



2013 English

Intermediate 1 Close Reading

Finalised Marking Instructions

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Part One: General Marking Principles for English Intermediate 1 – Close Reading

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the specific Marking Instructions for each question.

- (a)** Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader/Principal Assessor.
- (b)** Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

GENERAL MARKING ADVICE: English Intermediate 1 – Close Reading

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence.

Question		Expected Answer/s	Max Mark	Additional Guidance
1		She is (eg) puzzled / perplexed / confused / mystified / baffled / worried / thinking (hard)	1U	
2	a	Gloss of “are falling out of favour” – eg they are less popular / fewer parents use them	1U	There must be the idea of decline, not just paucity
2	b	He uses / refers to statistics/figures/the word “only”	1A	
3		<p>Some attempt at glosses of</p> <p>“living in a language-rich environment – and rhymes are a part of that” eg rhymes contribute to a life where language is prominent / valued / important (1)</p> <p>“They’re also tremendously valuable as a confidence-builder” eg they are useful in increasing self-esteem (1)</p> <p>[Accept also a gloss of “encourage children to have a love of books” eg help them to like reading] (1)</p> <p>Any two</p>	2U	

Question		Expected Answer/s	Max Mark	Additional Guidance
4		<p>It signals / points out / clarifies the contrast or contradiction (1) between the claim that rhymes are not educational (1) and the evidence which shows the opposite to be true (1)</p> <p>(Generalised comment on the linking function of “Yet” = 1 only)</p>	3U/A	
5		<p>It introduces/signals an explanation or expansion (1) of the “theory” (1)</p> <p>OR</p> <p>it introduces (1) what the theory is (1)</p>	2A	

Question	Expected Answer/s	Max Mark	Additional Guidance
6	<p>Approach 1</p> <p>“nursery rhymes” (1) links back (to expression used in previous paragraph) (1) OR “(the) education (of preschool children)” (1) links back (to previous details about early learning) (1); OR “the ‘music’ session” (1) looks forward (to details about the songs) (1) OR “(if children have) the foggiest idea (what they mean)” (1) looks forward (to details about lack of understanding) (1)</p> <p>Approach 2</p> <p>Appropriate comment on how the whole paragraph links back (1) AND Appropriate comment on how the whole paragraph looks forward (1)</p> <p>Watch for condensed answer, eg it links the theoretical (1) with the practical (1)</p>	2A	<p>In approach 1, do not reward “links” alone – must be in the right direction.</p> <p>Pattern is what (1) looks where (1)</p>

Question		Expected Answer/s	Max Mark	Additional Guidance
7	a	<p>Glosses of</p> <p>“(with) actions” eg there is movement (1)</p> <p>and</p> <p>EITHER</p> <p>helps those who “can’t sit still” eg counters fidgeting / restlessness (1)</p> <p>OR</p> <p>“help them to focus” eg aid concentration (1)</p>	2U	Do not award more than one mark from the “either / or” section
7	b	They don’t understand them / have not thought about their meaning	1U	
7	c	(Both) very short / lacking verbs / minor sentences	1A	

Question	Expected Answer/s	Max Mark	Additional Guidance
8	<p>It (neatly) shows (1) where children’s interests (now) lie (1) OR It (adroitly /cleverly) introduces (1) the change of topic (from traditional to modern) (1) OR It (clearly/appropriately) illustrates (1) the children’s short concentration span (1) OR It (clearly/appropriately) illustrates (1) the children’s flawed comprehension (1) OR It (neatly) continues the humour (1) previously exemplified (1) OR The contrast between “rendition” and the (fatuous) song (1) Is humorous (1)</p> <p>Accept also relevant adverse criticism eg It is contrived or self-congratulatory (1) + supporting evidence (1)</p>	2E	<p>Idea of showing must be linked to something valid. General / unsubstantiated claim about illustration alone = 0</p>

Question	Expected Answer/s	Max Mark	Additional Guidance
9	<p>Just as worms go (a long way) down into the ground (1)</p> <p>OR just as worms are invisible (1)</p> <p>OR just as (some) worms can do damage (1)</p> <p>OR just as worms move slowly (1)</p> <p>OR just as (some people think that) worms are repulsive (1)</p> <p>Any one area of similarity / correspondence, with the relevance to both sides of the comparison indicated</p>	2E	

Question		Expected Answer/s	Max Mark	Additional Guidance
10		<p>“suddenly” suggests eg impetuosity</p> <p>“pipes up” suggests eg (over-) confidence</p> <p>“firmly” suggests eg strength of conviction</p> <p>Accept also</p> <p>“Because the baby falls” suggests eg logic or compassion</p> <p>Acceptable example (1) + comment (1)</p>	2A	
11		<p>Glosses of “unsettling imagery” – eg ideas / pictures / concepts (1) which could be violent / upsetting / disturbing (1)</p>	2U	
12	a	<p>It is being used in an unfamiliar / specialised sense / is jargon / is not being used literally</p>	1A	
12	b	<p>it gives an example (1) of harmless violence (1)</p> <p>OR</p> <p>The violence contained in nursery rhymes (1) is as harmless as that in T&J (or cartoons in general) (1)</p> <p>OR</p> <p>Idea of it using the known (1) to explain the unknown (1)</p>	2A	

Question		Expected Answer/s	Max Mark	Additional Guidance
13	a	<p>Selection of or reference to a relevant element from the final paragraph (1); relation of that to a relevant aspect elsewhere in the passage (1)</p> <p>Eg</p> <p>“something that involves language and action (and a handover of learning)” (1) revisits idea of content of rhymes or idea of movement (1)</p> <p>“They’re a springboard into the world of books” / “if children know rhymes, they can open a book” (1) revisits idea of familiarity with rhymes helping with literacy (1)</p> <p>“Educationally they’re a wonderfully flexible tool” (1) revisits (the idea of) “an educational value” (1)</p> <p>“It would be a tragedy if they disappeared” (1) revisits “it’s sad that so many parents don’t even think about nursery rhymes” OR the title (1)</p>	2E	
13	b	Agreement or disagreement acceptable – mark is for any relevant point to support averred reaction	1E	

[END OF MARKING INSTRUCTIONS]