

**2006 English Standard Grade**

**Foundation, General and Credit – Reading**

**Finalised Marking Instructions**

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QUESTIONS

Write your answers in the spaces provided.

Look at Paragraph 1.

1. Where **exactly** in northern California is Jennifer Cory as she watches her son climb?

in the valley (1) of Yosemite National Park (1)

2 1 0

2. Write down the expression which suggests that Jennifer is concentrating very hard on what she is doing.

stares/intently/stares intently (2)

2 ■ 0

3. “Though she may look like a devoted bird-watcher . . .”

Give a reason why Jennifer could be mistaken for a bird-watcher.

She is looking through/has a telescope (2)

2 ■ 0

4. “. . . a great wall of forbidding grey granite . . .”

What impression do we get of the mountain from this description?

steep/high/big (1) frightening (or similar) (1)

2 1 0

5. Write down three separate words the writer uses in Paragraph 1 to suggest Scott Cory is a good climber.

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sensation/calmly/quickly/methodically/comfortable/scaling

Any three = (2); two = (1); one = (0)

2 1 0

6. “. . . a full skyscraper’s length below him”

Explain fully why the writer uses this expression here.

ref. to Scott being high up (1) ref. to skyscraper being high/tall (1)

ref. to American setting (1) Any two (1) + (1)

2 1 0

**Look at Paragraph 2.**

7. “It looks like a lot of fun,’ he tells me.”

Give **two** reasons why the reader might find Scott’s statement surprising.

(i) climb is particularly difficult or dangerous/near vertical/high altitude/

2 ■ 0

(ii) few hand and foot holds/no Americans have climbed it before

2 ■ 0

Any two for (2) each

**Look at Paragraph 3.**

8. (a) Give **three** pieces of evidence that show Scott “. . . has all the trappings of a sports superstar”.

sponsorship clothing deal/own agent/media coverage/female fans

Any three = (2); two = (1); one = (0)

2 1 0

(b) Why are the words *Sports Illustrated* in italics?

title/name/magazine (2)

2 ■ 0

**Look at Paragraph 4, 5 and 6.**

9. What were the first **two** climbing records which Scott set?

(i) youngest person (1) to climb the nose/(of) El Capitan (1)

2 1 0

(ii) youngest person (1) to do the climb in one day (1)

2 1 0

10. Write down **one word** from paragraph 4 which **sums up** Scott’s attitude to training.

**dedication (2)**

2 ■ 0

Look at Paragraphs 7 to 12.

11. Why does the writer put inverted commas around “mom”?

**It’s an American spelling (2)/what Scott calls her (2)/American way of referring to mother (2)**

2 ■ 0

12. In the café, how does Scott behave like a typical teenager?

**sends back pizza (1)/refuses to eat things or is fussy**

**Any two**

2 1 0

Look at Paragraphs 13 and 14.

13. What evidence does the writer give to show that rock climbing gyms “. . . are becoming increasingly popular” (Paragraph 13)?

**were around five/very few (1), now over 500 (1)**

2 1 0

14. Write down an expression from Paragraph 13 which suggests Scott is eager to begin training.

**(Scott) bounds (through the glass doors) (2)/nods hello (2)**

2 ■ 0

15. (a) Why does Scott have to “cram” his toes into his rock-climbing shoes?

**his feet are a much bigger size (2)**

2 ■ 0

(b) What does he gain from doing this?

**his feet are more sensitive (or similar) (2)**

2 ■ 0

**lifts acceptable**

PAGE TOTAL

**Look at Paragraph 15.**

16. (a) “The press has nicknamed him Spider-Boy . . .”

Tick (✓) the **three best** reasons why, **according to the passage**, this is a good nickname.

His rope looks like a spider’s thread.

He is very young.

He looks like a character from a comic.

He uses his arms and legs at full stretch.

He holds his body at the same angle as the wall.

He is climbing indoors.

**All three correct = (2)**

**Two correct = (1)**

**If more than three boxes ticked (0)**

(b) Which expression, **used later in the passage**, reminds the reader of this comparison with a spider?

dangling (in the air) (2)

2 ■ 0

**Look at Paragraphs 16 and 17.**

17. **Write down an expression** which suggests that some professional climbers do not make much money from the sport.

measly existence/just get by (2)

2 ■ 0

**Look at Paragraphs 18 and 19.**

18. What **two** pieces of evidence show that Scott does not like to give up on a climb?

in the gym for three hours (1)

tried the same route five times (1)

staying there until he gets it right (1) Any two (1) + (1)

2 1 0

Think about the passage as a whole.

19. (a) What impression do you, as a reader, get of Scott Cory?

any positive impression eg dedicated/skilful/popular/ordinary (2)

accept negative impression eg arrogant/obsessive etc.

2 ■ 0

(b) Give **two** pieces of evidence from the passage to support your answer.

Any two relevant quotes/pieces of textual evidence linked with

answer to 19. (a) (1) + (1)

2 1 0

[END OF MARKING INSTRUCTIONS]

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**MARKING INSTRUCTIONS**

Total  
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**0860/404**

NATIONAL  
QUALIFICATIONS  
2006

WEDNESDAY, 3 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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If you do not, you may lose all the marks for this paper.**

QUESTIONS

Write your answers in the spaces provided.

Look at Paragraphs 1 to 4.

1. (a) Who is Mrs Moonface?

**(narrator's) maths teacher (2)**

2 ■ 0

- (b) Why do you think John gives her the nickname "Mrs Moonface"?

**her face reminds him of/looks like the moon (or similar) (1)**

**accept ref. to "insulting" or similar (1)**

2 1 0

**any appropriate reference to shape (1) colour (1) size (1) texture (1)**

**Any two**

2. "It is really my fate, masquerading as paper."

Why does the writer place this sentence in a paragraph of its own?

**show or emphasise or highlight its importance (1)**

**contrast with list of negatives in Paragraph 1 (1)**

2 1 0

3. "Mrs Moonface is at the front of the room, going on about integers."

What does the expression "going on" suggest about John's attitude to what Mrs Moonface is saying?

**boredom/boring/not interested (2)**

**"doesn't like it" or similar = too vague (0)**

2 ■ 0

Look at Paragraphs 5 to 10.

4. How does the writer make Mrs Moonface's behaviour seem threatening?

**uses simile/comparison (1) chalk to dagger (1)**

2 1 0

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PAGE TOTAL



5. "... spews algebra gibberish at a hundred miles a minute ... " (Paragraph 5)

**Explain in your own words** what the writer's word choice in this expression suggests about what John thinks of:

(i) **what** she is saying;

**talking rubbish/nonsense (2)**

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2 ■ 0

(ii) **how** she says it.

**speaking very fast/out of control (2)**

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2 ■ 0

6. "... I am preparing to ask Glory Hallelujah out on a date." (Paragraph 7)

Why do you think the writer waits until this point to reveal what John is planning to do?

**build up/increase/sustain (1)**

**tension/drama/curiosity (1)**

**generalised answers eg to involve the reader/make you read on/make more interesting or exciting (1)**

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2 1 0

7. "I am on Torture Island." (Paragraph 9)

(a) **Explain fully in your own words** what the narrator means by this.

**He feels isolated (1) he is suffering (1)**

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2 1 0

(b) Write down an expression from later in the passage which contains a similar idea.

**Lonely and tormenting (2)**

2 ■ 0

PAGE TOTAL

8. Explain how the writer emphasises the bleakness of “Torture Island”.  
**repetition (1) of “no” (1)**

**OR lists (1) no trees . . . no huts, no hills, no beaches/what is not there (1)**

**OR ref. to long sentence followed by short sentence (1) ref. to position of “only doubt” (1)**

2 1 0

Look at Paragraphs 11 to 14.

9. (a) Write down an example of the writer’s use of humour in these paragraphs.

**“I would love to go on a date with you, but I’m afraid I have to change my cat’s litter box that night” (2)**

**OR**

**“Oh, John, do you exist?”(2)/ “Are you here on earth with me?” (2)/**

**“I wasn’t aware we were sharing the same universe.” (2)**

2 ■ 0

(b) Explain why your chosen example is funny.

**suggests unpleasant task (1) preferable to a date (with him) (1)**

**OR**

**ridiculous comment (1) for someone in the same class (1)**

2 1 0

Look at Paragraphs 15 to 17.

10. Write down three pieces of evidence that suggest the narrator’s nervousness at this point in the story.

**pen shook**

**trembling hand**

**damp hand**

**all three = (2)**

**any two = (1)**

**one = (0)**

2 1 0

11. Quote two separate words used by the writer to suggest the importance of what John is asking Gloria.

**monumental (1)**

**fateful (1)**

2 1 0

12. “One box was conspicuously large . . . The second box was tiny.” (Paragraph 15)

Why do you think John makes the boxes different sizes?

**He wants Gloria/to encourage Gloria (1)**

**to tick the larger/the yes box (1)**

2 1 0

13. In your own words, give a reason why John must make his approach to Gloria during Maths.

she won't be alone (1) after maths (1)

OR

if he doesn't act now (1) she might go out with someone else (1)

N.B. another boy (0)

2 1 0

Look at Paragraphs 18 to 21.

14. How does the writer suggest the mood of increasing tension at this point in the passage?

ref. to countdown (2)

OR

quotation: "Only ten minutes left ... seven minutes left ... six minutes left ...

Now there are five" (2)

ref. to repeated commands/exclamations in paragraph 21 (2)

2 ■ 0

15. "WRITE ANYTHING!" (Paragraph 21)

Why are these words written in capital letters?

(to show/suggest) how desperate he is (2)

OR

inside (his head) he is shouting (2)

2 ■ 0

Look at Paragraphs 22 to 33

16. (a) Identify any **one** technique used by the writer in this section to suggest John's growing excitement.

short sentences/short paragraphs/simile/onomatopoeia/metaphor/

hyperbole/exaggeration/exclamation marks (2)

2 ■ 0

(b) Explain **how** it does so.

full explanation linked to growing excitement (2)

less complete explanation (1)

2 1 0



Look at Paragraphs 34 to 47.

17. Give **three** reasons why Mrs Moonface is unaware of the note being passed.

**her back is to the class/exchange takes place quickly/**

**note passed very slowly/under the desk**

**hand returns very quickly**

**Any three**

2 1 0

18. Why does John feel the “YES” or “NO” boxes on his note are now irrelevant?

**he feels he will now understand (1) any of her reactions (1)**

2 1 0

19. How does the final paragraph provide an effective end to the passage?

**short sentence (1)**

**humorous (1)**

**surprise ending/reader does not expect her to eat it (1)**

**Any two**

2 1 0

Now look at the passage as a whole.

20. How realistic do you find the writer’s description of this classroom incident? Give reasons for your opinion.

**realistic—possible reasons: passing notes/doing things without the**

**teacher noticing (1) boring teacher/pupil not**

**interested (1) being nervous about/asking someone out (1)**

**use of nicknames (1)**

**other valid reasons (1) Any two (1) + (1)**

**OR**

**Unrealistic—possible reasons: narrator’s version of events too exaggerated (1)**

**other valid reason (1) Any two (1) + (1)**

**N.B. accept “mixed” response with valid reasons Total 50**

2 1 0

[END OF MARKING INSTRUCTIONS]

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**MARKING INSTRUCTIONS**

**0860/406**

Total  
Mark

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NATIONAL  
QUALIFICATIONS  
2006

WEDNESDAY, 3 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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QUESTIONS

Write your answers in the spaces provided.

Look at Paragraphs 1 to 3.

1. (a) In what sort of a contest is Askay Buddiga taking part?

Spelling Bee/Spelling competition (2)

2 ■ 0

- (b) Give **three** reasons why Askay might have expected to do well.

prepared thoroughly

knew what was required of him

brother had already won it

he had reached the final

Any three

2 1 0

2. “He had fainted.” (Paragraph 2)

How does the writer signal the dramatic nature of this event to the reader?

short sentence (following a long sentence) (1)

final sentence in paragraph (1)

2 1 0

3. In your own words, what might have been the reasons for Askay’s fainting?

didn’t want to let down his family (1)

became frightened/scared (or similar) (1)

2 1 0

4. “a-l-o-p-e-c-o-i-d” (Paragraph 3)

Why does the writer separate the letters in this word with dashes?

(To show/suggest/illustrate) that is how Askay said it (eg slowly)/spelled it

out (loud) (2)

2 ■ 0

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PAGE TOTAL

Look at Paragraphs 4 to 6.

5. “Though it might seem arcane . . .” (Paragraph 4)

**Explain in your own words** why spelling contests might seem “arcane” or strange.

**computers can now give correct spellings (1)**

**so it’s odd that so many children take part in**

**spelling contests (1)**

**must be attempt to use own words  
lifts (0)**

2 1 0

6. “. . . contestants looked as if they had been summoned to take part in a police line-up.” (Paragraph 5)

What does this description suggest about how the contestants may have been feeling?

**nervous/scared/uncomfortable/on show/on display/self-conscious/**

**out of place (2)**

2 ■ 0

7. **In your own words**, explain what **four** things each contestant could ask for to help them with the spelling of a word.

**different ways of saying the word**

**the meaning of the word**

**the origin of the word**

**an example of the word being used**

**all four = (2)**

**any three = (1)**

**two or one = (0)**

**must be attempt to gloss  
straight lifts (0)**

2 1 0

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PAGE  
TOTAL

8. “as though they were crossing a minefield” (Paragraph 6)

(a) Identify the figure of speech the writer is using here.

simile (2)

2 ■ 0

(b) In your own words, explain how appropriate you find the use of this image.

appropriate: (just like walking through a minefield) one mistake (1)

and they're finished/out the contest (1) ref. to cautious (1)

not appropriate: image is over-stated/exaggerated/unrealistic (1) not a dangerous situation (1)

2 1 0

(c) Write down an expression used later in the passage which contains a similar idea to “. . . crossing a minefield”.

“high-wire drama”/“single misplaced consonant or forgotten

vowel ejects a speller (from the contest)”/“merciless nature” (2)

2 ■ 0

Look at Paragraphs 8 to 11.

9. “Some parents are tempted to take their child’s preparation for the bee to extraordinary, obsessive lengths.” (Paragraph 8)

Give a reason why some parents are prepared to behave in this way.

(In America) only winners are remembered/no one remembers

losers (2)

lifts acceptable

2 ■ 0

10. How does the first sentence of Paragraph 11 act as a link between Paragraphs 10 and 11?

“But” introduces a contrast (1)

“proclivities” refers back to the behaviour mentioned in the previous

paragraph (1)

“such contestants ”refers back to contestant mentioned in the previous

paragraph (1)

“no way represent the general participant” introduces idea that these are

“not just geeks and nerds”/are normal kids (1)

any two (1) + (1)

2 1 0



Look at Paragraphs 12 to 15.

11. In your own words, explain fully the differing reactions of David Tidmarsh and Askay Buddiga in Paragraph 12.

(i) Buddiga:

composed (or similar)/doesn't say anything/hands not moving/

shows no emotion Any two (1) + (1) lifts (0)

2 1 0

(ii) Tidmarsh:

anxious (or similar)/restless/narrows eyes/voice goes up/

difficulty in breathing properly Any two (1) + (1) lifts (0)

2 1 0

12. “. . . the awful void that lay ahead.” (Paragraph 13)

(a) What is the “awful void” that lies ahead of Tidmarsh?

no more spelling bees (2)

2 ■ 0

(b) What tone is the writer adopting in the expression?

ironic/humorous (2)

NOT “sarcastic” (0)

2 ■ 0

13. “Former winners are not eligible to enter.” (Paragraph 13)

In your own words, explain how the writer illustrates the advantages of this rule in paragraph 14.

ref. to once successful/old boxer (1) now likely to be defeated (1)

accept ref. to avoiding humiliation/finishing at the top (1) lifts (0)

2 1 0

Look at Paragraphs 16 to 21.

14. “It’s this great slice of Americana” (Paragraph 16)

What do you think Katie Kerwin McCrimmon means by this?

that it’s (a) typical (example of)/part of (or similar) (1)

American culture/way of life (1)

2 1 0

15. “It is the personification of the American melting pot . . .” (Paragraph 18)

How does the writer illustrate this idea in Paragraph 18?

**lists (1) names from different countries/different cultures (1)**

2 1 0

16. What does the writer’s use of the words “ragbag collection” to describe the protestors suggest about his attitude towards them?

**any appropriate negative attitude eg thinks they look scruffy/doesn’t like them/thinks they’re not well organised (2)**

2 ■ 0

17. “I’m thru with through” (Paragraph 19)

Explain the **two** different spellings of the word “through” on the protestors’ placards.

**“through” Standard English/correct spelling (1)**

**“thru” simplified or modernised spelling/example of kind of spelling**

**protestors want/(American) abbreviated form of the word (1) N.B. do not accept “incorrect” alone**

2 1 0

18. **In your own words**, explain the contestants’ reaction to the protestors.

**gloss of “dubious” eg doubtful/uncertain (about them) (2) OR**

**gloss of “nonplussed” eg perplexed/don’t understand them (2)**

2 ■ 0

**Think about the passage as a whole.**

19. Quote **three** expressions from the passage which convey the view that the contestants are really no different from other children.

**“It’s not just the geeks and nerds”/“these are normal kids”/**

**“ . . . spend at the mall”/**

**“ . . . just bright kids who like to read”/**

**“goofy grin”/“ . . . no way represent the general participant”**

**Any three**

2 1 0

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PAGE TOTAL

20. Why is “Casting a spell all over America” a good title for this article?

Ref. to “magical” element eg country fascinated/enchanted by spelling (1)

Ref. to “all over” suggesting widespread popularity (1)

Ref. to “ambiguity” of “spell” (1)

Any two (1) + (1)

2	1	0

[END OF MARKING INSTRUCTIONS]