



National
Qualifications
SPECIMEN ONLY

S824/75/11

English
Reading for Understanding,
Analysis and Evaluation

Date — Not applicable

Duration — 1 hour

Total marks — 30

Attempt ALL questions.

Write your answers clearly in the answer booklet provided. In the answer booklet you must clearly identify the question number you are attempting.

Use **blue** or **black** ink.

Before leaving the examination room you must give your answer booklet to the Invigilator; if you do not you may lose all the marks for this paper.



* S 8 2 4 7 5 1 1 *

Why do cats love bookshops?

When I walk into my local bookshop, the first thing I do (after saying hi to the owners) is look for the shop cat, Tiny the Mini Master. Tiny is the photogenic spirit of the place who gives you approximately five seconds to impress him, otherwise he goes right back to sleep on that pile of nineteenth-century novels.

- 5 I understand the idea of people being either more for dogs or cats, I do. I also get the weird looks I've received for proudly stating that I'm for both, that I can relate to dogs and their wonderfully dumb, but fiercely loyal attitudes, as well as appreciate the way cats keep you in check by making you work for their love. But I can say without any doubt that bookshop cats represent the apex of domesticated pets.
- 10 If a bookshop is so fortunate as to have a cat on the premises during opening hours, you can bet that feline is co-owner, manager, security, and the abiding conscience of the place. Cats generally seem above it all — that's what I tend to like about them. Personally, I'm more like a dog, all stupid and excited about the smallest things, easy to read and always hungry. Cats, on the other hand, look right through you, force you to contemplate things; they just seem smarter than
- 15 they're letting on, as if they know everything but won't tell. So it makes sense to see so many of them navigating the stacks of dusty old hardcovers at used bookshops. But there's another, deeper reason cats make so much sense in bookshops — it's in their DNA.

- 'One cannot help wondering what the silent critic on the hearth-rug thinks of our strange conventions — the mystic Persian, whose ancestors were worshipped as gods, whilst we, their
- 20 masters and mistresses, grovelled in caves and painted our bodies blue,' the famous novelist Virginia Woolf wrote in the essay 'On a Faithful Friend'. Cats held a special place in ancient Egyptian society, to the point where if you even accidentally killed a cat, you'd be sentenced to death. Cats were often adorned with jewels, and fed meals that would make today's tinned cat food look like, well, tinned cat food. They were sometimes mummified (the grieving owners
- 25 shaved off their eyebrows as an act of mourning). Bastet, the deity representing protection, fertility, and motherhood, could turn herself into a cat, hence the popular idea that Egyptians worshipped them.

- It's pretty obvious that cats haven't really moved on from the sort of treatment they received in the time of Pharaoh. They carry themselves in a stately manner and demand that you treat them
- 30 with a certain amount of reverence, letting you know if you're doing a good job of petting them, when they're ready for their meal, and making you aware of what they like and what displeases them. My cats certainly do. They love their comfy spots, and often give me a hard time when I try to make them move, shooting me a look, letting out a sad meow, and then instigating a showdown which almost always ends with me picking them up. And their favourite place in my house? Among
- 35 my books.

- Egypt, where cats are believed to have been first domesticated, is also where the relationship with bookshops can be traced. While mainly used to keep rodents away from homes and crops, cats were trained to keep pests away from papyrus rolls which contained texts. Without cats, in fact, it's hard to imagine how Egyptian civilisation could have so successfully weathered the
- 40 diseases and famine caused by vermin — but also imagine the knowledge that might have been lost were it not for those four-legged protectors guarding the temples from tiny intruders.

Today, when we think of a cat chasing a mouse it's usually in some cartoonesque, Tom and Jerry sort of way. The dumb cat is always foiled by its tiny adversary, like we're supposed to forgive the little pests for gnawing on our possessions and spreading disease. It's unfair.

45 So how did they end up in bookshops? Look to Russia and a decree issued by Empress Elizabeth in
1745 for the 'best and biggest cats, capable of catching mice' to be sent to the Museum of
St Petersburg to protect the treasures contained within from rats (the tradition lives on to the
present day, with dozens of strays living in the basement of the museum). Not long after, in the
50 early 1800s, with Europeans still sure that rats caused the Black Death (this idea has been recently
debunked, with scholars now believing that giant gerbils might be to blame), and rat catchers
unable to stop rodents from overrunning filthy urban centres, the British government started to
encourage libraries to keep cats in order to bring down populations of book-loving vermin. It
made sense that bookshop owners would also employ the four-legged security guards to keep
their shops free of pests. Cats were easy to find, and all you had to do was feed them as
55 compensation. And once cats were invited into bookshops, they never really left.

Cats are quiet and want to be left alone for the bulk of the day; they're animals that long for
solitude, much like readers and writers. It began as a working relationship, but became something
more than that, something deeper. Cats ultimately became integral to the bookshop experience,
a small part of why you would rather go to your local shop than buy online. Sure, not every
60 bookshop has a cat prowling around; but in the ones that do, the cats are a big part of what
makes these stores great (along with, you know, the booksellers and the comfortable places to sit
and read).

Of course, if you asked a cat, he'd say he was the main attraction, but that's what you get from a
species which once reached god-like status.

Jason Diamond, Literary Hub

Total marks — 30

Attempt ALL questions

- | | |
|--|---|
| 1. Look at lines 1–4. Explain in your own words why ‘the first thing’ the writer does when he visits his local bookshop is to ‘look for the shop cat, Tiny.’
You should make two key points in your answer. | 2 |
| 2. Look at lines 5–17. Identify, in your own words as far as possible, five positive points the writer makes about cats. | 5 |
| 3. Look at lines 18–27. Identify, in your own words as far as possible, four ways in which cats ‘held a special place’ in the ancient world. | 4 |
| 4. By referring to the sentence in lines 28–29 (‘It’s pretty obvious . . . of Pharaoh’), explain how it helps to provide a link between the writer’s ideas at this point in the passage. | 2 |
| 5. Look at lines 32–35 (‘My cats . . . my books.’). Explain how one example of the writer’s use of sentence structure makes it clear what cats prefer. | 2 |
| 6. Look at lines 36–41. Explain how two examples of the writer’s word choice make it clear that cats played a very important part in preserving Egyptian writing. | 4 |
| 7. Look at lines 42–44. Explain how two examples of language make it clear that the writer is defending cats here. | 4 |
| 8. Look at lines 45–55. Summarise, in your own words as far as possible, how cats ended up in bookshops.
You should make five key points in your answer. | 5 |
| 9. Look at lines 56–64. Select any expression from these lines and explain how it contributes to the passage’s effective conclusion. | 2 |

[END OF SPECIMEN QUESTION PAPER]

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National
Qualifications
SPECIMEN ONLY

S824/75/01

**English
Reading for Understanding,
Analysis and Evaluation**

Marking Instructions

These marking instructions have been provided to show how SQA would mark this specimen question paper.

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General marking principles for National 5 English: Reading for Understanding, Analysis and Evaluation

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 detailed marking instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must **always** be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- (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 must seek guidance from your team leader.
- (d) Candidates should gain credit for their understanding of the ideas of the passage, and their analysis and evaluation of the writer's use of language.
- (e) Unless quoting from the passage, the candidates should use their own words as far as possible.

The following notes are offered to support markers in making judgements on candidates' evidence.

Marking instructions for each question

Question			Expected response(s)	Max mark	Additional guidance
1.			<p>Look at lines 1-4. Explain in your own words why ‘the first thing’ the writer does when he visits his local bookshop is to ‘look for the shop cat, Tiny.’</p> <p>You should make two key points in your answer.</p> <p>Any two points.</p>	2	<p>Possible answers</p> <ul style="list-style-type: none"> • ‘Mini Master’ glossed by eg he seems very important/seems to be the boss (1) • ‘photogenic’ glossed by eg he is attractive/nice to look at (1) • ‘spirit of the place’ glossed by eg he is the heart and soul of the shop/ immediately associated with the shop/seems to embody its essence (1) • ‘gives you approximately five seconds to impress him’/‘to impress him, otherwise he goes right back to sleep’ glossed by eg you don’t have much time to engage his interest (1)
2.			<p>Look at lines 5-17. Identify, in your own words as far as possible, five positive points the writer makes about cats.</p> <p>Any five points.</p>	5	<p>Possible answers</p> <ul style="list-style-type: none"> • ‘(keep you in check by) making you work for their love’ glossed by eg ensuring you have to try hard to gain their affection (1) • ‘apex (of domesticated pets)’ • glossed by eg they are at the very top (of the rank order of pets)/they are the very best (1) • ‘co-owner’/‘manager’ glossed by eg cat seems to be in charge/the boss (1) • ‘security’ glossed by eg cats seem to offer protection (1) • ‘abiding conscience (of the place)’ glossed by eg they seem to have a moral compass/know the difference between right and wrong (1) • ‘(seem) above it all’ glossed by eg they are proud/aloof/superior (1) • ‘force you to contemplate things’ glossed by eg they make you think (1) • ‘they just seem smarter than they’re letting on’ glossed by eg they are more intelligent than they appear (1) • ‘know everything but won’t tell’ glossed by eg they are aware of all that’s going on but they can keep a secret (1)

Question			Expected response(s)	Max mark	Additional guidance
3.			<p>Look at lines 18-27. Identify, in your own words as far as possible, four ways in which cats 'held a special place' in the ancient world.</p> <p>Any four points.</p>	4	<p>Possible answers</p> <ul style="list-style-type: none"> • 'ancestors were worshipped as gods' / 'the popular idea that Egyptians worshipped them' • glossed by eg cats used to be treated as religious icons/treated with the utmost respect/were the subjects of adoration/were praised (1) • 'we grovelled in caves and painted our bodies blue' glossed by eg humans seemed primitive in comparison with cats/inferior (1) • 'if you even accidentally killed a cat, you'd be sentenced to death' glossed by eg harming a cat/ending a cat's life (by mistake) would have serious consequences/was punished severely (1) • 'Cats were often adorned with jewels' glossed by eg cats were decorated with/were dressed/wore precious stones (1) • '(fed) meals . . . well, tinned cat food' glossed by eg cats were given fancy/quality food (1) • 'They were sometimes mummified' glossed by eg bodies of cats were preserved/cats were accorded same burial rites as important people (1) • 'grieving owners shaved off their eyebrows' glossed by eg death of cats was marked in special ways/affected their owners deeply (1) • 'Bastet, the deity, . . . Egyptians worshipped them.' glossed by eg even the gods aspired to be cats (1)

Question			Expected response(s)	Max mark	Additional guidance
4.			<p>By referring to the sentence in lines 28-29 ('It's pretty obvious . . . of Pharaoh'), explain how it helps to provide a link between the writer's ideas at this point in the passage.</p> <p>Any one pair, OR two correct selections covering different directions.</p>	2	<p>Possible answers</p> <ul style="list-style-type: none"> • '(sort of) treatment' OR 'time of pharaoh' looks back (1) to 'Egyptian society' OR 'adorned with jewels' OR 'fed meals ...' OR 'sometimes mummified' OR 'worshipped them' OR paraphrase of any of the above (1) • '(cats) haven't really moved on' looks forward (1) to 'carry themselves in a stately manner' OR 'demand you treat them with a certain amount of reverence' OR '(doing a good job of) petting them' OR 'what they like and what displeases them' OR paraphrase of any of the above (1) • '(sort of) treatment' OR 'time of Pharaoh' looks back (1) '(cats) haven't really moved on' looks forward (1)
5.			<p>Look at lines 32-35 ('My cats . . . my books.'). Explain how one example of the writer's use of sentence structure makes it clear what cats prefer.</p> <p>Reference/identification of structural technique (1) Comment (1)</p>	2	<p>Possible answers</p> <ul style="list-style-type: none"> • 'My cats certainly do.'/short sentence (1) demonstrates emphatic nature of cats' intentions (1) • 'shooting me a look, letting out a sad meow, and then instigating a showdown' /three-part structure/ climactic construction/list (1) emphasises different things cats do to show their displeasure (at being moved) (1) • 'And their favourite places in my house? Among my books.'/question and answer construction (1) emphasises fact that cats decide where they want to be/position themselves (1) • 'And their favourite places in my house?'/question (1) emphasises that cats choose for themselves (1) • 'Among my books.'/minor sentence (1) emphasises the place cats like best (1)

Question			Expected response(s)	Max mark	Additional guidance
6.			<p>Look at lines 36-41. Explain how two examples of the writer's word choice make it clear that cats played a very important part in preserving Egyptian writing.</p> <p>Reference (1) Comment (1) x2</p>	4	<p>Possible answers</p> <ul style="list-style-type: none"> • 'trained' (1) suggests eg cats were taught (what to do) (1) • 'pests' (1) suggests eg cats got rid of destructive creatures (1) • 'lost' (1) suggests eg without cats knowledge would have disappeared (1) • '(four-legged) protectors' (1) suggests eg cats looked after Egyptian writing/were the guardians of the writing (1) • 'guarding (the temples)' (1) suggests eg cats defended Egyptian writing (1) • 'intruders' (1) suggests eg cats stopped invaders (1)
7.			<p>Look at lines 42-44. Explain how two examples of language make it clear that the writer is defending cats here.</p> <p>Reference (1) Comment (1) x2</p>	4	<p>Possible answers</p> <p>Word choice:</p> <ul style="list-style-type: none"> • 'cartoonesque' / 'Tom and Jerry' (1) suggests eg he disagrees with the stereotypical/unrealistic/representation of cats (1) • 'dumb (cat)' (1) suggests eg that the writer has the opposite view/is used in an ironic sense (1) • '(always) foiled' (1) suggests eg that writer thinks whatever the cat does it cannot win (1) • 'tiny adversary' (1) suggests eg ridiculous elevation of mouse/is used in an ironic sense (1) • '(little) pests' (1) suggests eg mice should be considered as undesirable creatures (1) • 'gnawing' / 'gnawing on our possessions' (1) suggests eg continuous destruction/suggests that mice ruin our things (1) • 'spreading' / 'spreading disease' (1) suggests eg mice are causing harm everywhere/are dangerous (to our health) (1) • 'unfair' (1) suggests eg cats are unjustly treated (1) <p>Sentence structure:</p> <ul style="list-style-type: none"> • 'It's unfair.' / short sentence (1) emphasises eg writer's opinion that cats are treated without due respect (1)

Question			Expected response(s)	Max mark	Additional guidance
					<ul style="list-style-type: none"> contrast of long and short sentences (1) gives eg emphatic weight to writer's opinion that treatment of cats is unjust (1) <p>Tone:</p> <ul style="list-style-type: none"> reference (1) to appropriate tone (1) eg 'like we're supposed to' (1) creates a mocking tone (1)

Question			Expected response(s)	Max mark	Additional guidance
8.			<p>Look at lines 45-55. Summarise, in your own words as far as possible, how cats ended up in bookshops.</p> <p>You should make five key points in your answer.</p> <p>Any five points.</p>	5	<p>Possible answers</p> <ul style="list-style-type: none"> • ‘Look to Russia’ glossed by eg it all started in Russia OR ‘decree issued by Empress Elizabeth’ glossed by eg (cats were subject to) a special order (1) • ‘to protect the treasures contained within (the Museum) from rats’ glossed by eg cats were employed to stop rats from ruining the valuables (of the museum) (1) • ‘Europeans still sure that rats caused the Black Death’ glossed by eg rats were blamed for the Plague OR ‘rat catchers unable to stop rodents from overrunning’ glossed by eg the rat population was out of control (1) • ‘the British government started to encourage libraries to keep cats in order to bring down populations of (book-loving) vermin’ glossed by eg the use of cats was recommended in UK libraries to deal with the rats (1) • ‘It made sense that bookshop owners would also employ the four-legged security guards ...’ glossed by eg cats were then brought in to protect bookshops too (1) • ‘Cats were easy to find’ glossed by eg it was straightforward to come by cats OR ‘all you had to do was feed them as compensation’ glossed by eg cats don’t require any special treatment/much looking after (1) • ‘(And once cats were invited ...) they never really left.’ glossed by eg cats stayed on in libraries/ bookshops (1)

Question			Expected response(s)	Max mark	Additional guidance
9.			<p>Look at lines 56-64. Select any expression from these lines and explain how it contributes to the passage's effective conclusion.</p> <p>Selection (1) Comment (1)</p> <p>NB do not reward a response which simply says 'it sums up the main ideas of the passage etc' unless the candidate goes on to explain what the main idea is.</p>	2	<p>Possible answers</p> <ul style="list-style-type: none"> • 'cats are quiet and want to be left alone' / 'long for solitude' (1) repeats the idea of eg 'goes right back to sleep' (1) • 'It began as a working relationship' (1) repeats the idea of eg 'cats were trained' (1) • 'became something more than that' / 'something deeper' (1) repeats the idea of eg 'Cats held a special place in Egyptian society' (1) • 'became integral to the bookshop experience' (1) repeats the idea of eg 'the photogenic spirit of the place' OR repeats the idea of eg 'Why do cats love bookshops?' / the title (1) • 'a small part of why...local shop (than buy online)' (1) repeats the idea of the presence of cats in bookshops (1) • 'cat prowling around' (1) repeats the idea of eg 'four-legged protectors' (1) • 'a big part of what makes these stores great' / 'main attraction' (1) repeats the idea of eg 'five seconds to impress him' / 'apex of domesticated pets' etc (1) • 'along with, you know' (1) repeats humorous tone of paragraph one (1) • 'if you asked a cat' (1) repeats the idea of eg 'once cats were invited into bookshops' / writer's humanisation of cats / second person address engages reader OR repeats the idea of eg 'Why do cats love bookshops?' / the title (1) • 'god-like status' (1) repeats the idea of eg 'Egyptians worshipped them' / 'the sort of treatment they received in the time of pharaoh' (1)

[END OF SPECIMEN MARKING INSTRUCTIONS]

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Change since last published:

Question paper and Marking instructions replaced with a different assessment.