



National
Qualifications
2017

X724/75/12

**English
Critical Reading**

FRIDAY, 12 MAY

INSTRUCTIONS TO CANDIDATES

Candidates should enter their surname, forename(s), date of birth, Scottish candidate number and the name and Level of the subject at the top of their first answer sheet.

Note: for Section 1 — Scottish Text only Part A, Text 2 — Drama is provided in this paper.

Total marks — 40

SECTION 1 — Scottish Text — 20 marks

Read an extract from a Scottish text you have previously studied.

Choose ONE text from either

Part A — Drama Pages 03 to 06

Attempt ALL the questions for your chosen text.

SECTION 2 — Critical Essay — 20 marks

Attempt ONE question from the following genres — Prose, Poetry, Film and Television Drama, or Language.

Your answer must be on a different genre from that chosen in Section 1.

Write your answers clearly on the answer sheet provided. On your answer sheet you must clearly identify the question number you are attempting.

Marks are shown in square brackets at the end of each question.

An OW in the margin indicates a new question.



SECTION 1 — SCOTTISH TEXT — 20 marks

PART A — SCOTTISH TEXT — DRAMA

Text 2 — Drama

If you choose this text you may not attempt a question on Drama in Section 2.

Read the extract below and then attempt the following questions.

Sailmaker by Alan Spence

ALEC: What is it that gets intae ye? Wi the bettin ah mean?

DAVIE: Ah don't know. Just wan a these things.

Ah suppose it's the feelin you've at least got a *chance*.

Is there any wood in there? The paper just flares up then dies.

(ALEC empties out contents of box, hands box to DAVIE)

DAVIE: Great. *(Starts breaking up box, ALEC goes out, comes back with canvas tool-bag, cane bow. Fires imaginary arrow)* Bring me my bow of burning gold, eh?

(ALEC breaks bow for fire)

That's more like it. *(Warms himself)*

That's the stuff.

ALEC: *(Taking tools from canvas bag)* Look at this.

DAVIE: God. Ma auld sailmakin tools. *(Takes wooden marlinspike)* Ah was an apprentice when ah was your age. Hard work it wis tae.

Ah worked on the Queen Mary ye know.

ALEC: Aye.

DAVIE: Worked on destroyers durin the War. Made gun-covers, awnings, tarpaulins.

Made this wee bag!

ALEC: Did ye?

DAVIE: Oh aye. Used tae make leather wallets an things.

Made a shopping bag for yer mother. Made you a swing! Wi a big sorta bucket seat. Used tae hang it in the doorway there.

ALEC: Ah remember!

You could still be makin things. Sellin them.

(DAVIE nods, shrugs)

Could ye no go back tae yer trade?

DAVIE: Nae demand. Was different durin the War. They needed us then awright. Reserved occupation it was. Meant ah couldnae sign up. Been goin downhill since then but. Yards shuttin doon. Look at Harland's. Or where it was. Just a big empty space covered wi weeds.

Yer Uncle Billy had the right idea. Took his redundancy money and moved tae Aberdeen. Doin all right.

ALEC: Ian's an Aberdeen supporter now.

DAVIE: Billy'll disown him for that!

ALEC: Did you ever think about movin'?

DAVIE: Thought about it. (*Shrugs*) Thing is Billy bein a painter had more chance ae a job. Ah backed a loser right fae the start. Then it got even worse. They started bringin in aw the manmade fibres, usin machines. Got lassies daein hauf the work. Dead loss.

So for God's sake you dae somethin wi *your* life!

Questions

6. By referring to **two** examples from anywhere in this extract, explain how Alec's attitude towards Davie is revealed at this point in the play. [4 marks]

7. Read lines 27 to 39.
By referring to **two** examples of language, explain how the writer suggests Davie's enthusiasm for his old trade. [4 marks]

8. Read lines 44 to 68.
By referring to **two** examples of language, explain how the writer makes it clear that Davie's old trade is not important any more. [4 marks]

9. By referring to this extract and to elsewhere in the play, show how the character of Davie is presented. [8 marks]

[END OF SECTION 1]

SECTION 2 — CRITICAL ESSAY — 20 marks

Attempt ONE question from the following genres — Prose, Poetry, Film and Television Drama, or Language.

Your answer must be on a different genre from that chosen in Section 1.

PROSE

Answers to questions in this part should refer to the text and to such relevant features as characterisation, setting, language, key incident(s), climax, turning point, plot, structure, narrative technique, theme, ideas, description . . .

3. Choose a novel or a short story or a work of non-fiction which deals with an important issue or theme.

By referring to appropriate techniques, show how the issue or theme is explored.

4. Choose a novel or a short story or a work of non-fiction which has a memorable character/person, place or event.

By referring to appropriate techniques, explain how the writer makes the character/person, place or event memorable.

POETRY

Answers to questions in this part should refer to the text and to such relevant features as word choice, tone, imagery, structure, content, rhythm, rhyme, theme, sound, ideas . . .

5. Choose a poem which has a strong message.

Consider the whole poem, and by referring to poetic techniques explain how the strong message is explored.

6. Choose a poem which creates a particular mood or atmosphere.

By referring to poetic techniques, show how the poet creates this particular mood or atmosphere.

FILM AND TELEVISION DRAMA

Answers to questions in this part should refer to the text and to such relevant features as use of camera, key sequence, characterisation, mise-en-scène, editing, setting, music/sound, special effects, plot, dialogue . . .

7. Choose a scene or a sequence from a film or TV drama* which has a powerful impact on the audience.

By referring to appropriate techniques, explain how the director creates this impact.

8. Choose a film or TV drama* which explores an important issue.

By referring to appropriate techniques, explain how the director presents the issue in the film/TV drama as a whole.

* “TV drama” includes a single play, a series or a serial.

LANGUAGE

Answers to questions in this part should refer to the text and to such relevant features as register, accent, dialect, slang, jargon, vocabulary, tone, abbreviation . . .

9. Consider the use of persuasive language in one or more advertisements that you have studied.

By referring to appropriate language techniques, explain how language is used effectively.

10. Consider the language used by two groups of people who are different in an important way. For example, they may be different in age, be from different places, or have different jobs.

By referring to specific examples, explain how language differences are important.

[END OF SECTION 2]

[END OF QUESTION PAPER]