



National  
Qualifications  
RESOURCE

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**X824/75/02**

**English  
Critical Reading**

## **Marking Instructions**

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Please note that these marking instructions have not been standardised based on candidate responses. You may therefore need to agree within your centre how to consistently mark an item if a candidate response is not covered by the marking instructions.

## General marking principles for National 5 English: Critical 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. The marking schemes are written to assist in determining the 'minimal acceptable answer' rather than listing every possible correct and incorrect answer.*

- (a) Marks for each candidate response must **always** be assigned in line with these general marking principles and the detailed marking instructions for the relevant question.
- (b) Marking should always be positive. This means that, for each candidate response marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) 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 should agree within your centre how to mark it consistently.

The marking instructions indicate the essential idea that a candidate should provide for each answer.

Marking instructions for each question

SCOTTISH TEXT DRAMA

Text 1 – *Bold Girls* by Rona Munro

Question	Expected response(s)	Max mark	Additional guidance
1.	1 mark for each point identified.	4	<p><b>Possible answers include:</b></p> <p>They are watching a TV show (1)</p> <p>Deirdre has not been to Marie’s house before/Deirdre has just entered (1)</p> <p>Cassie and Marie try to find out who Deirdre is/say they think she looks familiar (1)</p> <p>Marie and Nora try to be kind to Deirdre/are concerned about her (1)</p> <p>Nora enjoys/keeps commenting upon the behaviour of the contestants in ‘Blind Date’ on the television (1)</p> <p>Marie offers food to everyone and Deirdre accepts this offer (1)</p> <p>Gunfire can be heard in the distance (1)</p> <p>The women increase the volume of the television to drown out the noise of the gunfire (1)</p> <p>Deirdre says there are obvious signs of violence nearby (1)</p> <p>The violence encourages the women to watch the next news broadcast (1)</p>

Question	Expected response(s)	Max mark	Additional guidance
2.	<p>For full marks, candidates must refer to one example of language and one stage direction.</p> <p>Reference (1) Comment (1) x2</p>	4	<p><b>Possible answers include:</b></p> <p><b>Language:</b> ‘Have I not seen you around here before?’ (1) suggests Deirdre is mysterious/unknown (1)</p> <p>monosyllabic words/‘No’/‘She’s out’ (1) indicates being guarded/secretive (1)</p> <p>incomplete sentence/‘Wasn’t me.’ (1) suggests childlike behaviour/attitude/she is unco-operative (1)</p> <p>‘You shouldn’t be out without a coat’ (1) suggests she is neglected (1)</p> <p><b>Stage directions:</b> ‘Another pause. All of them including Deirdre keep their eyes fixed on the screen’ (1) indicates Deirdre does not want to draw attention to herself (1)</p> <p>‘Deirdre shakes her head/Deirdre gives no response/Deirdre shrugs’ (1) indicates Deirdre feels uncomfortable/is trying to restrict the conversation/questions to a minimal level/is hiding her true feelings (1)</p>

Question	Expected response(s)	Max mark	Additional guidance
3.	Reference (1) Comment (1) x2	4	<p><b>Possible answers include:</b></p> <p><i>'There is another shot, more distant'</i> (1) suggests violence interrupts normality (1)</p> <p><i>'Marie, Cassie and Nora look at each other'</i> (1) suggests alarm/they are wondering what is happening (1)</p> <p><i>'Deirdre keeps her eyes on the screen'</i> (1) suggests trauma (1)</p> <p><i>'Turn the sound up on that will you, Nora?'</i> / <i>'Nora turns the sound up'</i> (1) suggests Marie is upset (by what's going on outside)/they are disturbed/upset by violence (1)</p> <p><i>'Did you see what's going on out there?'</i> (1) suggests anxiety (1)</p> <p><i>'You didn't see nothing?'</i> (1) suggests increasing concern (1)</p> <p><i>'Buses burning'</i> (1) suggests public disorder/danger (1)</p> <p><i>'Wonder what it's all about'</i> / <i>'When's the next news'</i> (1) suggests wanting to find out what's happening (1)</p>

Question	Expected response(s)	Max mark	Additional guidance
4.	<p>Candidates are likely to include many different aspects of Marie’s character as she is the central character.</p> <p>Possible areas for comment include:</p> <p>Candidates may, for example, identify and explore some of the following aspects of Marie’s character: she is strong, caring, idolises the memory of her late husband and then struggles to accept the truth about him.</p> <p><b>Extract</b></p> <p>Marie is a caring character who spends most of her time looking after other people – she constantly offers food/hospitality to others. In this scene she has allowed Deirdre into her house for the first time.</p> <p><b>Elsewhere</b></p> <p>Marie is a hardworking mother who wants the best for her children despite being widowed.</p> <p>She initially idolises the memory of Michael (her dead husband) but as the play develops, her view becomes more realistic and she faces the truth about him (symbolised when she slashes the large picture of Michael).</p>	8	<p>Candidates may choose to answer in bullet points in this final question, or write a number of linked statements. There is no requirement to write a ‘mini essay’.</p> <p>Up to <b>2 marks</b> can be achieved for identifying elements of commonality as requested in the question.</p> <p>A further <b>2 marks</b> can be achieved for <b>reference to the extract given</b>.</p> <p><b>4 additional marks</b> can be awarded for similar references to <b>at least one other part of the text</b>.</p> <p><u>In practice this means:</u></p> <p><b>Identification of commonality (2)</b> (eg: theme, central relationship, importance of setting, use of imagery, development in characterisation, use of personal experience, use of narrative style or any other key element...)</p>

Question	Expected response(s)	Max mark	Additional guidance
	<p>She is very domesticated and is a generous hostess. She has a nurturing personality (eg: feeds the birds).</p> <p>She is resilient to the bleak setting of the play and is admired by the other women who think Marie has coped well with difficult circumstances in her life.</p> <p>Marie tries to help Deirdre (even though she is suspicious that Deirdre is Michael's daughter). Marie is key in resolving the conflict between herself and Deirdre.</p> <p>She is a good listener and tries to give sensible advice to both Nora and Cassie (who often does things which are 'hot headed') For example, she dissuades Cassie from running away.</p> <p>She has a sarcastic sense of humour and has some witty one-liners in the dialogue (eg: 'I took lessons.' When Cassie asks her how she can be so 'good'.)</p>		<p><b>from the extract:</b></p> <p>1 x relevant reference to technique (1) 1 x appropriate comment (1)</p> <p><b>OR</b></p> <p>1 x relevant reference to idea (1) 1 x appropriate comment (1)</p> <p><b>OR</b></p> <p>1 x relevant reference to feature (1) 1 x appropriate comment (1)</p> <p><b>OR</b></p> <p>1 x relevant reference to text (1) 1 x appropriate comment (1)</p> <p><b>(maximum of 2 marks only for discussion of extract)</b></p> <p><b>from at least one other part of the text:</b></p> <p>as above (x 2) for up to 4 marks</p>

Text 2 – *Sailmaker* by Alan Spence

Question	Expected response(s)	Max mark	Additional guidance
5.	Two separate points to be made for one mark each.	2	<p><b>Possible answers include:</b></p> <p>Davie has been paid off/is soon to be unemployed (as a tick man) (1)</p> <p>The current system for collecting payments from people is no longer viable/is going to change (1)</p> <p>Davie was beaten up (1)</p> <p>The payments and records were taken/He believes these events have contributed to the decision to end his employment (1)</p>
6.	Reference (1) Comment (1) x2	4	<p><b>Possible answers include:</b></p> <p>‘Try telling them that!’ (1) suggests injustice (1)</p> <p>‘So that’s me.’ (1) suggests defeat (1)</p> <p>‘Scrubbed.’ (1) suggests worthlessness (1)</p> <p>‘Laid off. Redundant.’ (1) suggests awareness that he is superfluous/unwanted (1)</p> <p>‘Again.’ (1) suggests victimisation/perpetual bad luck (1)</p> <p>‘no longer required.’ (1) suggests lack of value (1)</p> <p>‘Just like that.’ (1) suggests his shock/surprise/lack of preparation or warning (1)</p> <p>‘Ah don’t know.’ (1) suggests lack of plan (1)</p> <p>‘Work aw yer days’ (1) suggests unfairness (1)</p>



Question			Expected response(s)	Max mark	Additional guidance
					<p>'kick ye in the teeth' (1) suggests hurt (1)</p> <p>'Nothin.' (1) suggests lack of purpose (1)</p> <p>Use of (rhetorical) questions/'what've ye got tae show for it?' (1) suggests frustration (1)</p> <p>List (of negative words/phrases) (1) suggests (accumulative) despair (1)</p> <p>Short sentences (1) suggests anger (1)</p>
7.			Reference (1) Comment (1)	2	<p><b>Possible answers include:</b></p> <p>'Ah might be able tae get ye a start' (1) suggests helpful/practical/solution focussed (1)</p> <p>'Canna promise'/'wouldnae be much'/'sweeper up' (1) suggests managing expectations/awareness it would not be a match for Davie's abilities or previous status (1)</p> <p>'ye never know'/'Somethin better might come up.' (1) suggests optimistic outlook (1)</p> <p>'storeman's job' (1) suggests hope for the future/his belief that Davie could get promoted (1)</p> <p>'We never died a winter yet' (1) suggests encouragement/support (1)</p>

Question	Expected response(s)	Max mark	Additional guidance
8.	<p>Reference (1) Comment (1) x2</p> <p>For full marks candidates must make reference to a change in mood.</p>	4	<p><b>Possible answers include:</b></p> <p><i>'Alec is playing with the yacht...'</i> (1) suggests carefree (1)</p> <p><i>'What'll we dae?'</i> (1) suggests Alec is looking to Davie for answers/is concerned about his dad's ability to cope/is worried about their future (1)</p> <p><i>'Ah'll shove this in the Glory Hole. Out the road.'</i> /Alec's actions of removing the yacht (1) suggests Alec's concern/compassion in that he realises Davie will not want to be reminded of being a Sailmaker or his promise to fix the yacht at this time/wants to spare his dad's feelings (1)</p> <p><i>'Folds up cellophane, puts tools in bag and picks up bow, yacht, carries the lot and exits'</i> (1) Alec becomes defeated/disillusioned/ understanding of his dad's situation (1)</p>
9.	<p>Possible areas for comment include:</p> <p><b>Extract</b></p> <p>Davie's loss of employment/decline in status.</p> <p>Comments re untidy nature of the house relate to their loss of domesticity since the death of their mother.</p> <p><b>Elsewhere</b></p> <p>Davie's grief over the loss of his wife and his inability to recover from this, leading to feelings of isolation and loneliness, as well as his inability to cope with domestic life.</p>	8	<p>Candidates may choose to answer in bullet points in this final question, or write a number of linked statements. There is no requirement to write a 'mini essay'.</p> <p>Up to <b>2 marks</b> can be achieved for identifying elements of commonality as identified in the question.</p> <p>A further <b>2 marks</b> can be achieved for <b>reference to the extract given</b>.</p> <p><b>4 additional marks</b> can be awarded for similar references to <b>at least one other text/part of the text</b> by the writer.</p>

Question	Expected response(s)	Max mark	Additional guidance
	<p>Davie's feelings of depression/despair re loss of status as importance/respectability of employment continues to decline which leads to a lifestyle of gambling and alcoholism.</p> <p>Alec's grief over the loss of his mother, and his ability to move on through his interest in religion, academic ability and eventual social mobility.</p> <p>The decline in Alec and Davie's relationship throughout the play, as they become increasingly distant and eventually go their separate ways at the end.</p> <p>The character of Davie reflects the decline in the shipbuilding industry/city of Glasgow.</p> <p>The unrepaired yacht symbolises something lost in Davie and Alec's relationship/loss of hope for Alec.</p>		<p><u>In practice this means:</u></p> <p><b>Identification of commonality (2)</b> (eg: theme, central relationship, importance of setting, use of imagery, development in characterisation, use of personal experience, use of narrative style, or any other key element...)</p> <p><b>from the extract:</b></p> <p>1 x relevant reference to technique (1) 1 x appropriate comment (1)</p> <p><b>OR</b> 1 x relevant reference to idea (1) 1 x appropriate comment (1)</p> <p><b>OR</b> 1 x relevant reference to feature (1) 1 x appropriate comment (1)</p> <p><b>OR</b> 1 x relevant reference to text (1) 1 x appropriate comment (1)</p> <p><b>(maximum of 2 marks only for discussion of extract)</b></p> <p><b>from at least one other text/part of the text:</b></p> <p>as above (x 2) for up to 4 marks</p>

Text 3 – *Tally's Blood* by Ann Marie di Mambro

Question	Expected response(s)	Max mark	Additional guidance
10.		Any four points for one mark each.	<p><b>4</b></p> <p><b>Possible answers include:</b></p> <p>Franco has died whilst fighting as a soldier (he signed up for the British army despite his Italian heritage) (1)</p> <p>Suggestion that Franco was aware that he would likely die (as shown by the letter he wrote the night before) (1)</p> <p>Franco and Massimo's father has died (on a torpedoed ship whilst being transported as a prisoner of war) (1)</p> <p>Rosinella is clearly upset/crying/suffering from grief/loss/separation (1)</p> <p>Rosinella worries that Massimo will not be able to cope with the death of two (close) relatives (1)</p> <p>Massimo has been transported to Canada (was arrested as a prisoner of war as is Italian and Italians are at war with Britain) (1)</p> <p>Massimo/Rosinella are having legal difficulties in organising Massimo's return (to Scotland) (1)</p> <p>Bridget has lost her lover (Franco) (1)</p> <p>Rosinella is looking for hope/desperately wanting news of Franco's death to be an error (1)</p>

Question	Expected response(s)	Max mark	Additional guidance
11.		Reference (1) Comment (1) x2	<p><b>4</b></p> <p><b>Possible answers include:</b></p> <p>Calls Rosinella ‘Mrs Pedreschi’ (continually) (even though she calls her Bridget) (1) suggests respectful/polite (1)</p> <p>‘That was good of you.’ (1) suggests (even) Rosinella recognises her kindness (1)</p> <p>‘<i>Bridget touches her arm gently.</i>’ (1) suggests supportive/ sympathetic (1)</p> <p>Asks after Massimo/‘How is he – Mr Pedreschi?’ (1) suggests caring/interested (1)</p> <p>‘Oh no’ (1) suggests concern over possible confusion (re Franco being dead) (1)</p> <p>decision not to finish sentence/mention death/use of ellipsis (1) suggests tact/diplomacy/sensitivity/own feelings of upset (1)</p> <p>‘<i>tenderness/reverence</i>’ (1) suggests dedication to (memory of/relationship with) Franco (1)</p> <p>‘lovingly’ (1) suggests genuine feelings for Franco (1)</p> <p>willingness to go to visit Rosinella (despite their previous encounter(s)) (1) suggests bravery/ ability to forgive (1)</p>

Question	Expected response(s)	Max mark	Additional guidance
12.		Reference (1) Comment (1) x2	<p><b>4</b></p> <p><b>Possible answers include:</b></p> <p><i>'They sit in silence for a moment'</i> (1) suggests awkwardness (1)</p> <p><i>'Why did he send it to you?'</i> / <i>'I wonder why he sent it to you.'</i> (1) suggests abrupt/rude/insensitive comments (1)</p> <p><i>'Too upset to answer'</i> / <i>'I...'</i> / Use of ellipsis (1) suggests that Bridget is (now) hurt/offended/distressed (1)</p> <p><i>'You really don't know'</i> (1) suggests potential conflict/insinuation of Rosinella's ignorance/challenge to Rosinella's question (1)</p> <p><i>'It must be because he knows I can't read.'</i> (1) suggests rudeness/offensive refusal to acknowledge Bridget's importance (to Franco) (1)</p> <p><i>'Rosinella turns away'</i> (1) suggests frosty/unfriendly/distant/awkward treatment of Bridget (1)</p> <p><i>'Bridget looks at her in disbelief'</i> (1) suggests incredulity/Bridget is struggling to maintain (previous) camaraderie (1)</p>

Question	Expected response(s)	Max mark	Additional guidance
13.	<p>Possible areas for comment include:</p> <p>Candidates may, for example, identify and explore some of the following aspects of Franco's character: he is romantic, loving (he sincerely loves Bridget), loyal, funny, ambitious (to make something of his own life).</p> <p><b>Extract</b></p> <p>Love/loyalty to Bridget – writes a letter to Bridget as fears he will die in the war. Suggestion that he has expressed his love for Bridget in the letter (on the 'first page').</p> <p>Cares for family – sends a message in the letter expressing love and support for Lucia, Rosinella and Massimo.</p> <p>Practical/pragmatic/unselfish – asks that they continue with their lives and make the best of the situation.</p> <p>Expresses his belief in God/destiny of his death.</p> <p>Sense of humour – makes a joke about his father being irritating (even in the afterlife).</p>	8	<p>Candidates may choose to answer in bullet points in this final question or write a number of linked statements. There is no requirement to write a 'mini essay'.</p> <p>Up to <b>2 marks</b> can be achieved for identifying elements of commonality as identified in the question.</p> <p>A further <b>2 marks</b> can be achieved for <b>reference to the extract given</b>.</p> <p><b>4 additional marks</b> can be awarded for similar references to <b>at least one other text/part of the text</b> by the writer.</p> <p><u>In practice this means:</u></p> <p><b>Identification of commonality (2)</b> (eg: theme, central relationship, importance of setting, use of imagery, development in characterisation, use of personal experience, use of narrative style, or any other key element...)</p>

Question	Expected response(s)	Max mark	Additional guidance
	<p><b>Elsewhere</b></p> <p>Has a romantic relationship with Bridget where he is shown to love and value her, which includes respecting her boundaries and defending her to Rosinella.</p> <p>Demonstrates conflict with other family members, eg feels restricted by having to work in his father's shop, and argues with Rosinella as she disapproves of his relationship with Bridget/ expects him to follow Italian traditions.</p> <p>Shows love and loyalty for his family and is particularly close to Massimo, but asks him to keep his relationship with Bridget a secret from their father.</p> <p>Is complimentary and kind towards his niece, Lucia.</p> <p>Is shown to be charming, funny and very confident with women – although shows some hesitancy when questioning Hughie about Bridget.</p> <p>Shows he is ambitious to do something more exciting with his life, and joins the British army despite his Italian heritage, revealing some sense of conflict about his national identity.</p> <p>Embraces the more modern/youthful/British/Scottish culture by going out dancing, dating Scottish girls and wanting more than working in a shop – but knows that opportunities in the area are limited.</p>		<p><b>from the extract:</b></p> <p>1 x relevant reference to technique (1) 1 x appropriate comment (1)</p> <p><b>OR</b></p> <p>1 x relevant reference to idea (1) 1 x appropriate comment (1)</p> <p><b>OR</b></p> <p>1 x relevant reference to feature (1) 1 x appropriate comment (1)</p> <p><b>OR</b></p> <p>1 x relevant reference to text (1) 1 x appropriate comment (1)</p> <p><b>(maximum of 2 marks only for discussion of extract)</b></p> <p><b>from at least one other text/part of the text:</b></p> <p>as above (x 2) for up to 4 marks</p>



SCOTTISH TEXT PROSE

Text 1 – *The Cone-Gatherers* by Robin Jenkins

Question		Expected response(s)	Max mark	Additional guidance
14.	(a)	Reference (1) Comment (1)	2	<p><b>Possible answers include:</b></p> <p>‘learned to regard...’ (1) suggests she is familiar with his views/opinions (1)</p> <p>‘absurd’ (1) suggests she has not even considered giving the cone gatherers a ride due to superior status (1)</p> <p>‘quickly’ (1) suggests she is defensive/keen to shut Roderick down quickly (1)</p> <p>‘predicament...inferiors’ (1) suggests she is conflicted in how best to raise the children/ conflicted in her views re her status versus her beliefs (1)</p> <p>‘having to rebuke’ (1) suggests she is reluctant to tell her children off (1)</p> <p>‘naivety’ (1) suggests she understands their position is more complex than the children can understand (1)</p> <p>‘preserve his charitable attitude’ (1) suggests she would like her children to be kind (1)</p> <p>‘inferiors’ (1) suggests she regards people (like the cone gatherers) as less than herself (1)</p> <p>“‘My dear boy,’” (1) suggests genuine affection/attempt to flatter/patronising (1)</p> <p>‘laughing’ (1) suggests she is trying to make light of the situation (1)</p> <p>‘It’s our car’ (1) suggests awareness of possessions (1)</p> <p>‘We can please ourselves’ (1) suggests selfishness (1)</p>

Question			Expected response(s)	Max mark	Additional guidance
					<p>Calls Roderick a 'prig' (1) suggests she is losing patience with him (1)</p> <p>'snapped' (1) suggests frustration with Roderick (1)</p>
	(b)		Reference (1) Comment (1)	2	<p><b>Possible answers include:</b></p> <p>'Well, I do' (1) suggests assertive/feelings of superiority (1)</p> <p>'rescuing her mother' (1) suggests she perceives the difficult situation/sides with the idea of their superior status (1)</p> <p>'firmly' (1) suggests she is resolute in opinions (1)</p> <p>'Monty's more important...' (1) suggests a lack of humanity/selfishness (1)</p> <p>Refers to cone gatherers as 'they' (1) suggests sees them as unimportant (1)</p> <p>'wrong'/'wicked' (1) suggests she can come across as being immoral (1)</p> <p>'I don't care...' (1) suggests lack of concern (for Roderick's opinion) (1)</p> <p>'retorted' (1) suggests combative/argumentative (1)</p> <p>'What are <i>you</i> talking about anyway?' (1) suggests confrontational (1)</p> <p>'cast up (his rudeness)' (1) suggests willingness to argue/use past against Roderick (1)</p> <p>'she refrained' (1) suggests awareness of present company/potentially awkward situation (Duror) (1)</p>

Question		Expected response(s)	Max mark	Additional guidance
	(c)	Reference (1) Comment (1)	2	<p><b>Possible answers include:</b></p> <p>‘Why don't we offer them a lift...’ (1) suggests thoughtfulness (1)</p> <p>‘quiet voice’ (1) suggests gentle nature (1)</p> <p>‘ominous’ (1) suggests this may lead to an argument (1)</p> <p>‘plenty of room’ (1) suggests willing to argue his point/awareness of privilege (1)</p> <p>‘I don't think I'm being absurd.’ (1) suggests willingness to challenge his mother/use her words against her (1)</p> <p>‘They can sit next to me.’ (1) suggests willingness to offer practical suggestions/feelings of equality (1)</p> <p>‘I don't mind.’ (1) suggests feelings of fairness (1)</p> <p>‘naivety’ (1) suggests innocence/lack of awareness (1)</p> <p>‘charitable attitude’ (1) suggests kindness (1)</p> <p>‘Earnestly’ (1) suggests sincerity (1)</p> <p>‘he argued with his sister’ (1) suggests willing to be in conflict (1)</p> <p>‘They wouldn't have to be near you.’/‘You could sit in beside mother.’ (1) suggests awareness of Sheila's concerns/feelings (1)</p>

Question	Expected response(s)	Max mark	Additional guidance
			<p>'They could sit at the back away from everybody.' (1) suggests awareness of perceived lack of status (1)</p> <p>'Sir Galahad' (1) suggests gallantry/purity (1)</p> <p>'We've carried dogs...' (1) suggests sense of fairness/humanity/willingness to argue his point (1)</p> <p>'quixotic' (1) suggests idealistic/unrealistic (1)</p> <p>'huff' (1) suggests displeasure at mother's reaction (1)</p> <p>'Human beings are more important than dogs.' (1) suggests sense of humanity (1)</p> <p>Called a 'prig' (1) suggests belief that he is a pedant (1)</p> <p>'That's wrong'/'It's wicked' (1) suggests he is willing to stand up for he believes/challenge his sister (1)</p> <p>'his rudeness to Duror' (1) suggests he is capable of disrespect/his conflict with Duror (1)</p>

Question	Expected response(s)	Max mark	Additional guidance
15.	Reference (1) Comment (1) x2	4	<p><b>Possible answers include:</b></p> <p>‘Duror asked for permission to leave’ (1) suggests that he has to request her consent to go/his inferior status (1)</p> <p>‘His mistress’/Duror calls her ‘my lady’ (1) suggests her superior status (1)</p> <p>‘reluctantly’ (1) suggests she wants him to stay (1)</p> <p>‘his presence was reassuring’ (1) suggests she finds him comforting (1)</p> <p>‘handling servants’ (1) suggests she sees his position as that of an inferior/sees it as her role to manage the workers (1)</p> <p>‘Duror... would rightly place himself high above these cone-men’ (1) suggests she sees Duror as elevated beyond the other workers (1)</p> <p>‘He came at once’/‘quickly’ (1) suggests Duror will do as he is told/responds straight away (1)</p> <p>‘without any appearance of obsequious haste’ (1) suggests lack of submissiveness/does not respond sycophantically/maintains dignity (1)</p> <p>‘I know it’s ridiculous of me...’ (1) suggests slight embarrassment at questioning herself in front of him (1)</p> <p>Asks Duror’s thoughts about the situation/‘I’d like your opinion’ (1) suggests she feels Duror’s views are relevant/important to her (1)</p>

Question		Expected response(s)	Max mark	Additional guidance
16.		Any two points for one mark each.	2	<p><b>Possible answers include:</b></p> <p>Sheila reacts with a sense of excitement/thinks it's funny (1)</p> <p>Lady Runcie-Campbell reacts with concern (1)</p> <p>Lady Runcie-Campbell wants to protect her children from hearing anything disturbing/wants to protect their innocence (1)</p> <p>Duror feels that Roderick does not understand the true nature of evil (1)</p> <p>Roderick expresses his view that he thinks Duror is not telling the truth about Calum (1)</p> <p>Roderick believes that evil exists in some people (1)</p> <p>Duror believes that evil is in all people/can affect anyone (1)</p>

Question	Expected response(s)	Max mark	Additional guidance
17.	<p>Possible areas for comment include:</p> <p><b>Extract</b></p> <p>The differing views of the characters in the extract on whether or not they should give the cone gatherers a lift in their car, and how each character views the cone gatherers in relation to their own status.</p> <p>The dynamics/difference in status between the members of the Runcie-Campbell family and Duror eg calling Roderick ‘Master’, being dismissed by Lady Runcie-Campbell.</p> <p>Lady Runcie-Campbell's observations about the hierarchy within the working class (which also exists within religious and other societal settings), eg the difference between Duror and the cone gatherers.</p> <p><b>Elsewhere</b></p> <p>Neil's feelings of injustice towards the class system/ the way he and Calum are treated by Lady Runcie-Campbell.</p> <p>Lady Runcie-Campbell's struggle to reconcile her Christian beliefs with her duties as the lady of the estate.</p> <p>The incident where Neil and Calum are not permitted to shelter in the beach hut during the storm.</p> <p>Roderick's admiration of the cone gatherers (particularly Calum) despite their differences in social status. Roderick's views are heavily influenced by his grandfather.</p>	8	<p>Candidates may choose to answer in bullet points in this final question, or write a number of linked statements. There is no requirement to write a ‘mini essay’.</p> <p>Up to <b>2 marks</b> can be achieved for identifying elements of commonality as identified in the question.</p> <p>A further <b>2 marks</b> can be achieved for <b>reference to the extract given</b>.</p> <p><b>4 additional marks</b> can be awarded for similar references to <b>at least one other text/part of the text</b> by the writer.</p> <p><u>In practice this means:</u></p> <p><b>Identification of commonality (2)</b> (eg: theme, central relationship, importance of setting, use of imagery, development in characterisation, use of personal experience, use of narrative style, or any other key element...)</p>

Question	Expected response(s)	Max mark	Additional guidance
			<p><b>from the extract:</b></p> <p>1 x relevant reference to technique (1) 1 x appropriate comment (1)</p> <p><b>OR</b></p> <p>1 x relevant reference to idea (1) 1 x appropriate comment (1)</p> <p><b>OR</b></p> <p>1 x relevant reference to feature (1) 1 x appropriate comment (1)</p> <p><b>OR</b></p> <p>1 x relevant reference to text (1) 1 x appropriate comment (1)</p> <p><b>(maximum of 2 marks only for discussion of extract)</b></p> <p><b>from at least one other text/part of the text:</b></p> <p>as above (x 2) for up to 4 marks</p>



Text 2 – *The Testament of Gideon Mack* by James Robertson

Question	Expected response(s)	Max mark	Additional guidance
18.	Reference (1) Comment (1) x2	4	<p><b>Possible answers include:</b></p> <p>‘jerked’ (1) suggests what she is saying is shocking/noteworthy (1)</p> <p>‘saved Jasper’s life’/‘endangered his own’ (1) suggests drama of events (1)</p> <p>balanced sentence (‘saved...his own’) (1) emphasises the significance of these events (1)</p> <p>‘ordeal’ (1) suggests a traumatic experience (1)</p> <p>‘survival’ suggests life or death importance (1)</p> <p>‘miracle’ (1) suggests outcome was unlikely (1)</p> <p>‘God was looking after him’ (1) suggests sense of divine intervention (1)</p> <p>‘marvellous’ (1) suggests this is something to be amazed at (1)</p> <p>‘heads...turned to search me out’/‘whole pews full of them’ (1) suggests how amazing this is to others (1)</p> <p>‘smiles’/‘nods’/‘waves’/ ‘applause’ (1) suggests support due after such a difficult time (1)</p> <p>repetition of ‘and’ (1) suggests extent of support (implying a very serious incident) (1)</p> <p>‘moved’ (1) suggests the significance of the event/reaction (1)</p>

Question	Expected response(s)	Max mark	Additional guidance
19.	Reference (1) Comment (1) x2	4	<p><b>Possible answers include:</b></p> <p>‘incredibly’ (1) suggests this is unbelievable/amazing (1)</p> <p>‘bright’/‘shining’ (1) suggests optimism (1)</p> <p>‘light’ (1) suggests heavenly/godly/life-giving (1)</p> <p>‘growing (ever brighter)’ (1) suggests the happiness is increasing (1)</p> <p>‘contentment’/‘ease’ (1) suggests warmth/relaxation (1)</p> <p>repetition/pattern/balanced sentence/‘He wasn’t frightened.... he wasn’t fighting’ (1) emphasises the lack of negative feelings (1)</p> <p>‘welcomed’ (1) suggests the destination is happy to have him (1)</p> <p>repetition of ‘light’/‘heaven’/‘God’ (1) suggests religious consolation (1)</p> <p>‘nothing to be fearful of’ (1) suggests complete contentment (1)</p> <p>‘only’ (1) suggests there is no room for anything bad (1)</p> <p>‘beautiful’ (1) suggests a wonderful experience (1)</p> <p>‘mercy’ (1) suggests forgiveness (1)</p>

Question		Expected response(s)	Max mark	Additional guidance
20.		1 mark for each point.	2	<p><b>Possible answers include:</b></p> <p>‘Because God sent him back’ eg God decided not to take him (1)</p> <p>‘gave him a glimpse of heaven’ eg (God) wanted to show him the afterlife (1)</p> <p>‘still has work to do here on earth’ eg Gideon has unfinished business before he dies (1)</p> <p>‘to tell us the good news...life to come’ eg (Gideon has purpose) to report that the afterlife/heaven does exist (1)</p> <p>‘better than anything...imagine’ eg (Gideon has purpose) to report that heaven is wonderful (1)</p> <p>‘close we are to God... every one of us’ eg this exemplifies God’s love/for him (1)</p> <p>‘a glorious happy moment’ eg (Gideon has purpose) to report that death is not to be feared (1)</p>

Question		Expected response(s)	Max mark	Additional guidance
21.		Reference (1) Comment (1)	2	<p><b>Possible answers include:</b></p> <p>Short sentence/‘I couldn’t stand (any more of this).’ (1) suggests that he has had enough/extreme annoyance (1)</p> <p>‘betrayed me’ (1) suggests hurt/disappointment (1)</p> <p>‘exploited’/‘for her own purposes’ (1) suggests anger at her being self-serving (1)</p> <p>‘concocted’ (1) suggests he doesn’t agree with/believe her (1)</p> <p>‘bizarre (plan)’/‘somehow (set)’ (1) suggests he thinks it is ridiculous (1)</p> <p>‘prevent me from telling the truth’ (1) suggests outrage (1)</p> <p>‘walked from the kirk’ (1) suggests he is distancing himself from her words/religion (1)</p> <p>short sentence/at end of paragraph ‘I stood up and walked from the kirk’ (1) suggests finality/anger/end of his tether (1)</p>

Question	Expected response(s)	Max mark	Additional guidance
22.	<p>Possible areas for comment include:</p> <p><b>Extract:</b></p> <p>Lorna gives a religious interpretation of Gideon’s experience.</p> <p>Gideon takes issue with Lorna’s religious view of his experience.</p> <p>Lorna using Gideon’s experience to further her own religious agenda.</p> <p>Gideon is very angry that his views on religion are being misinterpreted.</p> <p><b>Elsewhere:</b></p> <p>Gideon does not believe in God.</p> <p>His father is a minister and Gideon had a very strict religious upbringing.</p> <p>Gideon becomes a minister himself but his religious beliefs don’t change.</p> <p>Theme of conflict between the supernatural, or folklore beliefs against religion.</p> <p>Gideon reports how he falls into the Black Jaws and in the cave meets and spends time with the devil.</p> <p>Gideon is accused of blasphemy when he tells the story of meeting the devil.</p>	8	<p>Candidates may choose to answer in bullet points in this final question or write a number of linked statements. There is no requirement to write a ‘mini essay’.</p> <p>Up to <b>2 marks</b> can be achieved for identifying elements of commonality as identified in the question.</p> <p>A further <b>2 marks</b> can be achieved for <b>reference to the extract given</b>.</p> <p><b>4 additional marks</b> can be awarded for similar references to <b>at least one other text/part of the text</b> by the writer.</p> <p><u>In practice this means:</u></p> <p><b>Identification of commonality (2)</b> (eg: theme, central relationship, importance of setting, use of imagery, development in characterisation, use of personal experience, use of narrative style, or any other key element...)</p>

Question	Expected response(s)	Max mark	Additional guidance
			<p><b>from the extract:</b></p> <p>1 x relevant reference to technique (1) 1 x appropriate comment (1)</p> <p><b>OR</b></p> <p>1 x relevant reference to idea (1) 1 x appropriate comment (1)</p> <p><b>OR</b></p> <p>1 x relevant reference to feature (1) 1 x appropriate comment (1)</p> <p><b>OR</b></p> <p>1 x relevant reference to text (1) 1 x appropriate comment (1)</p> <p><b>(maximum of 2 marks only for discussion of extract)</b></p> <p><b>from at least one other text/part of the text:</b></p> <p>as above (x 2) for up to 4 marks</p>

**Text 3 – *The Strange Case of Dr Jekyll and Mr Hyde* by Robert Louis Stevenson**

Question		Expected response(s)	Max mark	Additional guidance
23.		Any two points.	2	<p><b>Possible answers include:</b></p> <p>They think/Enfield thinks that their involvement with Mr Hyde is over (1)</p> <p>Utterson is keen never to see Mr Hyde again (1)</p> <p>Both have negative feelings towards Mr Hyde (1)</p> <p>There is some confusion over the route to Dr Jekyll’s house (1)</p> <p>Utterson is worried about Dr Jekyll (1)</p> <p>Utterson wants to cheer Dr Jekyll up (1)</p>
24.		Reference (1) Comment (1)	2	<p><b>Possible answers include:</b></p> <p>‘(infinite) sadness’ (1) suggests he is (very) depressed (1)</p> <p>‘disconsolate’ (1) suggests he is (very) unhappy (1)</p> <p>‘prisoner’ (1) suggests he feels trapped (1)</p> <p>“(I am very) low” (1) suggests he feels down (1)</p> <p>‘drearily’ (1) suggests he is bleak/melancholy (1)</p> <p>“It will not last long, thank God.” (1) suggests he can’t wait for his state of mind to change/improve (1)</p>

Question		Expected response(s)	Max mark	Additional guidance
25.		Reference (1) Comment (1) x2	4	<p><b>Possible answers include:</b></p> <p>“I should like to very much; but...” (1) suggests an excuse will follow (1)</p> <p>“...no, no, no,”/reference to repetition (1) suggests the Dr Jekyll is emphatic in his refusal (1)</p> <p>‘(quite) impossible’ (1) suggests that there is no way that Jekyll will join them (1)</p> <p>“I dare not.” (1) suggests that Jekyll feels mentally/physically unable to join them (1)</p> <p>‘(the place is) really not fit’ (1) suggests his house is unprepared/not in a condition to accept visitors (1)</p>



Question	Expected response(s)	Max mark	Additional guidance
26.		Reference (1) Comment (1) x2	<p><b>4</b></p> <p><b>Possible answers include:</b></p> <p>‘the smile was struck out of his face’ (1) suggests sudden loss of contentment/change in mood (1)</p> <p>‘terror’ (1) suggests extreme fear (1)</p> <p>‘despair’ (1) suggests hopelessness (1)</p> <p>‘froze the very blood’ (1) suggests extreme physical effect (1)</p> <p>‘the window was instantly thrust down’ (1) suggests dramatic gesture/reaction (1)</p> <p>‘without a word’ (1) suggests they can’t articulate their reactions (1)</p> <p>‘In silence’/reference to repetition of ‘silence’ (1) suggests they can’t speak/have no idea what to say (1)</p> <p>‘(They were both) pale’ (1) suggests that colour has gone from their faces (1)</p> <p>‘horror (in their eyes)’ (1) suggests fear (1)</p> <p>“‘God forgive us, God forgive us’”/reference to repetition of expression (1) suggests the need to be protected from/absolved from what they have witnessed (1)</p> <p>‘very seriously’ (1) suggests the (unexpected) gravity of the situation (1)</p>

Question	Expected response(s)	Max mark	Additional guidance
27.	<p>Possible areas for comment include:</p> <p>Candidates may, for example, identify and explore some of the following aspects of Dr Jekyll's character: he is (seemingly) respectable, scientific, anxious, has a dark side, has a split/dual personality, is isolated.</p> <p><b>Extract:</b></p> <p>Dr Jekyll is the subject of doubt/intrigue among other characters in the novel: Utterson says 'I am uneasy about poor Jekyll.'</p> <p>Dr Jekyll is clearly troubled/anxious/unhappy: 'infinite sadness of mien,' 'disconsolate prisoner,' 'expression of such abject terror and despair.'</p>	8	<p>Candidates may choose to answer in bullet points in this final question, or write a number of linked statements. There is no requirement to write a 'mini essay'.</p> <p>Up to <b>2 marks</b> can be achieved for identifying elements of commonality as identified in the question.</p> <p>A further <b>2 marks</b> can be achieved for <b>reference to the extract given</b>.</p> <p><b>4 additional marks</b> can be awarded for similar references to <b>at least one other text/part of the text</b> by the writer.</p> <p><u>In practice this means:</u></p> <p><b>Identification of commonality (2)</b> (eg: theme, central relationship, importance of setting, use of imagery, development in characterisation, use of personal experience, use of narrative style, or any other key element...)</p>

Question	Expected response(s)	Max mark	Additional guidance
	<p><b>Elsewhere:</b></p> <p>Dr Jekyll is presented as a rational, respectable, scientific figure (eg ‘Henry Jekyll, MD, DCL, LLD, FRS, &amp;c.’)</p> <p>Dr Jekyll is presented as having a split personality (eg ‘those provinces of good and ill which divide and compound man’s dual nature’)</p> <p>Dr Jekyll is presented as being secretive/hiding things (‘I concealed my pleasures’)</p> <p>Dr Jekyll is presented as having a dark/evil side (as represented in Mr Hyde)</p> <p>Dr Jekyll is presented as being ill (eg ‘looking deadly sick’)</p> <p>Dr Jekyll is presented as having self-doubt (eg ‘I have lost confidence in myself’)</p> <p>Dr Jekyll is presented as losing control of himself (eg ‘My devil had been long caged, he came out roaring’)</p> <p>Dr Jekyll is presented as having self-knowledge (eg ‘I was slowly losing hold of my original and better self’)</p>		<p><b>from the extract:</b></p> <p>1 x relevant reference to technique (1) 1 x appropriate comment (1)</p> <p><b>OR</b></p> <p>1 x relevant reference to idea (1) 1 x appropriate comment (1)</p> <p><b>OR</b></p> <p>1 x relevant reference to feature (1) 1 x appropriate comment (1)</p> <p><b>OR</b></p> <p>1 x relevant reference to text (1) 1 x appropriate comment (1)</p> <p><b>(maximum of 2 marks only for discussion of extract)</b></p> <p><b>from at least one other text/part of the text:</b></p> <p>as above (x 2) for up to 4 marks</p>

Text 4 – *The Telegram* by Iain Crichton Smith

Question		Expected response(s)	Max mark	Additional guidance
28.		Reference (1) Comment (1) x2	4	<p><b>Possible answers include:</b></p> <p>“(It’s) Macleod” (1) suggests the name itself is something to be wary of (1)</p> <p>‘again’ (1) suggests the return of danger (1)</p> <p>‘frightened’ (1) suggests anticipation of threat (1)</p> <p>‘could be coming to their house’ (1) suggests sense of anticipation (1)</p> <p>‘watched him’/reference to repetition (1) suggests focus on impending event (1)</p> <p>‘(spoke) feverishly’ (1) suggests unnatural/extreme excitement (1)</p> <p>‘plague (he was bringing)’ (1) suggests sense of dread/something to be avoided (1)</p> <p>“Don’t worry, Sarah” (1) suggests need for reassurance (1)</p> <p>“You don’t know”/reference to repetition (1) suggests uncertainty (1)</p>
29.		Reference (1) Comment (1) x2	4	<p><b>Possible answers include:</b></p> <p>‘without thinking’ (1) suggests little regard for thin woman’s feelings (1)</p> <p>“It’s different for the officers.” (1) suggests that the fat woman is provoking the other woman (about her son)/is making a provocative distinction between the two sons (1)</p>

Question	Expected response(s)	Max mark	Additional guidance
			<p>“Why is it different for the officers?” (1) suggests disagreement/refusal to accept the statement (1)</p> <p>‘in an even voice’ (1) suggests (the thin woman is) trying to control anger/irritation (1)</p> <p>“Well, I just thought they’re better off”/“they get better food and they get better conditions”(1) suggests jibe/‘dig’ at thin woman’s son (1)</p> <p>“They’re still on the ship”(1) suggests defensiveness (1)</p> <p>‘(thinking that the fat woman was very) stupid’ (1) suggests thin woman has negative feelings towards the fat woman/doesn’t think much of her (1)</p> <p>‘most of them were’ (1) suggests thin woman sees the fat woman as part of a group/type that she disapproves of (1)</p> <p>repetition of ‘most of them’ (1) emphasises accusatory tone (1)</p> <p>‘large, fat and lazy’ (1) suggests insulting attitude of the thin woman towards the fat woman (1)</p> <p>‘(they) didn’t want to be thought of as snobbish’ (1) suggests judgemental attitude (of thin woman towards the fat woman) (1)</p> <p>‘her son didn’t salute the thin woman’s son (if they were home on leave)’ (1) suggests conflict between their sons extended to the two women (1)</p> <p>‘(there was the) uneasiness’ (1) suggests awkwardness in their dealings/relationship (1)</p>

Question	Expected response(s)	Max mark	Additional guidance
30.	Reference (1) Comment (1) x2	4	<p><b>Possible answers include:</b></p> <p>“I made sacrifices” (1) suggests she is selfless/wants everyone to know she is selfless (1)</p> <p>“to have my son educated” (1) suggests she values learning/self-improvement (1)</p> <p>“I lived on a pension of ten shillings a week”/“I was in nobody’s debt” (1) suggests pride/self-sufficiency (1)</p> <p>‘continued remorselessly’ (1) suggests she goes on and on about things (1)</p> <p>‘pecking away at something she had pecked at for many years’ (1) suggests she won’t let grievances go (1)</p> <p>“I had no thought of sending him” (1) suggests (possibly false) modesty (1)</p> <p>‘I had to save every penny’ (1) suggests thriftiness/made choices for her son (1)</p> <p>“When did you see me with good clothes in the church” (1) suggests (awareness of) self-denial (1)</p> <p>“Many’s the night...knit clothes for him”/“And for all I know...where will I be”/“He might go and work in England” (1) suggests self-pity/attitude of martyr (1)</p>

Question	Expected response(s)	Max mark	Additional guidance
31.	<p>Possible areas for comment include:</p> <p><b>Extract:</b></p> <p>Relationship between the thin woman and the fat woman is clearly difficult (eg ‘who was thinking that the fat woman was very stupid,’ ‘there was the uneasiness’)</p> <p>Both women are wary of the elder (eg ‘I wonder where he’s going today,’ ‘They were both frightened for he could be coming to their house’)</p> <p>Suggestion of a problematic relationship between their sons (eg ‘her son didn’t salute the thin woman’s son’)</p>	8	<p>Candidates may choose to answer in bullet points in this final question, or write a number of linked statements. There is no requirement to write a ‘mini essay’.</p> <p>Up to <b>2 marks</b> can be achieved for identifying elements of commonality as identified in the question.</p> <p>A further <b>2 marks</b> can be achieved for <b>reference to the extract given</b>.</p> <p><b>4 additional marks</b> can be awarded for similar references to <b>at least one other text/part of the text</b> by the writer.</p> <p><u>In practice this means:</u></p> <p><b>Identification of commonality (2)</b> (eg: theme, central relationship, importance of setting, use of imagery, development in characterisation, use of personal experience, use of narrative style, or any other key element...)</p>

Question	Expected response(s)	Max mark	Additional guidance
	<p><b>Elsewhere:</b></p> <p><i>The Red Door</i>  Murdo feels need to be liked/accepted by villagers (eg ‘because he was a bachelor he felt it necessary that he should be as like the other villagers as possible’)  Murdo would like to have close relationship with Mary (eg ‘he had certain feelings too tenuous to be called love towards her’)</p> <p><i>Mother and Son</i>  Hostility from the mother to the son (eg ‘“What’s the matter with you!” she snapped pettishly.’)  Son troubled by mother’s attitude towards him (eg ‘“All right, all right,” he said despairingly.’)</p> <p><i>Home</i>  Distant/uneasy relationship with former home town (eg ‘She remembered them but took no pleasure in the memory.’ ‘The town had changed a lot since they had left it, that much was clear.’)  Tension between husband and wife over return visit to home</p>		<p><b>from the extract:</b></p> <p>1 x relevant reference to technique (1)  1 x appropriate comment (1)</p> <p><b>OR</b></p> <p>1 x relevant reference to idea (1)  1 x appropriate comment (1)</p> <p><b>OR</b></p> <p>1 x relevant reference to feature (1)  1 x appropriate comment (1)</p> <p><b>OR</b></p> <p>1 x relevant reference to text (1)  1 x appropriate comment (1)</p> <p><b>(maximum of 2 marks only for discussion of extract)</b></p> <p><b>from at least one other text/part of the text:</b></p> <p>as above (x 2) for up to 4 marks</p>



Text 5 – *All That Glisters* by Anne Donovan

Question		Expected response(s)	Max mark	Additional guidance
32.		Reference (1) Comment (1) x2	4	<p><b>Possible answers include:</b></p> <p>‘Thon wee wifie’ (1) suggests Clare is not very respectful of the teacher (1)</p> <p>‘a bit much when we’re in second year’ (1) suggests she is growing up/aware she is growing up (1)</p> <p>‘it’s better than daein real work’ (1) suggests her attitudes are typical of most pupils/considers some lessons to be uninteresting (1)</p> <p>‘ah like daein things like that’ (1) suggests she enjoys craft activities (1)</p> <p>‘(made a) right neat wee card’ (1) suggests she is patient over details/a tidy worker (1)</p> <p>‘but it wis quite messy’ (1) suggests she has high standards/knows what she likes (1)</p> <p>‘wis hard tae make sure...’ (1) suggests she knows her own capabilities/what is possible (1)</p>

Question	Expected response(s)	Max mark	Additional guidance
			<p>'it wis pure brilliant' (1) suggests takes enjoyment from things/can get excited (1)</p> <p>'took a wee while tae get the hang of it' (1) suggests she is prepared to keep trying (1)</p> <p>'careful when you squeezed the tube' (1) suggests meticulous (1)</p> <p>'efter a few goes ah wis up an runnin' (1) suggests she is not put off (1)</p> <p>'something amazin hud happened'/'glitter jist brought everythin tae life' (1) suggests she has a sense of wonder (1)</p> <p>'difference between a Christmas tree...daurk in a corner' (1) suggests she likes bright eye-catching things' (1)</p>

Question	Expected response(s)	Max mark	Additional guidance
33.		Reference (1) Comment (1) x2	<p><b>4</b></p> <p><b>Possible answers include:</b></p> <p>‘really (sick)’ (1) intensifier gives indication of extent of illness (1)</p> <p>‘had a cough fur as lang as ah can remember’ (1) suggests illness has not improved (1)</p> <p>‘he cannae even get oot his bed’ (1) suggests immobility/extreme tiredness (1)</p> <p>‘(ah hear him) coughin in the night’ (1) suggests he has no periods of relief from the pain (1)</p> <p>‘it’s different fae the way he used tae cough’ (1) suggests health is worsening (1)</p> <p>‘comes fae deeper inside him’ (1) suggests illness is firmly established (1)</p> <p>‘seems tae rack his hale body fae inside oot’ (1) suggests effects of illness are traumatic (1)</p> <p>‘hauf the time he looks away fae me’ (1) suggests illness is all-consuming/can’t get it off his mind (1)</p> <p>‘a coffee stain that ma ma cannae wash oot’ (1) suggests alarming amount of blood (1)</p> <p>‘kid on he wis a ghost’ (1) gives an indication of death (1)</p> <p>‘asbestos in the dust’ (1) suggests life-threatening exposure to dangerous material (1)</p>

Question		Expected response(s)	Max mark	Additional guidance
34.		Reference (1) Comment (1) x2	4	<p><b>Possible answers include:</b></p> <p>‘made a right neat wee card for ma daddy’ (1) suggests Clare thinks about her father (1)</p> <p>‘Ma daddy wis dead chuffed’ / ‘Fair brightens up this room, hen.’ (1) suggests her father is pleased to receive gifts from Clare/pleased at what Clare does for him (1)</p> <p>‘it’s good tae find sumpn that cheers him up’ (1) suggests Clare wants to make her father feel better/happier (1)</p> <p>‘Ah hear him coughin, etc...’ (1) suggests Clare is worried/concerned about her father (1)</p> <p>‘ah go and sit wi him’ (1) suggests Clare wants to be with him/keep him company (1)</p> <p>‘ah’d rin and hide unner the stair’ (1) suggests Clare has good memories of fun times with her father (1)</p>

Question	Expected response(s)	Max mark	Additional guidance
35.	<p>Possible areas for comment include:</p> <p><b>Extract:</b></p> <p>The importance of/need for a close relationship with parent/father (eg ‘When ah come in fae school ah go and sit wi him’)</p> <p>Wanting to be considered grown-up (eg ‘which is a bit much when we’re in second year’)</p> <p>Childhood wonder (eg ‘It wis pure brilliant, so it wis’)</p>	8	<p>Candidates may choose to answer in bullet points in this final question, or write a number of linked statements. There is no requirement to write a ‘mini essay’.</p> <p>Up to <b>2 marks</b> can be achieved for identifying elements of commonality as identified in the question.</p> <p>A further <b>2 marks</b> can be achieved for <b>reference to the extract given</b>.</p> <p><b>4 additional marks</b> can be awarded for similar references to <b>at least one other text/part of the text</b> by the writer.</p> <p><u>In practice this means:</u></p> <p><b>Identification of commonality (2)</b> (eg: theme, central relationship, importance of setting, use of imagery, development in characterisation, use of personal experience, use of narrative style, or any other key element...)</p>

Question	Expected response(s)	Max mark	Additional guidance
	<p><b>Elsewhere:</b></p> <p><i>Away in a Manger</i>  Childhood innocence (eg ‘Mammy, could your nose freeze and turn intae an icicle?’/‘Is he an angel, Mammy?’)  Childhood persistence in questioning/wants (eg ‘Amy had been gaun on about the lights for weeks’)  Childhood resistance to the logic of adults (eg ‘We have so, Mammy, we’ve got a spare room’)</p> <p><i>Dear Santa</i>  Complexities of relationship with parent (eg ‘Ma mammy disnae love me’)  Need to retain some aspects of being a child as you grow up (eg ‘Gonnae come and tuck me in, Mammy?’)  Childhood doubts (‘if there is a real Santa anyway’)</p> <p><i>Hieroglyphics</i>  Childhood sense of injustice (eg ‘It wisnae ma fault’)  Ability to see through adults’ condescending attitudes (eg ‘Obviously no bein able tae read makes ye deif’)  Loneliness of childhood (eg The class stopped talkin tae me’)</p>		<p><b>from the extract:</b></p> <p>1 x relevant reference to technique (1)  1 x appropriate comment (1)</p> <p><b>OR</b></p> <p>1 x relevant reference to idea (1)  1 x appropriate comment (1)</p> <p><b>OR</b></p> <p>1 x relevant reference to feature (1)  1 x appropriate comment (1)</p> <p><b>OR</b></p> <p>1 x relevant reference to text (1)  1 x appropriate comment (1)</p> <p><b>(maximum of 2 marks only for discussion of extract)</b></p> <p><b>from at least one other text/part of the text:</b></p> <p>as above (x 2) for up to 4 marks</p>

SCOTTISH TEXT POETRY

Text 1 – *In Mrs Tilscher’s Class* by Carol Ann Duffy

Question		Expected response(s)	Max mark	Additional guidance
36.		Reference (1) Comment (1)	2	<p><b>Possible answers include:</b></p> <p>‘Blue Nile’/‘Tana... Aswan’/‘pyramids’ (1) suggests faraway/exotic/exciting location (1)</p> <p>‘skittle of milk’ (1) suggests playful image (1)</p> <p>‘(chalky Pyramids) rubbed into dust’ (1) suggests power of the teacher to conjure up images that seem real (1)</p> <p>‘laugh of a bell’ (1) suggests carefree fun (1)</p> <p>‘swung/running’ (1) suggests energy and enthusiasm (1)</p>

Question		Expected response(s)	Max mark	Additional guidance
37.		Reference (1) Comment (1) x2	4	<p><b>Possible answers include:</b></p> <p>‘better than home’ (1) suggests the classroom is a comforting place/sanctuary (1)</p> <p>‘enthraling books’ (1) suggests high level of engagement in the reading material (1)</p> <p>‘The classroom glowed like a sweetshop’ (1) suggests colour/delight/warmth/paradise for children (1)</p> <p>‘Sugar paper. Coloured shapes’ (1) suggests vibrancy and creativity (1)</p> <p>‘Brady and Hindley faded’ (1) suggests that dangers were eradicated/the children felt safe/protected (1)</p> <p>‘loved you’ (1) suggests a strong sense of security and nurture (1)</p> <p>‘gold star’ (1) suggests positive reinforcement (1)</p> <p>‘Slowly, carefully’ (1) suggests order and calm (1)</p> <p>use of list: ‘enthraling books...sugar paper...coloured shapes’ (1) suggests a variety of different educational stimuli (1)</p>



Question	Expected response(s)	Max mark	Additional guidance
38.		Reference (1) Comment (1) x2	<p><b>4</b></p> <p><b>Possible answers include:</b></p> <p>‘Easter’ (1) suggests a time of change/renewal/new beginnings (1)</p> <p>‘tadpoles...frogs’ (1) suggests growing up/maturity (1)</p> <p>‘commas into exclamation marks’ (1) suggests a physical change of size and mirrors the child’s growth/bolder more forceful exclamation mark mirrors the change in behaviour (1)</p> <p>‘croaking’ (1) suggests voices breaking as pupil’s mature (1)</p> <p>‘away from the lunch queue’ (1) suggests a change from the orderly school environment (1)</p> <p>‘freed by a dunce’/‘rough boy’ (1) suggests the innocence and safety of the classroom is no more/not everyone acts nicely (1)</p> <p>‘how you were born’ (1) suggests loss of innocence/awareness of adult matters (1)</p> <p>‘appalled’ (1) suggests her protected, safe world is being eroded (1)</p> <p>‘feverish/always untidy, hot, fractious’ (1) suggests uncomfortable, agitated mood as body changes (1)</p> <p>‘air tasted of electricity’ (1) suggests energy and excitement brought on by changes within the pupils (1)</p> <p>‘heavy, sexy sky’ (1) suggests new feelings and the sexual awakening (1)</p> <p>‘Mrs Tilscher smiled then turned away’ (1) suggests she no longer has the answers (1)</p>

Question	Expected response(s)	Max mark	Additional guidance
39.	<p>Reference (1) Comment (1)</p>	2	<p><b>Possible answers include:</b></p> <p>‘Ran through the gates/impatient to be grown’ (1) suggests a desire/hurry to begin the next stage of life/ there will be a range of new experiences/freedoms (1)</p> <p>‘the sky split open/thunderstorm’ (1) suggests there could be drama/danger ahead (1)</p>
40.	<p>Possible areas for comment include:</p> <p><b>Extract:</b></p> <p>Reference to strong feelings eg: Change in speaker from child to adolescent. Candidates may choose to focus on the changing relationship between Mrs Tilscher and the speaker.</p> <p><b>Elsewhere:</b></p> <p><i>War Photographer</i> Strong feelings of isolation and pain, desensitisation and bitterness</p> <p><i>Valentine</i> Feelings of love, pain and heartbreak</p> <p><i>Mrs Midas</i> Strong feelings of greed in Mr Midas and of fear, loneliness and isolation from Mrs Midas</p> <p><i>Originally</i> Strong feelings of confusion regarding identity and isolation or belonging</p> <p><i>The Way My Mother Speaks</i> Strong feelings of love towards her mother but also pain and homesickness</p>	8	<p>Candidates may choose to answer in bullet points in this final question, or write a number of linked statements. There is no requirement to write a ‘mini essay’.</p> <p>Up to <b>2 marks</b> can be achieved for identifying elements of commonality as identified in the question.</p> <p>A further <b>2 marks</b> can be achieved for <b>reference to the extract given</b>.</p> <p><b>4 additional marks</b> can be awarded for similar references to <b>at least one other part of the text</b> by the writer.</p> <p><u>In practice this means:</u></p> <p><b>Identification of commonality (2)</b> (eg: theme, central relationship, importance of setting, use of imagery, development in characterisation, use of personal experience, use of narrative style, or any other key element...)</p>

Question	Expected response(s)	Max mark	Additional guidance
			<p><b>from the extract:</b></p> <p>1 x relevant reference to technique (1) 1 x appropriate comment (1)</p> <p><b>OR</b></p> <p>1 x relevant reference to idea (1) 1 x appropriate comment (1)</p> <p><b>OR</b></p> <p>1 x relevant reference to feature (1) 1 x appropriate comment (1)</p> <p><b>OR</b></p> <p>1 x relevant reference to text (1) 1 x appropriate comment (1)</p> <p><b>(maximum of 2 marks only for discussion of extract)</b></p> <p><b>from at least one other text/part of the text:</b></p> <p>as above (x 2) for up to 4 marks</p>

Text 2 – *Winter* by Edwin Morgan

Question	Expected response(s)	Max mark	Additional guidance
41.	Reference (1) Comment (1) x2	4	<p><b>Possible answers include:</b></p> <p>‘decay’ (1) suggests ruin or destruction (1)</p> <p>‘dies’ (1) suggests loss (1)</p> <p>‘ghost’ (1) suggests death (1)</p> <p>‘comes and goes’ (1) suggests transience (1)</p> <p>repetition of ‘goes’ (1) suggests something has been lost (1)</p> <p>‘heavy light’ (1) suggests something oppressive (1)</p> <p>‘glints only crystal’ (1) suggests coldness or evil (1)</p> <p>‘dearest blue’s not there’ (1) suggests something of value is missing (1)</p>
42.	Reference (1) Comment (1) x2	4	<p><b>Possible answers include:</b></p> <p>‘muffled’ (1) suggests stifled sound (1)</p> <p>‘hiss’ (onomatopoeia) (1) suggests soft sound (1)</p> <p>‘hiss of blades escapes’ (alliteration of ‘s’) (1) suggests quietness (1)</p> <p>‘fades’/repetition (1) suggests reduced sound (1)</p> <p>list (1) suggests various stages towards quiet (1)</p> <p>‘the dark comes down’ (1) suggests night descending and covering sounds (of movement etc) (1)</p> <p>‘the shouts run off’ (1) suggests noises become more distant (1)</p> <p>‘disappear’ (1) suggests noise diminishing (1)</p>

Question		Expected response(s)	Max mark	Additional guidance
43.		Reference (1) Comment (1) x2	4	<p><b>Possible answers include:</b></p> <p>'fog' (1) suggests something unknown or hidden (1)</p> <p>'monstrous' (1) suggests something inhuman or malevolent (1)</p> <p>'grey dead' (1) suggests something stony/cold/lifeless (1)</p> <p>'dead pane of ice' (1) suggests something frozen, lifeless (1)</p> <p>'that sees nothing and that nothing sees' (1) suggests sense of isolation/something sinister (1)</p> <p>long sentence (1) suggests a sense of mystery/confusion (1)</p>

Question	Expected response(s)	Max mark	Additional guidance
44.	<p>Possible areas for comment include:</p> <p><b>Extract:</b></p> <p>A description of a moment in time at Bingham’s Pond – atmosphere of silence, isolation, mystery, theme of (the inevitability of) death/time passing.</p> <p><b>Elsewhere:</b></p> <p><i>Trio</i> Moment of happiness/celebration on Buchanan Street/Glasgow city centre – idea of human compassion /humanism versus religion etc</p> <p><i>In the Snack-bar</i> Moment of need/isolation in crowded snack-bar highlights difficulties faced by the disabled/ society’s lack of willingness to assist those less fortunate.</p> <p><i>Good Friday</i> Moment is an encounter on the bus at Easter time in Glasgow, leads to exploration of the theme of religion/class differences etc.</p> <p><i>Glasgow 5 March 1971</i> Exploration of the issues raised by an incident in Sauchiehall Street/ central Glasgow – ideas of violence/social responsibility</p> <p><i>Glasgow Sonnet i</i> Description of tenement block at one moment in time, leads to an exploration of poverty/urban decay.</p>	8	<p>Candidates may choose to answer in bullet points in this final question, or write a number of linked statements. There is no requirement to write a ‘mini essay’.</p> <p>Up to <b>2 marks</b> can be achieved for identifying elements of commonality as identified in the question.</p> <p>A further <b>2 marks</b> can be achieved for <b>reference to the extract given</b>.</p> <p><b>4 additional marks</b> can be awarded for similar references to <b>at least one other text/part of the text</b> by the writer.</p> <p><u>In practice this means:</u></p> <p><b>Identification of commonality (2)</b> (eg: theme, central relationship, importance of setting, use of imagery, development in characterisation, use of personal experience, use of narrative style, or any other key element...)</p>

Question	Expected response(s)	Max mark	Additional guidance
			<p><b>from the extract:</b></p> <p>1 x relevant reference to technique (1) 1 x appropriate comment (1)</p> <p><b>OR</b></p> <p>1 x relevant reference to idea (1) 1 x appropriate comment (1)</p> <p><b>OR</b></p> <p>1 x relevant reference to feature (1) 1 x appropriate comment (1)</p> <p><b>OR</b></p> <p>1 x relevant reference to text (1) 1 x appropriate comment (1)</p> <p><b>(maximum of 2 marks only for discussion of extract)</b></p> <p><b>from at least one other text/part of the text:</b></p> <p>as above (x 2) for up to 4 marks</p>

Text 3 – Assisi by Norman MacCaig

Question	Expected response(s)	Max mark	Additional guidance
45.		Reference (1) Comment (1) x2	<p><b>4</b></p> <p><b>Possible answers include:</b></p> <p>‘hands on backwards’ (1) suggests he has his hands cupped in a begging pose (1)</p> <p>‘hands on backwards’ / ‘tiny twisted legs’ (1) suggests he is disfigured/frail/fragile/has deformed limbs (1)</p> <p>‘slumped/like a half-filled sack’ (1) suggests lack of control of his own body (1)</p> <p>‘half-filled sack’ (1) suggests he is weak/thin (1)</p> <p>‘from which sawdust might run’ (1) suggests he is no longer a person but an object/ dehumanised (1)</p> <p>reference to alliteration (1) emphasises an aspect of the dwarf’s appearance (1)</p> <p>NB accept any of the above references (1) suggests he is someone to be pitied (1)</p>



Question		Expected response(s)	Max mark	Additional guidance
46.		Reference (1) Comment (1) x2	4	<p><b>Possible answers include:</b></p> <p>‘outside’ (1) suggests the beggar is isolated/abandoned/neglected (1)</p> <p>‘three tiers of churches’ (1) suggests (unnecessary) showiness of church (1)</p> <p>‘built in honour of St Francis’ (1) suggests the church represents the opposite of the saint (1)</p> <p>‘brother of the poor’ (1) suggests that the church has lost sight of its true values (1)</p> <p>‘A priest explained how clever it was of Giotto to make his frescoes tell stories’ (1) suggests the priest is acting like a tour guide not a priest/priest is ignoring real responsibilities (1)</p> <p>‘I understood the explanation and the cleverness’ (1) suggests the priest is self-satisfied/is a show-off (1)</p>

Question		Expected response(s)	Max mark	Additional guidance
47.		Reference (1) Comment (1) x2	4	<p><b>Possible answers include:</b></p> <p>‘rush’ (1) suggests they all move together/speed/lack of thought or care for surroundings (1)</p> <p>‘clucking contentedly’ (1) metaphor of chickens moving as one without thinking/lack of intelligence (1)</p> <p>‘fluttered’ (1) suggests flighty/desperate for information without having to think (1)</p> <p>‘(he) scattered the grain of the Word’ (1) suggests they believe things without questioning (1)</p> <p>‘passed the ruined temple’ (1) suggests they ignore/exclude someone who needs help (1)</p>

Question	Expected response(s)	Max mark	Additional guidance
48.	<p>Possible areas for comment include:</p> <p><b>Extract</b></p> <p>The dwarf is being ignored by the Church/priest/tourists: ‘outside the three tiers of churches’  The dwarf is physically isolated/separated as he is left outside the church: ‘the ruined temple outside’  The dwarf is isolated as he is physically different: ‘whose back was higher than his head’</p> <p><b>Elsewhere</b></p> <p><i>Visiting Hour</i>  The patient is isolated/experiencing separation in her pain/loss of memory/‘white cave of forgetfulness’.  The poet is isolated as he cannot communicate with his loved one ‘black figure’/fruitless fruits’  He is isolated/feels separate from her as he cannot help her as she is slowly decaying ‘A withered hand’/‘the distance of ain that neither she nor I can cross’.</p> <p><i>Aunt Julia</i>  The poet and aunt are isolated/separated as they cannot speak the same language. ‘I could not answer her’  She lives on a remote island/ different way of life to city living. ‘absolute darkness’  Isolated as she is dead  ‘silenced in the absolute black of a sandy grave’</p>	8	<p>Candidates may choose to answer in bullet points in this final question, or write a number of linked statements. There is no requirement to write a ‘mini essay’.</p> <p>Up to <b>2 marks</b> can be achieved for identifying elements of commonality as identified in the question.</p> <p>A further <b>2 marks</b> can be achieved for <b>reference to the extract given</b>.</p> <p><b>4 additional marks</b> can be awarded for similar references to <b>at least one other part of the text</b> by the writer.</p> <p><u>In practice this means:</u></p> <p><b>Identification of commonality (2)</b> (eg: theme, central relationship, importance of setting, use of imagery, development in characterisation, use of personal experience, use of narrative style, or any other key element...)</p>

Question	Expected response(s)	Max mark	Additional guidance
	<p><i>Brooklyn cop</i> The character is isolated because he works in a violent city and his life is constantly under threat. 'thin tissue over violence' 'he hoped it, he truly hoped it'. He is isolated because he is the attacker. 'who would have to be his victims?'</p> <p><i>Hotel room 12<sup>th</sup> floor</i> Isolated/separated from the noise as he is inside looking out at the city. 'I watched from here'. People are isolated/separated due to the division of wealth and poverty in society. 'glittering canyons' with 'coldwater flats' Isolation due to violence of the city. 'police cars and ambulances racing to broken bones' 'The frontier is never somewhere else'.</p> <p><i>Basking Shark</i> Isolated by his feelings of man's superiority over beast. 'roomsized monster with a matchbox brain.' Isolated by his gradual realisation of the evolutionary process.</p>		<p><b>from the extract:</b></p> <p>1 x relevant reference to technique (1) 1 x appropriate comment (1)</p> <p><b>OR</b></p> <p>1 x relevant reference to idea (1) 1 x appropriate comment (1)</p> <p><b>OR</b></p> <p>1 x relevant reference to feature (1) 1 x appropriate comment (1)</p> <p><b>OR</b></p> <p>1 x relevant reference to text (1) 1 x appropriate comment (1)</p> <p><b>(maximum of 2 marks only for discussion of extract)</b></p> <p><b>from at least one other text/part of the text:</b></p> <p>as above (x 2) for up to 4 marks</p>

Text 4 – *Whilst Leila Sleeps* by Jackie Kay

Question		Expected response(s)	Max mark	Additional guidance
49.		Reference (1) Comment (1)	2	<p><b>Possible answers include:</b></p> <p>‘moving in the dead of night’ (1) suggests the unknown/unusual activity (for this time) (1)</p> <p>‘packing things, turning out lights’ (1) suggests quick movements (1)</p> <p>‘fingers tie knots (like fish nets)’ (1) suggests anxiety/fidgeting (1)</p> <p>‘I want to be in my mother’s house’ (1) suggests need for security (1)</p> <p>‘all the way over the other side of the world’ (1) suggests isolation/helplessness (1)</p> <p>‘I can’t see out of the back window’ (1) suggests lack of clarity (1)</p>
50.		Reference (1) Comment (1) x2	2	<p><b>Possible answers include:</b></p> <p>‘is a bundle’ (1) suggests she is another package to be transported (as they flee) (1)</p> <p>‘in her car seat’ (1) suggests she needs protected/is vulnerable (1)</p> <p>‘Her small mouth’ (1) suggests fragility (1)</p> <p>‘hanging open’ (1) suggests helplessness/vulnerability/completely relaxed (1)</p> <p>‘sleep of oblivion’ (1) suggests lack of awareness of danger/the child feels secure despite the dangerous situation they are in (1)</p>

Question		Expected response(s)	Max mark	Additional guidance
51.		Reference (1) Comment (1) x2	4	<p><b>Possible answers include:</b></p> <p>‘My headlights are paranoid eyes’ (1) suggests panic/anxiety (1)</p> <p>‘sweeping the streets’ (1) suggests heightened vigilance (1)</p> <p>‘for – what?’/use of dash/rhetorical question (1) suggests lack of certainty/dramatic pause (1)</p> <p>‘A split second’ (1) suggests things are happening rapidly (1)</p> <p>‘before they appeared I thought I was safe.’ (1) enjambment/continuation of idea into new line suggests change of circumstance from security to danger (1)</p> <p>‘I thought I was safe’ (1) suggests realisation that there is danger (1)</p> <p>‘What is that fear’/‘Does it have a name’/‘They want my name’/question turned into statement/(three) monosyllabic sentences (1) suggest paranoia/confusion/lack of control/vulnerability/potential danger (1)</p>

Question	Expected response(s)	Max mark	Additional guidance
52.	Reference (1) Comment (1) x2	4	<p><b>Possible answers include:</b></p> <p>'tighten my stomach' (1) suggests fear/dread (1)</p> <p>'I bite on my tongue' (1) suggests she is anxious not to give away any information (1)</p> <p>'hard' (1) suggests determination (1)</p> <p>'I have no witness.' (1) suggests loneliness/powerlessness (1)</p> <p>'I try and say something to soothe.'/alliteration (1) suggests protectiveness (1)</p> <p>'my voice is a house with the roof blown off' (1) suggests the speaker's vulnerability/exposure (1)</p> <p>'What do I tell my daughter - We are done for.' (1) suggests realisation of hopelessness (1)</p> <p>'There is a need to worry./I cannot lie to her' (1) suggests acceptance of powerlessness (1)</p> <p>'(The night dreams) my terror' (1) suggests intense fear (1)</p> <p>'I whisper her cradle song and she holds on' (1) suggests supportiveness/unbreakable bond (1)</p>

Question	Expected response(s)	Max mark	Additional guidance
53.	<p>Possible areas for comment include:</p> <p><b>Extract:</b></p> <p>The mother wants to protect her daughter as they flee from possible deportation/arrest. The child is innocent and helpless and the mother wants to keep her safe from the authority figures.</p> <p><i>Gap Year</i> The mother is trying to come to terms with the 'loss' of her son who is far away travelling the world. She reminisces about his childhood and wonders how he is coping in foreign surroundings. She is proud of her son and marvels at his different achievements.</p> <p><i>My Grandmother's Houses</i> The speaker reminisces about her time as a child when she used to visit her Grandmother who took her to the 'grand' houses that she used to clean. The speaker remembers the houses her Grandmother lived in and the changes in her surroundings when she was re-housed into a flat. The Grandmother tried to instil discipline and 'decency' in her Grandchild.</p>	8	<p>Candidates may choose to answer in bullet points in this final question, or write a number of linked statements. There is no requirement to write a 'mini essay'.</p> <p>Up to <b>2 marks</b> can be achieved for identifying elements of commonality as requested in the question.</p> <p>A further <b>2 marks</b> can be achieved for <b>reference to the extract given</b>.</p> <p><b>4 additional marks</b> can be awarded for similar references to <b>at least one other poem by Kay</b>.</p> <p><u>In practice this means:</u></p> <p><b>Identification of commonality (2)</b> (eg: theme, central relationship, importance of setting, use of imagery, development in characterisation, use of a personal experience, use of a narrative style or any other key element ... )</p>



Question	Expected response(s)	Max mark	Additional guidance
	<p><i>Lucozade</i> There is a change in the family relationship as the mother is ill in hospital. The speaker is her teenage daughter who is worried that the mother could die. The mother's fun-loving/no nonsense personality is revealed in the poem and when the daughter removes her mother's 'unwanted' hospital gifts, her mother's spirit seems to (ironically) improve. The poem ends on a more optimistic note.</p> <p><i>Keeping Orchids</i> The speaker reflects on her changing relationship with her mother. She is meeting her birth mother for the first time and there is tension and obvious awkwardness between them. The orchids are used as symbolism for their 'fragile' relationship (as the speaker was given up for adoption as a child.)</p> <p><i>Old Tongue</i> The speaker/persona remembers how her loss of her Scottish accent/dialect upset her mother. The speaker/persona was forced to move to England and is sad at the loss/reduction of her 'Mother Tongue'.</p>		<p><b>from the extract:</b></p> <p>1 x relevant reference to technique (1) 1 x appropriate comment (1)</p> <p><b>OR</b></p> <p>1 x relevant reference to idea (1) 1 x appropriate comment (1)</p> <p><b>OR</b></p> <p>1 x relevant reference to feature (1) 1 x appropriate comment (1)</p> <p><b>OR</b></p> <p>1 x relevant reference to text (1) 1 x appropriate comment (1)</p> <p><b>(maximum of 2 marks only for discussion of extract)</b></p> <p><b>from at least one other poem:</b></p> <p>as above (x2) for up to 4 marks</p>

## **Critical Essay**

If minimum standards have been achieved, then the supplementary marking grid will allow you to place the work on a scale of marks out of 20.

Once an essay has been judged to have met minimum standards, it does not have to meet all the suggestions for it to fall into a band of marks. More typically, there will be a spectrum of strengths and weaknesses which span bands.

### **Marking Principles for the Critical Essay are as follows:**

- The essay should first be read to establish whether it achieves minimum requirements for technical accuracy and whether it is relevant to the question.
- If minimum standards are not achieved, the maximum mark which can be awarded is 9.
- If minimum standards have been achieved, then the supplementary marking grid will allow you to place the work on a scale of marks out of 20.

### **Note:** Using the supplementary marking grid:

Bands are not grades. The five bands 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 bands should not be allowed to influence objective assessment.

## Supplementary marking grid

	Marks 20 - 18	Marks 17 - 14	Marks 13 - 10	Marks 9 - 5	Marks 4 - 0
The candidate demonstrates:	<ul style="list-style-type: none"> <li>a high degree of familiarity with the text as a whole</li> <li>very good understanding of the central concerns of the text</li> <li>a line of thought that is consistently relevant to the task</li> </ul>	<ul style="list-style-type: none"> <li>familiarity with the text as a whole</li> <li>good understanding of the central concerns of the text</li> <li>a line of thought that is relevant to the task</li> </ul>	<ul style="list-style-type: none"> <li>some familiarity with the text as a whole</li> <li>some understanding of the central concerns of the text</li> <li>a line of thought that is mostly relevant to the task</li> </ul>	<ul style="list-style-type: none"> <li>familiarity with some aspects of the text</li> <li>attempts a line of thought but this may lack relevance to the task</li> </ul>	Although such essays should be rare, in this category, the candidate's essay will demonstrate one or more of the following:
Analysis of the text demonstrates:	<ul style="list-style-type: none"> <li>thorough awareness of the writer's techniques, through analysis, making confident use of critical terminology</li> <li>very detailed/thoughtful explanation of stylistic devices supported by a range of well-chosen references and/or quotations</li> </ul>	<ul style="list-style-type: none"> <li>sound awareness of the writer's techniques through analysis, making good use of critical terminology</li> <li>detailed explanation of stylistic devices supported by appropriate references and/or quotation</li> </ul>	<ul style="list-style-type: none"> <li>an awareness of the writer's techniques through analysis, making some use of critical terminology</li> <li>explanation of stylistic devices supported by some appropriate references and/or quotation</li> </ul>	<ul style="list-style-type: none"> <li>some awareness of the more obvious techniques used by the writer</li> <li>description of some stylistic devices followed by some reference and/or quotation</li> </ul>	<ul style="list-style-type: none"> <li>it contains numerous errors in spelling/ grammar/punctuation/ sentence construction/ paragraphing</li> <li>knowledge and understanding of the text(s) are not used to answer the question</li> <li>any analysis and evaluation attempted are unconvincing</li> <li>the answer is simply too thin</li> </ul>
Evaluation of the text is shown through:	<ul style="list-style-type: none"> <li>a well developed commentary of what has been enjoyed/gained from the text(s), supported by a range of well-chosen references to its relevant features</li> </ul>	<ul style="list-style-type: none"> <li>a reasonably developed commentary of what has been enjoyed/gained from the text(s), supported by appropriate references to its relevant features</li> </ul>	<ul style="list-style-type: none"> <li>some commentary of what has been enjoyed/gained from the text(s), supported by some appropriate references to its relevant features</li> </ul>	<ul style="list-style-type: none"> <li>brief commentary of what has been enjoyed/gained from the text(s), followed by brief reference to its features</li> </ul>	
The candidate	<ul style="list-style-type: none"> <li>uses language to communicate a line of thought very clearly</li> <li>uses spelling, grammar, sentence construction and punctuation which are consistently accurate</li> <li>structures the essay effectively to enhance meaning/purpose</li> <li>uses paragraphing which is accurate and effective</li> </ul>	<ul style="list-style-type: none"> <li>uses language to communicate a line of thought clearly</li> <li>uses spelling, grammar, sentence construction and punctuation which are mainly accurate</li> <li>structures the essay very well</li> <li>uses paragraphing which is accurate</li> </ul>	<ul style="list-style-type: none"> <li>uses language to communicate a line of thought at first reading</li> <li>uses spelling, grammar, sentence construction and punctuation which are sufficiently accurate</li> <li>attempts to structure the essay in an appropriate way</li> <li>uses paragraphing which is sufficiently accurate</li> </ul>	<ul style="list-style-type: none"> <li>uses language to communicate a line of thought which may be disorganised and/or difficult to follow</li> <li>makes some errors in spelling/grammar/ sentence construction/ punctuation</li> <li>has not structured the essay well</li> <li>has made some errors in paragraphing</li> </ul>	
In summary, the candidate's essay is:	very detailed, consistently relevant	detailed and relevant	some detail/relevant	lacks detail and relevance	superficial and/or technically weak

[END OF MARKING INSTRUCTIONS]