



2007 English Standard Grade

Foundation, General and Credit – Reading

Finalised Marking Instructions

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MARKING INSTRUCTIONS

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0860/402

NATIONAL
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2007

TUESDAY, 1 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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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 the Introduction and Paragraphs 1 to 3.

1. (a) Write down **one** word from Paragraph 1 which suggests that Celt the greyhound is a fit and healthy dog.

bounding

2 ■ 0

- (b) Write down an expression from Paragraph 1 which suggests that this might not always have been the case.

(Once) abandoned

2 ■ 0

2. “. . . don’t come up to racing standards.” (Paragraph 2)

Write down an expression from the introduction to the passage which contains a similar idea.

not being fast enough (on the track) _____

2 ■ 0

Look at Paragraphs 4 and 5.

3. “. . . a touching story about a boy and his love and devotion for a dog” (Paragraph 4)

Tick (✓) the box beside the best definition of “touching” as it is used in this sentence.

exciting	<input type="checkbox"/>
true	<input type="checkbox"/>
fictional	<input type="checkbox"/>
moving	<input checked="" type="checkbox"/>

2 ■ 0

4. “. . . the almost impossible task . . .” (Paragraph 5)

Why was Sue Potter’s task so difficult?

had to select one (dog) (1) more than 100/many to choose from (1)

2 1 0

Look at Paragraphs 6 to 8.

5. Write down any **three** qualities Celt needed to have if he was to become a film star.

• (correct) colouring • reaction to sound is fine • had to be entire dog

• obedient • compatible/good with other animals

• compatible/good with people • couldn’t be anything wrong with him

2 1 0

Lift or gloss acceptable.

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

Look at Paragraphs 9 to 11.

6. Tick (✓) the appropriate box to show whether the following statements are **True**, **False**, or **Cannot tell from the passage**.

	True	False	Cannot Tell
Sue trained Celt in Northern Ireland.		✓	
Celt spent more time being filmed than being trained.	✓		
Celt did well on the film set.	✓		
Sue Potter owns two cats.			✓

2 ■ 0

2 ■ 0

2 ■ 0

2 ■ 0

7. Why does the writer use a **dash (—)** in the first sentence of Paragraph 10?

to separate/introduce/indicate pause before/highlight the importance of (1) the question (1)

2 1 0

8. Write down an expression which suggests that Celt had been very well cared for during filming.

(thoroughly) pampered/(after) all the attention (he had received) (2)

2 ■ 0

Look at Paragraphs 12 to 14.

9. Give **three** reasons why Philip Daubeny was a suitable person to rescue Celt.

- | | |
|--|--|
| (i) Chairman of Dogs Trust | (iv) ref to 500 acres open hills and farmland/lots of space |
| (ii) had owned a rescued dog | (v) ref. to other pets |
| (iii) his own greyhound had died | |
| Any three = (2); two = (1); one = (0) | |

2 1 0

Look at Paragraphs 15 to 18.

10. “. . . , Claire Millar, was working as a teacher with the children on the film.”
(Paragraph 15)

Why do you think the children on the film needed a teacher?

- | |
|--|
| to provide education (1) because they are out of school (1) |
| OR |
| to help/improve (1) their acting (1) |

2 1 0

11. (a) Why was Philip Daubeny concerned for the safety of his cats?

- | |
|---|
| greyhounds well known for chasing small/furry animals (1) which they mistake for the hare (on the track) (1) |
|---|

2 1 0

(b) “I didn’t want some terrible tragedy to happen with my five cats.”
(Paragraph 17)

Identify **two** techniques used in this sentence to emphasise his concern.

- | |
|--|
| ref. to use of alliteration/repetition (1)/word choice (1)/exaggeration (1) |
| Any two |

2 1 0

(c) Do you think “tragedy” is a good word to use here? Give a reason.

- | |
|---|
| Yes - shows how much he liked cats (or similar idea) (2) |
| No - ref. to fact it’s only an animal/not a real tragedy (or similar idea) (2) |
| N.B. no mark for “Yes”/“No” alone |

2 ■ 0

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12. “. . . had been living with cats in a temporary home . . .” (Paragraph 18)

Tick (✓) the box beside the best definition of “temporary” as it is used in this sentence.

long-lasting	
short-term	✓
animal	
caring	

2 ■ 0

Look at Paragraphs 19 to 22.

13. Give **two** pieces of evidence which show how Celt “fitted in very easily”. (Paragraph 21)

(i) ref. to other dogs (1) (iii) wanted to jump on the bed (1)

(ii) sat on every chair he could (1) Any two

2 1 0

14. What might some people find surprising about greyhounds?

don't need a lot of exercise (1)

like (sitting in an armchair) watching TV (1)

2 1 0

Look at Paragraphs 23 to 27.

15. How does the structure of the sentence in Paragraph 25 emphasise Celt’s good points?

use of list (2)

2 ■ 0

16. Why was the young boy in the film unable to adopt Celt?

father said no (1) was moving house (1)

2 1 0

--

17. In what way had Celt “fallen on his feet” (Paragraph 27)?

ref. to Celt now having a nice home/things turning out well for Celt (2)

“lucky” alone (1)

2 1 0

Think about the passage as a whole.

18. Who do you think this passage is written for? Tick (✓) **one** box.

Film students	
Vets	
General readers	✓
Dog breeders	

2 ■ 0

19. “Why dumped dog is such a lucky hound”

Identify **two** techniques which help to make this a good title.

ref. to alliteration (1)

ref. to it summarises Celt’s experiences (1)

2 1 0

ref. to explanation of contrast between “dumped” and “lucky” (1)

Any two

Total 50 marks

[END OF MARKING INSTRUCTIONS]

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MARKING INSTRUCTIONS

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TUESDAY, 1 MAY
1.00 PM – 1.50 PM

ENGLISH
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General Level
Reading
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QUESTIONS

Write your answers in the spaces provided.

Look at Paragraphs 1 to 3.

1. In your own words, explain fully why Kerri Cameron was looking up job vacancies on the internet.

fed up (or similar) (1) with her current job (1)

2 1 0

2. What is surprising about Kerri’s reaction to what her mother tells her about the wall of death?

says it sounds fun (1) when it is dangerous/people try to stop themselves

getting killed (1)

2 1 0

3. Why do you think Ken Fox was not interested in Kerri’s school qualifications?

not relevant for what she wanted to do/don’t need academic

qualifications to be a wall of death rider (2)

2 ■ 0

Look at Paragraphs 4 and 5.

4. How does the writer suggest Kerri’s enthusiasm after her test on the bike:

(a) by word choice?

fantastic/unbelievable/the best (2)

2 ■ 0

(b) by sentence structure?

short sentences/minor sentences (2)

2 ■ 0

5. Using your own words as far as possible, describe two aspects of Kerri’s performance which could be described as dangerous.

gloss of “skeletal” eg very basic or lightweight structure/frame of vehicle

(1) gloss of “driving . . . within six inches of the safety wire” eg getting

very close to the audience (1)

gloss of “20 shows a day” eg so many performances (1)

2 1 0

Any two

--

Look at Paragraph 6.

6. In your own words, explain the job of the “spieler”.

attract/speak to/excite (1) crowd/audience (1)

2 1 0

7. “. . . shower coins into the ring . . .”

Give **two** reasons why “shower” is an effective word to use in this context.

suggests coins falling down into the ring (1)

suggests a lot/number of coins (1)

2 1 0

8. Why do you think members of the audience are told that wall-of-death riders “can never get insurance”?

to encourage donations/money (2)

2 ■ 0

9. Explain fully what the expression “zipping up, down and all around” suggests about the riders’ performance.

ref. to speed (1)

ref. to nature of movement (1)

ref. to expertise (1)

Any two

2 1 0

Look at Paragraphs 7 to 9.

10. How does the writer illustrate the decline in popularity of walls of death?

ref. to number in the past (1), ref. to number in the present (1)

eg almost 30 in the 1930s and 1940s (1) now only four (1)

2 1 0

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11. “Only Ken Fox and his band . . .” (Paragraph 8)

Write down **one** word from earlier in the passage which contains the same idea as “band”.

troupe

2 ■ 0

12. Explain fully why you think the writer uses the word “squelching” in Paragraph 8.

suggest ground is wet (after winter) (1) ref. to onomatopoeia (1)

ref. to discomfort (1)

2 1 0

Any two

13. Look again at the sentence which begins “Ken is lucky . . .” (Paragraph 8).

How does the structure of the **whole** sentence help to reinforce how busy Julie is between Easter and October?

long (sentence) (1) list of activities/verbs (1)

2 1 0

14. Why is Oregon pine so suitable for walls of death?

straight (1) no/few knots (1)

2 1 0

Look at Paragraph 10.

15. **Using your own words as far as possible**, explain why the Indian Scout bikes are “perfect for tricks.”

keep going when the rider does not touch the throttle (1)

driven by left hand only (1) don’t fall over (1)

2 1 0

Any two. Some attempt to gloss required.

16. **Identify two techniques** used by the writer which help to involve the reader in his description of the Indian Scout motorbikes. **Quote evidence** from the paragraph to support your answers.

Technique	Evidence
comparison (1) informal tone (1)	ref. to modern bikes (1) cops/zoom around/to your heart's content (1)
use of second person (1) repetition (1) use of illustration (1)	Take your hand/you can zoom/to your heart's content (1) Take your hand/round/your (1) Chicago cops . . .(1)

2 1 0

2 1 0

Any two techniques + appropriate choice
NB clear description of technique acceptable

Look at Paragraphs 11 and 12.

17. Why might the nicknames “Tornado” and “The Black Baron” be suitable for wall-of-death riders?

Tornado

suggests speed/idea of going round and round/danger/power (1)

The Black Baron

suggests mystery/death/menace/use of alliteration linked to catchy name (or similar) (1)

2 1 0

18. (a) Write down **four** things the early wall-of-death riders included in their acts.

ref. to lions **ref. to cutting engine**

ref. to roller skates **Any four = (2), Any three = (1)**

ref. to skeleton

ref. to flames

2 1 0

(b) **In your own words**, give **two** reasons why such things were included in the acts.

need for more spectacular tricks (gloss of “had to have one stunt better than the other”) (1)

2 1 0

competition from neighbouring attractions (gloss of “competing side by side”) (1)

to thrill/scare spectators (gloss of “causing the audience to gasp”) (1)

to exaggerate the danger (1) Any two

Look at Paragraphs 13 to 16.

19. “. . . is, thankfully, a bit of a misnomer, . . .” (Paragraph 13)

(a) Tick (✓) the box beside the best definition of “misnomer”.

old-fashioned attraction	
risky venture	
successful show	
wrongly applied name	✓ (1)

(b) Write down evidence from the passage to support your answer to 19(a).

no fatal accidents (on British walls) (1)

2 1 0

If (a) wrong then (b) wrong

20. Why is the word “dips” (Paragraph 14) in inverted commas?

technical term/name used by (or quote from) riders (2)

2 ■ 0

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21. Give **three** pieces of evidence to support the writer’s statement that “the Fox family wall looks set to last into the immediate future” (Paragraph 14).

ref. to Luke’s (total) dedication ref. to spieler giving up his job

ref. to Luke and Kerri’s “partnership”

ref. to young Alex “raring for his first go”

2 1 0

Any three = 2; Any two = 1

22. Show how the final paragraph is an effective conclusion to this article.

single sentence for greater impact (1)/ref. to Kerri is a link to the

opening paragraphs (1)/clearly shows writer’s admiration for Kerri (1)/

2 1 0

sums up commitment of all involved (1)

Any two

Total 50 marks

[END OF MARKING INSTRUCTIONS]

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MARKING INSTRUCTIONS

Total
Mark

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0860/406

NATIONAL
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TUESDAY, 1 MAY
2.30 PM – 3.20 PM

**ENGLISH
STANDARD GRADE**
Credit Level
Reading
Questions

Fill in these boxes and read what is printed below.

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QUESTIONS

Write your answers in the spaces provided.

Look at Paragraphs 1 and 2.

1. Give the meaning of “interred” and show how the context helped you to arrive at that meaning.

Meaning: buried (1)

Context: ref. to chambered cairn/tomb/bones of the dead (1)

2 1 0

2. Write down **two** examples of the writer’s use of **contrast** from Paragraph 1.

“forgotten” v. “known”/“open to the public” (1)

“mere” v. “startling” (1)

2 1 0

“Neolithic”/“5000 years ago” v. “our era”/“nowadays” (1)

Any two

N.B. both sides of contrast must be present for each mark.

3. “a thin isthmus” (Paragraph 2)

Tick the box beside the best definition of “isthmus”.

area of land	
strip of land with water on each side	✓
stretch of moorland	
bridge connecting two islands	

2 ■ 0

4. Identify the figure of speech used by the writer to describe the Standing Stones of Stenness. What does it suggest about the stones?

simile or full quotation of simile (ie “like three elegant women

conversing at a cocktail party”) (1) close together/in a (tight) group/

stylish/attractive (1)

2 1 0

5. In your own words, explain what the writer finds to “marvel at” in the village of Skara Brae.

ordinary/everyday things (1) in the houses (1)

(gloss of “domestic normality”)

also accept condensed answer: lived very like us (2)

2 1 0

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PAGE TOTAL

6. What do you think the writer means when she says Skara Brae “re-calibrates your sense of time”?

changes/alters/redefines (or similar idea) (1)

your ideas of past and present/of history (or similar idea) (1)

ie ref. to change (1) ref. to perception of time (1)

2 1 0

Look at Paragraphs 3 to 8.

7. Why do you think the writer uses “improbable” to describe the older man’s tartan trousers?

finds them amusing/odd/surprising/out of place/unusual/garish

(or similar) (2) OR to suggest her disapproval/to amuse the reader (2)

2 ■ 0

8. Why does the man shake his head sadly as the writer steps out of her car?

ref. to cloud/unsuitable weather

2 ■ 0

Look at Paragraphs 9 to 14.

9. Give **three** pieces of evidence which suggest that Maes Howe is just like any other tourist attraction.

tickets/ shop/

guides/guidebooks/uniform/

tea towels/fridge magnets/souvenirs

2 1 0

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

10. **In your own words**, give **two** reasons why the writer cannot buy a ticket in advance for the solstice.

not on sale until Saturday/day of solstice (1)

given out to those at the head of the queue (gloss of “first come, first

served”) (1)

2 1 0

limited number/space available (1)

against the rules (1)

Any two

--

11. Comment on the writer’s use of word choice **and** sentence structure in her description of the clouds in the final sentence of Paragraph 14.

(a) Word choice:

“offending” (1) suggests clouds are doing something wrong/ blocking the light (1) OR “horizontal bars” (1) suggests image of restricting the light (1)

2 1 0

(b) Sentence structure:

inversion (1) ref. to clouds at end of sentence (1) OR parenthesis (1)

2 1 0

Look at Paragraphs 15 and 16.

12. In what way is entry to the inner chamber “more of a journey than a gateway”?

ref. to length/25 feet of passageway (2)

accept also answers which suggest idea of metaphorical journey (2)

2 ■ 0

13. In your own words, describe **two** sensations which might be felt by someone entering the cairn.

pleased to be upright (gloss of “glad to stand”) (1)

awareness of/being conscious of stone (gloss of “appreciation of stone”) (1)

2 1 0

14. What does a visitor notice and feel about the builders of Maes Howe? **Answer in your own words.**

confidence (1) in their abilities (1) (gloss of “skill” and “self-assurance”)

2 1 0

15. (a) What style does the writer adopt in Paragraphs 15 and 16?

informal/direct (to reader)/reflective (2)

2 ■ 0

(b) Support your answer with **two** pieces of evidence.

Any two appropriate examples. Each example=(1) eg

“Yes, that’s it . . .”/use of second person/contractions/tense

change if (a)=0, (b)=0

2 1 0

Look at Paragraph 17.

16. Why did the builders of Maes Howe position it as they did?

so that at (mid)winter/solstice (1) beam of sun shines on (back) wall of the tomb (1)

2 1 0

17. What does the use of the word “apparently” tell you about the writer’s attitude to the idea that some people find the experience in the tomb “overwhelming”?

she is sceptical/disbelieving/surprised/unimpressed/dismissive (or similar) (2) accept ref. to has no evidence for this (2)

2 ■ 0

Look at Paragraphs 18 and 19.

18. Why was the inside of the tomb “as bright as a tube train”?

workers’/surveyors’ (1) powerful (or similar) light (1)

2 1 0

19. Why do you think the writer includes the **comparison** of looking at her mother at the end of Paragraph 19?

to suggest how surprised/shocked she is (1)

ref. to passing of time/seeing something (familiar) in a new way (1)

2 1 0

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PAGE TOTAL

Look at Paragraphs 20 to 28.

20. What evidence is there that the surveyors are doing a **thorough** job inside Maes Howe?

ref. to equipment (“huge implement”)/techniques (“laser-scanning, photogrammetry and pulse-radar inspection”) (1)

2 1 0

ref. to “had been for days” (1)

ref to “folded foetus-like, into the little cell . . .” (1)

Any two

21. Give a possible reason for the surveyor answering the writer “sourly”.

difficult place to work/ doesn’t like to be disturbed/cramped position (affects his mood) (2)

2 ■ 0

22. In what way has Maes Howe become more accessible?

live pictures (1) on Web/Internet (1)

2 1 0

Think about the passage as a whole.

23. Why might “Darkness and Light” be considered an appropriate title for this passage?

Accept suitable reference to darkness eg tomb, winter, dark clouds, short(est) day, ignorance (1) and suitable reference to light eg sunlight, bright light, torches, enlightenment (1)

2 1 0

Total 50 marks

[END OF MARKING INSRUCTIONS]

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PAGE TOTAL