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0860/31/01

NATIONAL
QUALIFICATIONS
2012

THURSDAY, 26 APRIL
2.30 PM – 3.20 PM

ENGLISH
STANDARD GRADE
Credit Level
Reading
Questions

Fill in these boxes and read what is printed below.

Full name of centre

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Town

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Forename(s)

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Surname

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Date of birth

Day Month Year

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Scottish candidate number

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Number of seat

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



QUESTIONS

Marks

Write your answers in the spaces provided.

Look at Paragraph 1.

1. What was the art dealer's aim when he approached the J. Paul Getty Museum?

2 ■ 0

2. "He had in his possession, he said, a marble statue dating from the sixth century BC." (Paragraph 1)

What does the expression "he said" add to the meaning of the sentence?

2 ■ 0

3. "It was an extraordinary find." (Paragraph 1)

(a) Quote the words which show the contrast between this kouros and most others.

2 1 0

(b) Give **two** other reasons why the find was "extraordinary".

2 1 0

Look at Paragraphs 2 and 3.

4. "The Getty moved cautiously." (Paragraph 2)

How does the rest of the paragraph continue this idea?

2 1 0

5. What details suggest that the geologist's tests were thorough?

2 1 0

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6. Explain why the “thin layer of calcite” was “significant”. **Use your own words** as far as possible.

2 1 0

Look at Paragraphs 4 to 8.

7. Why does the writer mention the “front-page story” in the “New York Times”? (Paragraph 4)

2 ■ 0

8. “However, the kouros had a problem.” (Paragraph 5)
Show how this sentence acts as a link between Paragraphs 4 and 5.

2 1 0

9. Federico Zeri could not “immediately articulate” what was wrong with the statue. Explain **in your own words** what this means.

2 1 0

10. “. . . seemed wrong . . .” (Paragraph 5)
Quote an expression from later in Paragraph 5 which has a similar meaning.

2 ■ 0

11. “He swished the cloth off the top of it . . .” (Paragraph 5)
(a) What technique is used in this expression?

2 ■ 0

(b) What does “swished” suggest about the way the cloth was removed?

2 1 0

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12. Explain why “fresh” was “not the right reaction to the statue”.

2 1 0

13. Explain how Hoving’s experience led him to feel that the statue looked wrong.
Use your own words as far as possible.

2 1 0

14. What is the effect of the writer’s use of direct speech in Paragraphs 6 to 8?

2 ■ 0

Look at Paragraphs 9 to 11.

15. “. . . convened a special symposium . . .” (Paragraph 9)
 Show how the context helped you understand the meaning of “symposium”.

2 1 0

16. Show how the metaphor “. . . a wave of intuitive repulsion” (Paragraph 10) is an effective description of the expert’s reaction to the statue.

2 ■ 0

17. **In your own words** explain the contrast between the Getty’s investigation and the reaction of the experts in Paragraph 10.

2 1 0

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Look at Paragraph 12.

18. "... — in a single glance — ... " (Paragraph 12)

Comment on the writer's use of dashes in this expression.

2 1 0

19. "Did they know why they knew? Not at all. But they *knew*." (Paragraph 12)

Identify and explain **two** techniques used in these sentences.

(i) _____

(ii) _____

2 1 0

Look at Paragraph 13 to the end of the passage.

20. **Using your own words** as far as possible, explain when we use the "adaptive unconscious".

2 ■ 0

21. "... ten-second videotapes ... five seconds ... just two seconds ... " (Paragraph 14)

Comment on the writer's use of time in these expressions.

2 1 0

22. **Using your own words**, explain fully what Nalini Ambady's research showed about students' views of teachers.

2 1 0

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Think about the passage as a whole.

23. Explain fully how the final paragraph forms an effective conclusion to the passage.

2 1 0

[END OF QUESTION PAPER]

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