



National
Qualifications
2019

2019 English

**Reading for Understanding,
Analysis and Evaluation**

National 5

Finalised Marking Instructions

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General marking principles for National 5 English: Reading for Understanding, Analysis and Evaluation

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this paper. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must **always** be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) If a specific candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (d) Candidates should gain credit for their understanding of the ideas of the passage, and their analysis and evaluation of the writer's use of language.
- (e) Unless quoting from the passage, the candidates should use their own words as far as possible.

The following notes are offered to support markers in making judgements on candidates' evidence.

Marking instructions for each question

Question		Expected response	Max mark	Additional guidance
1.		Reference (1) Comment (1) x2	4	<p>Possible answers</p> <ul style="list-style-type: none"> • '(over) thirty years' (1) suggests eg fast food has been part of our lives for a long time (1) • 'drive-thru' (1) suggests eg convenience/speed/modernity (1) • '(a year of) firsts' (1) suggests eg something new/a novelty (1) • '(now has) 1,200 restaurants' (1) suggests eg fast food is easy to find (1) • '"lovin' it"' (1) suggests eg positivity (1) • 'ubiquitous' (1) suggests eg (fast food) is everywhere/obvious (1) • 'familiar' (1) suggests eg (fast food) is well-known/comfortable/non-threatening (1) • 'disposable' (1) suggests eg (the experience) is throwaway/quickly forgotten (1) • 'repeatable' (1) suggests eg (a visit to a fast food restaurant) can be done again and again/duplicated (1) • 'commonplace' (1) suggests eg (fast food) is ordinary/everyday (1) • 'thrill' (1) suggests eg excitement (1)

Question		Expected response	Max mark	Additional guidance
2.		Reference (1) Comment (1)	2	<p>Possible answers</p> <ul style="list-style-type: none"> • use of present tense/'at this point' (1) emphasises the difference between then and now (1) • '(a brand...) nursery rhyme farmer' (1) suggests eg people didn't associate McDonald's with food/associated MacDonald /McDonald's with a nursery rhyme/song (1) • use of inverted commas/"golden arches"/"Big Mac"/example of new symbol/product (1) suggests eg unknown/new (term) (1) • '("golden arches") means nothing' (1) suggests lack of understanding (1) • 'To the viewer, "golden arches" means nothing.' /use of inversion/use of short sentence(s) (1) emphasises strangeness (1) • '("Big Mac" is just an) oversized raincoat' (1) suggests confusion over new term/shift in meaning (1) • use of humour (1) emphasises lack of understanding (1)

Question	Expected response	Max mark	Additional guidance
3.	<p>Any four points.</p> <p>NB Lifts of 'Happy Meal' and 'drive-thru' are acceptable.</p>	4	<p>Possible answers</p> <ul style="list-style-type: none"> • 'Fast forward to 1983 and there are still only 100 McDonald's restaurants in the UK' OR 'The odds remain against most people seeing one' glossed by eg (in 1983/early in the decade) there was a fairly small number of restaurants/the chain remained largely unknown/there was slow growth (1) • 'the first franchises were given out by McDonald's to allow individuals to run their own stores' glossed by eg people were given the opportunity to own/to manage restaurants (1) • 'Another introduction is the Happy Meal' glossed by eg McDonald's brought in new products/widened its range (1) • 'things have moved on from buying food to buying emotions' glossed by eg (purchasing) food became associated with feelings/mood (1) • 'Things are now about experience' glossed by eg a visit to McDonald's is about more than the food (1) • 'The stand-out concept in late-86, though, is the drive-thru' glossed by eg (McDonald's) introduced the new idea of not needing to go into the store to buy food (1) • 'the missing "o", "g" and "h" letting Brits know things are different' glossed by eg McDonald's is innovative/forward-thinking/influential (1) • 'Or at least in Manchester, where the first one opened, followed before the end of the year by drive-thrus in London and the West Midlands' glossed by eg drive-thrus became more common (1)

Question		Expected response	Max mark	Additional guidance
4.		Reference (1) Comment (1) x2	4	<p>Possible answers</p> <ul style="list-style-type: none"> • 'wacky' (1) suggests eg odd/weird (1) • '(one with) technology' / 'electronic ordering' (1) suggests eg unfamiliar/alien systems (1) • 'didn't trust' (1) suggests eg unreliable/not sure about/did not believe in (1) • "'space age'" / use of inverted commas (1) suggests eg futuristic/unknown/unusually modern (1) • 'disembodied (dialogue)' (1) suggests eg unnatural communication (in the ordering process) (1) • 'overseen by teens' (1) suggests eg odd nature of young people being in charge (1) • '(teens) in caps' (1) suggests eg unusual uniform (of staff) (1) • '...', with its electronic ordering of goods via disembodied dialogue,...' / use of parenthesis (1) emphasises the technology was unfamiliar (1)
5.		Any pair, OR two correct selections covering different directions.	2	<p>Possible answers</p> <ul style="list-style-type: none"> • '(The) futuristic (nature of it)' looks back (1) to 'space age' OR 'electronic ordering' OR 'disembodied dialogue' OR paraphrase of any of the above (1) • 'didn't understand (what was meant to happen)' looks forward (1) to 'didn't quite know their purpose' OR 'but ate it in the car park' OR 'driving through for its own sake' OR paraphrase of any of the above (1) • '(The) futuristic (nature of it)' looks back (1) to 'didn't understand (what was meant to happen)' looks forward (1)

Question		Expected response	Max mark	Additional guidance
6.		<p>Any six points.</p> <p>NB All points must be focused on eating habits.</p>	6	<p>Possible answers</p> <ul style="list-style-type: none"> • 'left people confused as to whether to take home the food' glossed by eg customers were uncertain where to eat their food (1) • 'so outwith the realm of everyday experience' glossed by eg a very different eating option became available (1) • 'it created doubt over how to be' glossed by eg fast food customers were not sure how to behave/act (1) • 'Before the arrival of fast food establishments, children's experience of eating out was limited' glossed by eg fast food places increased young people's opportunities to visit restaurants (1) • 'Social eating tended to happen at home, or at school, or at a friend's house' glossed by eg getting together for a meal did not tend to take place in restaurants (1) NB Accept lift of 'house' or 'home' • 'here was a restaurant where they did not have to keep their legs still' glossed by eg young people could relax and enjoy themselves in fast food restaurants (1) • 'It was a picnic inside' / 'Before, I had been used to knives and forks, but here you were out of the house and using your hands without a plate' glossed by eg the habits of outdoor eating were brought into the restaurants (1) • 'It was a picnic inside' / 'Christmas in July' glossed by eg going to a fast food place was fun/a treat (1)

Question			Expected response	Max mark	Additional guidance
					<ul style="list-style-type: none"> • “exotic”/’the Filet-o-Fish “posh”’ glossed by eg people could try new/different/ sophisticated foods (1) • ‘the taste secondary to going at all’/’“event”’/’an experience and destination unto itself’ glossed by eg the visit (to the restaurant) was more important than what you ate/ was a special occasion (1) • ‘a cultural shift towards American eating habits’ glossed by eg the way we ate became more American (1) • ‘I couldn’t conceive of people just going for something to eat, but after a while, I was one of them’ glossed by eg it stopped being a special occasion (1) • ‘And yet my parents felt the need to formalise it all by choosing what amounted to a starter, a main course and pudding’ glossed by eg some people stuck to old ways/still wanted a traditional 3 course meal (1)
7.			1 mark for each point glossed.	2	<p>Possible answers</p> <p>(A mixture of) following the rules (1) (and) aspects which suit/meet the public’s needs (1)</p>

Question		Expected response	Max mark	Additional guidance
8.		<p>Reference (1) Comment (1) x2</p> <p>NB For full marks candidates must make reference to both 'Now' and 'Then'.</p>	4	<p>Possible answers</p> <p>Now</p> <ul style="list-style-type: none"> • 'nostalgic'/'excited to recall' (1) suggests eg people (now) have fond memories of eating it/discovering it for the first time (1) • '(it is now a) background thing'/'rarely resulting in a second glance' (1) suggests eg it has become very commonplace/nowadays people have become used to it (1) • '(its) discarded (gherkins)'/ 'left on a table top' (1) suggests eg that parts of it are not to everyone's taste (1) • 'crinkly' (1) suggests eg withered/unappealing (1) <p>Then</p> <ul style="list-style-type: none"> • '(drew kids) gasps' (1) suggests eg (it was once) shocking/exciting (1) • 'rip up the rulebook' (1) suggests eg it was seen to be a breakthrough/big change/something original (1) • 'mirrored'/'(a sort of bun and beef) palindrome' (1) suggests eg people liked the look of it/thought it was new and weird (1) • 'crucially'/'use of parenthesis/dashes' (1) emphasises eg people thought the big Mac required strong teeth (1) • '(only for) truckers'/'(and) wrestlers'/'milk teeth-free' (1) suggests eg people thought it had a narrow target market (1) • '(only for) truckers'/'(and) wrestlers' (1) suggests eg people thought you had to be big and strong (1) • 'milk teeth-free' (1) suggests eg people thought it was for grown-ups only (1) • '(must be) a rule about it' (1) suggests eg people thought it was subject to conditions/conventions about who would eat it (1)

Question	Expected response	Max mark	Additional guidance
9.	<p>Selection (1) Comment (1)</p> <p>NB do not reward a response which simply says 'it sums up the main ideas of the passage etc' unless the candidate goes on to explain what the main idea is.</p>	2	<p>Possible answers include</p> <ul style="list-style-type: none"> • 'early fast food experience' (1) repeats the idea of eg '1986 being a year of firsts' OR repeats the idea of 'McDonald's opened its first UK drive-thru' etc (1) • 'confusion' (1) repeats the idea of 'To the viewer, "golden arches" means nothing' OR "It seemed a wacky idea" OR 'didn't quite know their purpose' OR "'We were never sure," Chris said, "about how quickly to get away"', etc (1) • 'newness' (1) repeats the idea of 'the first franchises' OR 'Another introduction is the Happy Meal' (1) • 'thrill' (1) repeats the idea of 'a thrill now difficult to imagine' OR 'Chris remembers it as an "event" etc (1) • 'It sounds like love'/'"Lovin' it"' (1) repeats the idea of 'The figures show consumers really are "lovin' it"' etc (1) • 'in a different century' (1) repeats the idea of '1975' OR '1986' OR 'the 1980s' etc (1) • 'eating habits have certainly changed' (1) repeats the idea of 'cultural shift towards American eating habits' (1) • 'cultural shift' (1) repeats the idea of 'things have moved on' (1) • 'awareness of how and what we eat' (1) repeats the idea of 'using your hands without a plate' /refers back to the title (1) • reference to a linguistic element from final paragraph eg list/rule of three (1) repeats similar construction from earlier in the passage (1)

[END OF MARKING INSTRUCTIONS]



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General marking principles for National 5 English: Critical Reading

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this paper. These principles must be read in conjunction with the specific marking instructions for each question. The marking schemes are written to assist in determining the 'minimal acceptable answer' rather than listing every possible correct and incorrect answer.

- (a) Marks for each candidate response must **always** be assigned in line with these general marking principles and the detailed marking instructions for the relevant question.
- (b) Marking should always be positive. This means that for each candidate response marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) If a specific candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.

The marking instructions indicate the essential idea that a candidate should provide for each answer.

Marking instructions for each question

SCOTTISH TEXT DRAMA

Text 1 – *Bold Girls* by Rona Munro

Question	Expected response	Max mark	Additional guidance
1.	1 mark for each point identified.	4	<p>Possible answers include:</p> <p>Marie reflects on her relationship with Michael (her deceased husband) (1)</p> <p>Marie admits she knew more about what was going on than she ever spoke about at the time (1)</p> <p>Marie states that Cassie is justified in her critical comments (1)</p> <p>Marie admits she recognised who Deirdre was on their first meeting (1)</p> <p>Marie says she tried to look after Michael when he was upset (1)</p> <p>Deirdre promises to return all the money but Marie says it isn't important (1)</p> <p>Marie says she will give the money back to Cassie (1)</p> <p>Deirdre says she's going home/ Marie stops her (1)</p> <p>Marie admits that Michael was Deirdre's father/and that they look similar (1)</p> <p>Marie offers Deirdre some breakfast (1)</p> <p>Marie tells Deirdre about how she likes to feed the birds/and encourages her to join in (1)</p>

Question	Expected response	Max mark	Additional guidance
2.	Reference (1) Comment (1) x2	4	<p>Possible answers include:</p> <p>'It wasn't that I lied' (1) suggests she is trying to make excuses (1)</p> <p>'all the truth' (1) suggests she knew more than she was admitting (1)</p> <p>'You'd be crazy...' (1) suggests she is getting emotional (1)</p> <p>'... he'd have to change'/'Maybe he'd sooner leave.' (1) suggests her uncertainty of how he might react (1)</p> <p>'I didn't want him to leave' (1) suggests fear of losing him (1)</p> <p>Repetition of ('I loved him. ')/'I loved him.' (1) suggests her commitment to Michael (1)</p> <p>'... even now' (1) suggests lasting feelings (1)</p> <p>'... I'm just a mug.' (1) suggests honesty/frankness (1)</p> <p>'Cassie was right.' (1) suggests awareness (1)</p> <p>'I knew who you were...' (1) suggests she can cope with the truth (1)</p> <p>'What good would...do you?' / rhetorical question (1) suggests she seeks validation from Deirdre (1)</p>

Question	Expected response	Max mark	Additional guidance
			<p>Uses a series of 3 rhetorical questions in a row (1) suggests Marie is trying to justify her thinking at the time (1)</p> <p>Series of sentences starting with personal pronoun 'I' (1) suggests self-reflection (1)</p> <p>Use of (several) short sentences towards the end of her speech (1) suggests moment of realisation/honesty/confession (1)</p> <p>'What age are you?' (1) suggests she is seeking confirmation (1)</p>

Question	Expected response	Max mark	Additional guidance
3.	<p>One example of dialogue (1) Comment (1)</p> <p>One example of stage direction (1) Comment (1)</p>	4	<p>Possible answers include:</p> <p>Dialogue</p> <p>'It doesn't matter' (1) lets her off with repaying the missing £5 (1)</p> <p>'You're shivering' (1) shows concern for her physical comfort (1)</p> <p>'You can't go out like that.' (1) tries to stop her being uncomfortable/cold (1)</p> <p>'...he never told me.' (1) reassures Deirdre that she hadn't been deliberately ignoring her existence (1)</p> <p>'You've got his eyes.' (1) admits the physical similarity to Michael (1)</p> <p>'...I'll get the breakfast started...' (1) looks after Deirdre's wellbeing (1)</p> <p>'You can give me a hand if you like' (1) invites Deirdre to join in (1)</p> <p>'You make crumbs of that.' (1) allows Deirdre to join in with feeding the birds (which is one of Marie's favourite activities) (1)</p>

Question	Expected response	Max mark	Additional guidance
			<p>Stage directions</p> <p>'<i>she shakes her head</i>' (1) is generous in saying that Deirdre's repayment will benefit Cassie (1)</p> <p>'<i>They look at each other for a minute</i>' (1) moment of realisation/tenderness (1)</p> <p>'<i>(She moves back to the kitchen and starts getting out food)</i>' (1) shows Marie is going to make her a meal (1)</p> <p>'<i>(Handing her a loaf)</i>' (1) involves Deirdre in the preparation (1)</p> <p>'<i>Lights fade to Black-out</i>' (1) leaves an optimistic (final) stage picture for the future relationship of Marie and Deirdre (1)</p>

Question	Expected response	Max mark	Additional guidance
4.	<p>Extract</p> <p>Marie and Deirdre may form a 'mother/daughter' relationship in the future. They seem to have reconciled their differences by the end of the play. The tension between them has lessened and there is the acknowledgement that Deirdre is Michael's daughter. The play ends with them involved together in a domestic task (preparing breakfast) which they haven't shared together before this point.</p> <p>Marie's relationship with Michael She loved him/venerated him/accepted his faults/was terrified of losing him.</p> <p>Elsewhere</p> <p>Marie's relationship with Michael She defends/idolises him throughout the play.</p> <p>Presentation of males in families Often absent or the source of conflict. Michael (husband/father), Joe (husband/father), and Sean (brother/son).</p>	8	<p>Candidates may choose to answer in bullet points in this final question, or write a number of linked statements. There is no requirement to write a 'mini essay'.</p> <p>Up to 2 marks can be achieved for identifying elements of commonality as identified in the question.</p> <p>A further 2 marks can be achieved for reference to the extract given.</p> <p>4 additional marks can be awarded for similar references to at least one other part of the text by the writer.</p> <p><u>In practice this means:</u></p> <p>Identification of commonality (2) (eg: theme, central relationship, importance of setting, use of imagery, development in characterisation, use of personal experience, use of narrative style, or any other key element...)</p> <p>from the extract:</p> <p>1 x relevant reference to technique (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to idea (1) 1 x appropriate comment (1)</p>

Question	Expected response	Max mark	Additional guidance
	<p>Marie and her children (Michael Junior and Brendan) - Marie puts her children first and wants the best for them. Sometimes, Cassie (Marie's best friend) helps with their domestic routine as she frequently 'pops' round. Marie is house-proud and tries to make a happy home for her children (despite not having much money).</p> <p>Deirdre and her biological mother are not close - Deirdre has been the victim of domestic abuse at the hands of her mother's boyfriend. Her mother seems aware of this but doesn't stop this from happening.</p> <p>Nora and Cassie argue at many points of the play as they have different 'standards' about dress and behaviour. Nora thinks that Cassie is too 'flamboyant' and too 'loud'. However, they support each other with domestic hardships. The source of their arguing is the different opinions they hold about Sean (Nora's dead husband) and Joe (Cassie's incarcerated husband). They both view these men in extremely opposite ways. Cassie adored her father whilst Nora says he was often violent. Nora thinks Joe is an 'ideal husband' - Cassie doesn't.</p>		<p>OR</p> <p>1 x relevant reference to feature (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to text (1) 1 x appropriate comment (1)</p> <p>(maximum of 2 marks only for discussion of extract)</p> <p>from at least one other part of the text:</p> <p>as above (x 2) for up to 4 marks</p>

Text 2 – *Sailmaker* by Alan Spence

Question	Expected response	Max mark	Additional guidance
5.	Reference (1) Comment (1) x2	4	<p>Possible answers include:</p> <p>'singing'/'sings'/Alec is singing in the house (1) suggests he is excited to go (1)</p> <p>Knows the words of the songs (by heart) (1) suggests his dedication (1)</p> <p>'Give me oil'/'keep me burning'/'I pray'/'Halleluja' (1) suggests a desire to keep going/be involved/shows it is important to Alec (1)</p> <p>Exclamation mark (line 5) (1) suggests strength of feeling (1)</p> <p>'religious fanatic' (1) suggests devotion (1)</p> <p>Reference to or examples of number of evenings/accumulation of groups (1) suggests the depth of involvement/amount of time he invests (1)</p> <p>'too young' (1) suggests the extraordinary level of interest (1)</p> <p>He was invited by the minister (1) suggests he has been identified as particularly interested (1)</p> <p>'top in the bible exam'/'Top equal.' (1) suggests he is dedicated (1)</p>

Question		Expected response	Max mark	Additional guidance
6.		Reference (1) Comment (1) x2	4	<p>Possible answers include:</p> <p>'keeps ye aff the streets' (1) suggests Davie is pleased Alec is safe/has an interest in something (1)</p> <p>'Mind yer heid...' (1) shows Davie is making fun of Alec/is proud of Alec (1)</p> <p>Negative comments about the mirror/'really stupid'/'annoyin' (1) suggest Alec is critical of Davie (for putting up with the broken mirror) (1)</p> <p>'a big crack down the middle' / 'two halves don't sit right' (1) suggests (symbolically) the underlying issues between them (1)</p> <p>'Canny get a good look at yerself.' (1) suggests that Alec is frustrated by Davie's lack of self-awareness (1)</p> <p>'Ach away ye go!' (1) suggests (mock) exasperation (1)</p> <p>Argument about the missing bible/ 'Try lookin...'/'Where?' (1) suggests a typical parent/child disagreement (1)</p>

Question		Expected response	Max mark	Additional guidance
7.		Reference (1) Comment (1) x2	4	<p>Possible answers include:</p> <p>Davie has read/enjoyed the book/'Good book that'/'Ah read it...' (1) suggests his intelligence/interest in literature (1)</p> <p>'ah was in the Boy's Brigade' (1) suggests as a child he was similar to Alec/was previously religious/positive memories (1)</p> <p>'made me want to be a missionary' (1) suggests his once adventurous/ambitious side/was very serious about religion at one time (1)</p> <p>'Just...drifted away fae it' (1) suggests he did not pursue his interests/gave up on his dreams (1)</p> <p>Use of ellipsis (1) suggests his struggle to articulate why he didn't follow his dreams (1)</p> <p>'darkest Govan' (1) suggests his self-deprecating nature/sense of humour (1)</p> <p>(Repeats) 'First Prize' (1) suggests he is proud of his son (1)</p> <p>Positive references to his (dead) wife (1) suggests his fondness for her/sense of sadness at his loss/lack of self belief (1)</p> <p>'wurnae the same opportunities' (1) suggests Davie is making excuses for himself/passive response to his circumstances/sense of unfairness (1)</p> <p>Reference to/example of colloquial language or Scots (1) reflects his origins/place of birth (1)</p>

Question	Expected response	Max mark	Additional guidance
			<p>Encouragement of Alec's education (1) shows that he believes in his son/wants a better life for Alec/ knows that education is a vehicle for escaping poverty (1)</p> <p>'Will your anchor hold' (1) suggests Davie has not always coped with the difficulties (1)</p> <p>'storms of life' /'wings of strife' (1) suggests Davie has endured some difficult experiences (1)</p> <p>Remembers the lyrics of the song (1) suggests it was once important to him (1)</p>

Question	Expected response	Max mark	Additional guidance
8.	<p>Extract</p> <p>'keeps ye aff the streets' suggests Davie feels that where they live can have negative elements.</p> <p>Davie encourages Alec's interest in religion and education as he sees them as positive influences and opportunities for people to escape from poverty. He is ambitious for Alec to have a more comfortable life where he can be successful and well rewarded for his intelligence.</p> <p>Elsewhere</p> <p>References to the setting in Govan/Glasgow and the bleak surroundings including the decline of the shipbuilding industry and its impact on the community.</p> <p>References to a traditional Scottish working class background where men worked in trades and were patriarchs of their families. This impacts on Davie as he struggles to talk about his issues with anyone and then loses his status with his declining employment.</p> <p>Some people (eg Ian) viewing middle classes with suspicion/ridicule.</p> <p>Alec's character makes the journey from working class to middle class using education as he progresses to a different school and then university.</p>	8	<p>Candidates may choose to answer in bullet points in this final question, or write a number of linked statements. There is no requirement to write a 'mini essay'.</p> <p>Up to 2 marks can be achieved for identifying elements of commonality as requested in the question.</p> <p>A further 2 marks can be achieved for reference to the extract given.</p> <p>4 additional marks can be awarded for similar references to at least one other part of the text.</p> <p><u>In practice this means:</u></p> <p>Identification of commonality (2) (eg: theme, central relationship, importance of setting, use of imagery, development in characterisation, use of personal experience, use of narrative style or any other key element...)</p> <p>from the extract:</p> <p>1 x relevant reference to technique (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to idea (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to feature (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to text (1) 1 x appropriate comment (1)</p>

Question	Expected response	Max mark	Additional guidance
	<p>Alec's subsequent distance from his family as he changes with his education and changing social circle, where he learns about and considers different lifestyles (eg vegetarianism, Buddhism) which they find alienating/ridiculous.</p> <p>Ian and Billy are shown as contrasting examples to Alec where education is not valued and following tradition is important, eg liking the same football team, going into the same trade.</p> <p>References to other people who have escaped (or attempted to escape) poverty through other methods, eg sport, emigration. As well as characters struggling with alcoholism, gambling, debt, etc.</p> <p>The inclusion of the quotations from the book "The British Working Man" which provides both accuracy and irony.</p>		<p>(maximum of 2 marks only for discussion of extract) from at least one other part of the text:</p> <p>as above (x2) for up to 4 marks</p>

Text 3 – *Tally's Blood* by Ann Marie di Mambro

Question		Expected response	Max mark	Additional guidance
9.		Any two points.	2	<p>Possible answers include:</p> <p>They put in more effort (than others)/long hours (1) NB: accept 'work' only with qualifying comment</p> <p>They create their own employment/are self-employed (1)</p> <p>They don't replace local workers/Scottish workers (1) NB: Do not accept 'jobs' as it is a lift</p> <p>They keep to themselves/have their own community (1)</p> <p>They contribute to the economy/can support themselves/do not expect handouts (1)</p> <p>They are well behaved/follow the rules (1)</p>
10.		Any two points.	2	<p>Possible answers include:</p> <p>Massimo wants to leave/return to Italy (1) while it is possible/before something bad happens (1)</p> <p>Rosinella wants to stay (1) feels that they have too much to lose by leaving (1)</p> <p>Massimo is afraid/worried/concerned/anxious (1)</p> <p>Rosinella feels that because he is popular/admired/accepted by the community nothing negative will happen (1)</p>

Question		Expected response	Max mark	Additional guidance
11.		Reference (1) Comment (1) x2	4	<p>Possible answers include:</p> <p>'since I was a wee boy' (1) suggests nostalgia/bittersweet (1)</p> <p>List of three or specific examples ('school', 'brother was born', 'mammy's buried') (1) suggests he has a real sense of belonging to Scotland (1)</p> <p>'(always thought I was) lucky' (1) suggests he (previously) felt fortunate (1)</p> <p>'two countries' (1) suggests he felt a kinship with Italy and Scotland (1)</p> <p>Use of/example of the past tense (1) suggests sadness/sense of being misguided (1)</p> <p>'nowhere' /anti-climax (1) suggests sense of loss/isolation/disappointment (1)</p> <p>Short sentences (1) suggest his (building) frustration/despair (1)</p>

Question	Expected response	Max mark	Additional guidance
12.	Reference (1) Comment (1) x2	4	<p>Possible answers include:</p> <p>They are playfully re-enacting actions of war (1) which is the wider concern of the adults (1)</p> <p>'shooting sounds getting louder' (1) suggests the sense of rising tension (1)</p> <p>Repeated use of/sound impact of 'Pee-aiow' (1) echoes the unwelcome intrusion of war in their lives (1)</p> <p>Lucia (Italy) and Hughie (Scotland) represent the different nationalities at war/sides of the conflict (1) which is the main concern of the extract (1)</p> <p>'I don't like this'/'I don't like it' (1) suggests the negative impact of war on the people affected (1)</p> <p>'<i>threatened</i>'/'<i>cowering</i>' (1) suggests the fear that other people, eg Massimo, also experience (1)</p> <p>'<i>kicks Hughie on the shin</i>' (1) suggests (on a smaller scale) the violence (which is an aspect of war) (1)</p> <p>'<i>he continues to circle her</i>'/'Beat it, Hughie Devlin!' (1) suggests actions allude to future romantic relationship/flirtatious (1) NB be aware of identification or description of the idea of microcosm as an acceptable answer.</p>

Question	Expected response	Max mark	Additional guidance
13.	<p>Extract</p> <p>Massimo is concerned about the outbreak of war and the negative impact that it will have on them.</p> <p>Rosinella is naive and believes that the war won't affect them as 'ordinary working people' or Massimo because he is respected in the community.</p> <p>The younger characters have only a childish understanding of war.</p> <p>Massimo feels conflicted between his love of Italy and his love of Scotland because the two countries will be on either side of the war.</p> <p>Elsewhere</p> <p>Franco signs up to the army believing it will give him freedom from his family but he dies in war.</p> <p>Massimo's shop is later attacked by a mob because he is Italian.</p> <p>Massimo and his father are arrested and then deported and separated from each other as prisoners of war.</p> <p>Massimo's monologue details the suffering that Italians faced while they were prisoners.</p>	8	<p>Candidates may choose to answer in bullet points in this final question, or write a number of linked statements. There is no requirement to write a 'mini essay'.</p> <p>Up to 2 marks can be achieved for identifying elements of commonality as requested in the question.</p> <p>A further 2 marks can be achieved for reference to the extract given.</p> <p>4 additional marks can be awarded for similar references to at least one other part of the text.</p> <p><u>In practice this means:</u></p> <p>Identification of commonality (2) (eg: theme, central relationship, importance of setting, use of imagery, development in characterisation, use of personal experience, use of narrative style or any other key element...)</p> <p>from the extract:</p> <p>1 x relevant reference to technique (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to idea (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to feature (1) 1 x appropriate comment (1)</p>

Question	Expected response	Max mark	Additional guidance
	<p>Massimo's father is killed at war when the ship he is on sinks.</p> <p>The negative impact on the women who are left behind, eg Bridget, Rosinella and Lucia.</p> <p>The impact of the war on Italy where much of the country was bombed and Massimo's family have suffered losses.</p> <p>The impact on the Pedreschi family business as they are affected by rationing and hostility from the Scottish community.</p> <p>Rosinella is left feeling bitter about the impact of the war years later refusing to get over the way Italians treated them.</p>		<p>OR</p> <p>1 x relevant reference to text (1)</p> <p>1 x appropriate comment (1)</p> <p>(maximum of 2 marks only for discussion of extract) from at least one other part of the text:</p> <p>as above (x2) for up to 4 marks</p>

SCOTTISH TEXT PROSE

Text 1 – *The Cone-Gatherers* by Robin Jenkins

Question		Expected response	Max mark	Additional guidance
14.		Reference (1) Comment (1) x2	4	<p>Possible answers include:</p> <p>'consummate' (1) suggests expert/talented/accomplished (1)</p> <p>'confidence' (1) suggests self-assured/knew he was good at it (1)</p> <p>'grace' (1) suggests elegance/beauty/poise (1)</p> <p>'inner night' (1) suggests darkness/difficulty of the task (1)</p> <p>'Not once...was he at a loss' (1) suggests he always knew what to do/never faltered (1)</p> <p>'all the long way down' (1) suggests it was a tall tree (1)</p> <p>'find holds by instinct' (1) suggests felt at one with nature/ was led by intuition/unconsciously knew what to do (1)</p> <p>'patiently guided his brother's feet' (1) suggests was able to help Neil at the same time (1)</p> <p>'superiority as a climber' (1) suggests this is an area of strength (1)</p>

Question		Expected response	Max mark	Additional guidance
15.		Reference (1) Comment (1)	2	<p>Possible answers include:</p> <p>'hurrying to keep close behind' (1) suggests he struggled to keep up with his brother (1)</p> <p>'(often) stumbled'/'he would trip over it' (1) suggests he (frequently) fell (1)</p> <p>'Gone were the balance and sureness' (1) suggests he no longer felt at ease (1)</p> <p>'mishaps'/'scrambled' (1) suggests undignified/struggle/lack of poise (1)</p> <p>'anxious' (1) suggests worried (1)</p> <p>'hindrance' (1) suggests he was holding his brother back (1)</p>
16.	(a)	Duror Reference (1) Comment (1)	2	<p>Possible answers include:</p> <p>'waiting for them outside their hut' (1) suggests he was prepared to intrude on their privacy/wanted to make them feel uncomfortable (1)</p> <p>'His rage'/'(quiet but) intimidating' (1) suggests he was angry/menacing/had a calm but frightening fury (1)</p> <p>'gun raised (once or twice to emphasise)/threats' (1) suggests he tried to scare them/hinted at his potential for (deadly) violence (1)</p>

Question		Expected response	Max mark	Additional guidance
	(b)	<p>Neil</p> <p>Reference (1) Comment (1)</p>	2	<p>Possible answers include:</p> <p>'Neil had said little in reply' (1) suggests he kept calm/did not argue back (1)</p> <p>'faced up to the gun raised' (1) suggests he did not show any fear/showed he was prepared to stand up for himself (and his brother) (1)</p>
	(c)	<p>Calum</p> <p>Reference (1) Comment (1)</p>	2	<p>Possible answers include:</p> <p>'demoralised (as always by hatred)' (1) suggests he was saddened by the argument/he was deflated by Duror being annoyed with them/struggled to cope with disagreements (1)</p> <p>'cowered (against the hut)' (1) suggests his fear/panic (1)</p> <p>'hiding (his face)' (1) suggests he will not stand up to his opponent/childlike response (1)</p>

Question	Expected response	Max mark	Additional guidance
17.	<p>Extract</p> <p>The brothers rely on each other, eg Calum helps Neil in the trees, but Neil helps Calum on the ground.</p> <p>Neil tries to guide Calum to understand how the world works, eg not setting rabbits free from traps.</p> <p>Calum doesn't always understand Neil, eg the importance of swearing on the life of a woman who is already dead that he can't remember.</p> <p>Neil gets frustrated at Calum, eg when he releases the rabbits which he knows will lead to difficulties with Duror.</p> <p>Calum is endlessly loving towards Neil, eg doesn't complain when he stands on his hand.</p> <p>Calum doesn't want to disappoint Neil, eg tries to keep up with him on the ground.</p>	8	<p>Candidates may choose to answer in bullet points in this final question, or write a number of linked statements. There is no requirement to write a 'mini essay'.</p> <p>Up to 2 marks can be achieved for identifying elements of commonality as requested in the question.</p> <p>A further 2 marks can be achieved for reference to the extract given.</p> <p>4 additional marks can be awarded for similar references to at least one other part of the text.</p> <p><u>In practice this means:</u></p> <p>Identification of commonality (2) (eg: theme, central relationship, importance of setting, use of imagery, development in characterisation, use of personal experience, use of narrative style or any other key element...)</p> <p>from the extract:</p> <p>1 x relevant reference to technique (1) 1 x appropriate comment (1)</p>

Question	Expected response	Max mark	Additional guidance
	<p>Elsewhere</p> <p>Neil takes on the protective role/ they have a parent-child dynamic, eg Neil worries about what would happen to Calum without him</p> <p>Neil has to tend to practical matters such as clothing, ordering food.</p> <p>Mr. Tulloch tells Neil that 'no man on earth has ever looked after his brother so well'</p> <p>Neil tries to get Calum the best possible spot on the deer drive/has to be strict with him about the deer drive etc.</p> <p>Calum wants to do what he can for Neil, eg buy him a present in Lendrick, carves him animals. Neil has made sacrifices to look after Calum, eg did not marry which causes him to feel sad/lonely.</p> <p>Neil recognises Calum's good nature, eg 'better and wiser than any of them'.</p> <p>Neil defends Calum, eg 'my brother's the shape God made him'.</p> <p>Neil gets frustrated with Calum, eg 'are you such a child you're going to cry...'</p> <p>Neil feels shame whenever he is embarrassed by or angry with Calum, eg when Calum wants to apologise for the deer drive.</p> <p>There are areas of disagreement, eg Calum does not want to go into the beach hut because he knows they are not supposed to but Neil is determined to do it/they differ in their beliefs about God and heaven.</p>		<p>OR</p> <p>1 x relevant reference to idea (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to feature (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to text (1) 1 x appropriate comment (1)</p> <p>(maximum of 2 marks only for discussion of extract)</p> <p>from at least one other part of the text:</p> <p>as above (x2) for up to 4 marks</p>

Text 2 – *The Testament of Gideon Mack* by James Robertson

Question		Expected response	Max mark	Additional guidance
18.		Reference (1) Comment (1) x2	4	<p>Possible answers include:</p> <p>'We stared at him' (1) suggests what he is saying is unusual (1)</p> <p>'incomprehension' (1) suggests they cannot understand what is going on (1)</p> <p>'tiny (thrilling) hope' (1) suggests the chance is very slim (1)</p> <p>'joke' (1) suggests it cannot be real (1)</p> <p>'there had never been any question of it being allowed in the manse' (1) suggests this is an extreme turnaround (1)</p> <p>'like alcohol' (1) suggests it is a sin (1)</p> <p>'a distillation of all the vices he most detested' (1) suggests he would clearly never have had it in the house before (1)</p> <p>'(he associated it with) America, in his mind the wellspring of those selfsame vices' (1) suggests the reason why he had hated it so much before (1)</p> <p>repetition of/word choice of 'vices' (1) emphasises how badly he had previously regarded television (1)</p> <p>'and now' (1) suggests a complete change of heart (1)</p> <p>'here he was' (1) suggests this was a remarkable event (1)</p> <p>'monster' (1) suggests a horrific thing, not to be admitted (1)</p> <p>contrast/alliteration of 'monster' and 'manse' (1) emphasises how unlikely this is (1)</p>

Question		Expected response	Max mark	Additional guidance
19.		Any two points.	2	<p>Possible answers include:</p> <p>'we must move with the times', eg he recognises things are changing and wants to be part of that (1)</p> <p>'see the news', eg he wants the visual news, rather than only getting audio on the radio (1)</p> <p>'educational programmes', eg there are good resources to help with Gideon's learning (1)</p> <p>'major sporting events', eg it's an opportunity to watch sports he cannot attend in person (1)</p>
20.		Reference (1) Comment (1) X2	4	<p>Possible answers include:</p> <p>'admitted' (1) suggests a reluctance (1)</p> <p>'suppressed horror' (1) suggests he is trying to control his true feelings (1)</p> <p>'corrosive' (1) suggests he thinks it is damaging (1)</p> <p>'glowered' (1) suggests distaste (1)</p> <p>'guest' (1) suggests this is temporary (1)</p> <p>'(extremely) doubtful character' (1) suggests distrust (1)</p> <p>'it was only a matter of time' (1) suggests he is waiting for an inevitable slip-up (1)</p> <p>'outrageously' (1) suggests extremity of expectation (1)</p> <p>'offensive' (1) suggests dislike (1)</p>

Question			Expected response	Max mark	Additional guidance
					<p>'it did'/'it showed England winning the world cup' (1) suggests his fears were realised (1)</p> <p>'it had also...highest level' (1) suggests more positive feelings here as this is welcome (1)</p> <p>'he had let the beast in' (1) suggests he feels responsible/guilt (1)</p> <p>'beast' (1) suggests he thinks of it as a monster (1)</p> <p>'an admission of error' (1) suggests his pride is at stake (1)</p> <p>'gradually' (1) suggests he is starting to relent (1)</p> <p>'rules' (1) suggests he likes to be in control of it (1)</p> <p>'relaxed' (1) suggests he is easing off a bit/getting used to it (1)</p>
21.			1 mark for each point	2	<p>Possible answers include:</p> <p>'One was watching American trash', eg he isn't allowed to view programmes from the US that Gideon's father considers to be rubbish but that Gideon loves (1)</p> <p>'Sunday', eg the Sabbath was sacred to Gideon's father so the television could not be watched that day (1)</p>

Question	Expected response	Max mark	Additional guidance
22.	<p>Extract</p> <p>Gideon and his mother are shocked at Gideon's father bringing television into the home. This suggests they see his behaviour as hypocritical.</p> <p>Gideon and his mother don't dare question Gideon's father's decisions. This shows how domineering he is.</p> <p>Gideon's mother shows 'incomprehension,' and has not been consulted about the television. This suggests that Gideon's father makes all the decisions.</p> <p>Elsewhere</p> <p><u>Gideon's relationship with his father</u></p> <p>Gideon's father is very strict/domineering/physically domineering.</p> <p>Gideon's father imposes strict religious regime on Gideon.</p> <p>Gideon feels his father is disappointed in him. Gideon pretends to have religious faith in order to please him. This deception leads to other deceptions for Gideon.</p> <p>No real connection with father; however, Gideon ironically becomes a Minister like his father.</p>	8	<p>Candidates may choose to answer in bullet points in this final question, or write a number of linked statements. There is no requirement to write a 'mini essay'.</p> <p>Up to 2 marks can be achieved for identifying elements of commonality as requested in the question.</p> <p>A further 2 marks can be achieved for reference to the extract given.</p> <p>4 additional marks can be awarded for similar references to at least one other part of the text.</p> <p><u>In practice this means:</u></p> <p>Identification of commonality (2) (eg theme, central relationship, importance of setting, use of imagery, development in characterisation, use of personal experience, use of narrative style or any other key element...)</p>

Question	Expected response	Max mark	Additional guidance
	<p><u>Gideon's relationship with his mother</u></p> <p>No real bond with mother.</p> <p>Gideon's mother is able to explain some of Gideon's father's motivation and fears to Gideon.</p> <p>Relationship worsens when Gideon's mother is in nursing home and doesn't recognise Gideon.</p> <p><u>Gideon's relationship with his wife</u></p> <p>Gideon has problematic relationship with his wife. Admits he has had long-term relationship with Elsie Moffat.</p>		

Question	Expected response	Max mark	Additional guidance
	<p>Elsewhere</p> <p>The past is represented by, eg local history; the standing stones; folklore; superstition; stories within stories; traditional values; the church; the characterisation of Gideon’s father.</p> <p>The future is represented by, eg technology; modern culture; awareness of the wider country/world; changing attitudes to relationships, religion etc; the role of the publisher in the narrative; characters’ reluctance to believe the more supernatural elements of the story; the characterisation of Catherine Craigie and of Gideon himself.</p> <p>Candidates may choose to discuss the continuum and evolution from past to present as the novel has a foot in both camps throughout as the lists above co-exist.</p> <p>Candidates may also choose to focus on the conflicts created by this co-existence, eg between Gideon and his father; between traditional and modern attitudes to religion, superstition, relationships etc; between tradition and modern ways of living.</p>		<p>from the extract:</p> <p>1 x relevant reference to technique (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to idea (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to feature (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to text (1) 1 x appropriate comment (1)</p> <p>(maximum of 2 marks only for discussion of extract) from at least one other part of the text:</p> <p>as above (x2) for up to 4 marks</p>

Text 3 – *The Strange Case of Dr Jekyll and Mr Hyde* by Robert Louis Stevenson

Question		Expected response	Max mark	Additional guidance
23.		Reference (1) Comment (1) x2	4	<p>Possible answers include:</p> <p>'From that time forward' (1) suggests sense of purpose (1)</p> <p>'haunt (the door)' (1) suggests that he is always there (1)</p> <p>List/'In the morning...'/ 'at noon...'/ 'at night...'/ "at all hours" (1) suggests that he is searching for Hyde at all times in the day (1)</p> <p>'before office hours' (1) suggests that he is so keen to find him he starts very early (1)</p> <p>'under the face of the fogged city moon' (1) suggests that he is not put off by frightening/spooky atmosphere (1)</p> <p>'by all lights' (1) suggests that he looks for Hyde even when it is dark (1)</p> <p>'the lawyer was to be found on his chosen spot' (1) suggests that he is always there, looking (1)</p> <p>"'I shall be Mr Seek.'" (1) suggests that he defines his identity by his search for Hyde (1)</p>

Question	Expected response	Max mark	Additional guidance
24.	Reference (1) Comment (1) x2	4	<p>Possible answers include:</p> <p>'And at last' (1) suggests a long wait (1)</p> <p>'frost in the air' (1) suggests discomfort (1)</p> <p>'the streets as clean as a ballroom floor' (1) suggests a space that is (eerily) empty of its usual crowds of people (1)</p> <p>'shadow' (1) suggests dark presence/hidden danger (1)</p> <p>'shops were closed' (1) suggests emptiness (1)</p> <p>'(very) solitary' (1) suggests isolation (1)</p> <p>'(very) silent' (1) suggests a quiet, eerie atmosphere (1)</p> <p>Use of 'very' /repetition of 'very' (1) to emphasise the quiet atmosphere (1)</p> <p>'Small sounds carried far' /'low growl of London' (1) suggests menacing setting/threatening noises (1)</p> <p>'rumour' (1) suggests uncertainty (1)</p> <p>'preceded him by a long time' (1) suggests the unseen (1)</p> <p>'(Mr. Utterson) had been some minutes at his post' (1) suggests anticipation (1)</p> <p>'an odd, light footstep' (1) suggests the unknown (1)</p> <p>'drawing near' (1) suggests nervousness caused by something approaching (1)</p> <p>'suddenly spring out' /'sharply and decisively arrested' (1) suggests surprise/shock/alert (1)</p> <p>'withdrew (into the entry)' (1) suggests hiding/concealment (1)</p>

Question		Expected response	Max mark	Additional guidance
25.		Reference (1) Comment (1) x2	4	<p>Possible answers include:</p> <p>'(Mr Hyde) shrank back' (1) suggests that he does not want to be seen/wants to be unknown (1)</p> <p>'hissing (intake of breath)' (1) suggests that there is something inhuman/serpent-like about him/sinister (1)</p> <p>'he did not look the lawyer in the face'/'still without looking up'(1) suggests he is evasive (1)</p> <p>'his fear was only momentary' (1) suggests initial uncertainty/ recovers his composure quickly (1)</p> <p>'he answered coolly enough' (1) suggests that there is a confidence about him (1)</p> <p>"'How did you know me?'" (1) suggests that he is suspicious (1)</p> <p>'appeared to hesitate' (1) suggests that he is wary (1)</p> <p>'fronted about with an air of defiance' (1) suggests aggression (1)</p> <p>'stared at each other pretty fixedly' (1) suggests he is not afraid (1)</p>

Question	Expected response	Max mark	Additional guidance
26.	<p>Possible areas for comment include:</p> <p>Extract</p> <p>Mr Utterson is clearly trying to seek out a secret in trying so hard to track down Mr Hyde. There are many references within the extract to secrecy, eg "I shall be Mr Seek," 'rumour,' 'he withdrew into the entry of the court,' "How did you know me?"</p> <p>Elsewhere</p> <p>The lawyer, Mr Utterson, thinks that Dr Jekyll's will contains a dark secret.</p> <p>Dr Jekyll conducts secret research in a secret laboratory.</p> <p>Dr Jekyll keeps the true identity of Mr Hyde hidden.</p> <p>Dr Jekyll uses the identity of Mr Hyde to keep his own behaviour secret.</p> <p>Dr Jekyll's servants are sworn to secrecy over the laboratory and the 'existence' of Mr Hyde.</p> <p>In the novel, secrets are hidden behind doors.</p>	8	<p>Candidates may choose to answer in bullet points in this final question, or write a number of linked statements. There is no requirement to write a 'mini essay'.</p> <p>Up to 2 marks can be achieved for identifying elements of commonality as identified in the question.</p> <p>A further 2 marks can be achieved for reference to the extract given.</p> <p>4 additional marks can be awarded for similar references to at least one other text/part of the text by the writer.</p> <p><u>In practice this means:</u></p> <p>Identification of commonality (2) (eg: theme, central relationship, importance of setting, use of imagery, development in characterisation, use of personal experience, use of narrative style, or any other key element...)</p> <p>from the extract:</p> <p>1 x relevant reference to technique (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to idea (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to feature (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to text (1) 1 x appropriate comment (1)</p> <p>(maximum of 2 marks only for discussion of extract) from at least one other text/part of the text:</p> <p>as above (x 2) for up to 4 marks</p>

Text 4 – *Mother and Son* by Iain Crichton Smith

Question		Expected response	Max mark	Additional guidance
27.		Reference (1) Comment (1) x2	4	<p>Possible answers include:</p> <p>'subsided' / "'It's only you.'" (1) suggests disappointment (1)</p> <p>'relief' (1) suggests she is pleased to see him/glad he is home (1)</p> <p>'contempt' (1) suggests dislike/hatred (1)</p> <p>'acceptance' (1) suggests she puts up with him (1)</p>
28.		Reference (1) Comment (1) x2	4	<p>Possible answers include:</p> <p>"'Well, what's the matter with you!'" (1) suggests aggression/hostility from mother to son (1)</p> <p>Exclamation mark (1) suggests anger (1)</p> <p>'snapped' (1) suggests mother's lack of patience (1)</p> <p>'pettishly' (1) suggests mother's sulky/bad-tempered mood (1)</p> <p>'moping' (1) suggests she belittles the importance of his feelings (1)</p> <p>'sigh' (1) suggests dismissiveness/disappointment (1)</p> <p>"'...don't know why we christened you John'" / "'My father was never like you.'" (1) suggests mother is being provocative (1)</p> <p>"'All right, <i>all</i> right'" (1) suggests the son is responding to provocation aggressively (1)</p> <p>'(he said) despairingly' (1) suggests the son is exhausted with mother's aggression/criticism (1)</p>

Question	Expected response	Max mark	Additional guidance
			<p>“‘Can’t you get a new record for your gramophone.’” / “‘I’ve heard all this before’” / “‘hundreds of times.’” / ‘familiar retort’ (1) suggests son is fed up with repetitive nature of mother’s critical comments (1)</p> <p>‘But she wasn’t to be stopped.’ (1) suggests mother is keen to continue argument (1)</p> <p>“‘I can’t understand what has come over you lately’” (1) suggests mother is critical of son’s present attitude/demeanour (1)</p> <p>“‘You keep mooning around the house’” (1) suggests the mother is criticising the son for being lazy/trying to start an argument with him (1)</p> <p>“‘Do you know what’s going to happen to you’” / “‘you’ll be taken to the asylum.’” / derogatory comments about father/father’s family (1) suggests insults are intended to provoke (1)</p> <p>‘her husband’s son, not as her own’ (1) suggests she disassociates herself from him (1)</p>

Question		Expected response	Max mark	Additional guidance
29.		Reference (1) Comment (1) x2	4	<p>Possible answers include:</p> <p>'He pattered about'/'waiting desperately'/'for the sibilant noise to stop' (1) suggests the son is allowing time to pass so that the conflict will be over (1)</p> <p>'He moved about inside this sea of sound' (1) suggests he feels trapped by the conflict (1)</p> <p>'trying to keep detached' (1) suggests he tries to shut out the conflict (1)</p> <p>'trying to force himself from listening' (1) suggests he tries hard not to let it affect him (1)</p> <p>'burst venomously' (1) suggests a sudden hurt (1)</p> <p>'out of a clear, cold mind,'/'as if she didn't matter'/'had no meaning for him'/'could not touch him' (1) suggests he tries to ignore his mother (1)</p> <p>'they stung him'/'stood quivering in his flesh'/'wound' (1) suggests he is poisoned by the conflict/he is deeply hurt by it (1)</p> <p>'angrily' (1) suggests his temper rises (1)</p> <p>'reflex'/'He swung round' (1) suggests he responds instinctively (1)</p>

Question			Expected response	Max mark	Additional guidance
					<p>'But she always cornered him' (1) suggests he feels trapped (1)</p> <p>'He had now become so sensitive' (1) suggests the conflict has made him very anxious/it has affected how he thinks about things (1)</p> <p>'he usually read some devilish meaning into her smallest utterance.' (1) suggests paranoia/that he demonises her (1)</p> <p>'he became deferential' (1) suggests he is now submissive (1)</p>
30.		<p>Possible answers include:</p> <p>Extract</p> <p>John feels isolated/lonely due to constant tauntings of his mother. He shuts himself off/isolates himself for self-protection.</p> <p>The mother feels isolated from John/is lonely when he is away. Her strong feelings are demonstrated in the conflict between John and her, or in her contradictory behaviour towards him - she wants him there, but behaves in a manner which drives him away (adding to her loneliness/isolation).</p>	8	<p>Candidates may choose to answer in bullet points in this final question, or write a number of linked statements. There is no requirement to write a 'mini essay'.</p> <p>Up to 2 marks can be achieved for identifying elements of commonality as identified in the question.</p> <p>A further 2 marks can be achieved for reference to the extract given.</p> <p>4 additional marks can be awarded for similar references to at least one other text/part of the text by the writer.</p> <p><u>In practice this means:</u></p> <p>Identification of commonality (2) (eg: theme, central relationship, importance of setting, use of imagery, development in characterisation, use of personal experience, use of narrative style, or any other key element...)</p>	

Question	Expected response	Max mark	Additional guidance
	<p>Elsewhere</p> <p><i>Home</i> Main character feels isolated from home country when he returns for a visit: "I wish to God we were home" (meant ironically). Feels a lack of connection during the visit. Main character and wife are isolated from each other. Wife cuts herself off from the local people: "an empress surrounded by prairie dogs."</p> <p><i>The Telegram</i> Isolation of the "thin woman" in the community: "The thin woman was not popular in the village." "She was an incomer..." Isolation and loneliness of the elder at the end of the story as news of the loss of his son is received.</p> <p><i>The Red Door</i> Murdo's isolation symbolised by the "Red Door" - he is marked out as different. He could be said to be 'self-isolated': "I have always sought to hide among other people."</p>		<p>from the extract:</p> <p>1 x relevant reference to technique (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to idea (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to feature (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to text (1) 1 x appropriate comment (1)</p> <p>(maximum of 2 marks only for discussion of extract) from at least one other text/part of the text:</p> <p>as above (x 2) for up to 4 marks</p>

Text 5 – *Hieroglyphics* by Anne Donovan

Question	Expected response	Max mark	Additional guidance
31.	Reference (1) Comment (1)	2	<p>Possible answers include:</p> <p>'me'/'ma mammy'/'ma sisters'/'Catherine'/'Elizabeth' (1) suggests the awareness of characters as essential elements of a story/she wants her family to be part of her story/she puts real people in her story (1)</p> <p>'we took nice stuff to eat'/'big plates a mince an tatties'/'ice cream fae the café'/'bottles a ginger and sweeties' (1) suggests she includes detail (1)</p> <p>'Ah spent a long time thinkin' (1) suggests she invested time/preparation/planning (1)</p> <p>'So ah decided' (1) suggests the importance of planning (when writing a good story) (1)</p> <p>'important' (1) suggest awareness of key elements (1)</p> <p>'three hings' (1) suggests awareness that three is a significant number in storytelling (1)</p> <p>'whit use are CDs...'/'ye widnae want that much stuff'/'that the boat would sink' (1) suggests awareness of need for realism (in a good story) (1)</p> <p>'fairy godmother'/'two blind mice'/'seventeen wee pigs' (1) suggests knowledge of well-known stories/characters in stories (1)</p>

Question		Expected response	Max mark	Additional guidance
32.		Reference (1) Comment (1)	2	<p>Possible answers include:</p> <p>'she aye carries'/'a bitty auld blanket roond wi her' (1) suggests awareness of/interest in (Elizabeth's) habits/routine (1)</p> <p>'she'll no go anywhere wioot her teddy'/'Sindy doll' (1) suggests knowledge of what is important (to Elizabeth) (1)</p> <p>'(she would need tae take her)' 'teddy'/'new blue jumper' (1) suggests awareness of (Catherine's) favourite possessions (1)</p> <p>Reference to 'deemie-boablers' (1) suggests knowledge of (Catherine's) current obsession (1)</p> <p>Reference to picture of 'spaniel pup'/'we couldnae huv a real dug doon ma bit' (1) suggests realisation that owning a pet is unrealistic (1)</p>
33.		Reference (1) Comment (1) x2	4	<p>Possible answers include:</p> <p>'private'/'ah didnae know whit mammy wid take'/'mammys don't tell ye these hings' (1) suggests she is secretive/unrevealing/doesn't share (1)</p> <p>'too busy workin' (1) suggests she is always occupied/preoccupied with practical things (1)</p> <p>'bringin ye up' (1) suggests she is committed to children (1)</p> <p>'tae huv a loaty time for theirsels' (1) suggests she is unselfish (1)</p> <p>'we are her three best hings'/'Catherine and Elizabeth and me'/reference to list (1) suggests devotion to her children (1)</p>

Question		Expected response	Max mark	Additional guidance
34.		<p>Reference (1) Comment (1) x2</p>	4	<p>Possible answers include:</p> <p>'neat wee black drawins' (1) suggests she recognises that her work looks presentable (1)</p> <p>'noticed ah hudny put ma name on it' (1) suggests she wants recognition/doesn't want her work to be anonymous (1)</p> <p>'(picture of masel) wi a cheery face on it' (1) suggests positive feelings towards it/sense of satisfaction (1)</p> <p>'(pit ma story) right on tap ae the pile' (1) suggests she considers her story to be worth looking at first (1)</p> <p>'centre of his desk' (1) suggests she is so proud of story she wants to draw attention to it (1)</p>
35.		<p>Possible answers include:</p> <p>Extract</p> <p>Mary is determined to demonstrate that she can learn successfully (Egyptian knowledge), and to show that she can express herself creatively. She is determined to write a good story.</p> <p>Elsewhere</p> <p><i>All that Glisters</i> Clare is determined to honour/respect the memory of her father in the way of her choosing/a way that reflects their close bond.</p>	8	<p>Candidates may choose to answer in bullet points in this final question, or write a number of linked statements. There is no requirement to write a 'mini essay'.</p> <p>Up to 2 marks can be achieved for identifying elements of commonality as identified in the question.</p> <p>A further 2 marks can be achieved for reference to the extract given.</p> <p>4 additional marks can be awarded for similar references to at least one other text/part of the text by the writer.</p>

Question	Expected response	Max mark	Additional guidance
	<p><i>Away in a Manger</i> Amy is determined to pursue her understanding of the meaning of Christmas through trying to persuade her mother to give shelter to the homeless man.</p> <p><i>Dear Santa</i> Alison is determined to forge a closer relationship with her mother.</p>		<p><u>In practice this means:</u></p> <p>Identification of commonality (2) (eg: theme, central relationship, importance of setting, use of imagery, development in characterisation, use of personal experience, use of narrative style, or any other key element...)</p> <p>from the extract:</p> <p>1 x relevant reference to technique (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to idea (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to feature (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to text (1) 1 x appropriate comment (1)</p> <p>(maximum of 2 marks only for discussion of extract) from at least one other text/part of the text:</p> <p>as above (x 2) for up to 4 marks</p>

SCOTTISH TEXT POETRY

Text 1 – *The Way My Mother Speaks* by Carol Ann Duffy

Question		Expected response	Max mark	Additional guidance
36.		Reference (1) Comment (1)	2	<p>Possible answers include:</p> <p>'I say her phrases to myself' (1) suggests she is missing her mother/needs comforted/seeking familiarity (1)</p> <p>'In my head' (1) suggests she feels alone (1)</p> <p>'under the shallows of my breath,' (1) suggests she is anxious (1)</p> <p>'Restful shapes moving' (1) suggests feelings of confusion/disorientation/distance from what is familiar (1)</p> <p>'The day and ever. The day and ever.' /reference to repetition (1) emphasises her feeling of loss as she moves away from her home (1)</p> <p>'The day and ever. The day and ever.' /reference to the rhythm of the train (1) suggests momentum of change/lack of control/inevitability of change (1)</p> <p>'ever' (1) emphasises a feeling of finality of this change (1)</p>

Question		Expected response	Max mark	Additional guidance
37.		Reference (1) Comment (1) X2	4	<p>Possible answers include:</p> <p>'slow evening' (1) suggests time is dragging/ominous/claustrophobic (1)</p> <p>'goes down England' (1) suggests the speaker is lost in a foreign land/descending into the unfamiliar (1)</p> <p>'browsing' (1) suggests searching (1)</p> <p>'the right sky' (1) suggests desire for best fit (1)</p> <p>'too blue' (1) suggests nostalgia for ideal memory (1)</p> <p>'swapped' (1) suggests speed of change/unwelcome change (1)</p> <p>'cool grey' (1) suggests impersonal/miserable/cold/lack of vibrancy (1)</p> <p>contrast of 'blue' and 'grey' skies (1) suggests movement towards something less positive (1)</p> <p>'For miles' (1) suggests long journey (1)</p> <p>'What like is it'/'when I think' (1) suggests speaker seeks comfort from Scottish language (1)</p> <p>Repetition of 'What like is it' (1) suggests clinging to the past/anxiety/uncertainty (1)</p> <p>Repetition/'Nothing is silent. Nothing is not silent' (1) suggests confusion of speaker about leaving home (1)</p>

Question		Expected response	Max mark	Additional guidance
38.		Reference (1) Comment (1) x2	4	<p>Possible answers include:</p> <p>'I am happy and sad' (1) suggests mixed feelings (1)</p> <p>'like a child' (1) suggests innocence (1)</p> <p>'stood' (1) suggests being on the brink of a change in life (1)</p> <p>'end of summer' /reference to seasonal change (1) beginning of one stage of life and end of another/leaving the more positive stage of life behind/mixed feelings about moving on (1)</p> <p>'dipped a net' (1) tentative action to explore the new (1)</p> <p>'green' (1) suggests naivety/lack of experience (1)</p> <p>'green, erotic pond' (1) suggests fertility/new life (1)</p> <p>'erotic pond' (1) exciting and unexplored things to discover (1)</p>
39.		1 mark for each point made.	2	<p>Possible answers include:</p> <p>'homesick' Lonely/she misses the warmth of home and those she loves (1) NB: She misses home is acceptable</p> <p>'free' Independent/the persona has control over her own life/ comfortable with her identity/ manages to embrace her past while moving on with her life (1)</p> <p>'in love with the way my mother speaks.' Nostalgic/reflects on how much she likes her mother's language (1)</p> <p>Generalised/summary answer, eg confused/reflective/ conflicted (1)</p>

Question	Expected response	Max mark	Additional guidance
40.	<p>Possible areas for comment include:</p> <p>Extract 'Browsing for the right sky' suggests looking for somewhere to feel at home/feel settled. 'Too blue swapped for a cool grey' suggests having to adapt to a new environment. 'I am happy and sad' suggests conflicting/altered feelings.</p> <p><i>War Photographer</i> Having to process experiences after changing his surroundings and returning to England.</p> <p><i>Originally</i> Change as speaker moves and grows up.</p> <p><i>Mrs Midas</i> Dealing with the change in her husband.</p> <p><i>In Mrs Tilscher's Class</i> The idea of the excitement and confusion growing up brings.</p> <p><i>Valentine</i> The speaker changing the conventional view of love.</p>	8	<p>Candidates may choose to answer in bullet points in this final question, or write a number of linked statements. There is no requirement to write a 'mini essay'.</p> <p>Up to 2 marks can be achieved for identifying elements of commonality as requested in the question.</p> <p>A further 2 marks can be achieved for reference to the extract given.</p> <p>4 additional marks can be awarded for similar references to at least one other part of the text.</p> <p><u>In practice this means:</u></p> <p>Identification of commonality (2) (eg: theme, central relationship, importance of setting, use of imagery, development in characterisation, use of personal experience, use of narrative style or any other key element...)</p> <p>from the extract:</p> <p>1 x relevant reference to technique (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to idea (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to feature (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to text (1) 1 x appropriate comment (1)</p> <p>(maximum of 2 marks only for discussion of extract) from at least one other part of the text:</p> <p>as above (x2) for up to 4 marks</p>

Text 2 – ‘Glasgow Sonnet i’ by Edwin Morgan

Question	Expected response	Max mark	Additional guidance
41.	Reference (1) Comment (1) x2	4	<p>Possible answers include:</p> <p>personification/‘mean wind’ (1) suggests cruelty (1)</p> <p>personification of/‘wanders’ (1) suggests aimlessness (1)</p> <p>‘backcourt trash’/‘old mattresses’ (1) suggests surroundings are full of rubbish/junk (1)</p> <p>‘bric-a-brac’ (1) lack of suitable playthings (1)</p> <p>‘ash’ (1) suggests dirt/connnotations of death (1)</p> <p>personification/‘hackles on puddles’ (1) suggests imminent violence/danger (1)</p> <p>personification/onomatopoeia/ ‘puff briefly and subside’ (1) suggests last gasps of breath before death (1)</p> <p>‘play fortresses’ (1) suggests even children’s games are aggressive/ that the people who live in the tenements are under threat (1)</p> <p>alliteration/harsh sounds of ‘bricks’ and ‘bric-a-brac’ (1) reflects the violence (1)</p> <p>rhyme/‘trash’ and ‘ash’ (1) emphasises the desolation (1)</p> <p>NB: identification of technique without reference (1) Do not reward the same technique without reference twice.</p>

Question		Expected response	Max mark	Additional guidance
42.		Reference (1) Comment (1) x2	4	<p>Possible answers include:</p> <p>'no windows left to smash' (1) suggests everything has been destroyed (1)</p> <p>'a chipped sill' (1) suggests ruin/ inadequate protection (1)</p> <p>'buttresses' (1) suggests need for protection (which is not forthcoming) (1)</p> <p>'last (mistresses)' (1) suggests sense of isolation/clinging on/remaining people standing (1)</p> <p>alliteration/'black block' (1) suggests severe, bleak picture (1)</p> <p>'block'/'condemned' (1) suggests idea of an execution (1)</p> <p>irony/(ironic use of) 'condemned' / (literal use of) 'condemned to stand' (1) emphasises the unfit state of the building/suggests that being demolished would be better than still existing in this place (1)</p>

Question	Expected response	Max mark	Additional guidance
43.	Reference (1) Comment (1) x2	4	<p>Possible answers include:</p> <p>'the cracks deepen' (1) suggests deterioration of building/ breakdown of society (1)</p> <p>'the rats crawl' (1) suggests decay/disease/infestation (1)</p> <p>personification/'(the kettle) whimpers' (1) suggests misery/ pain/desperation/failing to function (1)</p> <p>personification/'crazy (hob)' (1) suggests damaged equipment/lack of stability/lack of control (1)</p> <p>juxtaposition/'roses of mould' (1) emphasises the fact that decay is replacing beauty (1)</p> <p>'mould grow' (1) suggests decay is spreading (1)</p> <p>'The man.... has lost his job' (1) suggests he has become useless/hopeless (1)</p> <p>'lies late' (1) suggests the man has no purpose in life/foreshadows death (1)</p> <p>'coughs fall thinly' (1) suggests even his coughs are weak (1)</p> <p>personification/'air too poor to rob' (1) suggests the place has nothing to offer/is desperate/pathetic (1)</p> <p>enjambment/'coughs fall/thinly into an air too poor to rob' (1) suggests situation is ongoing/never-ending (1)</p>

Question	Expected response	Max mark	Additional guidance
44.	<p>Possible areas for comment include:</p> <p>Extract</p> <p>The high level of poverty has affected every aspect of the community, eg, physical decay, unemployment, lack of hygiene, social breakdown, violence etc.</p> <p><i>In the Snack-bar</i> Explores the physical suffering of the old man as he struggles to get to the toilet.</p> <p>Explores the suffering of the disabled (in a society where most people are unprepared to help them).</p> <p><i>Glasgow 5 March 1971</i> Explores the physical pain the couple go through as they are assaulted.</p> <p>Explores the suffering of the innocent at the hands of criminals (in a society where most people are unprepared to help them).</p>	8	<p>Candidates may choose to answer in bullet points in this final question, or write a number of linked statements. There is no requirement to write a 'mini essay'.</p> <p>Up to 2 marks can be achieved for identifying elements of commonality as requested in the question.</p> <p>A further 2 marks can be achieved for reference to the extract given.</p> <p>4 additional marks can be awarded for similar references to at least one other poem by Morgan.</p> <p><u>In practice this means:</u></p> <p>Identification of commonality (2) (eg: theme, central relationship, importance of setting, use of imagery, development in characterisation, use of personal experience, use of narrative style or any other key element...)</p>

Question	Expected response	Max mark	Additional guidance
	<p><i>Trio</i> Explores how love and compassion can beat suffering.</p> <p><i>Good Friday</i> Explores the potential suffering from the injustice of the class system/a lack of education.</p> <p><i>Winter</i> Explores the inevitability of suffering/death.</p>		<p>from the extract:</p> <p>1 x relevant reference to technique (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to idea (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to feature (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to text (1) 1 x appropriate comment (1)</p> <p>(maximum of 2 marks only for discussion of extract) from at least one other poem:</p> <p>as above (x2) for up to 4 marks</p>

Text 3 – *Brooklyn cop* by Norman MacCaig

Question		Expected response	Max mark	Additional guidance
45.		Reference (1) Comment (1) x2	4	<p>Possible answers include:</p> <p>'Built like a gorilla' (1) suggests fierce/violent nature/physically strong/imposing size/dehumanised (1)</p> <p>'but less timid' (1) suggests he is even more frightening/outgoing than this animal/will not be held back/brave/aggressive (1)</p> <p>'thick-fleshed' (1) suggests physical strength/difficult to hurt or to cause him pain/resilient (1)</p> <p>'steak coloured' (1) suggests that he is on the streets in all weathers/weather beaten/unhealthy lifestyle/effects of the job (1)</p> <p>'(two) hieroglyphs (in his face)' (1) suggests facial scars/not easy to read (1)</p> <p>'(two) hieroglyphs (in his face) that mean trouble' (1) suggests a long history of policing in the area/that he is always looking for danger (1)</p>
46.		Reference (1) Comment (1)	2	<p>Possible answers include:</p> <p>'See you babe'/'wife'/'honey' (1) suggests loving relationship (1)</p> <p>repetition/'he hoped it, he truly hoped it' (1) suggests the constant threat that he might not return alive (1)</p> <p>"'Hiya, honey' is no cliché" (1) suggests that he is glad to return home/glad to return to safety (1)</p>

Question		Expected response	Max mark	Additional guidance
47.		Reference (1) Comment (1) x2	4	<p>Possible answers include:</p> <p>Question (1) suggests the violence/lack of safety in the job (1)</p> <p>'who would be him' (1) suggests the idea that no one envies his job due to the danger (1)</p> <p>paradox/'gorilla with a nightstick' (1) suggests that in this society even this strong and threatening man needs further protection/truncheon/weapon (1)</p> <p>'nightstick' (1) suggests inadequate protection against greater dangers (1)</p> <p>'whose home (is a place he might, this time,) never get back to?' (1) suggests the threat that he might die while doing his job/he might not return to his house and family (1)</p> <p>parenthesis/'this time' (1) suggests he is not as confident as he seems/highlights his worries (1)</p>

Question		Expected response	Max mark	Additional guidance
48.		Reference (1) Comment/linked reference (1)	2	<p>Possible answers include:</p> <p>'And who would be' (1) refers back to 'Who would be him' (1)</p> <p>'And who would be' (1) refers back to idea of empathy with characters (1)</p> <p>'who' (1) refers back to idea of faceless/unknown aggressors (1)</p> <p>'have to be' (1) refers back to violent society/ever present threat of violence (for the cop or public) (1)</p> <p>'who would be who would have to be' (1) refers back to structure of 'he hoped it, he truly hoped it' (1)</p> <p>'his victims' (1) introduces a role reversal of the earlier idea of the cop as threatened individual/provides a twist/empathy with characters (1)</p> <p>use of question/example of question (1) repeats earlier use of question/questioning tone (1)</p> <p>enjambement/example of enjambement (1) refers back to earlier use of enjambement (1)</p>

Question	Expected response	Max mark	Additional guidance
49.	<p>Possible areas for comment include:</p> <p>Extract</p> <p>Reference to violent society.</p> <p>'Should the tissue tear,' 'whose home (is a place he might, this time,) never get back to, 'what clubbings,' 'gunshots,' 'gorilla with a nightstick' 'his victims'.</p> <p>All suggest the prevalence of violence in society.</p> <p><i>Assisi</i> The less fortunate being ignored by the tourists and the church/the importance of inner beauty.</p> <p><i>Visiting Hour</i> Loss of a loved one or relationship/slow decaying process of death/hopelessness felt by relatives/despair at loss of communication.</p> <p><i>Basking Shark</i> Realisation of man's inhumanity/false sense of superiority/separation from nature.</p> <p><i>Aunt Julia</i> Loss of a loved one/inability to communicate with others/regret at lack of actions.</p> <p><i>Hotel Room 12th Floor</i> The night-time noises and violence of the city/fear.</p>	8	<p>Candidates may choose to answer in bullet points in this final question, or write a number of linked statements. There is no requirement to write a 'mini essay'.</p> <p>Up to 2 marks can be achieved for identifying elements of commonality as requested in the question.</p> <p>A further 2 marks can be achieved for reference to the extract given.</p> <p>4 additional marks can be awarded for similar references to at least one other poem by MacCaig.</p> <p><u>In practice this means:</u></p> <p>Identification of commonality (2) (eg: theme, central relationship, importance of setting, use of imagery, development in characterisation, use of personal experience, use of narrative style or any other key element...)</p>

Question	Expected response	Max mark	Additional guidance
			<p>from the extract:</p> <p>1 x relevant reference to technique (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to idea (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to feature (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to text (1) 1 x appropriate comment (1)</p> <p>(maximum of 2 marks only for discussion of extract) from at least one other poem:</p> <p>as above (x2) for up to 4 marks</p>

Text 4 – *My Grandmother's Houses* by Jackie Kay

Question	Expected response	Max mark	Additional guidance
50.	Reference (1) Comment (1) x2	4	<p>Possible answers include:</p> <p>'dragging me along' (1) suggests reluctance (1)</p> <p>(to the) 'strange place' (1) suggests unfamiliarity (1)</p> <p>'where the air is trapped' (1) suggests discomfort (1)</p> <p>'and ghosts sit at the altar' (1) suggests uneasiness in spirituality (1)</p> <p>emphatic statement/'My parents do not believe.' (1) suggests parents do not agree with going to church (1)</p> <p>monosyllabic sentence/'It is down to her.' (1) suggests dutiful behaviour of Grandmother (in attending church) (1)</p> <p>'A couple of prayers/A hymn or two.' (1) suggests lack of genuine interest/commitment to religion/only does it to please her gran (1)</p> <p>'Threepenny bit in the collection hat.' (1) suggests token donation of money (1)</p> <p>simile/'A flock of women...flapping over me like missionaries' (1) suggests feeling stifled (1)</p> <p>'and that is that' (1) suggests relief when the service is over (1)</p> <p>'until the next time' (1) reference to inevitability of time interrupting life suggests intrusive nature of religion (1)</p> <p>'God grabs me' (1) suggests forced attendance/no choice (1)</p>

Question		Expected response	Max mark	Additional guidance
51.		Reference (1) Comment (1) x2	4	<p>Possible answers include:</p> <p>'we are almost the same height' (1) suggests physical similarities/longevity of relationship (1)</p> <p>'She still walks faster (rushing me down...)' (1) suggests the speaker was holding the Grandmother back (1)</p> <p>'I start to pick some notes (oh can you wash a sailor's shirt...) and/or (Someone's crying my Lord Kumbaya)' (1) suggests the Grandmother has taught the speaker some music (1)</p> <p>'till my gran comes running/I told you don't touch anything.' (1) suggests the Grandmother is a disciplinarian (1)</p> <p>simile/'like the hunchback of Notre Dame' (1) suggests the speaker realises that her Grandmother is not as strong as she once was (1)</p> <p>'...she slaps me./Sit up straight' (1) suggests the Grandmother encourages good posture/behaviour (1)</p>

Question		Expected response	Max mark	Additional guidance
52.	(a)	Reference (1) Comment (1)	2	<p>Possible answers include:</p> <p>Word choice: 'High Street' (1) suggests it is prestigious (1) 'The hall is huge.' (1) suggests scale/enormity (1) simile/'Rooms lead off like an octopus's arms' (1) suggests the exoticness/unfamiliarity of layout/complexity (1) personification/'grand piano...one-winged creature' (1) continues the idea of grandness/the exotic/wealth (1) 'polishes for hours' (1) suggests the size of house/the level of cleaning required (1) 'don't touch anything' (1) suggests there are expensive items (1)</p> <p>Sentence structure monosyllabic sentence/'The hall is huge.' (1) suggests being overwhelmed/speechless by the scale (1) use of dash/'top open - a one-winged creature' (1) suggests wonderment (1)</p>

Question		Expected response	Max mark	Additional guidance
	(b)	Reference (1) Comment (1)	2	<p>Possible answers include:</p> <p>Word choice: 'the posh one all smiles' (1) suggests a false kindness/royal or regal (1)</p> <p>'goosepimples (run up my arms)' (1) suggests nervousness/intimidation (1)</p> <p>'Lovely she says' (1) suggests lack of genuineness (1)</p> <p>'skin the colour of café au lait' (1) condescending/judgmental/pompous attitude (1)</p> <p>Sentence structure: use of question/'Would you like to sing me a song?' (1) suggests she is patronising (1)</p> <p>repetition/monosyllabic sentence/'Not at all. Not at all.' (1) suggests she does not want to become involved in conversation/aloofness/dismissiveness (1)</p> <p>monosyllabic/abrupt sentence/'You just get back to your work.' (1) suggests impatience/bossy attitude (1)</p>
53.		<p>Extract</p> <p>Strong feelings of admiration towards her grandmother. Strong feelings of overpowering religious routine. Strong feelings of social difference.</p>	8	<p>Candidates may choose to answer in bullet points in this final question, or write a number of linked statements. There is no requirement to write a 'mini essay'.</p> <p>Up to 2 marks can be achieved for identifying elements of commonality as identified in the question.</p>

Question	Expected response	Max mark	Additional guidance
	<p><i>Old Tongue</i> Feelings of powerlessness because she is forced/compelled to move from Scotland to England against her will. Feelings of distress as she feels like she is losing touch with her Scottish identity.</p> <p><i>Whilst Leila Sleeps</i> Feelings of fear/terror/distress as the speaker is fleeing her home/is seized by the authorities.</p> <p><i>Gap Year</i> Feelings of happiness in the mother about what the son has achieved/experienced despite the fact that she misses him as he is far away.</p> <p><i>Keeping Orchids</i> Feelings of frustration/dissatisfaction/anger in the speaker who wants to understand the truth of her early life when she was given away.</p> <p><i>Lucozade</i> Mixed feelings caused by hospitalisation, illness and then possible recovery.</p>		<p>A further 2 marks can be achieved for reference to the extract given.</p> <p>4 additional marks can be awarded for similar references to at least one other text/part of the text by the writer.</p> <p><u>In practice this means:</u></p> <p>Identification of commonality (2) (eg: theme, central relationship, importance of setting, use of imagery, development in characterisation, use of personal experience, use of narrative style, or any other key element...)</p> <p>from the extract:</p> <p>1 x relevant reference to technique (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to idea (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to feature (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to text (1) 1 x appropriate comment (1)</p> <p>(maximum of 2 marks only for discussion of extract) from at least one other text:</p> <p>as above (x 2) for up to 4 marks</p>

Critical Essay

If minimum standards have been achieved, then the supplementary marking grid will allow you to place the work on a scale of marks out of 20.

Once an essay has been judged to have met minimum standards, it does not have to meet all the suggestions for it to fall into a band of marks. More typically, there will be a spectrum of strengths and weaknesses which span bands.

Marking Principles for the Critical Essay are as follows:

- The essay should first be read to establish whether it meets the standards for technical accuracy outlined in the supplementary marking grid.
- If minimum standards are not achieved, the maximum mark which can be awarded is 9.
- If minimum standards have been achieved, then the supplementary marking grid will allow you to place the work on a scale of marks out of 20.

Note: using the supplementary marking grid:

Bands are not grades. The five bands are designed primarily to assist with placing each candidate response at an appropriate point on a continuum of achievement. Assumptions about final grades or association of final grades with particular bands should not be allowed to influence objective assessment.

Supplementary marking grid

	Marks 20 - 18	Marks 17 - 14	Marks 13 - 10	Marks 9 - 5	Marks 4 - 0
The candidate demonstrates:	<ul style="list-style-type: none"> a high degree of familiarity with the text as a whole very good understanding of the central concerns of the text a line of thought that is consistently relevant to the task 	<ul style="list-style-type: none"> familiarity with the text as a whole good understanding of the central concerns of the text a line of thought that is relevant to the task 	<ul style="list-style-type: none"> some familiarity with the text as a whole some understanding of the central concerns of the text a line of thought that is mostly relevant to the task 	<ul style="list-style-type: none"> familiarity with some aspects of the text attempts a line of thought but this may lack relevance to the task 	<p>Although such essays should be rare, in this category, the candidates essay will demonstrate one or more of the following:</p> <ul style="list-style-type: none"> it contains numerous errors in spelling/grammar/punctuation/sentence construction/paragraphing knowledge and understanding of the text(s) are not used to answer the question any analysis and evaluation attempted are unconvincing the answer is simply too thin
Analysis of the text demonstrates:	<ul style="list-style-type: none"> thorough awareness of the writer's techniques, through analysis, making confident use of critical terminology very detailed/thoughtful explanation of stylistic devices supported by a range of well-chosen references and/or quotations 	<ul style="list-style-type: none"> sound awareness of the writer's techniques through analysis, making good use of critical terminology detailed explanation of stylistic devices supported by appropriate references and/or quotation 	<ul style="list-style-type: none"> an awareness of the writer's techniques through analysis, making some use of critical terminology explanation of stylistic devices supported by some appropriate reference and/or quotation 	<ul style="list-style-type: none"> some awareness of the more obvious techniques used by the writer description of some stylistic devices followed by some reference and/or quotation 	
Evaluation of the text is shown through:	<ul style="list-style-type: none"> a well-developed commentary of what has been enjoyed/gained from the text(s), supported by a range of well-chosen references to its relevant features 	<ul style="list-style-type: none"> a reasonably developed commentary of what has been enjoyed/gained from the text (s), supported by appropriate references to its relevant features 	<ul style="list-style-type: none"> some commentary of what has been enjoyed/gained from the text(s), supported by some appropriate reference to its relevant features 	<ul style="list-style-type: none"> brief commentary of what has been enjoyed/gained from the text(s), followed by brief reference to its features 	
The candidate:	<ul style="list-style-type: none"> uses language to communicate a line of thought very clearly uses spelling, grammar, sentence construction and punctuation which are consistently accurate structures the essay effectively to enhance meaning/purpose uses paragraphing which is accurate and effective 	<ul style="list-style-type: none"> uses language to communicate a line of thought clearly uses spelling, grammar, sentence construction and punctuation which are mainly accurate structures the essay very well uses paragraphing which is accurate 	<ul style="list-style-type: none"> uses language to communicate a line of thought at first reading uses spelling, grammar, sentence construction and punctuation which are sufficiently accurate attempts to structure the essay in an appropriate way uses paragraphing which is sufficiently accurate 	<ul style="list-style-type: none"> uses language to communicate a line of thought which may be disorganised and/or difficult to follow makes some errors in spelling/grammar/sentence construction/punctuation has not structured the essay well has made some errors in paragraphing 	
In summary, the candidate's essay is:	very detailed, consistently relevant	detailed and relevant	some detail, relevant	lacks detail and relevance	

[END OF MARKING INSTRUCTIONS]