



2012 English

Standard Grade

Foundation, General and Credit – Reading

Finalised Marking Instructions

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English Standard Grade

Foundation Reading

QUESTIONS

Marks

1. 'past midnight'/in bed/asleep (2)
Lift or gloss acceptable.
2.
Any two (1) + (1)
3. 'still in pyjamas'/'grab'/'rush'
Any two (1) + (1)
4. (i) in schoolbags
(ii) in cupboards
(iii) under beds
All three (2) Any two (1) One (0)
5. cool in summer (1)
warm during winter (1)

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

PAGE
TOTAL

		Marks		
6.	rain/muddy track/steering with one hand/holding mobile phone listening to Sanele's begging Any two (1) + (1) Lift or gloss acceptable	2	1	0
7.	'perilously (close)'/ 'fatal (mistake)'/ 'deadly (accuracy)'/ 'close enough to kill you' (2)	2		0
8.	do not attack/do not get too close/stay still/'keep calm' Any two (1) + (1) Lift or gloss acceptable	2	1	0
9.	see (2)	2		0
10.	'senses threatening movement' (2) Lift or gloss acceptable.	2		0
11.	it is not (all) black/it is brown/olive/grey (2)	2		0
12.	opens its jaws/mouth (1) to show (bold) colour/warning (to keep distance) (1) Lift or gloss acceptable	2	1	0

PAGE
TOTAL

13. (i) lifts head off the ground
 (ii) flattens neck into slight hood
 (iii) hisses
 All three (2) Any two (1) One (0) Lift or gloss acceptable

2	1	0
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14.	True	False	Cannot Tell
Black mambas try to escape quickly if disturbed.	✓		
Black mambas stare at prey to hypnotise them.		✓	
Black mambas are aggressive if defending young.			✓
Black mambas are faster than people on horses.		✓	

2		0
2		0
2		0
2		0

15. create a bank of anti-venom (1)
 for treating snake bite victims/in two places/accessible to everyone/
 accessible within two hours OR quickly (1)
 Lift or gloss acceptable.

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

16. not very painful (1)
 little/no swelling (1)
 Lift or gloss acceptable.

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

17. '(first symptoms are felt) within fifteen minutes'/'breathing difficulties develop rapidly'/'death within a few hours'/'two drops of venom are fatal'/
 one bite can contain ten times fatal dose/'enough venom to kill up to 14 adult humans'
 Any two (1) + (1) Lift or gloss acceptable.

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



PAGE TOTAL

Marks

18. dense fields (of sugar cane and maize)/full of prey

2 0

19. 'not easily available' (1)
'so expensive'/'locals can't afford it' (1)
 Lift or gloss acceptable.

2 1 0

20. frantic/drag/pushed Any two (1) + (1)

2 1 0

21. short/beginning of paragraph (2)

2 0

Snakes are dangerous and should be killed.		(1)
Snakes can be dangerous and should be treated carefully.	✓	
Snakes are not dangerous and can be tamed.		

accept any appropriate evidence eg advice about staying still.
Ref. to venom etc (1)

2 1 0

[END OF MARKING INSTRUCTIONS]

PAGE
TOTAL

General Reading

QUESTIONS

Marks

1. walks/easily tired/ref. to conversations with people (2)
2. Why is it more difficult to care for an older, bigger dog?
Use your own words in your answer.
2. gloss of 'want proper walks' eg need more exercise (1)
gloss of 'want sticks thrown' eg need to be entertained (1)
3. informal/chatty/colloquial (2)
4. gloss of 'affable' eg friendly/relaxed (1)
gloss of 'laid out under the table, snoozing' eg (lying down) asleep/
unobtrusive/no trouble
5. (i) runs riot/eats crisps people have dropped/
(ii) sneaks into a neighbour's room/sniffs luggage (for food)
(iii) Any three (2) Any two (1) One (0) Lift or gloss acceptable

Marks		
2		0
2	1	0
2		0
2	1	0
2	1	0

PAGE
TOTAL

Marks

6.	Yes		(1)
	No	✓	

'they laugh'/'(You're a) lovable (chap)' (1)

2 1 0

7. Wilf sleeps soundly (1)

Owner disturbed sleep (because anxious) (1)
Lift or gloss acceptable.

2 1 0

8. ref. to time of year/ref. to limited daylight/
ref. to making the most of available time (2)

2 0 0

9. ref. to stock-training (1)
ref. to Wilf's being small (1)

2 1 0

10. 'bounding'/'(as if he's) on springs' (1)

appropriate explanation eg full of energy (1)

2 1 0

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PAGE
TOTAL

		Marks		
11.	(i) beautiful building/location/well equipped kitchen			
	(ii) foam mattresses/well swept			
	(iii) Any three (2) Any two (1) One (0)	2	1	0
12.	shop is closed (1)			
	'breakfast and lunch will finish food supplies' (1) Lift or gloss acceptable.	2	1	0
13.	'old slate-mine workings'/'industrial history' (1)			
	V. 'wind farms' (1)	2	1	0
14.	contented/looking forward (to meal) (1)			
	disappointment (1)	2	1	0
15.	basic kitchen/black plastic on mattresses/			
	no heating Any two (1) + (1)	2	1	0

PAGE
 TOTAL

		Marks		
16.	(a) <u>it is dog food/Wilf will not share (2)</u>	2	0	0
	(b) <u>have to find a phone box/get a taxi/ ref. to expensive taxi fare(s) Any two (1) + (1)</u>	2	1	0
17.	<u>alliteration (2)</u>	2	0	0
18.	(i) <u>sunlight/clouds closing in/</u>			
	(ii) <u>flurries of snow/</u>			
	(iii) <u>whiteout</u>	2	1	0
	Any three (2) Any two (1) One (0) Lift or gloss acceptable			
19.	<u>Word choice 'horror' (1)</u>			
	<u>Sentence structure parenthesis/short sentence ('We all stop.')</u>	2	1	0
	<u>Climax ('over the edge') (1)</u>			

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TOTAL

20.	Hurried		(2)
	Cautious	✓	
	Panicking		
	Terrified		

2 0

21. '(rising) cold wind'/'(driving icy) snow into our faces'/'bridge being washed away' Any two **(1) + (1)**

2 1 0

22. proud/feeling positive **(1)**
ref to 'He was a breed'/comments of passer by **(1)**

2 1 0

23. Writer's family: ref. to challenge/'rite of passage'/'fell terriers'/covered 30 miles/climbed 7,500 feet **(1)**
Wilf: ref. to 100 miles/scaled Mount Everest/relative size **(1)**

2 1 0

24.	To criticise barn camping.		(1)
	To give information about the Lake District.		
	To describe the challenges they faced on their trip.	✓	

ref to appropriate evidence eg Weather/anecdotes about Wilf/difficulties encountered/miles covered **(1)**

2 1 0

[END OF MARKING INSTRUCTIONS]

PAGE
TOTAL

Credit Reading

QUESTIONS

Marks

1. Sell the statue to them/trick them (2)

2. Doubt (2)

3. (a) '(badly) damaged'/'(in) fragments' (1)
'(almost) perfectly preserved' (1)

- (b) only about two hundred in existence/light-coloured glow/
close to seven feet tall Any two (1) + (1)
Lift or gloss acceptable

4. took on loan (1)
began thorough investigation/ref. to questions asked in investigation/
involved legal dept. Lift or gloss acceptable.

5. spent two days examining surface/removed core sample/list of procedures/
ref. to high-tech equipment used Any two (1) + (1)
Lift or gloss acceptable

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

PAGE
TOTAL

		Marks		
6.	ref. to extremely long time taken for calcite to form (1) suggests age of statue/suggests statue was genuine (1)	2	1	0
7.	(shows) importance of find/(shows) wide interest in find (2)	2		0
8.	'However (the kouros)' suggests change of direction (from acceptance in Paragraph 4) (1) 'problem' introduces the idea that statue was not 'right', to be developed in Paragraph 5 (1)	2	1	0
9.	put into words (1) straight away (1)	2	1	0
10.	'instinctive sense that something was amiss' (2)	2		0
11.	(a) onomatopoeia (2) (b) What does "swished" suggest about the way the cloth was removed? Proudly/dramatically (2) Less sophisticated answer eg quickly (1)	2		0
		2	1	0

PAGE
TOTAL

		Marks		
12.	<u>suggests something new (1) statue was supposed to be old (1)</u>	2	1	0
13.	<u>he had been involved in digs (1)</u> <u>statue did not look as if it had been buried (1)</u>	2	1	0
14.	<u>immediacy/realism/drama (2)</u>	2		0
15.	<u>Meaning: conference (involving experts) (1)</u> <u>Context: ref. to 'sculpture experts'/'chorus of dismay' / consensus</u> <u>among...attendees'/'world's foremost experts' (1)</u>	2	1	0
16.	<u>('wave') suggests overwhelming/sudden (feeling) (2)</u>	2		0
17.	<u>Careful/over long time/scientific (1)</u> <u>Instinctive/sudden (1)</u>	2	1	0

PAGE
 TOTAL

		Marks		
18.	<u>Parenthesis/adding extra information (1)</u> <u>About exactly how short a time it took (1)</u>	2	1	0
19.	(i) <u>question + answer = highlights the issue/short sentences = dramatic/</u> (ii) <u>repetition = emphasises inexplicable knowledge/italics = emphasises</u> <u>their certainty Any two (1) + (1)</u>	2	1	0
20.	<u>sudden decisions/first impressions (2)</u>	2		0
21.	<u>decreasing numbers of seconds (1)</u> <u>(Indicate) how short a time is needed (to form accurate judgement) (1)</u>	2	1	0
22.	<u>first impressions as accurate (1)</u> <u>as those formed over long period of time (1)</u>	2	1	0
23.	<u>Identification of appropriate feature eg Short/use of questions/direct</u> <u>address to reader/ref. to 'two seconds' (1)</u> <u>Plus appropriate comment (1)</u>	2	1	0

[END OF MARKING INSTRUCTIONS]

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TOTAL