

2005 English

Standard Grade Reading

Finalised Marking Instructions

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments.

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 will have employed other methods throughout the course 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 mark for the Paper on the front cover of the Paper.

Do not enter comments on scripts.

6 Marker Standardisation

The Scottish Qualifications Authority's Examiners are required to check the consistency of standards being applied by markers. The procedure involves the sampling of each marker's work, initially across a range of 3 packets of scripts. Examiners will proceed to check more scripts to verify consistency as required.

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 SPECIAL INSTRUCTIONS]

FOR OFFICIAL USE

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F

MARKING INSTRUCTIONS

Total
Mark

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0860/402

NATIONAL
QUALIFICATIONS
2005

WEDNESDAY, 4 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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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

Write your answers in the spaces provided.

Look at Paragraphs 1 to 4.

1. What was Pete’s first thought when he woke up?

(still) dreaming (2)

2 ■ 0

2. What important event had just happened in Pete’s life?

moved house, flitted etc (2)

2 ■ 0

3. “At least some things never changed.”

What does this sentence suggest?

Jenny always cried/usually cried/had cried in the old house/never stopped crying (2) OR he found it comforting (2)

2 ■ 0

Look at Paragraphs 5 and 6.

4. “mother’s hasty scrawl:”

(a) Give **two** reasons why the writer uses this expression to describe the writing on the boxes.

(i) it had been done at speed/quickly/in a hurry (1)

(ii) it was untidy/difficult to read (1)

2 1 0

(b) Write down one word from Paragraph 6 which continues this idea.

hurried (2)

2 ■ 0

Look at Paragraph 7.

5. Write down two words which describe Jenny’s cry.

muffled/shrill

piercing/louder

Any two.

2 1 0

6. How did Pete feel about Jenny’s crying?

annoyed/displeased/tired of it (2)

Any negative feeling

2	■	0
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Look at Paragraphs 8 to 10.

7. Give two reasons why Pete’s mother asked him to hold the baby.

(i) wanted to go to the toilet (on her own) (1)

(ii) to stop Jenny being sick (1)

2	1	0
---	---	---

8. Write down an expression which tells you that Pete had been an easier baby than Jenny.

more hassle than twenty Petes (had ever been) (2)

2	■	0
---	---	---

Look at Paragraphs 11 to 13.

9. Look at the final sentence of Paragraph 11.

How does the writer show Pete’s strong feelings through

(i) sentence structure? short sentence (1)

(ii) punctuation? exclamation mark (1)

2	1	0
---	---	---

10. How did hearing Pete’s voice affect Jenny?

stopped crying (1) / instantly (1) /

her body relaxed (1) lifts acceptable

2	1	0
---	---	---

11. Write down the expression which shows that Pete felt sorry for his mum.

(You should) give Mum a break (2)

2	■	0
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Look at Paragraphs 14 to 19.

12. Write down one word which shows that Pete was good at looking after his little sister.

expertly (2)

2 ■ 0

13. “Snuggling Jenny close” (Paragraph 16)

Why did Pete do this?

to protect her/keep her safe (1)

from the cold/from falling (1)

2 1 0

Look at Paragraphs 20 to 25.

14. Write down any three things which Pete liked about the room.

Reference to:

(i) size – lift or gloss/

(ii) belongings – lift or gloss/

daydream – lift or gloss/

(iii) sleepover – friends could stay over night

3=2

2=1

1=0

2 1 0

15. “We could have a midnight feast and make up all those songs that drive Mum mad and . . .” (Paragraph 23)

Why did Pete not finish what he was saying?

He remembered/realised (1)

Where he was/he had no friends (1)

2 1 0

Look at Paragraphs 26 to 28.

16. Write down the word which shows that Pete thought there was no hope of having any friends in his new home.

despondently (2)

2 ■ 0

17. Write down three expressions which tell you that the garden had not been looked after.

(i) (like) a jungle

(ii) unruly (grasses)

(iii) ramshackle (brick building) 3=2

2=1

1=0

2 1 0

Look at Paragraphs 29 to 34.

18. While daydreaming about the garden Pete imagined himself to be:

a football player

a football referee

a football fan

Tick (✓) the correct box.

2 ■ 0

Look at Paragraphs 35 to 40.

19. “Mrs Smeaton’s irritation interrupted his daydream.” (Paragraph 36)

Write down two words from later in this section of the passage which develop the idea that Mrs Smeaton was angry.

Yanked (1)

Frustration (1)

2 1 0

20. What three things stopped Pete from continuing to answer his mother back?

(i) pinched face/

(ii) tired voice/shaky voice/

(iii) looked as if she was going to cry 3=2

2=1

1=0

2 1 0

Look at Paragraphs 41 to 48.

21. “Mum, can I have this room if you and Dad don’t want it?” (Paragraph 41)

Why did Pete ask his mum this question at this time?

Take her mind off the baby/to distract her/change the subject (2)

2 ■ 0

22. Write down three expressions which the writer uses to show that Pete’s mother was still angry.

(i) snapped/yammering/bitterness/for goodness’ sake/slamming/

(ii) Do what you like/Won’t make any difference to me/I don’t sleep these

(iii) days/Someone in this family . . . etc/sigh 3=2
2=1
1=0

2 1 0

23. “Surely it wasn’t Jenny?” (Paragraph 48)

What **two** things made Pete think this?

(i) (too) powerful/loud (1)

(ii) (too) close (1)

2 1 0

Think about the passage as a whole.

24. Tick (✓) **two words** which you think best describe Pete’s character.

Give evidence from the passage to support your choices.

Caring

Imaginative

Moody

Sensitive

Any two NB No mark for unsupported choice alone

(i) caring – for his little sister/reference to mother’s feelings

imaginative – jungle, day dream, football

(ii) moody – no friends

sensitive – to mother’s feelings and situation/crying voice at end of passage

2 1 0

[END OF MARKING INSTRUCTIONS]

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G

MARKING INSTRUCTIONS

Total
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0860/404

NATIONAL
QUALIFICATIONS
2005

WEDNESDAY, 4 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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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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QUESTIONS

Write your answers in the spaces provided.

Look at Paragraphs 1 and 2.

1. What evidence is there to suggest that Katherine Hicks was a keen fan of Boyzone?

6 years of (yellowing) newspapers (1)

70 videos of their performances (1)

2 1 0

2. Write down three key facts which clearly show that Katherine Hicks is now a keen Westlife fan.

(i) She has spent £3,000

(ii) She has seen them 17 times

(iii) She now thinks/believes the band recognises her (as an acquaintance if not a friend)

3=2

2=1

1=0

2 1 0

Look at Paragraph 3.

3. Why do you think the writer uses the expression “fixed her sights”?

It suggests she targets/singles him out/she is focused (2)

2 ■ 0

4. “early days in her “acquaintance” with him”

Why has the writer put the word “acquaintance” in inverted commas?

She isn't really (an acquaintance)/being ironic (2)

2 ■ 0

5. What do the words “forced” and “indignantly” in Paragraph 3 tell you about Katherine’s reactions to the TV presenter’s treatment of David Sneddon?

Reference to her anger/strength of feeling (1)

Reference to having to defend him(1)

2 1 0

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PAGE TOTAL

Look at Paragraphs 4 to 6.

6. “Hicks is no deluded young teen: she is a 28-year-old electrical engineer.”
(Paragraph 4)

What does this statement tell you about the writer’s attitude towards Katherine’s behaviour?

Surprised/Disapproving (2)

2 ■ 0

7. (a) Which of the following best describes Katherine’s attitude towards her “addiction”?

Tick (✓) the appropriate box.

Concerned

Guilty

Relaxed

2 ■ 0

- (b) **Quote an expression** to support your answer.

she freely admits/has never caused me problems/sees nothing odd in it/

If (a) = 0

I am not missing out on anything (2)

(b) = 0

2 ■ 0

Look at Paragraphs 7 to 10.

8. **Give three reasons** why psychologists are showing an increasing interest in “celebrity culture”.

“about a third of people suffer (from ‘celebrity worship syndrome’)”

- (i) **Gloss or quote**

- (ii) **“may affect our mood” Gloss or quote**

- (iii) **“affects their mental well-being” Gloss or quote**

3=2

2=1

1=0

2 1 0

9. Explain why the writer ends Paragraph 10 with a question.

To involve the reader/make you think/introduce the debate/

introduce the central idea of the passage (2)

2 ■ 0

Look at Paragraphs 11 to 14.

10. Who does the writer suggest is to blame for the start of hero worship?

Alexander the Great (2)

2 ■ 0

11. Quote an expression which shows that celebrity worship is nothing new.

(cultural phenomenon) for centuries/more than 2,000 years ago (2)

2 ■ 0

12. In your own words explain why the scale of hero worship has made a huge jump in recent years.

Some attempt to gloss: "hundreds of star images" (1)

Some attempt to gloss some or all of "advertising . . . other forms"

eg mass media etc (1)

2 1 0

13. What does the word "thirst" suggest about the American attitude towards celebrity gossip?

cannot get enough/shows their need/desire/strength/intensity of feeling/

addiction to etc (2)

2 ■ 0

14. Why do you think the writer includes the information about the quest in Paragraph 14?

To prove (1) how famous David Beckham is (1)

OR To highlight (1) the extent of celebrity culture (1)

OR For humour + suitable comment (1)

2 1 0

Look at Paragraphs 15 to 18.

15. What has helped to spread celebrity gossip at great speed?

The Internet (2)

2 ■ 0

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16. In your own words what is the “celebrity attitude scale” designed to reveal?

Some attempt to gloss “gauge personality” eg what kind of person (1)

Some attempt to gloss “level of interest in celebrities” eg how interested you are in famous people (1)

2 1 0

Look at Paragraphs 19 and 20.

17. In what **two** ways does the writer show the extent of celebrity “addiction”?

(i) It exists in America & UK (1)

(ii) They have plastic surgery (1)/he gives an example of a person who has become Pierce Brosnan (1) **Any two (lifts acceptable)**

2 1 0

Look at Paragraphs 21 to 24.

18. Why does the writer put the word “BUT” in capital letters at the beginning of Paragraph 21?

To show/indicate/highlight/emphasise (1)

a change/the opposite argument/the good side (1)

2 1 0

19. In the opinion of Francisco Gil-White, what important influence have celebrities replaced?

(fables once sought in) fairytales (2)

2 ■ 0

20. What does the writer’s use of the expression “blazing a trail” (Paragraph 24) tell you about Gareth Gates and Tiger Woods?

They were first/leaders in their field (2)

2 ■ 0

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Look at Paragraphs 25 to 28.

21. In your own words what, according to Maltby, could be the positive outcomes of admiring David Beckham?

Attempt to gloss “dietary regime” eg improve diet (1)

Reference to being fitter/healthier/better at football/having improved attitude/commitment to football or sport in general (1)

2 1 0

22. According to Mark Griffiths:

(a) how can idols form a healthy part of people’s lives?

Answer in your own words.

feel good/better about yourself (2)

ie gloss of “raising their self-esteem”

2 ■ 0

(b) why have pop stars and film stars replaced political and religious leaders?

Tick (✓) the appropriate box.

They are good looking.

They are easily recognised.

They are respected and highly regarded.

2 ■ 0

Think about the passage as a whole.

23. “DAZZLED BY THE STARS”

Explain why, in your opinion, this is an **appropriate** title.

Full explanation of the metaphor (2)

Sums up passage (1) negative connotation/effect of celebrity worship (1)

2 1 0

[END OF MARKING INSTRUCTIONS]

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C

MARKING INSTRUCTIONS

Total
Mark

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0860/406

NATIONAL
QUALIFICATIONS
2005

WEDNESDAY, 4 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

Write your answers in the spaces provided.

Look at Paragraphs 1 and 2.

1. In your own words, what do Rameses I Station and the railway system have in common?

Both are a hundred years old (2)

2 ■ 0

2. Why, in your opinion, does the writer use a long opening sentence?

To suggest the length of the railway (2)

2 ■ 0

3. Quote **one** word from Paragraph 1 which clearly indicates that the station is everything which nineteenth-century Egyptian architects believed in.

epitome (2)

2 ■ 0

4. “Moorish meets modern.”

Comment on the effectiveness of this expression.

sums up (1) idea of European Cairo (1)/contrasts within the city (1)

alliterative quality/catchy (1)

2 1 0

5. How do the structure and word choice of the opening sentence of Paragraph 2 help to convey the importance of Cairo Station?

use of the list (1)

reference to high ranking people (1)

2 1 0

6. Quote **two expressions** from Paragraph 2 which help to convey the idea of Cairo Station’s dramatic history.

(i) **riotous (send offs and welcomes) (1)**

(ii) **escaped an assassination attempt (at Cairo Station on his return) (1)**

2 1 0

NB “an assassination” = 0

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Look at Paragraphs 3 and 4.

7. In your own words, explain what is surprising about the best story the writer has heard about Cairo Railway Station.

Not about anyone important/about an ordinary person (2)

2 ■ 0

Look at Paragraph 5.

8. Quote **one** word from Paragraph 5 which sums up the writer’s feelings on leaving Cairo.

bliss (2)

2 ■ 0

9. In your own words, give **two** contrasts the writer notices on his journey from Cairo to the Egyptian countryside.

(i) **lots of cars v few cars/bright v dark/lots of buildings v few buildings/**

(ii) **large v small buildings/ordinary appearance v extraordinary**

appearance of men/lots of people v few people Any two

2 1 0

10. “like a troop of sorcerers” (Paragraph 5).

Explain the effectiveness of this simile.

“troop” suggests idea of formation/order/purpose (1) “sorcerers” suggests

magical/scary appearance (1) NB sums up the previous idea (1)

2 1 0

Negative comments acceptable if fully explained (2)

Look at Paragraphs 6 to 9.

11. The writer describes Walter Frakes as kindly and generally uncomplaining.

How does he illustrate this in Paragraphs 6 and 7?

(long) mild face/

but what’s the use of fussing/

a very gentle man/doesn’t say much in the morning/says “Durn”

2 1 0

Any two (1) + (1)

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12. In your own words, how had the writer spent the overnight journey?

woke occasionally/spent most of the time asleep (1)

looking at the countryside/surroundings (1)

2 1 0

13. Explain the different use of the italics in:

(a) “*the road to Johannesburg*” (Paragraph 8).

to suggest a sense of wonderment/realisation/awe at the enormity (2)

2 ■ 0

Emphasis alone = 0

(b) “*Kom-Ombo - 8 km*” (Paragraph 9).

it is what the sign says/a quote (2)

2 ■ 0

Look at Paragraphs 10 and 11.

14. What kind of impression does the writer create in the opening sentence of Paragraph 10?

reference to exotic location/colourful/stress-free lifestyle

old fashioned/rural/idea of abundance Any two

2 1 0

15. “This was new Egypt but it was also old Egypt,” (Paragraph 10)

(a) In your own words, explain fully why it was possible for the writer to say this.

what he had seen of the past in museums (1)

he sees now before his eyes/is still there (1)

2 1 0

(b) How does the writer continue this idea in Paragraph 11?

same food (1)

same cooking utensils (1)

2 1 0

16. Explain what is unusual about the word choice in the final sentence of Paragraph 11.

faffing (1) +

comment eg informal/colloquial/contemporary (1)

2 1 0

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PAGE TOTAL

Look at Paragraph 12.

17. (a) Tick (✓) the appropriate box to show which of the following statements best reflects the writer’s description of the Nile.

It is muddy and polluted.

It is fertile and tranquil.

It is narrow and unimpressive.

If (a) = 0
(b) = 0

2 ■ 0

(b) Justify your choice with close reference to the paragraph.

fertile – green fields/plots/dates/plantations (1)

tranquil – slow moving/clouds on surface/hawks drifting/river feluccas

with sails (1)

(Quote or lifts acceptable)

2 1 0

18. Why might the sails on the boats make the writer think of gulls’ wings? Give **two** reasons.

(i) **shape/full of air/movement/**

(ii) **colour/size Any two**

2 1 0

19. (a) What effect does the writer create in the final sentence of the passage?

suggests a sense of arrival/satisfaction/climax/expectation/excitement/

anticipation (2)

2 ■ 0

(b) How does the writer create this effect?

use of short sentence (1)

through word order/inversion (1)

2 1 0

Think about the passage as a whole.

20. The writer of the passage is someone who has an interest in both **history** and **travel**. With close reference to the passage show how he has conveyed this to the reader.

(i) History politics/architecture/museums/tombs/artefacts

Any two references (1) + (1)

OR

Any one reference (1) + appropriate comment (1)

2 1 0

(ii) Travel people/culture/landscape/food details/method(s) of travel

Any two references (1) + (1)

OR

Any one reference (1) + appropriate comment (1)

2 1 0

Lift or gloss acceptable

[END OF MARKING INSTRUCTIONS]

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