



2010 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. Explain fully what happened to Theo around the time of his thirteenth birthday.

b he became ill (1)
for several weeks (in bed) (1)
Lift or gloss acceptable

Marks		
2	1	0

2. Write down **two** words from Paragraph 1 which show that he was fed up at this time.

b

boring (1)

disagreeable (1)

2	1	0
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3. "... not exactly ill, and not exactly well." (Paragraph 1)

Give **three** details from Paragraph 1 which shows that Theo was "not exactly well".

b (i) "fever"/
 (ii) "aches"/
"wobbliness"/ref. to "damp grey curtain"
 (iii) Any three = (2) Any two = (1) Any one = (0)
Lift or gloss acceptable

2	1	0
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Look at Paragraph 2.

4. Theo was affected by his illness.

(a) What sort of person was Theo before his illness?

b "sharp"/"stringy"/"always on the go"/"interested in most things"/
"ready to do something about them"/"fearless"
Any two (1) + (1)
Lift or gloss acceptable

2	1	0
---	---	---

(b) In what way did the illness change him?

b (now) didn't much care for anything (2)
Lift or gloss acceptable

2		0
---	--	---

5. Why had the family moved house? Give **one** reason.

b/c Theo's dad has a new job/promotion/reference to manager (2)

2		0
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PAGE TOTAL		
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Look at Paragraphs 3 to 7.

6. "... rapturous ..." (Paragraph 3)

Tick (✓) the box beside the best definition of "rapturous".

b	Suspicious		(2)
	Thrilled	✓	
	Angry		
	Pleased		

2		0
---	--	---

7. How was Theo's mother feeling "as she cooked their first dinner"? (Paragraph 6)

Write down **one** piece of evidence from Paragraph 6 which shows this.

b/c Feeling: happy/excited or similar (1)

Evidence: ref. to "smile"/ "sunshine"/"kept interrupting"/"running to the window"/ "blissfully crying"/"I can see the river"/ "Oh Ted"/"I can see the lovely hills"/ "I've always wanted hills"/ "And the smell of everything in here, Ted"/ "all new and clean and painty"(1) Lift or gloss acceptable

2	1	0
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8. Explain fully why Theo "hated himself". (Paragraph 7)

b/c There were some things he did not like about his father or similar (2)

2		0
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Look at Paragraphs 8 to 11.

9. Theo "began to feel steadily better." (Paragraph 8)

Give **two** possible reasons from Paragraph 8 why he began to feel better.

b (i) "parents so happy"/"he was happy" (1)

(ii) new home (1)
Lift or gloss acceptable

2	1	0
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10. What **three** things made Theo's journey down the stairs to the garden difficult?

b/c (i) "fifth floor"

(ii) "legs rickety"

(iii) "odd sensation in his stomach"
All three = (2) Any two = (1) Any one = (0)
Lift or gloss acceptable

2	1	0
---	---	---

11. The garden downstairs was not very attractive.

(a) Write down **two** ways the writer shows us this in Paragraph 10.

b/c/e “wasteland”/“raw soil”/“willows sticking up”/“funny-shaped area”/
“dry (sabre) leaves”/ “leaves edged in yellow”/“concrete” Any two (1) + (1)

(b) Write down an expression from Paragraph 11 which shows that the garden will change.

b/c “time would fix that” (2)

12. “... the wind was like a knife.” (Paragraph 11)

(a) What technique is the writer using in this expression? Tick (✓) the correct box.

Metaphor	
Rhyme	
Alliteration	
Simile	✓

e (2)

(b) What does this expression suggest about the wind?

e sharp/cutting/cold (2)

13. What **two** things did Theo realise “as he stepped outside”? (Paragraph 11)

b (i) “he had been indoors more than a month” (1)

(ii) “year had moved on”/“soon it would be winter” (1)
 Lift or gloss acceptable

Look at Paragraphs 12 to 15.

14. The lift in the building was new.

Write down **two** pieces of evidence which show that it was new.

b/c (i) “smelled of varnish” (1)

(ii) “new rubber flooring” (1)

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



		Marks		
15.	What made Theo realise that the thing in the lift was alive?			
b/c	“(he saw it) pulsing (slowly)” (2) Lift or gloss acceptable	2		0
16.	“He was stunned.” (Paragraph 14) In what way has the writer made this sentence stand out?			
e	short (sentence)/first sentence (in the paragraph) (2)	2		0
17.	The creature in the lift was “like jelly” and “like a slug”. (Paragraph 14) Give three details which show this.			
b/c	(i) “formless”/“three-quarters-set”/“(faint) sheen”/			
	(ii) “grey”/“wet-looking”/ “blob”/“melted”			
	(iii) _____	2	1	0
	Any three = (2) Any two = (1) Any one = (0) Lift or gloss acceptable			
Look at Paragraphs 16 to 19.				
18.	Write down two words from Paragraph 16 which show that the creature was suffering.			
b	misery/helplessness/ shudder/quiver Any two (1) + (1)	2	1	0
19.	“ ... Theo stumbled out into the passage.” (Paragraph 17) What do you think happened to him next?			
a/c	he collapsed/fell/became ill or similar (2)	2		0
20.	“His mother clucked around.” (Paragraph 18) What does this suggest about the way Theo’s mother behaved?			
c/e	fussing or similar (2)	2		0

Look at Paragraph 20.

21. “He must have imagined it.” (Paragraph 20)

Why did Theo think he must have imagined the creature in the lift? Give **one** reason.

a/c “couldn’t have seen that thing”/impossible for it to exist/too strange/he was ill (2)

2 0

Think about the passage as a whole.

22. What do you think will happen next in the story?

Tick (✓) **one** answer.

Theo will go back to the lift to investigate.	
Theo will try to forget the experience in the lift.	
Theo will tell his mum or dad and ask for help.	

Give **two** reasons from the passage which support your answer.

a/b/c (i) if “ ... will go back to the lift ... ” accept reference to “sharp”/
“always on the go”/ “interested”/ “fearless” /uncertainty about experience etc.

if “ ... will try to forget ... ” accept reference to horrifying experience/Theo’s

(ii) physical weakness/desire to enjoy new start in house/conviction he had not
seen it etc.

if “ ... will tell his mum ... ” accept reference to close family/caring parents/Theo
too weak to deal with it alone etc.

Any two appropriate reasons (1) + (1)
 No marks for selection of answer alone.

2 1 0

[END OF MARKING INSTRUCTIONS]



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General Reading

QUESTIONS

Marks

Write your answers in the spaces provided.

Look at Paragraphs 1 and 2.

1.	Where exactly is the writer at the start of the passage?			
b	<u>outside/on the other side of the glass from (1) chimp enclosure (1) at the zoo (1) Any two (1) + (1) Lift or gloss acceptable</u>	2	1	0
2.	In Paragraph 1, the writer makes Ricky the chimp seem human.			
	Give two examples from Paragraph 1 of Ricky’s “human” behaviour.			
b/c	(i) <u>eating boiled egg/</u>			
	(ii) <u>travelling in ship/reference to “snooty gesture” Any two (1) + (1) Lift or gloss acceptable</u>	2	1	0
3.	In Paragraph 1, the writer introduces himself to Ricky.			
	Describe Ricky’s reaction when the writer speaks to him.			
b	<u>reference to stops what he is doing/reference to change in facial expression/</u>			
	<u>reference to goes back to eating Any two (1) + (1) Lift or gloss acceptable</u>	2	1	0
4.	Give three reasons why, according to the writer, the chimps have “every reason to feel a little superior”. (Paragraph 2)			
	(i) <u>enclosure “state-of-the-art”/“air-conditioned”/“cost 5.6 million pounds”/</u>			
	(ii) <u>“luxury”/“largest chimp enclosure in the world”/</u>			
	(iii) <u>“higher standard of living than most humans” Any three = (2) Any two = (1) Any one = (0) Lift or gloss acceptable</u>	2	1	0
Look at Paragraphs 3 to 5.				
5.	Explain how the design of the “forest zone” (Paragraph 3) helps the chimps keep both active and safe.			
b/c	<u>active: “longest” OR “(most) intricate climbing frame” (1)</u>			
	<u>safe: moat (1)</u>	2	1	0

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6. Write down **two** expressions from Paragraph 4 which show the contrast between the chimps' new enclosure and their old home.

b ordinary/house (millionaire's) mansion

2 0

7. Explain fully why the new enclosure is useful to scientists.

b/c they can study the chimps (1)
in environment similar to the wild (1)
Lift or gloss acceptable

2 1 0

8. Stephen Woollard, the zoo's education manager, is both "proud" and "delighted" about the new enclosure. (Paragraph 4)

In your own words, explain why he is **both** "proud" and "delighted".

b/c Proud gloss of "he helped design" enclosure eg involved in planning (1)
 Delighted gloss of "realised so spectacularly" eg worked out so well/ dream came true (1)
OR reference to public reaction (1) Lifts = 0

2 1 0

Look at Paragraph 6 and 7.

9. "... we walk through the interactive exhibits." (Paragraph 6)

Show how the idea of "interactive exhibits" is continued in this paragraph.

b/c "(cartoon) game"/"children learn chimp gestures"/
"kids will be running around, touching everything"
Any two (1) + (1) Lift or gloss acceptable

2 1 0

10. Which of the following expressions best sums up Stephen Woollard's attitude to the interactive exhibits? Tick (✓) **one** box.

c	Rather uninterested		(1)
	Very enthusiastic	✓	
	Slightly critical		

Give a reason from the passage to support your answer.

b He was model for cartoon game/he demonstrates chimp movements for writer/ reference to "as they should" (1) NB incorrect box ticked = 0

2 1 0

11. What evidence is there that the enclosure is part of a serious, international “study of animal behaviour”? (Paragraph 7)

b/c Link with conservation work/research into threats to chimps (1)
in the Budongo Forest/Uganda (1)
 Lift or gloss acceptable

2 1 0

12. In your own words, explain why the chimp population in Uganda is falling.

b/c Gloss of “habitat destruction” eg homes disappearing (1)
Gloss of “traps set for bush meat” eg hunted for food (1)

2 1 0

Look at Paragraphs 8 to 10.

13. “ ... differentiate between chimps.” (Paragraph 8)

Tick (✓) the box beside the meaning of “differentiate between.”

To study closely	
To help	
To relate to	
To tell apart	✓

b (2)

2 0

14. The chimps have been given “celebrity status”. (Paragraph 9)

(a) In what **two** ways are the chimps like human celebrities?

b/c “personalities”/reference to personality traits (1)
“(glossy monthly) magazine” (1)
 Lift or gloss acceptable

2 1 0

(b) Why do you think the team decided to give the chimps “celebrity status”?

c to get people interested in them/to identify with them/to attract visitors (2)

2 0

15.	“ ... greedy guts of the gang.” “ ... good gimmick.” (Paragraph 9) Identify the technique used in these expressions.			
c	<u>alliteration (2)</u>	2	0	0
16.	In your own words, explain what we learn about Liberius’ place in the chimp group.			
b/c	<u>he could become leader (1)</u>			
	<u>too young/thin (just now)/still learning things (1)</u> Lifts = 0	2	1	0
17.	Ricky’s “bad start in life” had led to “some bad habits”. (Paragraph 10)			
	(a) Give one example of Ricky’s “bad habits”.			
b	<u>eating on his own/mixing with humans/reference to lack of interaction with other chimps (2)</u>	2	0	0
	(b) How do we know that he is now “more at ease” with the other chimps?			
b/c	<u>reference to grooming (a bit more) (2)</u>	2	0	0
Look at Paragraphs 11 and 12.				
18.	“ ... the apes are happier than ever before.” (Paragraph 11) Give three reasons for this.			
b	(i) <u>reference to size/height of enclosure</u>			
	(ii) <u>reference to soil</u>			
	(iii) <u>reference to behaviour</u> All three = (2) Any two = (1) Any one = (0)	2	1	0
19.	In Paragraph 12, Professor Woollard discusses the language of the chimps. In your own words, explain what he means by “different dialects”.			
b/c	<u>their language varies (1)</u>			
	<u>in different places (1)</u>	2	1	0

20. “Chimp life reveals fresh marvels on a daily basis.” (Paragraph 12)

Explain **in your own words** what the writer means by this.

- c gloss of “fresh marvels” eg new discoveries or similar (1)
gloss of “daily basis” eg every day/regularly/always or similar (1)

2 1 0

21. How can visitors to the zoo help the scientists?

- b/c reference to watching chimps eg “noting the quirks of the Budongo 11” (1)
reference to communicating with chimps eg “say hello” (1)
 Lift or gloss acceptable

2 1 0

Think about the passage as a whole.

22. “CHIMPS GO APE IN ZOO”

Give **two** reasons why this is a suitable headline for this article.

- a/c (i) appropriate for/sums up subject matter (1)
 (ii) “go ape” suggests extreme behaviour (1)

2 1 0

23. What is the main purpose of this passage? Tick (✓) the best answer.

a	To argue that animals like chimps should not be kept in zoos.	
	To give a positive, informative view of the new enclosure.	✓ (1)
	To request donations for the upkeep of the new enclosure.	

Give **one** piece of evidence from the passage to support your answer.

- reference to positive feature of enclosure eg comfort/activities/size/ link to conservation work (1)

2 1 0

[END OF MARKING INSTRUCTIONS]



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QUESTIONS

Write your answers in the spaces provided.

Look at Paragraph 1.

1. Explain exactly what Iain has been doing at the start of the story.

b Playing (hide and seek) (1)
with friends/in the fields/at night (1)

Marks		
2	1	0

2. In Paragraph 1, the writer suggests Iain’s feeling of excitement. By referring to **one** example from Paragraph 1, explain how word choice is used to achieve this.

c/e (face and hands) sweaty/(knees) trembling (1)
+ suitable explanation (1)

2	1	0
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3. Iain hears the voices of the other boys. **Quote** a simile which describes their voices. What does it suggest about their voices?

e “(Their voices were) like bells in the distance” (1)
Echoing/fading/musical/in sequence/carrying (over the fields) (1)

2	1	0
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4. “He was alone.” (Paragraph 1)

(a) Why is this an important moment in the story?

a/c Climax of first part of story/beginning of the “real” story/the moment
he realises the others have gone/suggests his isolation (2)

2		0
---	--	---

(b) Identify **one** way the writer shows it is important.

e short sentence/end of paragraph (2)

2		0
---	--	---

Look at Paragraph 2.

5. What is missing from the scene around him?

b people (2)
Lift or gloss acceptable

2		0
---	--	---

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6.	“The moon made a white road across the distant sea.” (Paragraph 2)			
(a)	What technique is used in this expression?			
e	<u>metaphor (2)</u>	2	0	0
(b)	Explain fully what this expression suggests about the moonlight.			
c/e	<u>straight/long OR stretches into the distance/(almost) “solid” quality/bright/</u> <u>contrasts with darkness</u> Any two (1) + (1)	2	1	0
Look at Paragraphs 3 and 4.				
7.	Explain the use of dashes in “ ... –rat or mouse– ...” (Paragraph 3)			
e	<u>parenthesis/adding more information/giving examples (1)</u> <u>about the types of creatures (which might have been there) (1)</u>	2	1	0
8.	Paragraph 3 shows Iain’s imagination working as he looks at the stooks of corn. Give two examples from Paragraph 3 of things Iain imagines the stooks to be.			
b	<u>treasure chests (1)</u> <u>dead bodies (on a battlefield) (1)</u>	2	1	0
9.	Give two reasons why Iain finds it difficult to count the stooks. Use your own words as far as possible.			
b/c	<u>gloss of “continually distracted by shadows” eg put off by dark/gloss of “not at all good at arithmetic” eg not skilled in counting/gloss of “more imaginative than mathematical” eg more creative/gloss of “only seven” eg quite young</u> Any two (1) + (1)	2	1	0
10.	Iain’s attention is focussed on the stooks in Paragraph 4. Identify two features of sentence structure used to convey his intense focus in Paragraph 4.			
c/e	<u>Repetition of “twelve” (1)</u> <u>short sentences (1)</u>	2	1	0

Look at Paragraphs 5 and 6.

11. Iain watches a cat go past in Paragraph 5.

Show how the writer uses the cat to add to the **beautiful** yet **menacing** qualities of the night.

c/e beautiful reference to “jewels” (1)
 menacing reference to cold eyes/killing of mouse (1)
Lift or gloss acceptable

2 1 0

12. What **two** aspects of the night does the writer describe in Paragraph 6?

b/c reference to (growing) darkness (1)
reference to silence (1)

2 1 0

Look at Paragraphs 7 and 8.

13. Why does Iain feel he has “been left in charge of the night”?

c (he is) the only person there (so feels responsible) (2)

2 0 0

14. Explain how word choice is used to indicate the power of the night.

c/e “forbidding”/“(my) kingdom”/“you are not to do”/“I don’t wish you to do”/
“commanded” (1) and suitable explanation eg night as a ruler/
night making demands OR threats (1)

2 1 0

Look at Paragraphs 9 to 11.

15. “The laden enchanted night ...” (Paragraph 9)

How does the writer continue this idea in Paragraph 9?

e reference to stooks dancing/ “unreal”/ “ghostly”/boys “gone to another country”/
“pulling the roofs over their heads” (2)

2 0 0

16. Iain thinks about the other boys appearing the next day.

Identify **one** contrast between the moment of the boys’ appearance and the night time.

c/e noisy v. quiet (2)
OR brightness (eg sun, red) v. darkness (2)
OR active v. still (2)
NB both sides of contrast must be present

2 0 0

		Marks		
17.	<p>“... he seemed to hear them talking ...” (Paragraph 11)</p> <p>By referring to the passage, identify and explain one technique the writer uses to describe the stooks’ language.</p>			
c/e	<p>repetition of “strawy”/“sharp” OR list: “deep and rough and sharp”</p> <hr/> <p>OR contrast: “not at all ... thorns” OR simile: “like the voice of stones, thorns”</p> <hr/> <p>OR onomatopoeia: eg “(busy and) hissing”/“whispering” OR alliteration: “strawy voices ... strawy language” OR word choice eg “deep”, “rough”, “sharp”, “whispering” (1)</p> <p style="text-align: center;">and suitable explanation (1)</p> <p>NB identification of technique alone without reference to passage = 0</p>	2	1	0
Look at Paragraph 12.				
18.	Show how the writer conveys the idea that Iain feels threatened by the stooks.			
c/e	<p>reference to “came closer together”/“pressed against each other”/“thorny” OR “spiky (wall)”/“screamed”/extra stook/unlucky number/ “heart beating irregularly”</p> <hr/> <p>Any two (1) + (1)</p>	2	1	0
19.	Why does the writer use a question at the end of Paragraph 12?			
e	mirrors Iain’s thinking/creates suspense/involves reader (2)	2	0	0
Look at Paragraphs 13 and 14.				
20.	Iain’s experience becomes more dream-like in Paragraph 13.			
	(a) Show how the writer’s description of the thirteenth stook adds to the feeling of nightmare.			
c/e	<p>“moving towards him”/“sharp teeth”/“thorny fingers”/“sighing”/</p> <hr/> <p>reference to old man OR old woman/“(sigh was) despairing” (1)</p> <hr/> <p>and suitable comment (1) Lift or gloss acceptable</p>	2	1	0
	(b) Show how the description of the other boys adds to the dream-like effect.			
c/e	<p>“sighing”/“straw peeling away from them”/“(finally) they were no longer</p> <hr/> <p>there”/“returned to their boxes”/“pulled the roofs over their heads” (1)</p> <hr/> <p>and suitable comment (1) Lift or gloss acceptable</p>	2	1	0

Think about the passage as a whole.

21. Why might the reader be surprised by the final paragraph? (Paragraph 14)

a/c reference to approaching the stook/comfort/sleep/security
 v.
thorns/thirteenth/fear/nightmare quality of previous paragraph (2)
NB both sides of contrast must be present

22. Iain is a character who is highly imaginative and very young.

By referring closely to the passage, show how **both** of these aspects of his character are conveyed to the reader.

a/c/e imaginative reference to appropriate evidence eg scout/pirate/thirteenth stook/
 stooks were talking/stooks were moving/boys appearing next day/
 night as a powerful figure (1)

a/c/e young reference to appropriate evidence eg hide and seek/excited during
 the game/aged seven/never been out so late/scared of the stooks (1)

2		0
2	1	0

[END OF MARKING INSTRUCTIONS]



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