

2004 English

Standard Grade - Reading

Finalised Marking Instructions

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

1 Purposes

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

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

2 Level of Performance

The three Papers cover the following levels of performance:

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

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

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

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

3 Marking of Upper Level Paper only

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

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

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

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

4 Quality of Writing

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

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

5 Recording of Total Scores

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

Do not enter comments on scripts.

6 Marker Standardisation

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

7 Reports

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

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

Reading - Summary GRC

Foundation Level (grades 6, 5)

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

General Level (grades 4, 3)

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

Credit Level (grades 2, 1)

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

Close Reading

FOUNDATION LEVEL (grades 6, 5)

Nature of Texts

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

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

state the main concerns of the text;

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

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

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

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

FACTORS DIFFERENTIATING GRADES 6 AND 5

Grade 6

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

Grade 5

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

Close Reading (continued)

GENERAL LEVEL (grades 4, 3)

Nature of Texts

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

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

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

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

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

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

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

FACTORS DIFFERENTIATING GRADES 4 AND 3

Grade 4

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

Grade 3

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

Close Reading (continued)

CREDIT LEVEL (grades 2, 1)

Nature of Texts

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

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

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

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

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

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

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

FACTORS DIFFERENTIATING GRADES 2 AND 1

Grade 2

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

Grade 1

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

[END OF MARKING INSTRUCTIONS]

FOR OFFICIAL USE

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F

MARKING INSTRUCTIONS

Total
Mark

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0860/402

NATIONAL
QUALIFICATIONS
2004

WEDNESDAY, 5 MAY
10.35 AM – 11.25 AM

**ENGLISH
STANDARD GRADE**
Foundation Level
Reading
Questions

Fill in these boxes and read what is printed below.

Full name of centre

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Town

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Forename(s)

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Surname

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Date of birth

Day Month Year

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Scottish candidate number

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Number of seat

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

QUESTIONS

Write your answers in the spaces provided.

Look at Paragraph 1.

1. Write down an expression which shows that the boy was unsure of when he had fallen asleep.

At some point (2)

2 ■ 0

2. What made the boy think that he had slept until dawn?

(the pale) light (2)

2 ■ 0

3. What did the boy hear and what was unusual about it?

a whisper/it was a low hiss (1) calling his name (1)

2 1 0

4. Write down two expressions from Paragraph 1 which show how the boy was feeling.

(i) alert (1) /

2 1 0

(ii) tense (1)/hardly daring to breathe (1) (Any 2)

Look at Paragraphs 2 and 3.

5. "Somebody was out there." (Paragraph 2)

Why does the writer use this short sentence here?

to show/to emphasise/build up/increase/add more (1) tension/
atmosphere/drama/sudden realisation (1)

(reference to fear unacceptable)

2 1 0

6. Why was the boy's brother unaware of what was happening?

he was sleeping/(fast) asleep (2)

2 ■ 0

Look at Paragraph 4.

7. Write down two reasons why the boy moved very carefully inside the tent.

(i) not to wake his brother (1)

2 1 0

(ii) not to let the voice know he was listening (1)

8. What was **the first thing** the boy saw when he peeped through the tent flap?
red/light/glow of (1) the (camp) fire (1)

2 1 0

9. "Everything out there was drenched in a grey, misty light."
 Why does the writer use the word "drenched"?
the amount/degree/quality of (1) wetness/dampness/light (1)

2 1 0

Look at Paragraphs 5 to 8.

10. Write down three things the boy noticed about the person standing beside the fire.

2 1 0

- (i) **small/old/woman/(peculiar) bonnet /** Any 3 = 2
- (ii) **(long) shawl/a person but not a person** 2 = 1
- (iii) _____ 1 = 0

11. Write down an expression from Paragraph 6 which tells you that the boy was concentrating on the figure.
stared with all my might/trying to make out something definite.
 (Any one = 2)

2 ■ 0

12. What important information did the figure give to the boy?
(There has been) an accident (2)

2 ■ 0

Look at Paragraphs 9 to 11.

13. Write down three reasons the boy gives for not waking his brother.
it was his name which had been called/used/

2 1 0

- (i) **it was he who was** _____
- specially needed/he could tell his brother later/**
- (ii) **he wanted to find** _____
- (Any 3 = 2
- (iii) **out more (by himself)** Any 2 = 1
- Any 1 = 0)

14. Why was it possible for the boy to get ready so quickly?
he had gone to bed with his clothes on (2)

2 ■ 0

Look at Paragraphs 12 to 14.

15. Write down two expressions which tell you the boy was certain that it was someone from the farm.

(i) **(so) sure (1)**

(ii) **no other possibility (1)**

Yes, the voice was climbing towards the farm (1) (Any 2)

16. In your own words what reason does the boy give for getting into the shade quickly?

not seen (1) so easily (1) (degree of visibility and gloss on "visible" must be present)

Look at Paragraphs 15 to 18.

17. Write down an expression which helps to make the meaning of "glimpsed" clear.

now and again/bobbing (Any one = 2)

Look at Paragraphs 19 to 22.

18. In what two different ways does the writer make the trapped fox cub's panic clear in Paragraph 20?

(i) **commas/climax/onomatopoeia/long sentence/reference to or quotation of words relating to movement and struggling/"panting"/uses lots of verbs/use of "crouched" (Any 2)**

19. In your own words what was the boy's reaction to the smell of the fox?

he feels/he thought/it is as if (1) it is very strong/covered (in it)/could

hardly breathe/he is going to be sick/he recognised it (1)

Look at Paragraph 23.

20. What did the boy now realise about the little old lady's purpose in leading him there?

(to lead him/bring/take him/) to free the fox cub/to lift the slab (Any one = 2)

21. Write down the word from Paragraph 23 which the boy uses to describe the little old lady's odd behaviour.

eccentric (2)

2	1	0
2	1	0
2	■	0
2	1	0
2	1	0
2	■	0
2	■	0

22. Write down two reasons why she had chosen the boy to rescue the cub.

(i) **he could lift the slab/she couldn't lift it (1)**

(ii) **the brother might kill it (1)**

Look at Paragraphs 24 to 26.

23. "... ferocious little thing." (Paragraph 24)

Write down two expressions from later in the paragraph which develop this idea.

(i) **snapped (its teeth) (1)**

(ii) **hissed (like a cat) (1)**

24. Why does the writer use the expression "off down the wood like a rocket" to describe the cub's movements?

to suggest (1) speed/how fast it moved/suddenness of movement (1)

Think about the passage as a whole.

25. Who do you think the old lady was? Using evidence from the passage give a reason for your answer.

**animal lover/walker/rambler (1) + wandering the hills paragraph 23/
tracks round the tent/watched him hunting (1)**

ghost/apparition (1) + she had completely disappeared (1)

farmer's mother (1) + evidence from paragraph 8 (1)

[END OF MARKING INSTRUCTIONS]

2	1	0
2	1	0
2	1	0
2	1	0

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MARKING INSTRUCTIONS

Total
Mark

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0860/404

NATIONAL
QUALIFICATIONS
2004

WEDNESDAY, 5 MAY
1.00 PM – 1.50 PM

ENGLISH
STANDARD GRADE
General Level
Reading
Questions

Fill in these boxes and read what is printed below.

Full name of centre

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Town

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Forename(s)

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Surname

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Date of birth

Day Month Year

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Scottish candidate number

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Number of seat

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QUESTIONS

Write your answers in the spaces provided.

Look at Paragraphs 1 and 2.

1. Write down a word from Paragraph 1 that suggests naturalists might be reluctant to kiss a hummingbird.

encouraged/embarrassing (2)

2 ■ 0

2. Why are the hummingbirds attracted to someone wearing bright red lipstick?

associated it with red flowers (1)

associated with nectar/food (1)

2 1 0

3. Why do you think the writer uses the word “theory” in Paragraph 2?

suggest no proof/doubt (2)

2 ■ 0

Look at Paragraphs 3 and 4.

4. Where **exactly** did the writer first meet the hummingbirds?

Beatty’s Guest Ranch (1)

(in the mountains of) South-East Arizona/Mexico border (1)

2 1 0

Look at Paragraphs 5 and 6.

5. Thousands of “hummers” (Paragraph 5)

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

expression/term used by hummingbird watchers/that is what

hummingbird watchers call them (2)

accept reference to colloquialism/nickname/slang (Any one = 2)

2 ■ 0

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PAGE TOTAL

6. “Hanging from trees, bushes, fences and buildings they are full of a simple magic potion . . . flowers.” (Paragraph 6)

Identify and comment on the effect of **two features** of the structure of this sentence.

(i) eg use of list (1) gives number/range of feeder locations (1)

2 1 0

(ii) inversion (1) links, develops information from previous sentence (1)

parenthesis (1) gives additional information (1) (Any 2)

2 1 0

7. Write down an expression from Paragraph 6 which tells you that the writer is surprised by the amount of sugar used.

mind-boggling (2)

2 ■ 0

Look at Paragraphs 7 and 8.

8. What do the expressions “whizzing” and “like demented bees” tell you about the movement of the hummingbirds?

great speed (1)

moving in all directions/chaotically (1)

2 1 0

9. Write down an expression which shows that the writer admires the flying skills of the hummingbird.

(hovering with) immaculate precision/experienced helicopter pilots
(Any one OR complete expression = 2)

2 ■ 0

Look at Paragraphs 9 and 10.

10. In your own words write down two reasons why the writer found bird identification “ridiculous”.

(i) so many varieties/speed of the movement/constant changes of colour

(ii) _____ (Any 2)

2 1 0

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Look at Paragraphs 11 and 12.

11. What does the writer’s use of the word “bickering” tell you about his attitude to the bird watchers?
he believes their behaviour is trivial/unimportant/he thinks they are childish/he thinks it is petty (Any one = 2)

2	■	0
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12. In your own words give two reasons why hummingbirds change their colour.

(i) **attraction/to show off (1)**

(ii) **survival/camouflage (1)**

2	1	0
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Look at Paragraphs 13 to 15.

13. How does Sheri Williamson tell the difference between hummingbirds?

(different) sound (1)

of their wings (1)

2	1	0
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14. Comment on the writer’s use of the expression “hummingbird in the hand”.

allusion to proverb (2)

literal explanation alone eg close up to the bird (1) any reference to alliteration (1)

2	1	0
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15. “Whenever a hummingbird dares an investigatory hover, a burly member of the observatory team rushes forward, waving his arms around” (Paragraph 14)

How does this description create effective contrasts?

(i) **small v large (2) / stationary v moving (2)/**

(ii) **delicate v clumsy (2)**

(Sense of clear contrast must be present)

2	■	0
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2	■	0
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Look at Paragraph 16.

16. What does the expression “I actually held” tell you about how the writer felt when he held the hummingbird?

amazed/felt it was incredible/privileged/beyond his expectations

(Any one = 2)

(Intensity must be present)

2	■	0
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Look at Paragraphs 17 and 18.

17. “Living life in the fast lane means hummingbirds need a continuous supply of fuel.”
(Paragraph 17)

Explain the effectiveness of this image.

hummingbird needs constant/lots of food/nectar (1)

**like a fast car needs lots of fuel/like a busy person needs lots of food/
energy (1)**

2 1 0

18. In your own words, what **two** new impressions does the writer give of the hummingbird in Paragraph 18?

fierce/aggressive (1)

competitive/territorial (1)

2 1 0

Look at Paragraphs 19 to 22.

19. “Dutifully, I put on bright red lipstick . . . puckered my lips . . . and waited.”
(Paragraph 19)

Identify and comment on any **one feature** of structure **or** punctuation in this sentence.

Identification of feature (1) and comment (1) eg

structure: the position of “Dutifully” at the beginning of the sentence (1)

to emphasise he is following instructions/to emphasise his reluctance (1)

2 1 0

**punctuation: the use of dots (1) to suggest a pause (1) reference to list/
commas (1) to highlight number/sequence of actions (1)**

20. Write down an expression from Paragraph 20 which tells us the writer felt he waited for a long time.

(sat there for) an eternity (2)

2 ■ 0

21. In your own words what does the writer’s use of the word “Strangely” tell you about his reaction to the encounter with the hummingbirds?

unexpected/had not expected it/taken aback/surprised (2) (Any one = 2)

2 ■ 0

[Turn over for Questions 22 and 23 on Page six

Think about the passage as a whole.

22. From the passage **write down an example** of the writer’s use of humour.

Explain why it is effective.

reference/example (1) + appropriate comment (1)

2 1 0

23. Overall how do you think the writer feels about his experience with the humming-birds?

Support your answer by referring to the passage.

appropriate viewpoint/feeling (1) + comment/reference (1)

2 1 0

[END OF MARKING INSTRUCTIONS]

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C

MARKING INSTRUCTIONS

0860/406

Total
Mark

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NATIONAL
QUALIFICATIONS
2004

WEDNESDAY, 5 MAY
2.30 PM – 3.20 PM

ENGLISH
STANDARD GRADE
Credit Level
Reading
Questions

Fill in these boxes and read what is printed below.

Full name of centre

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Town

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Forename(s)

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Surname

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Date of birth

Day Month Year

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Scottish candidate number

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Number of seat

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

QUESTIONS

Write your answers in the spaces provided.

Look at Paragraph 1.

1. Quote **two** words used by the writer to convey the suddenness of Pelagia’s reactions as she entered the kitchen.

2 1 0

(i) **“Abruptly” (1)** _____

(ii) **“seized” (1)** _____

2. Quote the expression which sums up Pelagia’s impression of the stranger.

“worse than the brigands (of childhood tales)” (2) “a most horrible and wild stranger” (2) accept either or both

2 ■ 0

3. **In your own words** what contrasting image does the writer give of the movements of the man?

not moving/no movement (1) except for/only his hands (1)

2 1 0

4. What **two** ideas are suggested by the expression “a hermit demented by solitude”?

2 1 0

(i) **insanity/madness (1)** _____

(ii) **at being alone (1)** _____

5. Explain fully why it was difficult for Pelagia to get a clear view of the stranger’s face.

Hair falling over his face (1)/bushy/large/out of control beard (1)

(Simple reference to hair and beard alone = 0)

2 1 0

Look at Paragraph 2.

6. “congealed blood, and the bright stains of fresh.”

What does this description tell you about the wounds to the man’s feet?

Old wounds/had been bleeding (1) new/reopened wounds/still bleeding/

not healed (1)

2 1 0

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PAGE TOTAL

7. “it was the reek of rotting flesh . . . fear.”

Explain fully how the writer emphasises the smell from the stranger

(i) through sentence structure.

list/repetition (of phrases) (1) + explanation eg reference to cumulative

effect/variety of smells/climactic effect (1) emphasis alone (0)

2 1 0

(ii) through word choice.

Inconceivably foul/reek of rotting flesh/festering wounds/ancient perspiration (1) + explanation (1)

2 1 0

8. (a) **In your own words** what **two** conflicting emotions did Pelagia feel when she looked at the man?

fear (1) sympathy (1)

2 1 0

(b) Explain how the writer conveys Pelagia’s dilemma.

The use of the question/the writer gets Pelagia to ask herself a question (2)

2 ■ 0

Look at Paragraphs 3 to 5.

9. “My father’s out,” she said. “He should be back tomorrow.”

What does Pelagia hope to achieve by making this statement?

Get rid of him/get him to go away/come back next day (2)

2 ■ 0

10. Why is “gibbering” (Paragraph 5) an appropriate word to describe the stranger at this point?

reference to what he says makes no sense (1)/responds inappropriately (1)

confused (1)/repeats “ice” (1) (Any 2)

2 1 0

[Turn over

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Look at Paragraphs 6 and 7.

11. What **two** features of the ice disturbed the man most?

2 1 0

(i) **sharpness (1)**

(ii) **noise (1)**

Reference to faces/people (1)

(Any 2)

12. Identify any **two techniques** used by the writer in Paragraph 7 which help to convey the man's sense of panic and distress.

2 1 0

(i) **Use of repetition/onomatopoeia**

(ii) **short sentences/list/personification**

(Any 2)

Look at Paragraphs 8 to 10.

13. What are the options that Pelagia is considering in Paragraph 9?

go for/seek help (1)

guard/take care of the house (1)

2 1 0

Look at Paragraphs 11 and 12.

14. Quote **two** words from Paragraph 11 which suggest that Psipsina was unhappy with her second visit to the man's pocket.

2 1 0

(i) **Only (1)**

(ii) **discarded (1)**

15. "Ah, at least Psipsina remembers me," (Paragraph 12)

What does this imply about the man's feelings towards Pelagia?

(he is) disappointed/angry/annoyed/sad

2 ■ 0

(Any one = 2)

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PAGE
TOTAL

Look at Paragraphs 13 and 14.

16. “Pelagia was astounded.”

How does the sentence structure in the rest of this paragraph develop Pelagia’s sense of astonishment?

List of/series of/lots of follow on (1) questions (1)

2 1 0

17. “The man turned his face towards her and said, ‘Don’t touch me, Pelagia.’”

Why might this statement by Mandras be considered ironic?

Desperate to get to her (1) now holds her at arms length (1) she wouldn’t have wanted to touch him anyway (1) because of his appearance or smell (1)

2 1 0

Look at Paragraphs 15 to 17.

18. Tick (✓) the appropriate box to show which of the following best describes the relationship between Mandras and Pelagia.

- | | | | |
|---------|--------------------------|--------|---|
| Brother | <input type="checkbox"/> | Father | <input type="checkbox"/> |
| Husband | <input type="checkbox"/> | Fiancé | <input checked="" type="checkbox"/> (1) |

Justify your answer with close reference to the text.

Reference to “betrothed”/ “loved and desired and missed” (1)

2 1 0

19. **Identify one way** in which the writer conveys the intensity of Pelagia’s feelings about the fact that Mandras had not written.

reference to repetition of “accusation”/“rankled”/the metaphor/“angry resentful monster”/

“from the moment of his departure”/ “first thing”

(Any one = 2)

2 ■ 0

[Turn over for Questions 20 to 22 on Page six

20. **In your own words** explain fully how Pelagia felt when Mandras confessed he could not write.

she was more astonished/surprised/shocked/disgusted (1)

than she was by his dirt/filth (1)

2 1 0

Think about the passage as a whole.

21. How does each of the characters change in the course of the passage?

Pelagia **eg frightened initially (1) then angry (1)**

(Clear change must be indicated)

2 1 0

Mandras **quiet/motionless/disorientated (1) more assertive/active/**

clear thinking (1)

(Clear change must be indicated)

2 1 0

22. For whom do you feel more sympathy – Pelagia or Mandras?

Justify your choice by close reference to the passage.

Opinion (1) adequate explanation (1)

supporting textual reference or quotation (1)

2 1 0

[END OF MARKING INSTRUCTIONS]

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PAGE
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