i>(a) noise (alone)</i></p> <p><i>the items hitting the table / each other (no sound)</i></p> <p><i>the sound of items falling / dropping on the table (too weak)</i></p> <p><i>commotion / din / clamour</i></p>
	<p>echoed / vibrated / rang / spread / travelled (through the room) //            went around / filled the room</p> <p>This is an <b>OWN WORDS</b> question. Key ideas are to be found in the words <b>CLATTERING</b> and <b>RESONATED</b>. Any paraphrases which capture these ideas are acceptable but do not accept mere synonyms of the words without a relevant context. Do not insist on paraphrasing of ‘through the room’ or ‘sound’.</p>	1	<p><i>could be heard / came (through the room)</i></p> <p><i>clattering – rattling</i>  <i>resonated – echoed</i>  <i>(no context)</i></p>
6(c)	<p><b>‘Needless to say, there was no wallet and no phone.’ Why do you think the writer says this information was ‘needless to say’?</b></p> <p>the wallet and phone / they were (the) valuable / expensive (items / things) //            a thief would steal the valuable / expensive items (like a phone / wallet) //            a thief would not leave valuable / expensive items (in the handbag) //            the wallet and phone / they were worth stealing //            you wouldn’t steal a bag to get a perfume bottle / some tissues / a diary / a notebook / keys</p>	1	<p><i>the wallet and phone were / would have been stolen (alone)</i></p> <p><i>a thief would steal / not leave a wallet / a phone (alone)</i></p>

Question	Answer	Marks	Not Allowed Responses
7	<p><b>From paragraph 6</b></p> <p><b>'The mystery was solved.' What was the 'mystery'?</b></p> <p>the identity / name of the owner of the <u>handbag</u> (and key chain) // (Laurent discovered) who the owner of the <u>handbag</u> was // who owned the <u>handbag</u></p> <p><b>Allow</b> the owner of the <u>handbag</u> was Emma Valadier</p>	1	<p><i>'It says Emma Valadier'</i></p> <p><i>who owned the key chain (alone)</i></p> <p><i>the identity / name of the owner</i></p> <p><i>'it' for handbag: who owned it</i></p>

Question	Answer	Marks	Not Allowed Responses
8(a)	(B) slightly	1	
8(b)	(D) followed	1	
8(c)	(A) faithful	1	
8(d)	(B) cried	1	
8(e)	(C) varied	1	

If more than one answer is given, do not award the mark, even if one of them is correct.

Allow any form of indicating the correct answer, e.g. a tick.

Question	Answer	Marks	Not Allowed Responses
9	<p>Re-read paragraphs 1 and 3, which contain phrases about Laurent. Give:</p> <ul style="list-style-type: none"> <li>the meaning of each phrase as it is used in the passage</li> <li>the effect of each phrase as it is used in the passage.</li> </ul>		
9(a)	<p><b>'he was wasting his life' (lines 8–9)</b></p> <p><b>Meaning:</b></p> <p>(he knows / realises) he is not doing / filling his time/his life with anything meaningful / valuable / useful / fulfilling / satisfying //</p> <p>he is not doing what he wants to do / not achieving anything / throwing his life away //</p> <p>he spends time / his life / his job doing things that are boring / unsatisfying / unfulfilling / without purpose //</p> <p>he feels / thinks banking is unfulfilling / boring / meaningless / unsatisfying</p>	1	<p><i>he is wasting time</i></p> <p><i>he is ruining his life / is in the wrong job / doesn't want to be/like being a banker / has made a mistake</i></p> <p><i>he doesn't want to be a banker / he wants to devote his life to books</i></p> <p><i>he is not doing what he planned / expected / preferred / should do</i></p> <p><i>banking is unfulfilling / boring / meaningless / unsatisfying (alone)</i></p> <p><i>he was not following his 'ideal'</i></p>
	<p><b>Effect:</b></p> <p>he feels / is depressed / sad / unhappy / frightened / empty / negative / regretful / frustrated / anxious / dissatisfied / worried / unfulfilled</p> <p>the situation / his life is depressing / sad / frightening //</p> <p>the reader feels sympathy / sorry for him</p>	1	<p><i>he will change his job / life</i></p> <p><i>he hates / dislikes / does not enjoy the job/his life</i></p> <p><i>he was tired / unsure / doubtful / nervous / tense / stressed</i></p> <p><i>uncertain / terrified (text)</i></p> <p><i>his life is a tragedy / disaster</i></p> <p><i>one word answers: gloom / sympathy</i></p>

Question	Answer	Marks	Not Allowed Responses
9(b)	<b>'It took a few slow moments to register (what he had just seen)' (line 21)</b>		
	<p><b>Meaning:</b></p> <p><b>Note:</b> A correct answer must include a meaning for 'a few slow moments' <b>and</b> 'to register'</p> <p>it took him (a short) time / a while to realise / recognise / process / grasp / take in / be sure about / focus on / notice / be aware of / confirm / identify / absorb (what he had seen) //</p> <p>he didn't know / catch on / work out / understand / figure out at once / right away / immediately / instantly / at first (what he had just seen)</p> <p><b>Accept</b> any sensible length of time: a minute / seconds / some seconds / a while / some time / gradually etc.</p>	1	<p><i>he didn't realise / recognise etc what he had seen (alone without a meaning for 'a few slow moments')</i></p> <p><i>to examine / analyse / remember / think about / consider / look</i></p> <p><i>slowly / momentary / momentarily (text based)</i></p> <p><i>a long time / eventually / ages / minutes / many minutes</i></p>
	<p><b>Effect:</b></p> <p>what he saw / it was surprising / unexpected / took him aback //</p> <p>it / something seemed / was out of place / odd / strange / unusual //</p> <p>he was surprised / taken aback / puzzled / confused / perplexed</p> <p><b>Note:</b> One word answers work here: (the effect is) surprise / confusion / puzzlement</p>	1	<p><i>he was curious / shocked / amazed / inattentive / bewildered / uncertain</i></p> <p><i>it was a mystery / suspicious / unbelievable</i></p> <p><i>it caught his eye</i></p>