



2015 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, and apply to marking both end of unit assessments and course assessments.

Part Two: Marking Instructions for each Question

Question		Expected Answer(s)	Max Mark	Additional Guidance
1.		<p>Any two glosses of:</p> <p>“reminiscing” eg the sentimentality/nostalgia which motivated them</p> <p>“50 years ago” or “65-year-old blokes” eg the age of the participants/(inferable) age of the participants</p> <p>“somewhere between 250 and 300 miles” eg the length of the journey</p> <p>“a week’s hard cycling” eg the demanding nature of the undertaking</p> <p>“soggy summer” eg the wet weather</p> <p>“barely any training” eg their lack of preparation</p>	2 U	
2.		<p>Any two glosses of:</p> <p>“bikes today are much better than they were in 1962” eg bicycles are more efficient/streamlined (must gloss “better”)</p> <p>“we had all the necessary accompaniments that didn’t exist or we couldn’t afford back then” eg they had (the means to acquire) modern equipment/help</p> <p>“back-up vehicle” eg they had support/people there in case something went wrong</p>	2 U	

Question		Expected Answer(s)	Max Mark	Additional Guidance
3.		<p>Selection</p> <p>“However”</p> <p>“equipment”</p> <p>“problem” or “it was us”</p> <p>Any one selection (1), analysis (1)</p>	<p>Analysis</p> <p>signals a contradiction/turn/change</p> <p>looks back (to previous paragraph)</p> <p>points forward (to development to come)</p> <p>2 A</p>	
4.		<p>Lifts or glosses of two of:</p> <p>“(Devon and Cornwall were much) hillier”</p> <p>“Cornish miles were longer than ordinary miles”</p> <p>“if you added together the heights of all the hills we were due to climb”</p> <p>“was the equivalent of climbing Everest”</p> <p>OR quotation of one (1) + comment (1)</p>	<p>2 A</p>	<p>Please do not reward mere repetition of “tough”</p>
5.		<p>They are examples (1) of “modern navigational aids” (1)</p>	<p>2 A</p>	
6.	(a)	<p>Answers may comment on the (humour of the) understatement, or the (idea of) personification (may be expressed as “it sounds as if the weather is an enemy”), or the (neatness of the) alliteration – may express approval or disapproval.</p>	<p>1 E</p>	
6.	(b)	<p>Reference to the capes which they would have worn or the hostels in which they stayed in the past (1)</p> <p>gives meaning of genuine quality/accuracy/realism (1)</p>	<p>2 U/A</p>	

Question		Expected Answer(s)	Max Mark	Additional Guidance								
6.	(c)	<p>Single-word/short/minor sentence/reminiscent of modern parlance (may be expressed as “it’s what young people would say”) (1)</p> <p>gives (appropriate) impact/abruptness/(idea of) laconic quality/humour (1)</p>	2 E									
7.		<p>Reference to demanding/unpleasant/monotonous jobs or view of staying in (Spartan) hostel as a “privilege” or strict/blinkered view of use of transport or (unfair) severity of treatment of girls or association of the word “warden” with (penal) institutions (1)</p> <p>gives idea of daunting/imposing/stern/severe/unfriendly (1)</p>	2 U/A									
8.	(a)	<p>Answers must refer to both trips</p> <table border="0"> <tr> <td>Past</td> <td>Present</td> </tr> <tr> <td>They were hooted at</td> <td>(by inference) no-one hooted at them</td> </tr> <tr> <td>The use of the horn was unfair</td> <td>The shouting was justifiable</td> </tr> <tr> <td>They were threatened with violence</td> <td>They were merely criticised</td> </tr> </table> <p>One from each section, (1) each</p> <p>May be expressed as a condensed answer, probably with a comparative – eg motorists were more sociable/more pleasant OR there was less hostility</p>	Past	Present	They were hooted at	(by inference) no-one hooted at them	The use of the horn was unfair	The shouting was justifiable	They were threatened with violence	They were merely criticised	2 A	
Past	Present											
They were hooted at	(by inference) no-one hooted at them											
The use of the horn was unfair	The shouting was justifiable											
They were threatened with violence	They were merely criticised											
8.	(b)	<p>Answers are likely to express approval</p> <p>Analysis may be identification of or comment on pastiche/reworking of “lager louts”/the alliteration/the (humour of) the unlikely collocation/combination (may be expressed as “you wouldn’t expect older men to be wearing Lycra”)/ “louts” is a word associated with younger men</p>	1 E									

Question		Expected Answer(s)	Max Mark	Additional Guidance
9.		<p>Bikes are (mechanically) vulnerable/break down/are not always reliable</p> <p>Accept more generalised answer about problems being the same (may be an example)</p>	1 U	
10.		<p>(Once, strange) indigenous food was now ubiquitously obtainable (may lift “pasties” and/or “ice cream”, but “you can get them everywhere” must be paraphrased) (1)</p> <p>(Significant numbers of) those who live there are no longer native (1)</p>	2 U	
11.		<p>The people they met did not appear to be anxious to do business (may be an example)/their attitude seemed illogical/not customer-friendly</p>	1 U	
12.	(a)	<p>The (apparent) contradiction of/contrast between (1) “demanding” and “exhilarating” (selection of both needed)</p> <p>May be expressed as “Even though it had been hard, they still liked it”</p> <p>Condensed answer with identification of paradox = 2</p>	2 A	

Question		Expected Answer(s)	Max Mark	Additional Guidance
12.	(b)	<p>Any two glosses of :</p> <p>“gone back to their school names of Brooko and Wally” eg there was use of nicknames</p> <p>“all the responsibilities...of modern life had disappeared” eg duties were marginalised</p> <p>“all the...concerns...of modern life had disappeared” eg obligations were marginalised</p> <p>“all the...worries of modern life had disappeared” eg stresses were marginalised</p> <p>“made fun of one another, joked over who had to sleep on the top bunk or who’d been snoring the night before” eg there was repartee/badinage/banter</p> <p>“who had to sleep on the top bunk” eg they did something which adults do not usually do</p> <p>“We were understanding when people gave up” eg they were supportive</p> <p>“laughed and laughed” eg there was (a great deal of) humour</p> <p>“(for one week of our lives) we’d been 15 again” eg they had returned to their teenage personas</p>	2 U	
12.	(c)	<p>Comment should express approval.</p> <p>It may note the effectiveness as a conclusion, relating to the time spent or the participant’s mindset,</p> <p>May relate to the brevity/fleeting quality/ephemeral nature of the experience</p> <p>or could comment on the impact of the statement of the apparently impossible,</p> <p>or comment on the affectionate/bittersweet/nostalgic tone</p>	1 E	

Question	Expected Answer(s)	Max Mark	Additional Guidance
13.	<p>Answers are likely to express approval – they should show understanding of the relationship between the title and the passage, and so may be concerned with (eg)</p> <p>The completeness of the route chosen</p> <p>The demanding nature of the trip</p> <p>The figurative sense of “cycle”, eg the sense of completion in their lives</p> <p>The relation to the idea of time passing</p> <p>The idea of the extent of changes in hostelling conditions</p> <p>The pun on “cycle”</p> <p>The perceptible homophone of “fool”, alluding to the inadvisability of the trip or the joking enjoyed during it, or the NE Scotland sense of “fool” = “dirty”</p>	1 E	

[END OF QUESTION PAPER]



2015 English

Intermediate 1 Critical Essay

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Part One: General Marking Principles for English – Critical Essay Intermediate 1

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.
- (c) Marking Principles for Critical Essay are as follows.
 - The essay should first be read to establish whether it achieves success in **all** the Performance Criteria for Grade C, including relevance and the standards for technical accuracy outlined in Note 1 below.
 - If minimum standards are not achieved in any **one** or more of the Performance Criteria, the maximum mark which can be awarded is 11.
 - If minimum standards have been achieved, then the supplementary marking grids will allow you to place the work on a scale of marks out of 25.
 - The Category awarded and the mark should be placed at the end of the essay.

GENERAL MARKING ADVICE: English – Critical Essay Intermediate 1

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, and apply to marking both end of unit assessments and course assessments.

1. Mainly accurate

Although a few errors may be present, spelling, vocabulary and sentence structures will be sufficiently accurate to convey the candidate’s meaning at first reading.

2. Using the Category descriptions.

- Categories are not grades. Although derived from Performance Criteria at C and the indicators of excellence for Grade A, the four categories are designed primarily to assist with placing each candidate response at an appropriate point on a continuum of achievement. Assumptions about final grades or association of final grades with particular categories should not be allowed to influence objective assessment.
- Once an essay has been deemed to pass the basic criteria, it does not have to meet all the suggestions for Category II (for example) to fall into that Category. More typically there will be a spectrum of strengths and weaknesses which span categories.

3. Referrals to PA

- Essays based on wrong genre should be marked out of 25 and referred.
- Essays in response to Section E – Language should be marked out of 25 and referred.

Part Two: Marking Instructions for each Question

Critical Essay

GRADE C Performance Criteria	
a) Understanding	As appropriate to task, the response demonstrates understanding of the main points of the text(s) through some reference to relevant areas of content.
b) Analysis	The response describes some of the more obvious ways in which aspects of structure/style/language contribute to meaning/effect/impact.
c) Evaluation	The response contains a stated or implied personal reaction to the content or style of the text(s), supported by some textual reference.
d) Expression	Language conveys meaning clearly and a generally relevant line of thought is discernible; spelling, grammar and punctuation are mainly accurate.

It should be noted that the term “text” encompasses printed, audio or film/video text(s) which may be literary (fiction or non-fiction) or may relate to aspects of media or language.

Language Questions – 9 and 10

The “text” which should be dealt with in a language question is the research which the pupil has done. Examples taken from their research must be there for you to see.

However, to demonstrate understanding and analysis related to these examples there has to be some ability to make comparisons or to group words of similar kinds to make a point about the use of language.

This advice, which is supplementary to the published Performance Criteria, is designed to assist with the placing of scripts within the full range of marks. However, the Performance Criteria as published give the primary definitions. The mark range for each Category is identified.

IV 8 – 11	III 12 – 15	II 16 – 19	I 20 – 25
<ul style="list-style-type: none"> An essay which falls into this category may do so for a variety of reasons <p>It could be</p> <ul style="list-style-type: none"> that it fails to achieve the criterion of “mainly accurate” or that any knowledge and understanding of the material is not used to provide a discernible line of thought or that personal reaction/opinion is unconvincing or that discussion of techniques is not sufficiently related to the point being made or that the answer is simply too thin. 	<p><u>Understanding</u></p> <ul style="list-style-type: none"> Knowledge of the text(s), and a basic understanding of the main point(s) will be used. <p>.....</p> <ul style="list-style-type: none"> to provide a discernibly relevant response to the question. 	<p><u>Understanding</u></p> <ul style="list-style-type: none"> Knowledge of the text(s) and an understanding of the main points will be used. <p>.....</p> <ul style="list-style-type: none"> to provide a response generally relevant to the question. 	<p><u>Understanding</u></p> <ul style="list-style-type: none"> Knowledge of the text(s), and an understanding of the main points or central concerns will be used. <p>.....</p> <ul style="list-style-type: none"> to provide a response relevant to the question.
	<ul style="list-style-type: none"> Some reference to the relevant areas of content will be made in the course of the response. 	<ul style="list-style-type: none"> Some reference to the text(s) or more generally to its content will be made in the course of the response. 	<ul style="list-style-type: none"> Some reference to the text(s) as well as to its content will be made in the course of the response.
	<p><u>Analysis</u></p> <ul style="list-style-type: none"> There will be a description of some obvious techniques which add to the meaning or impact of the text(s). 	<p><u>Analysis</u></p> <ul style="list-style-type: none"> An attempt will be made to explain how some obvious techniques add to the meaning or impact of the text(s). 	<p><u>Analysis</u></p> <ul style="list-style-type: none"> There will be some explanation of how some obvious techniques add to the meaning or impact of the text(s).
	<p><u>Evaluation</u></p> <ul style="list-style-type: none"> There will be some engagement with the text(s) and a personal reaction to it will be stated or implied. 	<p><u>Evaluation</u></p> <ul style="list-style-type: none"> There will be some engagement with the text(s), and a personal opinion will be stated or implied. 	<p><u>Evaluation</u></p> <ul style="list-style-type: none"> There will be some engagement with the text(s) and a basic evaluation will be stated or implied.
	<p><u>Expression</u></p> <ul style="list-style-type: none"> Language will convey meaning clearly. <p>Spelling, grammar and punctuation are mainly accurate.</p>	<p><u>Expression</u></p> <ul style="list-style-type: none"> Language will convey meaning clearly. <p>Spelling, grammar and punctuation are mainly accurate.</p>	<p><u>Expression</u></p> <ul style="list-style-type: none"> Language will convey meaning clearly. <p>Spelling, grammar and punctuation are mainly accurate.</p>

[END OF MARKING INSTRUCTIONS]