

**2003 English**

**Standard Grade - Reading**

**Finalised Marking Instructions**

**These notes have been written to accompany the detailed Marking Instructions and should be read in conjunction with them.**

## **1 Purposes**

The passages and the questions set have been so chosen as to cover as far as possible the range of purposes for Reading laid out in the **Revised Arrangements** document. In practice it is difficult to identify every time one specific purpose for every question asked and so some questions cover a range of purposes. On the main marking scheme the specific purposes sought are listed on the left hand margin of the Paper and these should be noted particularly where some more discriminatory judgements are being asked of you. The following key is used:

Purpose a - to gain overall impression, gist, of a text  
" b - to obtain particular information from a text  
" c - to grasp ideas or feelings implied in a text  
" d - to evaluate the writer's attitudes, assumptions and argument  
" e - to appreciate the writer's craft.

## **2 Level of Performance**

The three Papers cover the following levels of performance:

Credit	-	Grades 1 and 2
General	-	Grades 3 and 4
Foundation	-	Grades 5 and 6

The right hand margins of each Question Paper indicate in the 'Marks' columns the marks available for each question (either 2-0 or 2-1-0).

The Markers should indicate by circling the appropriate figure in the 'Marks' column the marks allocated to the answer for every question, ie circling the figure 2, 1 (where available) or 0. Circling should be clear to avoid confusion when checking page totals. Where a candidate has not entered an answer to a particular question, "0" should be clearly circled. This instruction applies even where a candidate has missed a whole page of questions or has not completed the paper. For purposes of accuracy a figure **MUST** be circled for every question whether the candidate has attempted it or not.

The marking key is there to reduce to the minimum the number of more subjective decisions requiring to be taken by the Marker but the over-riding question is simply: has the criterion for the purpose been achieved or not?

## **3 Marking of Upper Level Paper only**

Most candidates will have attempted papers at **two** levels, ie **Foundation and General** or **General and Credit**, and all papers attempted by a candidate will be enclosed within the same packet.

**Initially, Markers should assess the candidate's script for the upper level question paper first.** If the candidate achieves a total score which is sufficient to achieve an award at this upper level, the script for the lower level paper should not be marked.

The mark to be achieved to secure an award at the upper level will be indicated at the Markers' Meeting.

If the mark is not attained by the candidate, the Marker should proceed to mark the script for the lower level paper.

#### **4 Quality of Writing**

The quality of the writing is not in question in this paper and **Markers should take care, especially in the Credit paper, not to devalue a response of a candidate because of such criteria as non-sentences, grammatical infelicities, spelling weaknesses, and inept choice of vocabulary.** The over-riding consideration is simply the clear communication of understanding through achievement of the criteria related to the purpose(s). The Papers are there to test **Reading** not **Writing**, although that is the medium that has to be used in the external examination. (Teachers throughout the course will have employed other methods also and this will be reflected in the school's internal ratings.)

Markers should as far as possible use quick judgements and not spend time debating with themselves whether the answer is one thing or another. If such time has to be spent it is unlikely that the candidate has achieved the purpose. **However, care should be taken to ensure that all assessments should be in complete accord with the marking key.**

#### **5 Recording of Total Scores**

**It is vital that Markers carefully record the total for the Paper on the front cover of the Paper.**

**Except where instructed to do so in the detailed marking instructions for your subject do not enter comments on scripts**

#### **6 Selection of Sample Scripts**

For the purposes of initial Marker standardisation, Markers should select 3 complete packets containing a sample of scripts representative of a range of performance at Foundation, General and Credit Levels.

These scripts should be marked according to the instructions issued for all scripts in these Papers and should be sealed within the packet in which they were received. Markers should write a large 'S' on the front of the 3 packets to indicate to SQA staff that these have been selected as "sample" packets of scripts.

#### **7 Reports**

It is extremely useful to receive as full comment as is possible regarding the performance of candidates in this paper. Any helpful comments about any aspect of the paper will be welcomed. Markers should feel free to make adjustments to the Report form so as to reflect their main concerns. Comments (positive and negative) on accessibility of passages and particular problems with questions are especially welcome.

Any other issues requiring clarification will be dealt with during the course of the Markers' Meeting.

## **Reading - Summary GRC**

### Foundation Level (grades 6, 5)

The candidate demonstrated in writing some evidence of understanding whole works and extracted passages. These passages were brief and readily understandable, were related to personal interests and dealt with relationships or ideas in a straightforward way. Grasp of ideas and appreciation of the author's purpose and technique were rudimentary. The candidate showed traces of a personal response to what had been read.

### General Level (grades 4, 3)

The candidate demonstrated in writing a fair understanding of whole works and extracted passages. These passages were on the whole readily understandable, were mainly related to personal interests and dealt with relationships or ideas in a straightforward way. Grasp of ideas was on the whole adequate and there was appreciation of some obvious aspects of the author's purpose and technique. The candidate made a reasonably developed statement of personal response to what had been read.

### Credit Level (grades 2, 1)

The candidate demonstrated in writing a good understanding of whole works and extracted passages. These passages went beyond what was readily understandable or related to personal interests: they sometimes featured unfamiliar, abstract ideas and complexity of structure and tone. Grasp of ideas was firm and there was sound appreciation of the author's purpose and technique. The candidate made a perceptive and developed statement of personal response to what had been read.

## Close Reading

FOUNDATION LEVEL (grades 6, 5)

### *Nature of Texts*

The candidate can read texts that are, for the most part, brief and readily accessible, related to personal interest and experiences, dealing with concrete human relationships or containing clearly presented ideas.

As the nature of the text permits, the candidate can:

state the main concerns of the text;

state accurately individual items of information from areas of the text which have been clearly defined;

draw an acceptable simple inference from a key statement in the text;

comment simply and intelligibly on an aspect of the author's point of view that has been clearly defined and relate it to personal experience and/or knowledge;

identify a feature (or features) of the author's technique which contributes to some clearly defined effect.

### FACTORS DIFFERENTIATING GRADES 6 AND 5

#### Grade 6

While displaying as appropriate the characteristics essential for Foundation Level, the candidate is less consistent, less clear and more ambiguous in communicating responses than at grade 5. Overall the performance is more uneven than at grade 5.

#### Grade 5

The candidate demonstrates understanding and some appreciation in responding to particular questions on the various aspects of purpose. The responses are more consistent, more comprehensible and more specific than at grade 6.

**Close Reading** (continued)

GENERAL LEVEL (grades 4, 3)

*Nature of Texts*

The candidate can read texts that are accessible as a whole, mainly related to personal interest and experience, dealing with concrete human relationships or containing clearly presented ideas.

As the nature of the text permits, the candidate can:

make a clear statement of the main concerns of the text;

state accurately in his or her own words (where appropriate) individual items retrieved from the text;

draw a precise inference from a key statement in the text;

comment relevantly on a clearly defined aspect of the author's point of view, and justify the comment from personal experience and knowledge and from evidence in the text;

identify individual features of the author's technique and explain their effects.

FACTORS DIFFERENTIATING GRADES 4 AND 3

Grade 4

While displaying as appropriate the characteristics essential for General Level, the candidate's responses are less consistent, less apt in illustration and explanation, and less successful in retrieving, paraphrasing, explaining and justifying than at grade 3. Overall the performance is more uneven than at grade 3.

Grade 3

The candidate demonstrates a clear understanding and a sound appreciation in responding to particular questions on the various aspects of purpose. The responses are more consistent, more relevant and more successful in retrieving, paraphrasing, explaining and justifying than at grade 4.

**Close Reading** (continued)

CREDIT LEVEL (grades 2, 1)

*Nature of Texts*

The candidate can read texts that go beyond what is immediately accessible or related to personal interest and experience. Some texts feature unfamiliar, abstract ideas and complexity of structure and tone.

As the nature of the text permits, the candidate can:

Make a clear concise statement of the main concerns of the text, and show awareness of their interrelationships;

state accurately in his or her own words (where appropriate) and collate as required, items of information retrieved from the text;

draw a precise inference from a key statement or statements, and substantiate this from evidence in the text;

comment relevantly on some aspects of the author's point of view, and show some skill in justifying the comment from personal experience and knowledge, and from evidence in the text;

demonstrate some awareness of the author's technique by analysis, using critical terminology where appropriate.

FACTORS DIFFERENTIATING GRADES 2 AND 1

Grade 2

While displaying as appropriate the characteristics essential for Credit Level, the candidate's responses are less consistent, less clear in perception and less full in explanation than at grade 1. Overall the performance is more uneven than at grade 1.

Grade 1

The candidate demonstrates a sureness and sensitivity of understanding and appreciation in responding to particular questions on the various aspects of purpose. The responses are more consistent, more perceptive and more substantial (as required) than at grade 2.

[END OF MARKING INSTRUCTIONS]

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**F**

**MARKING INSTRUCTIONS**

**0860/402**

Total  
Mark

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NATIONAL  
QUALIFICATIONS  
2003

TUESDAY, 6 MAY  
10.35 AM – 11.25 AM

ENGLISH  
STANDARD GRADE  
Foundation Level  
Reading  
Questions

**Fill in these boxes and read what is printed below.**

Full name of centre

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Surname

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Date of birth

Day Month Year

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Scottish candidate number

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Number of seat

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**NB Before leaving the examination room you must give this booklet to the invigilator.  
If you do not, you may lose all the marks for this paper.**

## QUESTIONS

*Marks*

**Write your answers in the spaces provided.**

**Look at Paragraphs 1 and 2.**

1. Where were the Roman coins discovered?

b (small) stream (1) (West Lancashire) farm (1)

2 1 0

2. **Write down two** reasons why the writer and his friend became “keen, young archaeologists”.

2 1 0

b (i) comment/chance remark (by sister’s friend) (1)

(ii) coins discovered two miles away (1)

3. **Write down an expression** which tells you that the coins were difficult to get to.

b “(getting at them was) murder” (2)

2 ■ 0

**Look at Paragraph 3.**

4. (a) Where had the original owner of the coins buried them?

b side of the stream (2)

2 ■ 0

(b) Why had the coins moved from where they were first buried?

b the stream (1)

had changed course (1)

2 1 0

**Look at Paragraph 4.**

5. **Write down two pieces** of equipment the boys used to help them find the coins.

2 1 0

b (i) (huge) shovels (1)

(ii) pans (1)

6. Write down an expression which suggests that looking for the coins was hard work.			
b <u>“spine-bending” (2)</u>	2	■	0
7. Why do you think the writer uses the simile “staring like fortune-tellers into tea leaves”?			
b <u>they were concentrating/searching/looking closely (1)</u>			
<u>to find/see/identify/spot the coins (1)</u>	2	1	0
<u>OR to see if they were going to be lucky (1)</u>			
<b>Look at Paragraphs 5 and 6.</b>			
8. Why were the boys beginning to think by mid-afternoon that someone had played a cruel joke on them?			
e <u>found nothing (2)</u>	2	■	0
9. Give two reasons why the visit of the local farm boy was important.	2	1	0
b (i) <u>they were about to give up (1) he had originally discovered the coins (1)</u>			
(ii) <u>(so) he knew where the coins could/would be found (1)</u>			
<u>Any 2</u>			
10. Write down the word which describes how the boys were feeling about not finding coins.			
c <u>“dejectedly” (2)</u>	2	■	0
<b>Look at Paragraphs 7 and 8.</b>			
11. What does the expression “his hand shot forward like the tongue of a snake” tell you about how the boy moved when he discovered the coin?			
b <u>very (1) quickly (1)</u>	2	1	0
<i>intensity must be present for full marks</i>			
12. Write down two reasons why the writer thought that it was “not much of a coin”.	2	1	0
c (i) <u>dull/colour (1)</u>			
(ii) <u>five pence piece/small (1)</u>			

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13. Write down an expression which shows the effect that finding the coins had on the boys.

b “renewed” (1) “enthusiasm” (1)

2 1 0

Look at Paragraph 9.

14. Explain why the writer uses the expression “The next day we hit the jackpot”.

b/c convey that/show that/emphasise that (1)

the boys were successful/delighted/elated/excited/had found treasure (1)

2 1 0

Look at Paragraphs 10, 11, 12 and 13.

15. (a) Which word **best** describes how the boys began to feel towards each other as they found more and more coins?

b/e

Tick (✓) the correct box.

Trusting	
Unselfish	
Suspicious	✓

**Suspicious (1)**

(b) Give a reason for your answer.

lift or gloss of “mutual distrust or envy”

ie the way they looked at/treated each other (1)

*If (a) is wrong then (b) is wrong*

2 1 0

16. Write down two things which the boys did which show that they had become really interested in the coins.

b/c (i) pored over reference books (1)

(ii) tried to trace what kind of coins (1)

2 1 0

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PAGE  
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**Look at Paragraphs 14, 15 and 16.**

17. What effect did the loss of the coin have on the writer?

b **lost interest (2)**

2 ■ 0

18. How did John think the coin had been lost?

b **gave it to the (bus) conductor/driver (1)**

**by mistake (1)**

2 1 0

19. Write down two reasons why the writer gave his coins to his friend John.

b (i) **didn't trust himself (with the coins) OR afraid he might lose them/  
John was a better bank OR John would take better care of them/**

(ii) **spoiling friendship/had found new hobbies/owning or having them  
not important to him**

**Any 2**

2 1 0

20. Why is the word "*finding*" in italics?

e **To show/emphasise/stress (1)**

**how important the finding of the coin was (to the boy) (1)**

2 1 0

**Look at Paragraphs 17, 18, 19 and 20.**

21. Where are the coins now kept?

b **a safe (1)**

**in New Zealand (1)**

2 1 0

22. Why were three of the coins not labelled?

b/c **so rare (1)**

**that they could not be identified (1)**

2 1 0

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23. Give two reasons why, in your opinion, the writer chose only one coin.

2	1	0
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c (i) it was the one he had found (1) they meant more to his friend (1)

(ii) he didn't trust himself (with the rest)/  
frightened he would lose the rest (1)

Any 2

Think about the passage as a whole.

24. Write down two things that you have learned about “gold fever” from the passage.

2	1	0
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a/b (i) it makes people obsessive/greedy/suspicious/jealous/act strangely/

(ii) act differently/it puts a strain on friendships

Any 2

[END OF MARKING INSTRUCTIONS]

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G

### MARKING INSTRUCTIONS

# 0860/404

Total  
Mark

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NATIONAL  
QUALIFICATIONS  
2003

TUESDAY, 6 MAY  
1.00 PM – 1.50 PM

ENGLISH  
STANDARD GRADE  
General Level  
Reading  
Questions

**Fill in these boxes and read what is printed below.**

Full name of centre

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Town

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Scottish candidate number

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Number of seat

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## QUESTIONS

*Marks*

**Write your answers in the spaces provided.**

**Look at Paragraph 1.**

**1. In what two ways** does the writer create a frightening atmosphere in the opening sentence?

2   1   0

e   (i) reference to “creaked”/word choice (1)

(ii) reference to short/sentence/sentence structure (1)

**2.** Explain fully what the writer suggests by using the word “flickering” when describing the candle.

c   weak/about to go out/flame moving (from side to side) (1)

eerie/scary atmosphere (1)

2   1   0

**Look at Paragraph 2.**

**3.** “My three brave boys”

Explain fully why this expression might be considered to be surprising.

c   ironic (2)

comment eg they were afraid (1) + reference eg running away/  
went white (1)

2   1   0

**4. Explain in your own words** how Matthew had been treating his brothers.

b   teasing/tormenting etc (2)

2   ■   0

**Look at Paragraph 3.**

**5. Give two pieces of evidence** which suggest that Bram Stoker wrote the novel *Dracula* more than one hundred years ago.

2   1   0

b   (i) reference to Victorian (novelist) (1)

(ii) reference to carriage (1)

**6.** Why does the writer use dashes in Paragraph 3?

e   to provide additional information/detail/parenthesis (2)

2   ■   0

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**Look at Paragraph 4.**

		<i>Marks</i>		
7.	“Downstairs was Count Dracula’s coffin in a narrow vault, the walls painted with the dramatic scenes” In what ways does the writer convey the “dramatic scenes” in the vault?			
e	<b>uses a list (1)</b> <b>uses horrific/dramatic images (1)</b> <b>uses/refers to colours (1)</b> <b>uses/refers to blood dripping/pointed fangs/wolves, skulls and skeletons/human victims (1)</b> <b>gives a powerful description of Dracula (1)</b> <b>Any 2</b>	2	1	0
8.	What effect does the writer create by using the expression “So far on our Romanian holiday the only blood-sucking had been from the mosquitoes”?			
c/e	<b>adds humour/makes reader laugh/to make passage less frightening/</b> <b>less serious/relieves the tension</b> <b>Any one = 2</b>	2	■	0
9.	<b>In your own words</b> explain fully why their father was sent down first.			
b	<b>to find out/see (1)</b> <b>if it was too scary/frightening/if it was suitable for the boys (1)</b>	2	1	0
<b>Look at Paragraphs 5, 6 and 7.</b>				
10.	<b>Write down an expression</b> which shows that Matthew did not complete the tour.			
b	<b>(One vampire hand was) “quite enough” (2)</b>	2	■	0
11.	<b>In your own words</b> what is the writer’s attitude to the various goods for sale in the hotel lobby?			
d	<b>disapproving/thinks they are very touristy/rubbish</b> <b>Any one = 2</b>	2	■	0
12.	<b>In your own words</b> what is the writer’s opinion of the setting of the Hotel Castel Dracula?			
d	<b>magnificent/thinks it is very beautiful/very attractive (2)</b>  <b><i>Intensity must be present</i></b>	2	■	0
13.	Why does the writer place the word “castle” in inverted commas?			
e	<b>being ironic/to show that it is not really a castle (2)</b>	2	■	0

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**Look at Paragraphs 8 and 9.**

14. What was the real name of the original Dracula?

b **(Prince) Vlad Tepes (2)**

2 ■ 0

15. Explain **in your own words** how Romania benefits from “this confusion between fiction and history”.

b **brings people to (Romania) (1)**

**in large numbers (1)**

**reference to economic benefits (1)**

**Any 2**

2 1 0

**Look at Paragraph 10.**

16. What contrasting impressions does the writer give of Bran Castle?

b/e **exterior—cold/unwelcoming/“dramatic” (1)**

**interior—warm/“welcoming”/“cosy”(1)**

**Lifts acceptable**

2 1 0

**Look at Paragraphs 11, 12 and 13.**

17. “He gained more smiles and laughs than any signs of horror”

**Give two reasons** why Matthew was an unconvincing vampire.

b/c **he had a simple costume/paper fangs/jumped around corners/jumped**

**down steps/connotations of play/doing these things on a sunny August day/**

**had wooden daggers/he was only a child**

**Any 2**

2 1 0

18. What does the expression “fiery concoction” suggest about the Dracula’s Kiss drink?

c **powerful/strong/burning sensation (1)**

**made up of many/various ingredients (1)**

2 1 0

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Look at Paragraph 14.

19. (a) **In your own words explain how** the boys felt at the start of their visit to the Count Dracula Club. **Why** did they feel this way?

b How—scared/frightened/afraid (1)  
Why—because of all of the dead animals on display/or an example of the animals on display (1)

2 1 0

(b) **Write down an expression** which clearly shows that the boys changed their attitude to the visit.

b “(Once the children) got over the fear”  
“feasted” (on thick stew)  
 Any one = 2

2 ■ 0

Look at Paragraphs 15, 16 and 17.

20. What kind of holiday in Romania might the writer consider in the future?

b hiking (1)  
camping (1)

2 1 0

21. (a) How does the writer feel about the changes planned for the tourist industry in Romania?

d concerned/worried/anxious/upset (2)

2 ■ 0

(b) Explain **in your own words** how the local people feel about the planned changes.

b looking forward to making money (1)  
worried it will spoil the town/things will never be the same again (1)  
generalised answer eg some for, some against (1)

2 1 0

(c) “Dracula will be turning in his grave.”

Why does the writer finish off the final sentence in this way?

e humour/show Dracula’s disapproval/to show Dracula would agree with her (2)  
literal interpretation—Association with vampires and undead/ still moving (1)  
link to heading/beginning of the passage (2)

2 1 0

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Think about the passage as a whole.

22. “Catriona Marchant and her children discover that Dracula has a big stake in Romania’s tourist industry.”

Explain fully what is appropriate about this sub-title.

a/e Reference to the pun “a big stake” (1)

Reference to summarises the passage (1)

2 1 0

[END OF MARKING INSTRUCTIONS]

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C

### MARKING INSTRUCTIONS

# 0860/406

Total  
Mark

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NATIONAL  
QUALIFICATIONS  
2003

TUESDAY, 6 MAY  
2.30 PM – 3.20 PM

ENGLISH  
STANDARD GRADE  
Credit Level  
Reading  
Questions

**Fill in these boxes and read what is printed below.**

Full name of centre

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Town

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Forename(s)

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Surname

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Date of birth

Day Month Year

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Scottish candidate number

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Number of seat

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**NB Before leaving the examination room you must give this booklet to the invigilator.  
If you do not, you may lose all the marks for this paper.**

## QUESTIONS

*Marks*

**Write your answers in the spaces provided.**

**Look at Paragraphs 1 and 2.**

- |     |   |   |   |   |
|-----|---|---|---|---|
|     | <p>1. Explain why the writer opens the passage with the single word “DODO”.</p>   |   |   |   |
| e   | <p><b>introduces the topic/subject of the passage (1)</b></p> <hr/> <p><b>makes an impact/catches the reader’s attention (1)</b></p> <hr/>  | 2 | 1 | 0 |
|     |   |   |   |   |
|     | <p>2. <b>According to the writer</b> why is the name of the dodo both familiar and memorable?</p>   |   |   |   |
| b   | <p><b>part of a (well known) saying (dead as the dodo) (1)</b></p> <hr/> <p><b>because of its sound (1)</b></p> <hr/>   | 2 | 1 | 0 |
|     |   |   |   |   |
|     | <p>3. Explain fully what is unusual about the expression “But it’s a myth that really existed”.</p>   |   |   |   |
| b/e | <p><b>it contradicts itself (1)</b></p> <hr/> <p><b>(as) a myth is something that has never existed (1)</b></p> <hr/> <p><b>the dodo did exist/is not a myth (1)</b></p> <hr/> <p><b>Any 2</b></p>  | 2 | 1 | 0 |
|     |   |   |   |   |
|     | <p>4. Which <b>two</b> words does the writer use to emphasise the strangeness of the dodo?</p>  |   |   |   |
| b   | <p>(i) <b>“bizarre” (1)</b></p> <hr/> <p>(ii) <b>“enigma” (1)</b></p> <hr/>   | 2 | 1 | 0 |
|     |   |   |   |   |
|     | <p>5. “Lewis Carroll famously caricatured the bird”<br/>Explain fully how the rest of Paragraph 2 develops this idea.</p>   |   |   |   |
| b/c | <p><b>image of Victorian gentleman (1)</b></p> <hr/> <p><b>which makes it ridiculous/exaggerated (1)</b></p> <hr/> <p><b>lift or gloss of “real” to “surreal” (1)</b></p> <hr/> <p><b>Any 2</b></p> | 2 | 1 | 0 |

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PAGE  
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**Look at Paragraphs 3 to 6.**

6. What does the writer’s use of the expression “fateful encounter” tell you about the meeting?

b something awful/dramatic was going to happen/it was going to have tragic consequences/it was going to result in death/it was going to be unlucky  
 Any one = 2

7. “It was like nothing they had ever set eyes on.”  
 What is the function of this sentence?

e it acts as an introduction to/link with what follows (2)  
OR it emphasises the strangeness of the bird (2)

8. In your own words, what does the writer’s use of the expression “unfeasible-looking” tell you about the dodo’s bill?

b it appeared/seemed/looked (1)  
as if it would not work/as if it would not be of any use (1)

9. Explain the writer’s use of a question at the beginning of Paragraph 6.

e allows him to explore/suggest/consider/offer/introduce possible explanations (1)  
reference to reader involvement (1)

**Look at Paragraph 7.**

10. What examples of Dodomania does the writer give? Answer in your own words.

b reference to Dutch artists putting them in (fashionable) paintings/  
sent to Europe/  
exhibited  
 3 = 2  
 2 = 1  
 1 = 0

2	■	0
2	■	0
2	1	0
2	1	0
2	1	0

11. “Rapidly, the trail of the dodo began to go cold.”  
 Why do you think the writer chooses to use this expression?  
 c/d convey the idea of detection/investigation/tracking/hard to find (2)

2	■	0
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Look at Paragraphs 8 to 11.

12. Explain **in your own words** why the dodo is a good example of the theories of the “Darwinian world”.  
 b only the best survive/if it is useless it won’t survive/  
 gloss of “poorly designed and hapless creatures eg not built for survival/  
 to survive/not intelligent enough to survive (2)

2	■	0
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13. Which **one word** in Paragraph 8 sums up the writer’s sympathetic attitude to the dodo?  
 c/d “misrepresented” (2)

2	■	0
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14. Give details of **two** obvious contrasts between the imagined appearance and the real appearance of the dodo.  
 b (i) fat v lean / fat v sinuous neck (1)  
 (ii) low down v standing up / squat v upright (1)  
*No cross over acceptable*

2	1	0
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15. Why does the writer use a series of questions in Paragraph 9?  
 e to show/illustrate/emphasise (1)  
lots of things to be answered OR how little we know (1)

2	1	0
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16. Explain how the context helps you to understand the meaning of “taxidermy” in Paragraph 10.  
 b “stuffed” (1)  
reference to unsuccessful attempt to preserve the dodo (1)

2	1	0
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**Look at Paragraph 12.**

17. Explain fully, **in your own words**, why the scientists “assumed” that the dodo reached Mauritius from Africa.

b it was the closest (1)

large piece of land/continent (1)

2 1 0

18. Explain fully why you think the writer chooses to use the expression “island-hopping”.

b/e conveys the idea of travelling from island to island (1)

conveys the idea of short journeys between islands (1) humour (1)

comparison to modern tourists/back-packers (1)

Any 2

2 1 0

**Look at Paragraphs 13 to 18.**

19. Quote **two** expressions which suggest that Julian Hume’s knowledge of the dodo is theoretical.

b/c (i) “believes” (1)

(ii) “possibly” (1)

2 1 0

20. What **two** pieces of evidence helped prove that the Dutch did not hunt the dodo to extinction?

b (i) It was “terrible to eat”/they called it a “nauseating fowl” it tasted awful (1)

(ii) no bones were discovered in the household rubbish (1)

2 1 0

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Look at Paragraphs 19 to 21.

21. In your own words, explain fully why the introduction of pigs proved “fatal” for the dodo.

- b Upset breeding 3 = 2
- destroyed eggs 2 = 1
- fought for food 1 = 0

2 1 0

22. What does the writer’s use of the expression “apparently benign” tell you about the introduction of the pigs?

- b seemed harmless (1)
- but in fact it was damaging/harmful etc (1)

2 1 0

23. Why does the writer give the dates in the final two paragraphs?

- b/c It conveys/emphasises the speed/short time (1)
- in which the dodo became extinct/was completely destroyed (1)

2 1 0

Think about the passage as a whole.

24. The purpose of the article is to provide scientific information in a popular format. By close reference to the text, identify and comment on any technique which the writer uses to add weight to the information.

- e interviews with/reference to experts/scientists/doctors/archeologists/
- museums/zoological detail/historical context/dates etc (1)
- + appropriate comment (1)

2 1 0

25. What two key questions are answered as a result of the information in the passage?

- a what the dodo really looked like (1)
- why the dodo really died out (1)

2 1 0

[END OF MARKING INSTRUCTIONS]

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PAGE TOTAL