



National
Qualifications
2022

2022 English

Critical Reading

National 5

Finalised Marking Instructions

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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 must seek guidance from your team leader.

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.			Reference (1) Comment (1)	2	<p>Possible answers include:</p> <p>‘I wonder what that wee girl’s doing in the bathroom all this time?’/use of question (1) suggests doubt/concern over duration of visit (1)</p> <p>‘wonder’ (1) suggests she wants to know (1)</p> <p>‘All look towards the door’/reference to stage direction (1) suggests they are not sure what to expect (1)</p> <p>‘listening’/‘I can hear her’ (1) suggests (they) can’t see what is going on (1)</p> <p>‘She’s not!’ (1) suggests disbelief (1)</p>

Question			Expected response(s)	Max mark	Additional guidance
2.			Reference (1) Comment (1) x2	4	<p>Possible answers include:</p> <p>‘Well do you like the cheek of that?’ (1) suggests Cassie thinks Deirdre is too forward/presumptuous/inappropriate/has gone too far (1)</p> <p>‘Marie!’/reference to exclamation (1) suggests Cassie strongly disagrees with Marie’s kindness towards Deirdre/welcoming of Deirdre/accommodation (1)</p> <p>(<i>getting up</i>)/reference to stage direction (1) suggests Cassie is going to do something to challenge Deirdre’s behaviour/she is not going to let Deirdre’s behaviour go unchallenged (1)</p> <p>‘I’m going to bang on that door.’ (1) suggests she is not going to let the others accept Deirdre/she is not going to let Deirdre think she is accepted (1)</p> <p>‘Leave her!?’/reference to exclamation/reference to question (1) suggests Cassie is outraged that Deirdre should be welcomed/tolerated (1)</p> <p>‘she’s after something’ (1) suggests Cassie is suspicious of Deirdre/is trying to make the others suspicious of Deirdre (1)</p> <p>‘I wonder you can have her in the house, Marie.’ (1) suggests Cassie wants the others to reject Deirdre (1)</p> <p>‘You’d be better asking questions of a can of beans than that one.’ (1) suggests Cassie is putting Deirdre down/questioning her intelligence, etc (1)</p>

Question			Expected response(s)	Max mark	Additional guidance
3.			Reference (1) Comment (1) x2	4	<p>Possible answers include:</p> <p>‘I was wanting out with my crumbs.’/‘It’s only crusts.’ (1) suggests Marie is generous/prepared to share what little she has (1)</p> <p>‘For the birds.’ (1) suggests she thinks of others/other creatures/she is not selfish/she tries to look after people or animals, etc (1)</p> <p>‘I just like to.’/‘I just like to feed them.’ (1) suggests Marie is her own person/has her own values/doesn’t just follow what others do/can relate to the birds/is caring (1)</p> <p>‘I’d throw crusts out the window and see if the birds could get them before they hit the ground.’ (1) suggests Marie is curious/interested in the world/interested in finding things out (1)</p> <p>‘they never let a scrap go to waste’ (1) suggests Marie is a practical/positive person (1)</p> <p>‘I like the birds.’ (1) suggests Marie feels a closeness to nature/the natural world (1)</p>
4.			1 mark per point.	2	<p>Possible answers include:</p> <p>Marie:</p> <p>‘Do you have a hair-dryer?’ glossed by eg Marie wants to help/offers to help (by pointing out where the hair-dryer is)/Marie is generous or kind (1)</p> <p>Cassie:</p> <p>‘Just make yourself at home!’ glossed by eg Cassie is sarcastic/unwelcoming/unpleasant (1)</p>

Question			Expected response(s)	Max mark	Additional guidance
5.			<p>Extract:</p> <p>In the extract, Cassie is seen as:</p> <p>Sarcastic: ‘You’d be better asking questions of a can of beans than that one.’/ ‘Just make yourself at home.’</p> <p>Unwelcoming: ‘I wonder you can have her in the house, Marie.’/ ‘Leave her!?’</p> <p>Intolerant: ‘Leave her!?’ when Marie tells Cassie to let Deirdre be.</p> <p>Suspicious/not trusting: ‘She needs something Mummy, or she’s after something.’</p> <p>Elsewhere:</p> <p>Cassie is seen as sarcastic and hard-hearted. Nora’s (Cassie’s mother) judgement of Cassie is that she has ‘a heart of flint and a tongue to match.’</p> <p>Cassie seems to agree with this, saying ‘Heart like a Brillo pad, that’s me.’</p> <p>Cassie constantly argues/comes into conflict with her mother Nora: ‘There’s no end to your wild tales Cassie!’</p> <p>Cassie is intolerant of Marie’s attempts to help Deirdre (by giving her clothes), calling her ‘a mug.’</p> <p>Cassie wants to escape her current circumstances and start a new life. Her mother accuses her of not facing reality.</p> <p>Cassie’s dream of escape is shattered when Deirdre takes her money.</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 2 marks can be achieved for identifying elements of commonality as requested in the question.</p> <p>A further 2 marks can be achieved for reference to the extract given.</p> <p>4 additional marks can be awarded for similar references to at least one other text/part of the text by the writer.</p> <p><u>In practice this means:</u></p> <p>Identification of commonality (2) (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>from the extract:</p> <p>1 x relevant reference to technique (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to idea (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to feature (1) 1 x appropriate comment (1)</p>

Question			Expected response(s)	Max mark	Additional guidance
			<p>Cassie is very bitter about her husband, Joe, who is in jail.</p> <p>She has relationships with men, seeing them as a way of escaping her life. But she is bitter about men, calling them ‘Lying hounds, every one of them.’ The only exception to this is her father, whom she idolised - she won’t accept the truth about him.</p> <p>Later in the play, Cassie confesses that she had a relationship with Marie’s husband, Michael: ‘Michael was a window. Just a bit of excitement you know? He was exciting, Michael... ‘Cassie had kept this hidden from Marie: ‘Well we both did! That’s what I’m telling you Marie! We were both lying to you for years!’</p> <p>Cassie accepts and reveals the truth at the end of the play: ‘So. There you are. That’s the truth. Now you can tear the face off me.’</p>		<p>OR</p> <p>1 x relevant reference to text (1) 1 x appropriate comment (1)</p> <p>(maximum of 2 marks only for discussion of extract)</p> <p>from at least one other text/part of the text:</p> <p>as above (x2) for up to 4 marks</p>

Text 2 – Sailmaker by Alan Spence

Question			Expected response(s)	Max mark	Additional guidance
6.			Reference (1) Comment (1)	2	<p>Possible answers include:</p> <p>‘Terrible.’ (1) suggests poorly (1)</p> <p>‘Boggin.’ (1) suggests badly (1)</p> <p>‘Aye’ in response to Ian’s question of whether he ‘failed’/reference to belief he has ‘failed’ (1) suggests it was more challenging than he anticipated (1)</p> <p>‘(Arithmetic was) murder’ (1) suggests difficulty in coping with questions (1)</p> <p>Reference to minor/short sentences (1) suggests his frustration/disappointment (in poor performance) (1)</p>
7.			Reference (1) Comment (1)	2	<p>Possible answers include:</p> <p>‘You open it’ (1) suggests nervousness/uncertainty (1)</p> <p>‘Grabs letter’ (1) suggests excitement/seeking confirmation/disbelief (1)</p> <p>“Ah’ve passed”/Use of exclamation mark(s) (1) suggests thrill/delight (at success) (1)</p> <p>‘Jumps in the air like a footballer’ (1) suggests joy (1)</p> <p>‘Wo ho!’/‘Ya beauty!’ (1) suggests celebration (1)</p>

Question			Expected response(s)	Max mark	Additional guidance
8.			Reference (1) Comment (1) x2	4	<p>Possible answers include:</p> <p>‘Ah knew ye could do it!’/reference to use of exclamation mark (1) suggests belief in Alec's abilities (1)</p> <p>‘Nae bother.’ (1) suggests (understated) pride in Alec's accomplishments (1)</p> <p>‘Yer teacher’ll be pleased.’ (1) suggests Davie is aware others will be delighted for him (1)</p> <p>‘Need tae get ye kitted out.’ (1) suggests willingness to provide (1)</p> <p>‘Don't you worry about that.’ (1) suggests Davie taking responsibility (1)</p> <p>‘Ah'll think ae something.’ (1) suggests determination to organise as required (1)</p>

Question			Expected response(s)	Max mark	Additional guidance
9.			Reference (1) Comment (1) x2	4	<p>Possible answers include:</p> <p>‘buncha snobs’/‘Snobs.’ (1) suggests stuck-up (1)</p> <p>‘toffeenosed...’ (1) suggests overconfidence (1)</p> <p>‘wee shites’ (1) suggests insulting (1)</p> <p>“Ah thought ye’d failed?” (1) suggests Ian’s negative reaction at Alec going to a new school (1)</p> <p>‘(Aw well), that’s it then’ (1) suggests recognition that the new school is alien to Ian’s experience/ marks the end of their closeness (1)</p> <p>‘Right wee brainbox’ (1) suggests recognition that new school is more academic (1)</p> <p>‘the wee uniform’/‘the wee cap’ (1) childish/humorous/ridiculous (clothing) (1)</p> <p>‘build yerself up’/‘playing rugby’ (1) suggests stereotypes/derision (1)</p> <p>Reference to ‘cricket’/‘Howzat!’ (1) suggests mockery of the sport (1)</p> <p>‘mimics bowler’/‘(exaggerated) mincing run’ (1) suggests derogatory attitude towards those who play the game (1)</p>

Question			Expected response(s)	Max mark	Additional guidance
10.			<p>Extract:</p> <p>Lack of confidence in own abilities at times (eg Maths) whilst being confident in other areas ('English was easy.')</p> <p>Childish concerns/reactions eg 'They havenae even got a fitba team.'/ kicking paper across the stage/ jumping in the air/punching the air/ use of colloquial/Scots language to show his connection to his community.</p> <p>Pride in doing well eg 'lap of honour'/'It's great'.</p> <p>Ambitions to do well academically eg disappointment in belief he had failed/'It's a good school.'</p> <p>Realisation that there are financial concerns at home ('How ye gonnæ get the money?')</p> <p>Closeness with family members shown by sharing concerns with Ian, and discussion with Davie. Although a hint of the distance which will come is suggested by Ian's words - 'that's it then.'</p> <p>Ability to cope with Ian's mockery/ criticism of his new school.</p> <p>Elsewhere:</p> <p>Alec's dual role in the play as both a main character and also the narrator of the play, as well as his contrasting narrative voice as he becomes more educated and moves away from colloquial and Scots language towards Standard English.</p> <p>Alec's love of learning and his ambitions to do well in school, as shown by his discussion of books, ideologies, history, etc, and his progression through school towards university at the end of the play.</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 2 marks can be achieved for identifying elements of commonality as requested in the question.</p> <p>A further 2 marks can be achieved for reference to the extract given.</p> <p>4 additional marks can be awarded for similar references to at least one other text/part of the text by the writer.</p> <p><u>In practice this means:</u></p> <p>Identification of commonality (2) (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>from the extract:</p> <p>1 x relevant reference to technique (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to idea (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to feature (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to text (1) 1 x appropriate comment (1)</p> <p>(maximum of 2 marks only for discussion of extract)</p> <p>from at least one other text/part of the text.</p> <p>as above (x2) for up to 4 marks</p>

Question			Expected response(s)	Max mark	Additional guidance
			<p>Alec's grief at the start of the play for the loss of his mother and his subsequent interest in religion. His passion for this is shown through his attendance at Bible class, BB, Christian Endeavour etc. However, he loses interest in this once he realises that his interests are academic and not spiritual.</p> <p>Alec's changing relationship with his father. As a child they are close and he is proud of his dad's sailmaking skills and believes that his dad will fix the yacht (a symbol of their relationship). Increasingly Alec disapproves of his dad's drinking, gambling, lethargy, disorganisation, etc, which escalates to arguments. In the end there is a sort of acceptance and reconciliation, although Alec has decided to leave home for studying at university.</p> <p>Alec has been brought up in a traditional working class Glasgow (Govan) home but shows he is different (as contrasted by his cousin Ian) by not conforming to sectarian attitudes and seeking education/employment beyond traditional trade work. He is shown to struggle in some ways to discuss his home life with other students from school who are of a different social class.</p>		

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

Question			Expected response(s)	Max mark	Additional guidance
11.			Reference (1) Comment (1)	2	<p>Possible answers include:</p> <p>'He can manage on his own' (1) suggests urgent need/information takes priority (1)</p> <p>'I want a word with you' (1) suggests it is necessary/will be candid (1)</p> <p>'Franco' /reference to use of name at end of sentence (1) suggests seriousness (1)</p> <p>'<i>She looks round</i>' (1) suggests desire not to be overheard (1)</p> <p>'<i>ears cocked</i>' / '<i>reluctantly</i>' / '<i>knowing she's missing something</i>' (1) suggests Lucia is aware of possibility of significant news (1)</p> <p>dismisses Lucia / 'Away you go...' (1) suggests secrecy (1)</p> <p>irrelevant comments about peas (as a diversion) (1) suggests it requires sensitivity/discretion (1)</p> <p>'<i>glad to get Franco on his own</i>' (1) suggests need for privacy (1)</p>
12.			Any two points.	2	<p>Possible answers include:</p> <p>She feels he is getting re-married (too) quickly/it has not been enough time since his wife (Rosinella's sister) passed away (1)</p> <p>He had been (very) distressed at the time (of her death) (1)</p> <p>His grief at her death had caused the rest of the family to also be upset (1)</p> <p>She suggests that he is selfish/opportunistic (1)</p> <p>She believes he should not be having another child (1)</p> <p>He does not look after Lucia (1)</p>

Question			Expected response(s)	Max mark	Additional guidance
13.			Reference (1) Comment (1) x2	4	<p>Possible answers include:</p> <p>Example of/use of (rhetorical)/(repeated) questions (1) suggests desperation/frustration/helplessness/anxiety/uncertainty (1)</p> <p><i>'Pointing in the direction of Lucia'</i> (1) suggests concern for her niece's position (1)</p> <p>Repetition of 'new' (1) suggests she is bitter/thinks her sister has been replaced/Lucia not being prioritised (1)</p> <p>'forgotten all about you' (1) suggests resentment/thinks Lucia has been overlooked/abandoned (1)</p> <p>Use of ellipsis (1) suggests that she is too annoyed to allow Franco to finish his sentence (1)</p> <p><i>'Interrupting'</i> (1) suggests unwillingness to be contradicted (1)</p> <p><i>'At full flow'</i> (1) suggests ranting in anger (1)</p> <p>'Couldn't even tell us himself' (1) suggests she is offended/thinks she should have been told personally (1)</p> <p>'we'd probably still no know' (1) suggests her outrage at the lack of communication (1)</p> <p>'... his lassie' (1) suggests her disappointment in Luigi's lack of interest/thinks he takes no responsibility (for his own daughter) (1)</p> <p>Short sentences (1) suggests frustration (at her lack of knowledge) (1)</p>

Question			Expected response(s)	Max mark	Additional guidance
					<p>Monosyllabic sentence ('I have to know') (1) suggests worry/ desperation (1)</p> <p>'I want to know everything.' (1) suggests she is desperate for all the details (1)</p> <p>Two sentences asking the same question in a different way (1) suggests she is fraught (1)</p>
14.			<p>Reference (1)</p> <p>Comment (1)</p> <p>x2</p>	4	<p>Possible answers include:</p> <p>'Will I give Massimo a hand to shift it?' (1) suggests helpful/thoughtful/ caring (1)</p> <p>'I've told you.' (1) suggests directness (1)</p> <p>'So he got married again.'/'You can hardly blame him for that.'/'Good luck to him.' (1) suggests good nature/fair minded/realistic (1)</p> <p>'Now you know that's not fair.' (1) suggests objectivity/willingness to challenge Rosinella (1)</p> <p>'See you.' (1) suggests Franco will confront Rosinella (1)</p> <p>'Once you make up your mind about something...' (1) suggests awareness of Rosinella's nature (1)</p> <p>'<i>trying to get a word in</i>' (1) suggests persistence (1)</p> <p>Deliberately misleads Rosinella about Luigi wanting Lucia back (1) suggests playful or mischievous nature/awareness of Rosinella's real feelings (1)</p> <p>'Just suppose'/'But what if he was?' (1) suggests willingness to play devil's advocate (1)</p> <p>'sniggers' (1) suggests enjoyment of joke/sense of humour/knows how to diffuse Rosinella (1)</p>

Question			Expected response(s)	Max mark	Additional guidance
15.			<p>Extract:</p> <p>Rosinella demonstrating that she is protective of Lucia/Lucia's feelings/ their relationship.</p> <p>Rosinella sends Lucia away before discussing Luigi with Franco.</p> <p>Rosinella knows that Lucia is nosey and will try to listen in to the conversation.</p> <p>Rosinella makes critical comments about Luigi starting a new family and forgetting about Lucia.</p> <p>Rosinella is terrified at the prospect of Luigi asking for Lucia to return to Italy ('clutches her heart'/'his lassie's better off here')</p> <p>Elsewhere:</p> <p>Rosinella is Lucia's aunt but has raised Lucia like her own daughter from when she was a baby ('I've loved her enough for two mummies.')</p> <p>Rosinella is shown to spoil Lucia by buying her expensive dresses, shoes, ribbons, etc, taking her to get her hair done, treating her to ice creams, sodas, sweets, etc. Often this is done at the expense of buying items for herself which shows her love/selflessness towards Lucia.</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 2 marks can be achieved for identifying elements of commonality as requested in the question.</p> <p>A further 2 marks can be achieved for reference to the extract given.</p> <p>4 additional marks can be awarded for similar references to at least one other text/part of the text by the writer.</p> <p><u>In practice this means:</u></p> <p>Identification of commonality (2) (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>from the extract:</p> <p>1 x relevant reference to technique (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to idea (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to feature (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to text (1) 1 x appropriate comment (1)</p> <p>(maximum of 2 marks only for discussion of extract)</p> <p>from at least one other text/part of the text.</p> <p>as above (x2) for up to 4 marks</p>

Question			Expected response(s)	Max mark	Additional guidance
			<p>Lucia is allowed to behave in a spoiled manner by Rosinella (eg refusing to take off her good dress/ swearing when they are trying to get her to speak English instead of Italian), and she will side with Lucia over Massimo if he attempts to discipline her. She makes threats about going 'back to Italy' and boasts about being able to cry on demand as a manipulation tactic.</p> <p>During Massimo's time away Rosinella relies on Lucia even more for company and tells her stories about when she got married to Massimo. She also needs Lucia to read for her and sends Lucia to the church to light candles for Massimo.</p> <p>Rosinella is shown to be very controlling regarding Lucia's social life and strongly disapproves of her relationship with Hughie, insisting that Lucia should marry an Italian, attempting to match her up with Silvio Palombo. She will not allow Lucia to attend Hughie's brother's wedding and tries to keep them apart. She threatens to sack Hughie to keep him away from Lucia.</p> <p>Lucia can be embarrassed by Rosinella's behaviour eg the way she speaks to Hughie, her bargaining in shops with assistants, and the way she gossips about other families (especially Hughie's).</p> <p>Rosinella is devastated when Lucia returns to Italy ('I could just as easily tear out my own heart.') She demands that Massimo sell up to move there (after previously refusing to even visit). In the end she takes Hughie to Italy to win Lucia so they can be reunited as a family in Scotland, thus showing she is willing to compromise her traditional/nationalist views to keep Lucia close by and make her happy.</p>		

SCOTTISH TEXT PROSE

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

Question			Expected response(s)	Max mark	Additional guidance
16.	(a)		Reference (1) Comment (1) x2	4	<p>Possible answers include:</p> <p>‘good tree’ (1) suggests high quality (1)</p> <p>‘many cones’ (1) suggests plentiful (1)</p> <p>‘(much) sunshine’ (1) suggests pleasant weather (1)</p> <p>‘homely’ (1) suggests cosy (1)</p> <p>‘as comfortable as chairs’ (1) suggests relaxing (1)</p> <p>‘silence’ (1) suggests calm/stillness/quiet (1)</p> <p>‘a hundred feet from the earth’ (1) suggests heavenly connotations (1)</p> <p>‘blue sky’ (1) suggests happiness (1)</p> <p>‘Misted in the morning’ (1) suggests romantic image (1)</p> <p>‘Seals...playing tag’ (1) suggests fun (1)</p> <p>‘sailor singing cheerfully’ (1) suggests joyful (1)</p>

Question			Expected response(s)	Max mark	Additional guidance
	(b)		Reference (1) Comment (1)	2	<p>Possible answers include:</p> <p>‘destroyer had steamed seawards’ (1) suggests potential destruction/ threats associated with war (1)</p> <p>‘roaring louder’ (1) suggests frightening noise (1)</p> <p>‘aeroplanes had shot down’ (1) suggests war/violence (1)</p> <p>‘autumnal colours’ (1) suggests fading/dying (1)</p> <p>‘gunshots’ (1) suggests danger (1)</p> <p>‘cracked’/reference to onomatopoeia (1) suggests disturbance (1)</p>

Question			Expected response(s)	Max mark	Additional guidance
17.			Reference (1) Comment (1) x2	4	<p>Possible answers include:</p> <p>‘tree-top was interest enough’ (1) suggests love of nature (1)</p> <p>‘indigenous as a squirrel or a bird’ (1) suggests felt at home in the wood/affinity with animals (1)</p> <p>‘torn jacket’/‘stained green’/‘left knee visible’/‘hole...’ (1) suggests lack of care over appearance/ poverty (1)</p> <p>‘Chaffinches fluttered around him’ (1) suggests animals are attracted to him/allusion to saint like nature (1)</p> <p>‘alight on his head or shoulder’ (1) suggests oneness with nature (1)</p> <p>‘chuckling (to them)’ (1) suggests happiness/good natured personality/communication with animals (1)</p> <p>‘sunburnt face’ (1) suggests time spent outdoors (1)</p> <p>‘alert and beautiful’ (1) suggests attractiveness (1)</p> <p>‘trust’ (1) suggests naivety (1)</p> <p>‘much faster gatherer’ (1) suggests superior/considerable ability (1)</p> <p>‘reached far out...’ (1) suggests skill/daring (1)</p> <p>‘drooped and creaked under his weight’/“Careful” (1) suggests lack of caution/vulnerability (1)</p> <p>‘only word spoken’ (1) suggests dislike of conversation/comfort in silence (1)</p>

Question			Expected response(s)	Max mark	Additional guidance
18.			Reference (1) Comment (1)	2	<p>Possible answers include:</p> <p>‘thrilling as a pipe lament’ (1) suggests exhilarating/moving (1)</p> <p>‘daylight announced it must go’ (1) suggests theatrical ending (1)</p> <p>‘last blaze’ (1) suggests sense of finality/climax (1)</p> <p>‘(last) blaze (of light)’ (1) suggests stunning sunset (1)</p> <p>‘uncanny clarity’ (1) suggests a strange clearness (1)</p> <p>‘splendour’ (1) suggests radiance (1)</p> <p>‘puissance’ (1) suggests power (1)</p> <p>‘abdication’ (1) suggests abandonment/anti-climax (1)</p> <p>‘Single stars appeared’ (1) suggests magical (1)</p> <p>‘glittering’ (1) suggests dazzling/impressive (1)</p> <p>‘(Sky) pale (and)/austere’ (1) suggests cold/stark/stern (1)</p> <p>‘Dusk like a breathing (drifted)’ (1) Suggests even the light is alive/life or movement of the sky (1)</p> <p>‘crept (over the loch)’ (1) suggests stealth (1)</p> <p>Example(s) of OR list of colours OR types of trees (1) suggests vivid richness (1)</p> <p>‘magnificent’ (1) suggests glorious (1)</p> <p>‘sombre harmonies of decay’ (1) suggests unanimity (even in endings) (1)</p> <p>‘indistinguishable’ (1) suggests sense of uncertainty/disappearance (1)</p> <p>Onomatopoeia/‘hooted’/‘barked’ (1) suggests nocturnal awakening (1)</p> <p>Contrast of/short sentences (1) suggests finality (1)</p>

Question		Expected response(s)	Max mark	Additional guidance
19.		<p>Extract:</p> <p>Neil is the ‘elder of the brothers’ and takes responsibility for Calum urging him to be ‘Careful’ when gathering cones in the trees. He is in charge (‘Neil did not give the word to go down’) and they have a close relationship (‘they were together’).</p> <p>He is shown to be relatively poor eg has a ‘ragged sleeve’ and is living in a ‘hut’. Paradoxical position of being both ‘ghosts’ (suggesting invisibility) and also ‘heart of the wood’ (suggesting they are essential).</p> <p>He is resentful of the disparity between their situation and that of the ‘mansion’ which he views with ‘calm yet bitter intentness’ whilst ‘waiting for it to change’ showing he feels that the social inequalities are unfair.</p> <p>He is quiet (‘motionless and silent’) and often thinks deeply (‘trances’). He cannot always communicate his thoughts to Calum ‘He never said what he expected...’ (due to Calum’s lack of understanding).</p> <p>Elsewhere:</p> <p>Cares for his brother by looking after him in every way eg cooking, clothing, behaviour, defending him to others, etc. Is shown to have made many personal sacrifices to do this.</p> <p>Gets frustrated by Calum’s lack of understanding (eg discussion of heaven/their dead mother), and actions (eg setting rabbits free, kindness towards Runcie Campbell family). At times he is embarrassed by Calum’s actions, but also feels shame for this.</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 2 marks can be achieved for identifying elements of commonality as requested in the question.</p> <p>A further 2 marks can be achieved for reference to the extract given.</p> <p>4 additional marks can be awarded for similar references to at least one other text/part of the text by the writer.</p> <p><u>In practice this means:</u></p> <p>Identification of commonality (2) (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>from the extract:</p> <p>1 x relevant reference to technique (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to idea (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to feature (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to text (1) 1 x appropriate comment (1)</p> <p>(maximum of 2 marks only for discussion of extract)</p>

Question			Expected response(s)	Max mark	Additional guidance
			<p>Finds himself in conflict with others eg Duror, Lady Runcie Campbell, Mr Tulloch. Neil defends the cone gatherers (as best he can).</p> <p>Holds a grudge against incidents such as the deer drive, the refusal to give them a lift in the car, and the dismissal from the beech hut. This leads to him refusing to help when Roderick is in trouble which inadvertently leads to Calum's death.</p> <p>Continues to resent the social class differences and sees the mansion house as 'a symbol of humiliation.' He sees the unfairness of life and considers why it is the innocent who are always sacrificed.</p> <p>Enjoys the day trips into Lendrick and the community feeling when eating in the cafes, drinking in the pubs.</p>		<p>from at least one other text/part of the text.</p> <p>as above (x2) for up to 4 marks</p>

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

Question			Expected response(s)	Max mark	Additional guidance
20.			<p>Reference (1) Comment (1) x2</p> <p>NB: No requirement for contrasting feelings - any two.</p>	4	<p>Possible answers include:</p> <p>‘mere’ / ‘passing’ (1) suggests he thinks it is of little importance (1)</p> <p>‘curiosity’ (1) suggests he thinks it may draw a limited audience (1)</p> <p>‘few (will have any interest)’ (1) suggests he thinks not many will consider it (1)</p> <p>‘waste’ (1) suggests he thinks it is worthless (1)</p> <p>List/rule of three/‘my time... Finland’ (1) emphasises how worthless he thinks it is (1)</p> <p>‘outlandish’ (1) suggests he thinks it scandalous/unbelievable (1)</p> <p>‘attract’ (1) suggests he thinks there could be people interested (1)</p> <p>‘cult’ (1) suggests he thinks these people are extreme/strange/sinister (1)</p> <p>‘if only that readership can be identified’ (1) suggests doubts about finding audience (1)</p> <p>‘deplores’ (1) suggests a very negative opinion (1)</p> <p>‘exploitation’/‘commercial gain’ (1) suggests he thinks this an unattractive/mercenary approach (1)</p> <p>‘outpourings’ (1) suggests he thinks these are uncontrolled/over the top/embarrassing scenes (1)</p> <p>‘ruined’ (1) suggests destruction/schadenfreude/voyeurism, any of which he thinks is negative (1)</p> <p>‘genuine’ (1) suggests he thinks it is real/true (1)</p>

Question			Expected response(s)	Max mark	Additional guidance
					<p>‘relevance’/‘for our times’ (1) suggests he thinks there is a usefulness in it (1)</p> <p>‘jostled’ (1) suggests he can’t make his mind up (1)</p> <p>‘pondered’ (1) suggests he has spent time thinking about this (1)</p> <p>Listing structure/‘One voice... Another...A third...A fourth’ (1) highlights/emphasises/makes clear that he has mixed feelings (1)</p>
21.			Any two points.	2	<p>Possible answers include:</p> <p>‘its very peculiarity’/‘I have come across nothing like it’ glossed by eg it is strange/interesting/an oddity/original (1)</p> <p>‘not a fiction’/‘undoubtedly existed’ glossed by eg it is a true story (at least in part) (1)</p> <p>‘nor, surely, can it be treated as fact’ glossed by eg there are elements that cannot be true/it can’t all be true (1)</p> <p>‘not a fiction...nor...fact’ (1) glossed by eg it’s unclassifiable (1)</p> <p>‘What, then, is it?’/‘I am unable to answer this question’ glossed by eg it is a mystery/intriguing/interesting (1)</p> <p>‘so that others can make up their own minds’ glossed by eg it is open for debate (1)</p>

Question			Expected response(s)	Max mark	Additional guidance
22.			Reference (1) Comment (1) x2	4	<p>Possible answers include:</p> <p>‘I had not heard from Harry for a while’ (1) suggests something mysterious about him/he is distant (1)</p> <p>‘gravelly voice’ (1) suggests age/out of condition/a smoker (1)</p> <p>‘roaming’ (1) suggests a free spirit (1)</p> <p>‘picks up (stories)’ (1) suggests he relies on luck/there is no plan (1)</p> <p>‘every kind’ (1) suggests he does not discriminate/care (1)</p> <p>‘sells them’/‘highest bidder’ (1) suggests he is only in it for the money/mercenary (1)</p> <p>‘old school’ (1) suggests he is old fashioned/past it/of a different time (1)</p> <p>‘smokes’/‘drinks (too much)’/‘unhealthy food’/‘unhealthy hours’ (1) suggests he does not look after himself (1)</p> <p>Repetition of ‘unhealthy’ (1) emphasises that he is not in good shape (1)</p> <p>‘doesn’t respond well to sunlight’/use of humour (1) suggests/emphasises that he is up all night/lives a debauched life (1)</p> <p>‘first-class (reporter)’ (1) suggests he is very good at what he does (1)</p> <p>‘hard-headed’ (1) suggests he is tough/sensible/streetwise (1)</p> <p>‘not to let go’ (1) suggests he is tenacious (1)</p> <p>‘sensitive’ (1) suggests he understands people/has a gentler side (1)</p> <p>‘as to secure it’ (1) suggests he gets what he wants/is manipulative (1)</p>

Question			Expected response(s)	Max mark	Additional guidance
					<p>‘if he ever took one’ (1) suggests he is hard working/never rests (1)</p> <p>‘he owed me something’ (1) suggests he is honourable/pays back favours (1)</p> <p>‘He doesn’t say this any longer’ (1) suggests he is fair/recognises when a debt is paid/is annoyed with the publisher (1)</p>
23.			Reference (1) Comment (1)	2	<p>Possible answers include:</p> <p>‘We might’/‘at this juncture’ (1) suggests things could have gone differently/uncertainty (1)</p> <p>Short sentences (1) suggest drama (1)</p> <p>Reported speech/repetition of ‘he’ (1) suggests speaker is curious/intrigued (1)</p> <p>‘Something’/‘sensitive’/‘interest’/tantalising word choice (1) suggests there is something worth finding out about (1)</p> <p>‘Had I...Gideon Mack?’/use of question/ending the paragraph on a question (1) suggests we want to know why the question is being asked/we want to know more about Gideon Mack (1)</p>

Question			Expected response(s)	Max mark	Additional guidance
24.			<p>Extract</p> <p>The various ways the novel is described by the publisher is enigmatic - we don't know what to expect.</p> <p>Words such as 'curiosity' and 'peculiarity' suggest the novel is quite strange.</p> <p>There is a question mark over its authenticity.</p> <p>Harry Caithness is said to have a nose for a good mystery and has published mysteries before.</p> <p>The passage ends on a cliff-hanger.</p> <p>Elsewhere</p> <p>The entire novel is created as a collection of evidence to make it seem authentic and true but the contents are quite unbelievable.</p> <p>There are various references to folk tales and other Scottish tales which feature mysterious goings on and the supernatural.</p> <p>Gideon has seen a standing stone appear that wasn't there before. No one else can see it and photographs of it don't come out.</p> <p>The stone has a profound effect on Gideon and seems to have a power over him.</p> <p>Gideon falls into a high waterfall and survives against all odds, being washed up days later.</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 2 marks can be achieved for identifying elements of commonality as requested in the question.</p> <p>A further 2 marks can be achieved for reference to the extract given.</p> <p>4 additional marks can be awarded for similar references to at least one other text/part of the text by the writer.</p> <p><u>In practice this means:</u></p> <p>Identification of commonality (2) (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>from the extract:</p> <p>1 x relevant reference to technique (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to idea (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to feature (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to text (1) 1 x appropriate comment (1)</p>

Question			Expected response(s)	Max mark	Additional guidance
			<p>Gideon says that he met with the devil when he fell into the Black Jaws waterfall.</p> <p>He says the devil fused his broken leg back together and later his leg does have unexplained injuries which match his story.</p> <p>Gideon tells others that he has made an arrangement to meet with the devil on Ben Alder.</p> <p>The devil is said to be seen around Gideon's village.</p> <p>Gideon disappears.</p> <p>Gideon's body is discovered on Ben Alder months later and what has happened to him is unknown.</p> <p>Gideon was seen walking on the mountain by various witnesses even though he died months earlier.</p> <p>The novel finishes with an epilogue by the publisher which contains interviews which contradict some of Gideon's testament.</p>		<p>(maximum of 2 marks only for discussion of extract)</p> <p>from at least one other text/part of the text.</p> <p>as above (x2) 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
25.			Reference (1) Comment (1) x2	4	<p>Possible answers include:</p> <p>‘laboratory’/‘dissecting rooms’ (1) suggests strange experiments (1)</p> <p>‘dingy’ (1) suggests dark/gloomy (1)</p> <p>‘windowless’ (1) suggests no light/hard to see (1)</p> <p>‘gazed (round’/‘(with) curiosity’ (1) suggests (Utterson) is intrigued/surprised (by what he sees) (1)</p> <p>‘distasteful sense’ (1) suggests unpleasant feeling/reaction (1)</p> <p>‘strangeness’ (1) suggests the unknown/unexpected (1)</p> <p>‘gaunt’ (1) suggests grim/desolate (1)</p> <p>‘silent’ (1) suggests eerie quiet (1)</p> <p>‘tables laden with chemical apparatus’ (1) suggests alarming/unfamiliar equipment (1)</p> <p>‘strewn’/‘littered’ (1) suggests mess/disorder (1)</p> <p>‘light falling dimly’ (1) suggests semi-darkness (1)</p> <p>‘foggy’ (1) suggests lack of visibility (1)</p>

Question			Expected response(s)	Max mark	Additional guidance
26.			Reference (1) Comment (1) x2	4	<p>Possible answers include:</p> <p>‘close up to the warmth’/‘cold hand’ (1) suggests he is feverish/shivering/can’t heat up (1)</p> <p>‘looking deadly sick’ (1) suggests he is extremely unwell (1)</p> <p>‘did not rise to meet his visitor’ (1) suggests he is unable to move normally/does not want to see anyone (1)</p> <p>‘(held out a) cold hand’ (1) suggests he is unwelcoming (1)</p> <p>‘in a changed voice’ (1) suggests something about him is different/he is not like himself (1)</p> <p>‘(The doctor) shuddered’ (1) suggests he is scared (1)</p> <p>“‘They were crying it in the square,’”/“‘I heard them in my dining room’” (1) suggests he is upset/nervous (1)</p>

Question			Expected response(s)	Max mark	Additional guidance
27.			Reference (1) Comment (1) x2	4	<p>Possible answers include:</p> <p>“(Utterson), I swear to God,” (1) suggests he is prepared to make an oath (1)</p> <p>‘I swear to God...I swear to God’/use of repetition (1) suggests emphasis/emphatic statements (1)</p> <p>‘cried’ (1) suggests he is saying it loudly (for emphasis) (1)</p> <p>‘never set eyes on him again’ (1) suggests that he will keep well away from Hyde (1)</p> <p>‘I bind my honour to you’ (1) suggests he is loyal/trustworthy (1)</p> <p>‘I am done with him in this world.’/‘It is all at an end’ (1) suggests his involvement with Hyde is in the past (1)</p> <p>‘he does not want my help’ (1) suggests he believes Hyde wants nothing to do with him anyway (1)</p> <p>‘he is quite safe’/repetition of ‘safe’ (1) suggests Hyde is out of reach (1)</p> <p>‘mark my words’ (1) suggests he can be relied on (1)</p> <p>‘he will never more be heard of’ (1) suggests Hyde will not make his presence known/will not contact him (or anyone)/Jekyll will cut off all contact with Hyde (1)</p>

Question		Expected response(s)	Max mark	Additional guidance
28.		<p>Possible areas for comment include:</p> <p>Extract:</p> <p>The lawyer, Utterson, represents good as he wants to be fair to his clients Carew and Jekyll.</p> <p>The evil act of the murder of Carew is referred to by Utterson.</p> <p>Jekyll claims he wants to do good by having nothing more to do with Hyde.</p> <p>Jekyll tries to convince Utterson (and possibly himself) that he is telling the truth.</p> <p>Elsewhere:</p> <p>Both good and evil are contained within one man (Jekyll).</p> <p>Jekyll represents good; Hyde represents evil, showing that good and evil co-exist.</p> <p>Evil comes out in the violent attack on the child, and in the murder of Carew.</p> <p>Good is represented through setting by the 'respectable' grand houses of London, and evil by the more run-down neglected parts of London (also the two entrances to Jekyll's house), suggesting that good and evil can exist in one place.</p> <p>There is a contrast between the good (in the sense of beneficial) work of scientific experimentation/progress, and Jekyll's experiments which go 'too far.'</p> <p>Utterson represents good through his loyalty to Jekyll.</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 2 marks can be achieved for identifying elements of commonality as requested in the question.</p> <p>A further 2 marks can be achieved for reference to the extract given.</p> <p>4 additional marks can be awarded for similar references to at least one other text/part of the text by the writer.</p> <p><u>In practice this means:</u></p> <p>Identification of commonality (2) (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>from the extract:</p> <p>1 x relevant reference to technique (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to idea (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to feature (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to text (1) 1 x appropriate comment (1)</p> <p>(maximum of 2 marks only for discussion of extract)</p> <p>from at least one other text/part of the text.</p> <p>as above (x2) for up to 4 marks</p>

Text 4 - *Home* by Iain Crichton Smith

Question			Expected response(s)	Max mark	Additional guidance
29.			Reference (1) Comment (1) x2	4	<p>Possible answers include:</p> <p>‘Two (tall) youngsters’ (1) suggests the boys outnumber the man (1)</p> <p>‘(Two) tall youngsters’ (1) suggests the boys are large in size (and therefore intimidating) (1)</p> <p>“‘Hey, mister, what are you on about?’” (1) suggests a challenging question (1)</p> <p>‘They stared at him’ (1) suggests aggressive looks (1)</p> <p>‘They moved forward in concert, a ballet.’ (1) suggests an intimidating formation/almost planned aggression (1)</p> <p>“‘Look’” (1) suggests defensiveness (1)</p> <p>‘It might not be advisable.’ (1) suggests the man is reacting with fear/is being careful because he recognises that he is being challenged (1)</p> <p>‘One of them absently kicked one of the front tyres’ (1) suggests a provocative action (1)</p> <p>‘suddenly said to his wife “Peek a boo”’ (1) suggests a statement designed to cause fear/to be intimidating (1)</p> <p>‘insolent young toughs’ (1) suggests the boys could be verbally aggressive (1)</p> <p>‘town-bred’ (1) suggests the hardness of a city upbringing (1)</p>

Question			Expected response(s)	Max mark	Additional guidance
30.			Reference (1) Comment (1) x2	4	<p>Possible answers include:</p> <p>‘He’s seen all he wants to see.’ (1) suggests they think the man is dismissive of them (1)</p> <p>‘Would you say that was an insult?’ (1) suggests they are ready to be offended by him (1)</p> <p>‘Micky gazed benevolently’ (1) suggests they are pretending to tolerate him/be pleasant towards him (1)</p> <p>‘The words rang hollow between them.’/‘“Hear that?/‘Hear him?’’ (1) suggests the boys are not prepared to listen to him (1)</p> <p>‘He’s left us.’ (1) suggests they think the man has abandoned the place they live in/their place (1)</p> <p>‘He came up close’/‘Get out...Right?’ (1) suggests they are directly aggressive towards the man (1)</p> <p>‘quietly’/repetition of ‘quietly’ (1) suggests intimidation (1)</p> <p>‘daddy’ (1) suggests mocking (1)</p> <p>‘before we cut you up’ (1) suggests threat of violence (1)</p> <p>‘spat’ (1) suggests disrespect (1)</p> <p>‘Tourist.’ (1) suggests they are being derogatory towards him/want to belittle him or put him down/they think he does not belong there (1)</p>

Question			Expected response(s)	Max mark	Additional guidance
31.			Reference (1) Comment (1) x2	4	<p>Possible answers include:</p> <p>‘still unsmiling (wife)’ (1) suggests the woman has not been impressed (with the place) throughout the whole visit (1)</p> <p>‘still staring straight ahead of her’ (1) suggests the woman has not given the place a chance/has not engaged with it at all/is focused on leaving (1)</p> <p>Repetition of ‘still’ (1) suggests feelings remain unchanged (1)</p> <p>‘car gathered speed’ (1) suggests they are in a hurry to leave (1)</p> <p>‘In the mirror...tenement diminishing’ (1) suggests the man is pleased to see the buildings disappear behind him (1)</p> <p>‘The shops...all changed’ (1) suggests things are not the same in their hometown (1)</p> <p>‘he couldn’t see anything there now’ (1) suggests the place is unrecognisable to them (1)</p> <p>‘Mind we used to (take the bus)’ (1) suggests nostalgia of better times/looking back with fondness on what no longer exists (1)</p> <p>‘The sky was darkening’ (1) suggests old memories have gone/they view the place less positively now (1)</p> <p>‘light seemed concentrated ahead of them’ (1) suggests they see their future elsewhere (1)</p> <p>“‘I wish to God we were home.’” (1) suggests they no longer feel any sense of belonging to this place/ they prefer where they live now (1)</p>

Question			Expected response(s)	Max mark	Additional guidance
32.			<p>Possible areas for comment include:</p> <p>Extract:</p> <p>The man is not accepted or welcomed by the boys in his hometown. He realises that things are different there now.</p> <p>There have been changes to the buildings and the geography of the area. The old landmarks have gone.</p> <p>The man's attitude to his hometown is changing.</p> <p>Elsewhere:</p> <p><i>The Red Door</i> Murdo undergoes an awakening after his front door is painted red. He realises that there is room for change in his life: 'he felt there was more to life than that.' He questions his own life: 'But really was he happy?' At the end of the story he decides to take a bold step to effect change.</p> <p><i>The Telegram</i> There is a change in the relationship between the two women as a result of their anticipation that the telegram will bring bad news. There is a change in what they know about each other, and there is a move towards greater understanding. The telegram itself is symbolic of change. The telegram changes the elder's 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 2 marks can be achieved for identifying elements of commonality as requested in the question.</p> <p>A further 2 marks can be achieved for reference to the extract given.</p> <p>4 additional marks can be awarded for similar references to at least one other text/part of the text by the writer.</p> <p><u>In practice this means:</u></p> <p>Identification of commonality (2) (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>from the extract:</p> <p>1 x relevant reference to technique (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to idea (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to feature (1) 1 x appropriate comment (1)</p> <p>OR</p>

Question			Expected response(s)	Max mark	Additional guidance
			<p><i>Mother and Son</i></p> <p>The claustrophobic atmosphere in which the mother and son live reflects how constricting/restricting unchanging island life can be. There is a clear need for change in the relationship between mother and son. There is a slight hope that positive change is coming at the end of the story when the son ‘walked to the door, opened it, and stood listening to the rain.’</p>		<p>1 x relevant reference to text (1)</p> <p>1 x appropriate comment (1)</p> <p>(maximum of 2 marks only for discussion of extract)</p> <p>from at least one other text/part of the text.</p> <p>as above (x2) for up to 4 marks</p>

Text 5 - *Dear Santa* by Anne Donovan

Question			Expected response(s)	Max mark	Additional guidance
33.			Reference (1) Comment (1) x2	4	<p>Possible answers include:</p> <p>‘Ma mammy disnae love me’ (1) suggests (Alison thinks that) the mother shows no affection towards her daughter/is cold towards her/their relationship is negative/bad (1)</p> <p>‘Ah kin see it in her eyes’ (1) suggests that Alison thinks she knows her mother well (1)</p> <p>‘the way she looks through me’ (1) suggests the mother ignores her daughter (1)</p> <p>‘It’s hard no tae be seen’ (1) suggests Alison feels left out (by her mother)/being left out (by her mother) is getting to her/she feels invisible (1)</p> <p>‘ah kiss her on the cheek’ (1) suggests that Alison is affectionate towards her mother (1)</p> <p>‘She doesnae kiss me back’ (1) suggests the mother doesn’t return Alison’s affection (1)</p> <p>‘then that light’s tae be aff’ (1) suggests that the mother bosses Alison/issues commands (1)</p> <p>‘Gonnae come and tuck me in, Mammy!’ (1) suggests that Alison wants her mother’s attention (1)</p> <p>‘You’re too big tae be tucked in’ / ‘She keeps watchin the television’ (1) suggests the mother seems to avoid spending time with Alison (1)</p> <p>‘You tuck Katie in’ (1) suggests that Alison feels her mother has more time for her sister (1)</p> <p>‘You’re a big girl’ (1) suggests the mother feels Alison is no longer a child/doesn’t need so much attention (1)</p>

Question			Expected response(s)	Max mark	Additional guidance
34.			<p>Reference (1) Comment (1) x2</p> <p>NB: Candidates must deal with two different attitudes.</p>	4	<p>Possible answers include:</p> <p>‘(ah must have been) jealous’ (1) suggests Alison was envious of/resentful towards her sister (1)</p> <p>‘stuck them all ower her face’ (1) suggests Alison wants to hurt/do damage to her sister (1)</p> <p>‘as if she had some horrible disease’/‘soft skin covered in sticky horrible purple lumps’ (1) suggests Alison wants to spoil her sister’s appearance (1)</p> <p>‘felt good inside, warm and full’ (1) suggests Alison takes pleasure from being unkind to her sister (1)</p> <p>‘smiling in her sleep’ (1) suggests Alison is affectionate towards her sister (1)</p> <p>‘Ma sister is perfect’ (1) Alison admires her sister/thinks her sister is amazing (1)</p> <p>‘she’s wee and pretty and aye happy’ (1) suggests Alison recognises the attractive things/qualities of her sister (1)</p> <p>‘bubblin ower wi life’ (1) suggests Alison responds well to her sister’s energy/enthusiasm (1)</p> <p>‘runnin aboot the garden...in the puddles’ (1) suggests Alison likes the things her sister does (1)</p> <p>‘She never cries’ (1) suggests that Alison feels positively towards her sister’s mood/temperament (1)</p> <p>‘Ma daddy says...ma mammy says’ (1) suggests that Alison is aware that everyone likes her sister (1)</p>

Question			Expected response(s)	Max mark	Additional guidance
35.			Reference (1) Comment (1) x2	4	<p>Possible answers include:</p> <p>‘Why can’t you be more like your sister?’ (1) suggests Alison is (often) compared unfavourably to her sister (1)</p> <p>‘Katie gets picked as the angel’ (1) suggests Alison’s sister is given a better part (in the Nativity play) (1)</p> <p>‘ma mammy sits up all night sewin her a white robe’ (1) suggests Alison’s mother gives time/attention to her sister (1)</p> <p>‘Ah’m a shepherd’ (1) suggests Alison is not given a main/interesting role (in the play) (1)</p> <p>‘wi a stripy tea towel roon ma heid’ (1) suggests Alison is given an inferior/unappealing costume (1)</p> <p>‘In the photy she’s at the front’ (1) suggests Alison’s sister is given a more prominent place in the (souvenir) photograph (1)</p> <p>‘glitterin’ (1) suggests Alison’s sister stands out in comparison with Alison (1)</p> <p>‘ah’m this big lurkin thing’ (1) suggests Alison is portrayed as/considers herself to be awkward/not elegant (1)</p> <p>‘at the endy the back row’/‘daurk and blurred’ (1) suggests Alison is hardly visible in the photograph’ (1)</p> <p>‘Alison’s getting awful big for her age’ (1) suggests Alison’s body size/shape is criticised (1)</p>

Question			Expected response(s)	Max mark	Additional guidance
36.			<p>Possible areas for comment include:</p> <p>Extract:</p> <p>Alison is sad because she feels her mother doesn't love her.</p> <p>Alison is sad because she thinks her mother gives her sister more attention/her mother loves her sister more than her.</p> <p>Alison is sad because she feels left out/neglected, etc.</p> <p>Elsewhere:</p> <p><i>All that Glisters</i> Clare feels sad because of the terrible illness/death of her father. Clare feels sad that her father is drifting away from her. Clare feels sad because adults try to prevent her honouring her father's memory in the way that she wants to.</p> <p><i>Hieroglyphics</i> Mary feels sad when she struggles to read. Mary feels sad when the teacher picks on her because of her handwriting. Mary feels sad when the rest of her class seem to isolate her.</p> <p><i>Away in a Manger</i> Sandra feels sadness/sympathy for people sleeping on benches/sleeping rough in George Square. Sandra feels sadness/sympathy for the homeless man sleeping in the Nativity scene, and for homeless people in general.</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 2 marks can be achieved for identifying elements of commonality as requested in the question.</p> <p>A further 2 marks can be achieved for reference to the extract given.</p> <p>4 additional marks can be awarded for similar references to at least one other text/part of the text by the writer.</p> <p><u>In practice this means:</u></p> <p>Identification of commonality (2) (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>from the extract:</p> <p>1 x relevant reference to technique (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to idea (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to feature (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to text (1) 1 x appropriate comment (1)</p> <p>(maximum of 2 marks only for discussion of extract)</p> <p>from at least one other text/part of the text.</p> <p>as above (x2) for up to 4 marks</p>

SCOTTISH TEXT POETRY

Text 1 - *Valentine* by Carol Ann Duffy

Question			Expected response(s)	Max mark	Additional guidance
37.			Reference (1) Comment (1) x2	4	<p>Possible answers include:</p> <p>‘Not’ (1) Negative/blunt opening statement suggests speaker’s rejection of more clichéd, conventional Valentine’s gifts/not truly representative of the reality of love (1)</p> <p>alliteration of ‘red rose’/‘red rose’/ ‘satin heart’ (1) suggests conventional tokens of love that are rejected by the poet (1)</p> <p>‘onion’ (1) suggests a mundane, every day, cheap object/easily available everywhere and not prized or special/not associated with love/upsetting (1)</p> <p>‘I give you’ (1) suggests a forceful action/lack of mutual respect (1)</p> <p>‘moon’ (1) suggests a conventionally romantic image is subverted as it is compared with an onion (1)</p> <p>‘brown paper’ (1) suggests cheap, dull packaging/unworthy of romantic gift (1)</p>

Question			Expected response(s)	Max mark	Additional guidance
38.			Reference (1) Comment (1) x2	4	<p>Possible answers include:</p> <p>‘tears’ (1) suggests the relationship may also cause you pain and upset leading to you crying (1)</p> <p>‘blind’ (1) suggests a lack of clarity and how it made her feel vulnerable, helpless, and insecure (1)</p> <p>‘wobbling’ (1) suggests the distorting nature/emotional instability of love (1)</p> <p>‘photo of grief’ (1) suggests the pain associated with relationship difficulties (1)</p> <p>Personification of ‘fierce’ (1) suggests danger, violence, threat (1)</p> <p>‘stay’ (1) suggests it is lingering or hard to escape from/the relationship may be hard to escape from/the taste of an onion is strong and unpleasant and not easily forgotten (1)</p> <p>‘possessive’ (1) suggests jealousy/distrust/control/ownership (1)</p> <p>‘as long’ (1) suggests this may not be for life/impermanence of love (1)</p> <p>Use of enjambement (1) suggests separation (1)</p>

Question			Expected response(s)	Max mark	Additional guidance
39.			Reference (1) Comment (1) x2	4	<p>Possible answers include:</p> <p>‘Take it.’ (1) imperative suggests the gift is being given more forcefully (1)</p> <p>‘shrink’ (1) suggests a constricting feeling (1)</p> <p>‘wedding ring’ (1) has connotations of romance and marriage but here restricts physically and emotionally (1)</p> <p>‘Lethal’ (1) suggests aggression and a darker side of love/the death of the individual/death of freedom when joined in marriage (1)</p> <p>‘scent’ (1) suggests something that will be a trigger for memory/hard to forget (1)</p> <p>Repetition of ‘cling’ (1) suggests possessiveness and hard to shake or forget/the negative memory may last even after the relationship is over (1)</p> <p>‘knife’ (1) suggests menacing or dangerous/the ability for love to wound (1)</p>

Question			Expected response(s)	Max mark	Additional guidance
40.			<p>Possible areas for comment include:</p> <p>Extract:</p> <p>Experience of love has caused both happiness and pain in the speaker.</p> <p><i>War Photographer</i> Experience of war has left the photographer isolated and feeling an indifference to his homeland and his fellow citizens.</p> <p><i>Mrs Midas</i> The consequences of Mr Midas' greed has left both characters isolated and lonely.</p> <p><i>Originally</i> The move from Scotland to England has left the speaker with a confused identity</p> <p><i>In Mrs Tilscher's class</i> The experience of growing up and maturing leaves the speaker facing the storm of adolescence/becoming an adult</p> <p><i>The Way My Mother Speaks</i> Childhood experiences and the nurturing hand of her mother remain with the speaker even as she grows older and travels further afield.</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 2 marks can be achieved for identifying elements of commonality as requested in the question.</p> <p>A further 2 marks can be achieved for reference to the extract given.</p> <p>4 additional marks can be awarded for similar references to at least one other text/part of the text by the writer.</p> <p><u>In practice this means:</u></p> <p>Identification of commonality (2) (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>from the extract:</p> <p>1 x relevant reference to technique (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to idea (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to feature (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to text (1) 1 x appropriate comment (1)</p> <p>(maximum of 2 marks only for discussion of extract)</p> <p>from at least one other text/part of the text.</p> <p>as above (x2) for up to 4 marks</p>

Text 2 - *Glasgow 5 March 1971* by Edwin Morgan

Question			Expected response(s)	Max mark	Additional guidance
41.			Reference (1) Comment (1) x2	4	<p>Possible answers include:</p> <p>‘ragged’ (1) suggests the glass is sharp/jagged/likely to cut them (1)</p> <p>‘shattered (plate-glass)’ (1) suggests the force of their impact (1)</p> <p>‘falling backwards’ (1) suggests that they have had an awkward accident/lack of control/unprepared for impact (1)</p> <p>‘bristling with fragments of glass’ (1) suggests the man’s face has glass embedded within it/the man has a beard made of glass shards (1)</p> <p>‘the girl’s leg has caught on the broken window’ (1) suggests the girl’s leg has been cut/has snagged on the jagged glass (1)</p> <p>‘caught’ (1) suggests trapped (1)</p> <p>‘spurts’ (1) suggests the blood is flowing forcefully/quickly (1)</p> <p>‘arterial blood’ (1) suggests the cut has been very deep/an artery has been ruptured/life threatening (1)</p> <p>‘(wet-look) white coat’ (1) suggests doctor’s jacket/hospital/death (1)</p> <p>‘wet-look’ (1) suggests the amount of blood (1)</p>

Question			Expected response(s)	Max mark	Additional guidance
42.			Reference (1) Comment (1)	2	<p>Possible answers include:</p> <p>‘Their arms are starfished out’ (1) suggests they are trying to break their fall/stretching out to grab something (1)</p> <p>‘braced for impact’ (1) suggests they were trying to prepare for their landing (1)</p> <p>‘(their faces show) surprise’/‘shock’ (1) suggests they are amazed, stunned (1)</p> <p>‘the beginning of pain’ (1) suggests they are already showing signs of suffering physically (1)</p> <p>‘their faces show surprise, shock, and the beginning of pain’ (1) suggests a range of feelings all being dealt with at once/sensory overload (1)</p>
43.			Reference (1) Comment (1) x2	4	<p>Possible answers include:</p> <p>‘are about to complete (the operation)’ (1) suggests the youths have carried on regardless with their job (1)</p> <p>‘(complete) the operation’ (1) suggests they have a methodical/clinical/cold approach to what they are doing (1)</p> <p>‘reaching into the window’ (1) OR ‘to loot what they can’ suggests they focus on what they want to steal from the window and not the couple who have been pushed (1)</p> <p>‘smartly’ (1) suggests they work efficiently/callously (1)</p> <p>‘Their faces show no expression’ (1) suggest they do not seem to be affected by what they have done/ show no signs of any feelings (1)</p>

Question			Expected response(s)	Max mark	Additional guidance
44.			Any two points.	2	<p>Possible answers include:</p> <p>‘It is a sharp clear night’ glossed by eg high visibility/the weather is good so everyone would be able to see exactly what happened (1)</p> <p>‘in Sauchiehall Street’ glossed by eg the incident took place in the city centre/on a busy shopping street so the events would be visible (1)</p> <p>‘two drivers keep their eyes on the road’ glossed by eg witnesses see what has happened from their cars/ witnesses do nothing to help the couple (1)</p> <p>(The lines deliver the idea of the poem that) people are not prepared to inconvenience themselves to help out another person (1)</p> <p>(The lines deliver key themes of the poem that) violence is present everywhere in society/lack of social responsibility in society/society is uncaring (1)</p>

Question			Expected response(s)	Max mark	Additional guidance
45.			<p>Possible areas for comment include:</p> <p>Extract:</p> <p>Description of fall/injuries/thieves/weather</p> <p><i>Glasgow sonnet i</i> Description of the outside of the tenement/the inside of the tenement/the man who lives in the tenement</p> <p><i>In the Snack-bar</i> Description of the snack-bar/the old man's appearance/the old man's disabilities/the journey to the toilet</p> <p><i>Trio</i> Description of the three people/the things they are carrying/Buchanan Street</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 2 marks can be achieved for identifying elements of commonality as requested in the question.</p> <p>A further 2 marks can be achieved for reference to the extract given.</p> <p>4 additional marks can be awarded for similar references to at least one other text/part of the text by the writer.</p> <p><u>In practice this means:</u></p> <p>Identification of commonality (2) (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>Winter</i> Description of the scene at Bingham's pond</p> <p><i>Good Friday</i> Description of the scene on the bus/ the encounter with the passenger</p>		<p>from the extract: 1 x relevant reference to technique (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to idea (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to feature (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to text (1) 1 x appropriate comment (1)</p> <p>(maximum of 2 marks only for discussion of extract)</p> <p>from at least one other text/part of the text.</p> <p>as above (x2) for up to 4 marks</p>

Text 3 - *Basking Shark* by Norman MacCaig

Question			Expected response(s)	Max mark	Additional guidance
46.			Reference (1) Comment (1) x2	4	<p>Possible answers include:</p> <p>‘stub’ (1) suggests sudden impact/hitting an obstacle (1)</p> <p>‘a rock/where none should be’ (1) suggests something unusual/out of place (1)</p> <p>‘rise’ (1) suggests gradual reveal of size or scale (1)</p> <p>‘slounge’ (1) suggests ominous/ action or movement of the shark emerging from the water/sense of the shark overpowering the author (1)</p> <p>‘out of the sea’ (1) suggests strange occurrence (1)</p> <p>‘once/(too often) (to me)’ (1) suggests the first experience of the shark was more than enough/poet does not want to have this experience again (1)</p>
47.			Reference (1) Comment (1) x2	4	<p>Possible answers include:</p> <p>Reference to dash (1) suggests dramatic moment (1)</p> <p>‘But not too often’/‘though enough’ (1) suggests it was unforgettable (1)</p> <p>‘I count as gain’ (1) suggests recognition of beneficial aspect of experience (1)</p> <p>‘once’ (1) suggests memorable moment (1)</p> <p>‘sea tin-tacked with rain’ (1) suggests vivid memory of every detail (1)</p> <p>‘roomsized’ (1) huge scale/size (1)</p> <p>‘monster’ (1) suggests terrifying/ danger (1)</p>

Question			Expected response(s)	Max mark	Additional guidance
					<p>‘matchbox brain’ (1) suggests surprise (at the contrast) that such a large creature has such low intelligence (1)</p> <p>‘displaced’ (1) suggests the events moved his thoughts (1)</p> <p>‘more than water’ (1) suggests this event has made him think about his whole life not just this one event (1)</p> <p>‘shoggled’/‘shook’ (1) suggests this disrupted his thoughts/made him unsteady about his life/made him re-think his choices/place in evolution (1)</p> <p>‘centuries back’ (1) suggests scale of reflection (1)</p> <p>‘decadent townee’ (1) suggests (forced) self-reflection (1)</p> <p>‘wrong branch’ (1) suggests realisation that humans have moved in a harmful direction (1)</p> <p>‘family tree’ (1) suggests surprise at how closely connected they are (1)</p>

Question			Expected response(s)	Max mark	Additional guidance
48.			Reference (1) Comment (1) x2	4	<p>Possible answers include:</p> <p>‘a spring is all the clearer’ (1) suggests thoughts have changed events become transparent (1)</p> <p>‘I saw me’ (1) suggests glimpse of true identity (1)</p> <p>‘emerging from the slime of everything’ (1) suggests understanding that we all have the same origins (1)</p> <p>‘So who’s the monster?’ (1) suggests he is questioning his original attitude to animals being inferior to humans/ acknowledgment that humans are destructive (1)</p> <p>‘made me grow pale’ (1) suggests he is horrified at humankind’s atrocities (1)</p> <p>Repetition/‘sail after sail’/‘tall fin slid away’ (1) suggests appreciation/admiration of the graceful movement of the shark/ passing of vast amount of time (1)</p>
49.			<p>Possible areas for comment include:</p> <p>Extract:</p> <p>Fear created by discovering the shark. New opinion on humankind’s superiority/no longer thinks animals are inferior. Changed attitude to process of evolution.</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 2 marks can be achieved for identifying elements of commonality as requested in the question.</p> <p>A further 2 marks can be achieved for reference to the extract given.</p> <p>4 additional marks can be awarded for similar references to at least one other text/part of the text by the writer.</p>

Question			Expected response(s)	Max mark	Additional guidance
			<p><i>Visiting Hour</i> Reference to the upsetting nature of the visit. The nurses coping with so much sorrow. The gradual loss of a loved one. The poet's feelings of helplessness. The pointlessness of the gifts.</p> <p><i>Aunt Julia</i> The loss of a loved one. The loss of the old way of life. The loss of culture. Inability to communicate.</p> <p><i>Assisi</i> The less fortunate being abandoned by the church and the tourists. The extent of hypocrisy. The upsetting description of the 'dwarf'.</p> <p><i>Brooklyn Cop</i> The violent nature of society. The cop being the cause of the violence.</p> <p><i>Hotel Room 12th Floor</i> The violence everywhere in society. The noises constantly throughout the night. The presence of savagery in a 'civilised' world.</p>		<p><u>In practice this means:</u></p> <p>Identification of commonality (2) (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>from the extract:</p> <p>1 x relevant reference to technique (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to idea (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to feature (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to text (1) 1 x appropriate comment (1)</p> <p>(maximum of 2 marks only for discussion of extract)</p> <p>from at least one other text/part of the text.</p> <p>as above (x2) for up to 4 marks</p>

Text 4 - *Keeping Orchids* by Jackie Kay

Question			Expected response(s)	Max mark	Additional guidance
50.			Reference (1) Comment (1)	2	<p>Possible answers include:</p> <p>‘The orchids my mother gave me when we first met’ (1) suggests they have been estranged/separated/have no relationship (1)</p> <p>‘(are still alive,) twelve days later’ (1) suggests the short time they have known each other (1)</p> <p>‘remain closed as secrets’ (1) suggests lack of transparency/ honesty (1)</p> <p>‘like a baby in a shawl’ (1) suggests ironic image of cradling a new-born (when in fact mother and daughter have just met) (1)</p>
51.			Reference (1) Comment (1) x2	4	<p>Possible answers include:</p> <p>‘Twice since then the whole glass carafe has crashed’/enjambement (1) suggests a sense of drama (1)</p> <p>word choice of ‘falling/over, unprovoked’ (1) suggests the speaker is struggling to look after the (delicate) flowers/symbolises the mother’s ‘presence’ is awkward in the speaker’s home (1)</p> <p>‘unprovoked’ (1) suggests the speaker feels blameless (1)</p> <p>‘soaking my chest of drawers’ (1) suggests the flowers have caused anxiety/upset (1)</p> <p>‘All the broken waters’/short sentence (1) suggests heightened feelings associated with childbirth (1)</p> <p>‘I have rearranged the upset orchids with troubled hands (1) suggests unease/panic in trying to ‘sort’ the flowers (1)</p> <p>‘the closed ones did not open’ (1) (emphatic language) suggests pain involved in secrecy/mother not opening up to speaker (1)</p> <p>‘shut like an eye in the dark’ (1) suggests blindness/confusion (1)</p>

Question			Expected response(s)	Max mark	Additional guidance
52.	(a)		Any two points.	2	<p>Possible answers include:</p> <p>‘A digital watch her daughter was wearing when she died’ eg the mother had another child (1)</p> <p>‘her hands, awkward and hard to hold’ eg the mother does not offer a real bond/mother is uncomfortable around her daughter (1)</p> <p>‘fold and unfold a green carrier bag’ eg the mother was (fidgeting a lot) as she was nervous during their meeting (1)</p> <p>‘Compressed. Airtight’ eg the mother was very guarded during their meeting (1)</p> <p>‘A sad square, then a crumpled shape’ eg the mother’s mannerisms and possessions are alien to the speaker (1)</p> <p>‘A bag of tricks’ eg the mother seems (overly) possessive about some of her possessions (1)</p> <p>‘Her secret life – a hidden album, a box of love letters.’ eg the mother has a past she finds difficult to talk about/has a past the speaker will never really understand (1)</p>

Question			Expected response(s)	Max mark	Additional guidance
	(b)		Any two points.	2	<p>Possible answers include:</p> <p>‘Her face is fading fast’ eg the speaker can’t remember her mother’s appearance clearly (1)</p> <p>‘her voice rushes through a tunnel the other way from home’ eg the speaker can’t remember much of their conversation (1)</p> <p>‘Still, her hands, awkward and hard to hold’ eg the speaker did not feel any connection with/affection from her mother (1)</p> <p>‘awkward’ (1) the speaker feels things are difficult between her and her mother (1)</p> <p>‘A door opens and closes’ eg the speaker is fatalistic about new opportunities (1)</p> <p>‘Time is outside waiting’ eg the speaker is independent enough to get on with her life without her mother (1)</p> <p>‘I catch the draught in my winter room’ eg the meeting has left the speaker feeling rejected/cold (1)</p>

Question			Expected response(s)	Max mark	Additional guidance
53.			Reference (1) Comment (1)	2	<p>Possible answers include:</p> <p>‘Airlocks (keeps the cold air out)’ (1) suggests feelings of isolation (1)</p> <p>‘cold air out’ (1) suggests feelings that mother is intrusive/lack of love/distance (1)</p> <p>‘Boiling water makes flowers live longer’ (1) suggests (the orchids are an ambiguous metaphor showing that) the speaker feels that she wants to try and nurture the relationship/anticipation of further pain. (1)</p> <p>‘So does’/reference to enjambement (1) suggests mixed feelings/she is sad about their unshared past but also apprehensive about their possible future</p> <p>‘Cutting (the stems)’/reference to single line (1) suggests desire to break ties with mother/destructive act (1)</p> <p>‘sharp knife’ (1) suggests pain/dramatic action (1)</p>

Question		Expected response(s)	Max mark	Additional guidance
54.		<p>Extract:</p> <p>This poem explores the experience of awkwardness of a mother and daughter who have just met after years of separation. The women struggle to come to terms with their feelings and there is ambiguity about whether or not the women will try to build a relationship going forward or simply put this meeting behind them and move on. The orchids are used as a symbol of how tenuous/fragile their relationship/meeting is.</p> <p><i>Gap Year</i></p> <p>This poem explores the experience of a mother whose son is away travelling. She has mixed feelings throughout - on one hand great pride in her son's achievements whilst also missing him dearly because of the geographical distance between them. She reminisces about the past.</p> <p><i>Lucozade</i></p> <p>This poem is also about a mother/daughter relationship but this relationship is more positive. The important experience is that the mother is in hospital and the daughter is worried about her health. The mother is open with her daughter and talks about her feelings in a frank manner. Chrysanthemums represent negative associations with both illness and death so therefore their rejection by the mother is a positive.</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 2 marks can be achieved for identifying elements of commonality as requested in the question.</p> <p>A further 2 marks can be achieved for reference to the extract given.</p> <p>4 additional marks can be awarded for similar references to at least one other text/part of the text by the writer.</p> <p><u>In practice this means:</u></p> <p>Identification of commonality (2) (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>from the extract:</p> <p>1 x relevant reference to technique (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to idea (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to feature (1) 1 x appropriate comment (1)</p> <p>OR</p> <p>1 x relevant reference to text (1) 1 x appropriate comment (1)</p> <p>(maximum of 2 marks only for discussion of extract)</p>

Question			Expected response(s)	Max mark	Additional guidance
			<p><i>My Grandmother's Houses</i> This poem explores the experience of the speaker reminiscing about her childhood relationship with her grandmother and how her grandmother tried to encourage her to grow up with a strong sense of right and wrong. Kay also reflects on the social divide as her grandmother cleaned for a wealthier woman.</p> <p><i>Old Tongue</i> This poem explores the experience of moving away from Scotland to England and having to adapt linguistically. There is a tone of nostalgia and regret in the speaker's experience. There is some exploration of the idea of identity remaining intrinsic which has a universal relevance.</p> <p><i>Whilst Leila Sleeps</i> This poem explores the experience of a mother trying to protect her daughter from the authorities. She tries to flee from arrest/perhaps possible deportation but is arrested. The poem has a universal appeal and the first person narration makes the readers imagine themselves in this terrifying predicament.</p>		<p>from at least one other text/part of the text.</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 relevance and the standards for technical accuracy outlined in the supplementary marking grid.
- 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"> a high degree of familiarity with the text as a whole very good understanding of the central concerns of the text a line of thought that is consistently relevant to the task 	<ul style="list-style-type: none"> familiarity with the text as a whole good understanding of the central concerns of the text a line of thought that is relevant to the task 	<ul style="list-style-type: none"> some familiarity with the text as a whole some understanding of the central concerns of the text a line of thought that is mostly relevant to the task 	<ul style="list-style-type: none"> familiarity with some aspects of the text attempts a line of thought but this may lack relevance to the task 	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"> thorough awareness of the writer's techniques, through analysis, making confident use of critical terminology very detailed/thoughtful explanation of stylistic devices supported by a range of well-chosen references and/or quotations 	<ul style="list-style-type: none"> sound awareness of the writer's techniques through analysis, making good use of critical terminology detailed explanation of stylistic devices supported by appropriate references and/or quotation 	<ul style="list-style-type: none"> an awareness of the writer's techniques through analysis, making some use of critical terminology explanation of stylistic devices supported by some appropriate references and/or quotation 	<ul style="list-style-type: none"> some awareness of the more obvious techniques used by the writer description of some stylistic devices followed by some reference and/or quotation 	<ul style="list-style-type: none"> it contains numerous errors in spelling/grammar/punctuation/sentence construction/paragraphing knowledge and understanding of the text(s) are not used to answer the question any analysis and evaluation attempted are unconvincing
Evaluation of the text is shown through:	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> a reasonably developed commentary of what has been enjoyed/gained from the text(s), supported by appropriate references to its relevant features 	<ul style="list-style-type: none"> some commentary of what has been enjoyed/gained from the text(s), supported by some appropriate references to its relevant features 	<ul style="list-style-type: none"> brief commentary of what has been enjoyed/gained from the text(s), followed by brief reference to its features 	
The candidate	<ul style="list-style-type: none"> uses language to communicate a line of thought very clearly uses spelling, grammar, sentence construction and punctuation which are consistently accurate structures the essay effectively to enhance meaning/purpose uses paragraphing which is accurate and effective 	<ul style="list-style-type: none"> uses language to communicate a line of thought clearly uses spelling, grammar, sentence construction and punctuation which are mainly accurate structures the essay very well uses paragraphing which is accurate 	<ul style="list-style-type: none"> uses language to communicate a line of thought at first reading uses spelling, grammar, sentence construction and punctuation which are sufficiently accurate attempts to structure the essay in an appropriate way uses paragraphing which is sufficiently accurate 	<ul style="list-style-type: none"> uses language to communicate a line of thought which may be disorganised and/or difficult to follow makes some errors in spelling/grammar/sentence construction/punctuation has not structured the essay well has made some errors in paragraphing 	<ul style="list-style-type: none"> the answer is simply too thin
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]