National
Qualifications
2023

2023 English

Critical Reading

Higher

Finalised Marking Instructions

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General marking principles for Higher English: Critical Reading

Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.

(a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.

(b) If a 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.

(c) We use the term 'possible answers' to allow for any variation in candidate responses. Award marks according to the accuracy and relevance of the candidate's response.

(d)

- For **identify** questions, candidates must present in brief form/name.
- For **explain/in what way** questions, candidates must relate cause and effect and/or make relationships between things clear.
- For **analyse** questions, candidates must identify features of language and discuss their relationship with the ideas of the passage as a whole. Features of language might include, for example, word choice, imagery, tone, sentence structure, punctuation, sound techniques, versification.
- For **analyse** questions in a Film and Television Drama context, candidates must identify filmic techniques and discuss their relationship to the text as a whole. Filmic techniques might include, for example, mise-en-scène, lighting, framing, camera movement and sound.
- For **evaluate** questions, candidates must make a judgement on the effect of the language and/or ideas of the text(s).

Marking instructions for each question

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

1. Scottish texts

- Candidates gain marks for their understanding, analysis and evaluation of the extract and either the whole play or novel, or other poems and short stories by the writer.

- In the final 10-mark question the candidate should answer the question in a series of linked statements, or in bullet points.

2. Critical essay

- If a candidate response achieves minimum standards, then the supplementary marking grid allows you to place the work on a scale of marks out of 20.

- First read the essay to establish whether it achieves minimum requirements for technical accuracy, and whether it is relevant to the question. There may be a few errors, but they should not impede understanding. If the essay does not achieve minimum standards, award a maximum of 9 marks. Award up to full marks where the essay communicates clearly at first reading.

- Assessment should be holistic. There are strengths and weaknesses in every piece of writing; assessment should focus as far as possible on the strengths, taking account of weaknesses only when they significantly detract from the overall performance.

- Candidates may display ability across more than one band descriptor. It is important to recognise the closeness of the band descriptors and consider carefully the most appropriate overall band for the candidate's performance.

Once that best fit is decided:

- where the evidence almost matches the level above, award the highest available mark from the range

- where the candidate's work just meets the standard described, award the lowest mark from the range

- otherwise award the mark from the middle of the range.

For band descriptors of 4 marks take the following approach. For example if 9-6 best describes the candidate's work, reconsider the candidate's abilities in the three main areas: knowledge and understanding; analysis; evaluation. If the candidate just misses a 9, award an 8. If the candidate is slightly above a 6, award a 7.

Marking instructions for each question

SECTION 1 — Scottish Text

Text 1 — Drama — *The Slab Boys* by John Byrne

Question			Expected response(s)	Max mark	Additional guidance
1.			Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference only. Award marks 2+2, 2+1+1 or 1+1+1+1	**4**	Possible answers include: • 'See that?' slightly aggressive tone of question suggests her confidence/direct manner • 'There's a showing up for yous'/'there's what you cry manners' her indirect criticism of Phil and Spanky (by praising Alan) suggests her approval of standards of behaviour • 'Help yourself to milk and sugar, son' suggests kind, helpful approach/her favouritism for Alan due to his politeness/class • 'Here, I haven't seen you before'/'you in beside these boys?' straightforward questions suggest genuine interest/inquisitiveness • 'Ha…you'll be lucky' sarcastic tone suggests her lack of respect for colleagues/bosses if she feels they don't deserve it • 'nobody's seen him since VJ night' exaggeration suggests her astute judgement of Sinclair/sense of humour • 'Try one of them wee scones and butter . . . ' suggests helpfulness/maternal kindness towards newcomer • 'Shut it, yous' suggests no nonsense approach to Phil and Spanky/her refusal to stand for their complaining • 'And you never . . . ' beginning sentence with 'And' suggests she has a long list of potential complaints • 'never put your monies in the tin' suggests she is well aware of Phil and Spanky's behaviour/she 'has her eye on them' • 'come on, threeha'pence for tea' demanding tone suggests she stands up to Phil and Spanky

Question			Expected response(s)	Max mark	Additional guidance
					• ‘fourpence for coffee . . . (to Phil) Fourpence, I said’ repetition suggests she knows well that he will try to trick her • ‘I’ve got plenty of coppers’ offer of change pre-empting his excuse of not having the ‘right’ money suggests her ability to ‘deal’ with Phil • ‘ignore them, son.’ suggests her protectiveness towards those she sees as potential victims of the slab boys • ‘Look, I’ll try . . . dinnertime’ conspiratorial tone suggests her willingness to go above and beyond to treat someone who she feels deserves it/someone of a higher class • ‘they’re for the directors’/‘’s more than my life’s worth’ suggests her awareness of the bosses’ superior claim/her mockery of the bosses suggests her knowing attitude to authority

Question			Expected response(s)	Max mark	Additional guidance
2.			Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference only. Award marks 2 or 1+1	**2**	Possible answers include: • 'That boy could learn you savages a thing or two' Sadie uses Alan's politeness to criticise the bad manners of Phil and Spanky/referring to them as 'savages' suggests how uncivilised they are • 'Sadie (to Alan) He thought it was next Friday . . . ' Sadie mocks Phil's pretence about the dance by repeating his words, using Alan, whom she sees as an ally, as an audience • ' . . . don't you try that on with me . . . ' Sadie's angry tone suggests that she is aware of Phil's trickery and will not stand for it • 'I don't see your name down here as paid' Sadie clearly knows he has not paid, but she continues the mockery by suggesting she has just noticed • 'c'mon, stump up' blunt command suggests Sadie's determination to be obeyed • 'Have a heart, Sadie' Phil pretends to be in a pitiful position, in order to avoid doing what she says, ie pay for his ticket • 'I'll pay you next month'/'How's that' Phil's wheedling seems to suggest he is being reasonable, but it is really insincere manipulation • 'You'll pay me after dinnertime or you'll hand your ticket back.' Sadie turns Phil's comment back against him, suggesting her firmness not to be beaten • 'Yous boys get plenty.' Sadie's direct statement suggests she has no sympathy for them/she dismisses their attempts to gain her sympathy • 'Yeh . . . how would I not be?' Phil bridles when questioned by Spanky about the dance, suggesting that he is annoyed by the query

Question			Expected response(s)	Max mark	Additional guidance
3.			For full marks, both stage directions and dialogue must be dealt with, though not necessarily in equal measure. Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference only. Award marks 2+2, 2+1+1 or 1+1+1+1	**4**	Possible answers include: **Stage directions:** • 'Pinches cream cookies' suggests Spanky's casual disregard for rules such as not stealing cakes • 'Spanky passes a cookie to Phil' suggests their shared conspiratorial attitude to the job/their bosses/their friendship • 'Phil and Spanky freeze, cookies poised' suggests their shock at hearing that Hector has a date for the dance • 'Brings out two one-pound notes' suggests that Hector is proud of himself • 'Alan holds door open' suggests his respectful attitude towards Sadie **Dialogue:** • 'his legs would never reach the floor' suggests Spanky's dismissive attitude towards Hector/use of Hector as a source of humour • 'What?'/'That's what I thought you said' suggests Sadie's incredulity that Hector is taking a date to the dance • 'I said, I'll take a double'/'I've got the money here' suggests Hector's determination to be believed/slight defiance as they obviously can't believe it • 'Did your mammy come up on the horses?' suggests Sadie's humour about Hector having so much money • 'See and the both of yous have a lovely time.' Suggests Sadie's genuine kindness towards Hector • ' . . . them directors'll be greeting if they don't get their cream cookies' suggests Sadie's view that the bosses are childish/greedy • 'aw, thanks, son . . . you're a gent.' Suggests Sadie's appreciation of Alan's politeness

Question			Expected response(s)	Max mark	Additional guidance
4.			Candidates can answer in bullet points in this final question or write a number of linked statements. For Commonality, candidates can adopt a more general overview relating to the text as a whole OR make two individual references to anywhere in the text.	**10**	Candidates can gain up to **2 marks** for identifying elements of commonality as identified in the question, ie how Byrne uses humour to explore central concerns. Award a further **2 marks** for reference to the extract given. Award 6 additional marks for discussion of similar references to at least one other part of text by the writer. <u>In practice this means:</u> Identification of commonality **(2)** eg Byrne uses humour, not just to entertain, but to convey serious points about characters and relationships **(1)** such as the friendships, rivalry and bullying in the slab room **(1)** • from the extract: Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. eg, The moment when Phil and Spanky freeze, with their cookies poised, on hearing Hector ask for a double ticket, is funny, and also illustrates their, at times cruel dismissal of Hector, who could not possibly take a date to the dance **(2)**

Question			Expected response(s)	Max mark	Additional guidance
					• From at least one other part of the text: Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. In comments on the rest of the text, possible references include: • Phil and Spanky's mockery of Alan's 'posh' manners and behaviour underlines a recognition of the greater opportunities he enjoys, due to his class • The 'makeover' Phil and Spanky give Hector illustrates how naïve he is to fall for their trickery, when he obviously looks terrible • Phil's jokes about his mother's mental health (eg reference to the make of car she fell into, in the story) reveal that he finds it hard to talk seriously about such a painful subject • Phil and Spanky's constant banter and pranks are a way of coping with the boredom and frustration of their lives in the slab room, when they want to develop their creativity in design • Phil and Spanky's mockery of Curry's role in the war (or lack thereof) reveal their contempt for him and what he stands for - the older generation, who have authority over them Many other references are possible.

Text 2 — Drama — *The Cheviot, the Stag and the Black, Black* Oil by John McGrath

Question			Expected response(s)	Max mark	Additional guidance
5.			Award **2 marks** may be awarded for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. Award marks 2+2, 2+1+1, 1+1+1+1	**4**	Possible answers include: **Stage directions** • 'wraps a shawl round her head' suggests dressing up in traditional female clothes to conform with tourists' expectations • 'rolls up his trouser leg'/'throws a blanket . . . kilt' suggests the pretence that typical Scottish men wear kilts all the time, to appeal to tourists • 'puts on a tammy', suggests makeshift attempts to conform to stereotypes of highland dress expected by tourists • 'plays a blast of Amazing Grace' suggests the immediate 'switching on' of typically Scottish music to meet expectations that Scottish people play/listen to this all the time **Dialogue** • 'put some peat . . . coals' suggests attempt to disguise the actual fuel used by the crofters to conform to tourist expectations • 'put off the television . . . Jimmy Shand on the wireless' suggests the disconnect between the way tourists expect the locals to entertain themselves and the reality • 'Marvel milk out on the table . . . own cows' suggests the contrast between the reality of crofting life - complete with modern additions such as dried milk - and the traditional stereotype • 'snowmen . . . terrible weather for July' reprises the cliché of how harsh/unpredictable Scottish weather is • 'a quick failte . . . just the one' – highlights the extent that traditional practices can be debased to appeal to tourists – in this case the possibility of playing the same piece of welcoming music multiple times to the same tourists to mark their arrival • 'Och aye!' suggests the deliberate use of cliched Scottish expressions, to match tourists' expectation

Question			Expected response(s)	Max mark	Additional guidance
6.			Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. Award marks 2+2, 2+1+1, 1+1+1+1	**4**	Possible answers include: • 'You'll no see them now for the stour' suggests the negative impact of developments on the scenic beauty of the area/the level of air pollution caused by the developments • 'excavators digging for mineral' suggests the scale of the depredation being inflicted on the land • the hyperbole of 'cleared away . . . Kintail' suggests the reckless/thoughtless destruction wreaked on the landscape • 'labour camp' has connotations of oppressive work conditions • 'tankers come streaming up the loch' suggests the sheer scale of invasive commercial shipping • 'watch the rockets whooshing' suggests the noise pollution inflicted on the area • 'It's no safe anymore . . . aerial bombs' suggests the destruction of the traditional economy caused by the recent developments
7.			Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. Award marks 2 or 1+1	**2**	Possible answers include: • 'shattered his spine from carelessness' suggests the severity of his injury • 'now he can't move out of his chair' suggests the devastating long term impact of the accident • 'no compensation' suggests the callous attitude of the companies to their employees • the repetition of 'and' highlights the accumulation of factors which have made it impossible to continue living where they are • the movement from 'houses . . . flat' suggests a growing awareness of how little they can afford/anxiety about where they are going to live • the use of the short sentence/repetition/climax 'We can't live here' highlights the terrible realisation that the couple (and the highland inhabitants they represent) will be forced to move away from where they have always lived

Question			Expected response(s)	Max mark	Additional guidance
8.			Candidates can answer in bullet points in this final question, or write a number of linked statements. For Commonality, candidates can adopt a more general overview relating to the text as a whole OR make two individual references to anywhere in the text.	**10**	Candidates can gain up to **2 marks** for identifying elements of commonality as identified in the question, ie how the writer explores the theme of appearance and reality. Award a further **2 marks** for reference to the extract given. Award 6 additional marks for discussion of similar references to at least one other part of the text. **In practice this means:** Identification of commonality **(2)** eg, appearance and reality are explored by contrasting the way people and organisations present themselves as acting out of the best of intentions **(1)** but in reality these intentions are detrimental to the interests of the highlands and the people who live there **(1)** • from the extract: Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. eg, the attempts by the crofter and his wife to appear reconciled to the oil related developments (by embracing tourism) obscures the reality – the exploitation of natural resources, the destruction of the local environment and de-population. **(2)**

Question			Expected response(s)	Max mark	Additional guidance
					• from at least one other part of the text: As above for up to **6 marks** Possible answers include: • Sellar appears to be acting in the interests of the local population ('The present enchantment which keeps them down must be broken') when in reality he wants to de-populate the area ('by emigration you have your mildewed districts cleared') • Due legal process seems to be followed when Sellar is charged 'with the murder of three people and numerous crimes at – Inverness High Court'. In reality, the whole process is biased in favour of Sellar, and the judge directs the jury to find Sellar innocent • Local clergy appear to have the best of intentions towards their parishioners by exhorting them to follow God's commands ('Oh guilty sinners, turn from your evil ways') when in reality the clergy are complicit with the landowners and authorities in crushing dissent ('you have risen up to curse your masters, and violate the laws of the land') • Landowners like Lord VAT give the impression that their stewardship is designed to promote the traditional highland way of life ('No amount of money could compensate for the disruption of the couthie way of life') when in actual fact he is waiting for developers like Andy McChuckemup to make a lucrative enough proposal, despite the environmental and demographic harm such a proposal will cause • Representatives of the British government like Whitehall presents oil development as a bonanza of benefits for the local area ('There's a boom-time a-coming, let's celebrate') whereas the Aberdeen Rigger presents the reality – few local jobs, poor pay and punitive working conditions Many other references are possible.

Text 3 — Drama — *Men Should Weep* by Ena Lamont Stewart

Question			Expected response(s)	Max mark	Additional guidance
9.			Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference only. Award marks 2+2, 2+1+1 or 1+1+1+1	**4**	Positive answers include: **Stage directions** • *(his pleasure matching hers)* suggests that the gift highlights their mutual love/his happiness in seeing her happy - almost as if they are the same person • *rushes to tear off the tag* suggests his eagerness to hide the price, which he knows will embarrass her - showing how thoughtful he is • *He smiles ruefully suggests* he is sadly aware that he has been unable to give her many gifts over the years, therefore the hat is even more special • *settles the hat . . . with care* suggests her desire to treat the hat gently/position it just right • *turning to John for approbation* suggests her need for his approval when dressed up in the hat • *She gives him a kiss, almost in tears.* suggests she is overwhelmed by the hat, prompting an unusual demonstration of emotion • *He puts his arms . . . patting her back.* suggests the hat has exposed her vulnerability, which in turn brings out his desire to protect/reassure her • *(She strokes it.)* tactile contact with the hat suggests her adoration of it, as a symbol of their love **Dialogue** • 'Oh John!' simplicity of the exclamation suggests she is overcome with emotions on seeing the gift • 'Well, come on . . . see ye in it.' urging suggests John's eagerness for Maggie to try on the hat, to complete the happy moment of the gift-giving/John's enjoyment in her enjoyment • 'Watch! Ye'll rive oot the linin!' exclamations suggest Maggie's anxiety that the precious hat will be damaged

Question			Expected response(s)	Max mark	Additional guidance
					• ‘Ye great muckle ham-fist’ affectionate insult prompted by his rough handling of the special hat • Did it – cost an awfu lot, John?’ question suggests Maggie’s concern that he has spent money they can’t afford in order to indulge her • ‘Nae wunner’ short sentence bluntly acknowledges his deficiency as a husband - the hat is the first gift in a long time • ‘Fancy you wi a red hat.’/‘Yon’s no a colour . . . Maggie’/‘When’s she gonnae wear yon?’/‘There’s nae weddin . . . ken aboot.’ Granny’s dismissive comments, which emphasise how inappropriate she feels the hat is, show that the hat emphasises the young/romantic side of Maggie • ‘We didnae invite your opinion, Granny.’ Use of ‘we’ suggests that John is siding with Maggie (against Granny) in wearing the hat – the two of them are a team • ‘She can wear it whenever she wants’ defiant tone suggests John’s support for Maggie, who is deserving of a special hat any time • ‘Never heed her . . . lovely.’ tender tone suggests Maggies’s appreciation of the hat as a symbol of their love/defending him because it’s so special

Question			Expected response(s)	Max mark	Additional guidance
10.			Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference only. Award marks 2 or 1+1	**2**	Possible answers include: • 'It's no as if she ever sets fit in the kirk door' dismissal of the idea that Maggie has special occasions on which to wear the hat suggests her criticism of the indulgence of the hat • 'A croshay bunnet would hae done her as well' reference to an ordinary hat suggests her tendency to undermine Maggie's excitement • 'the auld soor-dook' suggests she is always miserable/bitter • 'I heard ye! I heard ye!' repetition/exclamations suggests her irritation/pleasure in discovering they are talking about her • 'Wait on, Maggie, wait on'/'Yer ain day'll come by yer son's fireside' Repetition/knowing tone focus on Maggie's own, hypothetical, miserable future and gives her satisfaction/she attacks Maggie, ignoring the fact that Maggie was actually defending her - unfair attitude to her son and his wife • 'Nae wantit' Short, dramatic statement suggests self-pity • 'A stockin? . . . is for weans' slightly grudging reply/question suggests she is pleased but not going to let her critical guard down • (She sniggers) suggests she is actually pleased that she will be given a stocking and included in the celebrations

Question			Expected response(s)	Max mark	Additional guidance
11.			Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference only. Award marks 2+2, 2+1+1 or 1+1+1+1	**4**	Possible answers include: • 'I think I'll chap . . . wi us.' suggests Maggie's immediate thought is to include a neighbour in this happy moment • 'Her man . . . on the batter.' suggests her understanding of Mrs Bone's domestic difficulties (her husband's drinking) and her desire to do a nice thing for her • 'The wummen's gatherin.' rueful tone suggests that John accepts the importance of the women in each others' lives and knows he has no place in this – he's best out of the way • 'Come awa ben.' genuine welcoming tone suggests his warmth towards the neighbours • 'Maggie's got the kettle on.' reference to tea being made suggests that they are welcome to stay and join in • 'I chappit Mrs Harris in the passin.' automatic action to invite another guest on her way to visit shows there was no need to check if this was ok • 'Quite right.' John accepts that, obviously, neighbours are welcome to invite other neighbours along • 'Daein fine noo, aren't ye?' question suggests Mrs Harris' positive response to their good fortune • (*winking to Mrs Bone*) John's teasing humour, includes Mrs Bone in the joke • 'Ernie, ye got yer fitba boots!' exclamation suggests Mrs Bone's genuine excitement on Ernest's behalf about the boots • 'Rangers'll be signing ye.' playful exaggeration suggests kindness/indulgence towards Ernest/another woman's child

Question			Expected response(s)	Max mark	Additional guidance
12.			Candidates can answer in bullet points in this final question or write a number of linked statements. For Commonality, candidates can adopt a more general overview relating to the text as a whole **OR** make two individual references to anywhere in the text.	**10**	Candidates can gain up to **2 marks** for identifying elements of commonality as identified in the question, ie how Lamont Stewart presents the relationship between Maggie and John. Award a further **2 marks** for reference to the extract given. Award 6 additional marks for discussion of similar references to at least one other part of text by the writer. **In practice this means:** Identification of commonality **(2)** eg, John and Maggie have a strong bond of love **(1)** despite the many issues linked to poverty and gender role assumptions of the time **(1)** • from the extract: Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. eg, The gift of the red hat shows John's eagerness to please Maggie and remind her that she is still special to him. It shows the strength of their relationship, despite the challenges (poverty, family conflict, illness) they have faced. **(2)**

Question			Expected response(s)	Max mark	Additional guidance
					• from at least one other part of the text: Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. In comments on the rest of the text, possible references include: • Maggie feels that the love between them is the only thing keeping her going through the hardships of life – 'It's because things have aye been right atween you an me that I can struggle on' • Maggie and John share Lily's tin of beans in a rare moment of shared intimacy, emphasising their closeness and willingness to treat any little treat as a special luxury • John's refusal to go with Maggie when she takes Bertie to hospital reveals his weakness and unreliability at times when she needs him most • John's aggressive refusal to help at home when he's out of work underlines his insecurities in his role as a man/provider and emphasises the struggle that Maggie faces alone • Maggie's confidence at the end that she can bring John round to accepting Jenny's money and a chance of a nice home emphasises that she is the strong one in the relationship – 'I can manage him . . . I can aye manage him.' Many other references are possible.

Text 1 — Prose — *Mother and Son* by Iain Crichton Smith

Question			Expected response(s)	Max mark	Additional guidance
13.			Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. Award marks 2+2, 2+1+1 **or** 1+1+1+1	**4**	Possible answers include: • "fumbled" the physical clumsiness suggests his confused mindset/overwhelmed by his emotions • "vindictively" suggests he feels angry/resentful/has misplaced anger • "helplessly" suggests the son feels he has no control/sense of hopelessness • "staring (into the fire)" suggests the son is deep in thought • "some state of innocence"/"some state to which he could not return" suggests he regrets that his youth has slipped away/wants to escape his present life • use of colon before and/or "reminiscent smile" – emphasises that he is thinking of a happier time/feeling nostalgic for the past • "immediately became still and dangerous again" highlights that he has the potential to cause harm • "answered dully" suggests he has no interest in life/apathetic • use of colon before and/or "they fell away from him" emphasises that he is not really present • "almost instinctively" suggests he is just going through the motions and not really aware of what he is doing

Question			Expected response(s)	Max mark	Additional guidance
14.			Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. Award marks 2 **or** 1+1	**2**	Possible answers include: • "Well, what's the matter with you!" exclamation suggests accusatory tone. • "snapped pettishly" suggests she is immediately bad tempered with him • "sitting there moping" suggests she thinks he is pathetic/useless • "I sometimes don't know why we christened you John" shows he is a disappointment to her • "My father was never like you"/"He was a man who knew his business" highlights that the son is not living up to the family name • "mooning about the house" suggests she thinks he has no direction • "you'll be taken to asylum" she criticises his mental health to undermine his confidence • "Your father's people had something wrong with their heads" shows that she thinks his flaws are nothing to do with her • "always looked on him as her husband's son" suggests she has no maternal instinct towards him

Question			Expected response(s)	Max mark	Additional guidance
15.			Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. Award marks 2+2, 2+1+1 **or** 1+1+1+1	**4**	Possible answers include: • "he moved about inside the sea of sound trying to keep himself detached" shows the son is trying not to let her comments affect him • "he could halt and watch her out of a clear, cold mind" shows he is sometimes able to view her with an emotionless sense of detachment • "bitter barbs"/"subtle arrows" suggests the emotional pain caused by her cruel words/he feels he is under attack • "passed over him or through him" suggests that sometimes her words don't hurt him • "stung him and stood quivering in his flesh" shows that her words usually cause lasting damage • "so sensitive . . . read some devilish meaning into her every utterance" highlights how he believes she is always criticising him • "eddying island" suggests he is constantly overwhelmed/confused by her • "deferential" suggests he tries to show her respect • "joyously" show that he feels extremely happy to have the chance to impress her • "murderous determination" highlights his attempts to be strong in front of her • "last dominance had long faded" suggests he has been worn down/worn out by her

Question			Expected response(s)	Max mark	Additional guidance
16.			Candidates can answer in bullet points in this final question or write a number of linked statements. For Commonality, candidates can adopt a more general overview relating to the writer's wider work **OR** refer to two individual short stories.	**10**	Candidates can gain up to **2 marks** for identifying elements of commonality as identified in the question, ie how Crichton Smith explores the influence of family and/or community in the lives of his characters. Award a further **2 marks** for reference to the text given. Award 6 additional marks for discussion of similar references to at least one other short story by the writer. <u>In practice this means:</u> Identification of commonality **(2)** eg, family and/or community are often seen to have a limiting or encouraging effect on the lives or life choices of the characters in Iain Crichton Smith's stories **(1)** which leads to characters suffering/leading unfulfilling lives or undergoing a transformative experience **(1)** **OR** eg, in 'Mother and Son' the son is adversely affected by his mother's criticisms, to the point that he has lost his ability to act independently and escape his restrictive homelife **(1)** in 'The Red Door' Murdo fears the judgement of the community, meaning he is afraid to live his life the way he wishes to leading to a lack of fulfilment **(1)**

Question			Expected response(s)	Max mark	Additional guidance
					• from this extract: Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. eg, the mother and son have a very unhealthy relationship. The mother constantly puts the son down which has destroyed his confidence making him unable to leave her and live his own life **(2)** • from at least one other text: Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. In comments on other stories, possible references include: • *The Red Door* Murdo is so worried about the community's judgement of him that he has been afraid to live his life the way he wants to • *The Red Door* Life as a bachelor with no family makes Murdo feel very lonely and unfulfilled • *Home* Jackson and his wife feel threatened by their old community when they return to visit as they no longer belong • *Home* Jackson and his wife have found a new community amongst the wealthy expats in Africa and now look down upon their old community • *The Telegram* The thin woman has sacrificed everything to send her son to university but now feels he might abandon her Many other references are possible.

Text 2 — Prose — *A Time to Keep* by George Mackay Brown

Question			Expected response(s)	Max mark	Additional guidance
17.			Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. Award marks 2+2, 2+1+1 **or** 1+1+1+1	**4**	Possible answers include: • 'The house is full of women' suggests Bill is not wanted/needed/feels excluded • 'You go away.' blunt/short emphatic command to leave suggests he is unwanted • 'You're not needed here today' suggests blunt rejection of Bill/he is someone who is unable to contribute/useless • 'I think you've done enough' humorous pointed remark suggests he is to blame for her pain and should leave • 'Keep away from here.' blunt instruction to leave suggests he has to remain at a distance for some time • 'sharply' suggests an angry rejection • 'You're not wanted' suggests this is the view of the whole community • 'They received the midwife reverently . . . ' contrast to 'you clear off . . .' emphasises Bill's rejection • 'Saw me coming and veered away from me' suggests he is to be avoided • 'I was an outcast in my own valley' suggests his rejection from his own community

Question			Expected response(s)	Max mark	Additional guidance
18.			Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. Award marks 2 **or** 1+1	**2**	Possible answers include: • '. . . reeled off the names . . . women died in childbirth' suggest death is commonplace/foreshadows Ingi's death • 'It's a pity . . . Ingi is not a strong woman' suggests weakness/potential for death • 'sorrowful' suggests bad news • 'Small slow pulse' suggests weak, faint near death • 'damp hair sprawled' suggests fever/exertion/exhaustion • 'Thin bright strand clung' symbolic of Ingi having little life left in her/tenuous hold on life • 'Fluttering mouth' suggests weak shallow breaths/about to expire/last breath

Question			Expected response(s)	Max mark	Additional guidance
19.			Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic reference plus quotation/reference. Award **0 marks** for reference/quotation alone. Award marks 2+2, 2+1+1 **or** 1+1+1+1	**4**	Possible answers include: **Past:** • 'Gales of lamentation' suggests very loud/deafening/uncontrolled intense weeping • 'Long ritual keening' suggests a prolonged ceremony that has its roots in the distant past • 'glutted and purified the world . . . ' suggests an intensely cathartic weeping/lament that cleanses their grief • 'simple and primitive and beautiful . . . ' suggests their mourning was an ancient rite, remarkable/extraordinary in its uncomplicated naivete **Present:** • 'sickly unction' suggests over demonstrative/unbalanced/unhealthy focus • 'litany' suggests overly many • ' . . . virtues and sayings and doings' repetition of 'and' to suggest endless list of positive qualities' • 'lies' suggests the mourning is vapid and untrue • 'repeated over and over again . . . ' suggests meaninglessness of what is said • 'welter' suggests lack of discerning order/a senseless jumble • 'sentimental mush' suggest lack of true feeling/a mass of empty words/cloying

Question			Expected response(s)	Max mark	Additional guidance
20.			Candidates may choose to answer in bullet points in this final question, or write a number of linked statements. For Commonality, candidates can adopt a more general overview relating to the writer's wider work **OR** refer to two individual short stories.	**10**	Candidates can gain up to **2 marks** for identifying elements of commonality as identified in the question, ie, the impact of loss on his characters. Award a further **2 marks** for reference to the extract given. Award 6 additional marks for discussion of similar references in at least one other short story by the writer. **In practice this means:** Identification of commonality **(2)** eg, George Mackay Brown's short stories shows that loss of loved ones/way of life can result in both positive and negative effects on the characters **(1).** This can lead to characters achieving a new understanding of themselves/their community/or making a change to the way they live their lives **(1)** • From this extract: Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. eg, the loss of Ingi makes Bill feel angry and bitter at the community and their religious rituals. This causes Bill to feel ignored by and alienated from his community **(2)**

Question			Expected response(s)	Max mark	Additional guidance
					• From at least one other text: As above for up to **6 marks** Possible references include: • *Andrina* Torvald's life is altered irrevocably by his loss: he rejects Sigrid and her unborn child. He blames the loss on himself, refusing to speak of it. • *Andrina* Sigrid's letter informs him of the death of both his daughter and granddaughter (Andrina). The ghostly visits from Andrina and the happiness he derives from them, allows him to reconcile himself with the past: 'a new time was brightening earth and sea'. • *The Eye of the Hurricane* Captain Stevens loses his wife and son; the impact of this is that he loses his peace of mind, his sobriety and he is unable to live in the present. Dependent on alcohol, feeling that his life is out of control he dreams of his past life at sea when he was in charge and led a crew through storms. • *The Eye of the Hurricane* Barclay too has suffered loss – his arrival on the island is as a result of the end of a relationship. Falquist, unable to deal with loss (his wife left him), commits suicide. • *The Wireless Set* Betsy and Hugh lose their son in the war. While Betsy believes her son's death was pointless: her blunt comment/the writer's use of short sentences: 'Howie's sunk with torpedoes. That's all I know.' emphasises that she does not believe the missionary. Many other references are possible.

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

Question			Expected response(s)	Max mark	Additional guidance
21.			Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference only. Award marks 2+2, 2+1+1 **or** 1+1+1+1	**4**	Possible answers include: • 'whispered' suggests Poole's need for caution/fear because of what might be within the cabinet • 'ill-conscience' suggests that the person has done evil deeds/creates disturbing ideas about what he has done • 'blood foully shed' suggests the malicious, vicious acts potentially perpetrated by the person walking • 'is that the doctor's foot?' Poole's doubt that the person within is Jekyll creates suspicion about who it could be • 'fell lightly and oddly . . . heavy creaking tread' contrast between Jekyll's reassuring, solid step and this strange footstep creates uncertainty • 'Utterson sighed.' suggests that Utterson, normally in control, feels overwhelmed • 'Once I heard it weeping!' suggests the despair/overwhelming suffering of the person within • Repeated use of 'it' suggests that the figure within the cabinet might not be human • 'sudden (chill of horror)' suggests the feelings of shock come upon Utterson very quickly • 'chill of horror' suggests the intense physical reaction to the shock of the situation • 'Weeping like . . . a lost soul' suggests the person is experiencing a hell- like torment • '(they drew near with) bated breath' suggests their inability to breathe normally, due to nervousness • 'going up and down, up and down' repetition of the pacing suggests the build up of suspense

Question			Expected response(s)	Max mark	Additional guidance
22.			For full marks both violence and calm must be covered, but not necessarily in equal measure. Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference only. Award marks 2+2, 2+1+1 **or** 1+1+1+1	**4**	Possible answers include: **Violence:** • 'swung the axe' suggests the power behind the blow • 'blow shook the building' suggests the force with which the axe hit the door • 'door leaped against the lock and hinges' suggests the blow is so hard that the door actually jumps • 'dismal screech' suggests the extreme misery and suffering of the person within • 'animal terror' suggests the primal fear experienced by the unknown person • 'panels crashed' suggests the sudden force that knocked down the door • 'lock burst in sunder' suggests the power actually broke open the lock • 'wreck of the door' suggests the door was destroyed by the sheer force of breaking in • 'sorely contorted and still twitching' suggests the powerful agony of the sufferer as he died • 'body of a self-destroyer' suggests the brutality of the act of killing himself **Calm:** • 'in the quiet lamplight': suggests the tranquil glow of the light • 'good fire glowing' suggests the cosiness and warmth of the room • 'kettle singing' positive image suggests the wholesomeness of the scene • 'papers neatly set forth' suggests orderliness • 'things laid out for tea' suggests civilised, 'controlled' atmosphere of domesticity • 'quietest room' superlative suggests it could not be more tranquil

Question			Expected response(s)	Max mark	Additional guidance
23.			Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference only. Award marks 2 **or** 1+1	**2**	Possible answers include: • 'We have come too late' dramatic statement suggests the definite conclusion that they cannot save Jekyll • 'find the body of your master' suggests the challenge of tracking him down/sadness that it is only his body they will now find • 'a few dark closets'/'spacious cellar' suggests secret location/plenty of room for hiding things • 'all were empty' suggests their complete failure to find any evidence • 'dust that fell from their doors' atmospheric detail suggesting length of time since doors were opened • 'the uselessness of further search' suggests how absolutely futile carrying on looking will be • 'perfect mat of cobweb' suggests how completely intact the cobweb structure is/cobwebs add a 'gothic' atmospheric touch • 'for years sealed up' suggests that the doors are completely fused closed/the length of time suggests how unlikely it is that they will find him there • 'Nowhere was there' positioning of the very definite word 'nowhere' suggests how impossible finding Jekyll seems • 'any trace' suggests there is absolutely no sign of him • 'dead or alive' suggests the complete lack of evidence of Jekyll, even of his body

Question			Expected response(s)	Max mark	Additional guidance
24.			Candidates can answer in bullet points in this final question or write a number of linked statements. For Commonality, candidates can adopt a more general overview relating to the text as a whole **OR** make two individual references to anywhere in the text. **N.B. Candidates may choose to focus on evil within a character as a way of exemplifying the wider evil present in humanity – eg Hyde.**	**10**	Candidates can gain up to **2 marks** for identifying elements of commonality as identified in the question, ie how Stevenson explores the theme of evil in humanity. Award a further **2 marks** for reference to the extract given. Award 6 additional marks for discussion of similar references to at least one other part of text by the writer. **In practice this means:** Identification of commonality **(2)** eg, Stevenson explores the potential for evil in humanity through characters, symbolism and setting **(1)** to shows that evil is ever present in society but is often hidden **(1)** • from the extract: Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. eg, the scene inside the cabinet combines the symbols of 'good' civilised society - the fireside with bubbling kettle, organised business, peaceful atmosphere - with the twitching, distorted body of the evil Hyde, lying in the centre **(2)**

Question			Expected response(s)	Max mark	Additional guidance
					• from at least one other part of the text: Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. In comments on the rest of the novel, possible references include: • if even a pillar of society like Jekyll can conceal a Hyde inside him, it shows how universal evil in humanity must be • evil, once allowed to flourish, will grow more and more powerful, shown by Hyde growing bigger and stronger as time goes on • evil has a certain attraction for humanity – Jekyll wanted to become Hyde, in order to enjoy his guilty pleasures • the symbolic use of Hyde's splendid house, with the chaotic laboratory and horrible entrance at the back shows that evil can be hidden behind the most respectable and beautiful façade • when Jekyll starts involuntarily changing into Hyde, it shows that, even though people think they can control evil, eventually evil controls them Many other references are possible.

Text 4 — Prose — *Sunset* Song by Lewis Grassic Gibbon

Question			Expected response(s)	Max mark	Additional guidance
25.			Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. Award marks 2 **or** 1+1	**2**	Possible answers include: • 'Ewan said . . . and they'd stop and have dinner there' suggests Ewan's decisiveness • 'nothing to see there' suggests a dismissive attitude • 'but a rickle of stones' suggests a lack of sensitivity to the past/historical ruins • 'you'll like them fine' suggests a resigned recognition of a divergence of views • 'no doubt' suggests an emphatic lack of sympathy with Chris's viewpoint

Question			Expected response(s)	Max mark	Additional guidance
26.			For full marks both Ewan and Chris should be covered but not necessarily in equal measure. Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. Award marks 2+2, 2+1+1 **or** 1+1+1+1	**4**	Possible answers include: **Ewan** • 'deeper with the purple of heather' suggests appreciation of the natural world around him • 'they must fair have been fusionless folk' suggests Ewan's naïve acceptance of a simplistic view of history • 'he was glad that they'd all been killed' suggests his lack of knowledge • 'looked puzzled and said *Ay*, half-heartedly' suggests Ewan's inability to grasp Chris's understanding of the past • 'he didn't know what she blithered about' suggests Ewan's failure to understand Chris's sensitivity to past generations **Chris** • 'looked at him, queer and sorry' suggests her understanding that they are not on the same wavelength • 'glimpsed the remoteness that her books had made' suggests Chris's realisation of the educational gap between them • 'Chris didn't laugh at him' suggests that she does not want to shame Ewan for his lack of understanding • 'Folk rich and brave' suggests Chris's ability to appreciate the lives of past generations • 'but once she'd thought . . . they wouldn't understand together' suggests Chris's dawning awareness of the intellectual gulf between them

Question			Expected response(s)	Max mark	Additional guidance
27.			Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. Award marks 2+2, 2+1+1 **or** 1+1+1+1	**4**	Possible answers include: • 'in a blinding surge' suggests the power and debilitating force of the rain • 'hissing' suggests unpleasant, sinister quality of the rain • 'grew dark all of a moment' suggests sudden plunge into possible danger • 'near lifting the sholt from its feet' suggests the immense strength of the wind • 'the foghorn moaning' suggests a sound expressing sadness or pain as the signal warns of danger at sea • 'a pair of drooked rats' suggests their bedraggled, drenched state after exposure to the storm • 'wet trees creaking in the wind' suggests the strength of the storm, pushing the trees from side to side

Question			Expected response(s)	Max mark	Additional guidance
28.			Candidates can answer in bullet points in this final question or write a number of linked statements. For Commonality, candidates can adopt a more general overview relating to the text as a whole **OR** make two individual references to anywhere in the text.	**10**	Candidates can gain up to **2 marks** for identifying elements of commonality as identified in the question, ie the use of setting to explore central concerns. Award a further **2 marks** for reference to the extract given. Award 6 additional marks for discussion of similar references to at least one other part of the text. **In practice this means:** Identification of commonality **(2)** for example, the novel's central metaphor relates to the setting of the land, the stages in the farming year **(1)** which represent stages in Chris's life **(1).** • from the extract: Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. eg, Ewan lacks the imagination to see Edzell Castle as other than merely ruins, while Chris can imagine the past generations who have inhabited this area **(2)**

Question			Expected response(s)	Max mark	Additional guidance
					• from at least one other part of the text: Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. In comments on the rest of the novel, possible references include: • Chris's identification with the land of the Mearns is her key defining characteristic - she realises that her love is deep/visceral and she cannot leave after her father's death allows her to leave (ie she now has some money) • the Standing Stones represent a link with the ancient past and provide a place of comfort for Chris when she needs help/reassurance/at moments of crisis • when Chris and Ewan work Blawearie together, their shared love of the land reflects the deep harmony of their relationship • Ewan's desertion from the army is due to a deep-rooted desire to return to the land, where his true loyalties lie, with Chris • The cutting down of the trees at Peesie's Knapp horrifies Chae on his return from war - their destructions symbolises the slaughter of a generation and a way of life Many other references are possible.

Text 5 — Prose — *The Cone-Gatherers* by Robin Jenkins

Question			Expected response(s)	Max mark	Additional guidance
29.			Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. Award marks 2+2, 2+1+1 **or** 1+1+1+1	**4**	Possible answers include: • 'insisted' suggests firmness/control of mother over child • 'carried up' suggests kindness/concern as she looks after him • 'almost to be bullied' suggests determination to make him eat/concern for his welfare • 'pulled' suggests frustration with his lack of co-operation • 'fed him' suggests frustration as he refuses to eat/maternal concern for his welfare • 'accusing' suggests anger/criticism of his behaviour • 'childish pique' suggests her irritation in that she knows herself is being unreasonable in her behaviour towards him • 'deprived him . . . by her' suggests concerned awareness that he is ashamed of her • 'numbed in him . . . fragile flower' suggests sadness that she has cut short the flourishing of lovely qualities in him • 'conscientious parent' suggests feelings of responsibility towards Roderick, to make the right decision, even if it is unpopular • 'prepared' suggests readiness to deal with her son • 'mawkish' suggests irritation as she sees his reaction as sentimental and self-indulgent • 'debilitating' suggests concern that his emotional softness will have a harmful effect on him • 'must be cut out' firm tone suggests determination to take control of his behaviour

Question			Expected response(s)	Max mark	Additional guidance
30.			For full marks, both previous day and this morning must be covered but not necessarily in equal measure. Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. Award marks 2+2, 2+1+1 **or** 1+1+1+1	**4**	Possible answers include: **Previous day:** • 'supine' suggests his inability even to sit up • 'dampening' suggests he was previously feverish • 'eyes dead' suggests he was unfocused/lacking in life • 'wan' suggests he was lacking in healthy colour/lacking in energy • 'dejected' suggests he was downhearted/cast down in his spirits **This morning:** • 'No longer (supine)' suggests that he is now not lying down listless • 'sitting up' suggests he is now alert/ready to face the world • 'smile secret' suggests mysterious happiness/pleasure for a reason she can't understand • 'smile . . . eager' suggests happiness due to keenness/interest • 'spiritual' suggests a religious transformation/change of heart • 'smiled and nodded' suggests he is co-operating/taking an interest • use of short sentence/'I'm fine, mother' emphasises his assertion that he is not unwell/doesn't need help or fuss • 'bright as ever' suggests returned to normal state of alertness/positiveness • NB 'smiled' = happiness alone to be awarded **0 marks**

Question			Expected response(s)	Max mark	Additional guidance
31.			Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. Award marks 2 **or** 1+1	**2**	Possible answers include: • ‘“I’m afraid the fine spell’s over”’ matter-of-fact tone reflects her pessimism/feeling that there are darker time ahead • ‘prepare for winter now’ suggests awareness that difficult/more miserable times lie ahead • ‘war . . . was a long bitter winter’ metaphor reflects her pessimism/sadness of the harshness/cruelty of war • ‘spring not even promised’ metaphor/use of negative suggests that there is no end in sight/no hope of good times to come • ‘might never see’ use of ‘never’ suggests finality/reality that her husband/brother could be killed in action • ‘massive clouds’ suggests overwhelming nature of misery ahead • ‘cold, dreary and repelling’ list reflects the cumulative nature of negative features of the wintry wood • ‘cut down’ suggests brutal destruction of so much life • ‘desolating’ suggests the bleakness of the wood’s destruction • ‘decimated’ suggests the extent of the forest’s destruction • ‘melancholy’ suggests the feelings of despair it is easy to give in to • ‘smile went from his face’ suggests Roderick’s awareness that there will be no resolution of the conflict with his mother

Question			Expected response(s)	Max mark	Additional guidance
32.			Candidates can answer in bullet points in this final question, or write a number of linked statements. For Commonality, candidates can adopt a more general overview relating to the text as a whole **OR** make two individual references to anywhere in the text.	**10**	Candidates can gain up to **2 marks** for identifying elements of commonality as identified in the question, ie how Jenkins develops the character of Roderick throughout the novel. Award a further **2 marks** for reference to the extract given. Award 6 additional marks for discussion of similar references to at least one other part of the text by the writer. <u>In practice this means</u>: Identification of commonality **(2)** eg, Roderick is portrayed as upholding Christian values of love/fairness/equality **(1)** which can create conflict with the social class into which he has been born and/or with his mother and sister who embody those aristocratic values **(1)** • from the extract: Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. eg, Roderick initially aims to punish his mother for her ill treatment of the cone-gatherers by refusing to co-operate with her or eat. His Christian values lead him to feel ashamed of her and this leaves him downhearted. **(2)**

Question			Expected response(s)	Max mark	Additional guidance
					• from at least one other part of the text: Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. In comments on the rest of the novel, possible references include: • Roderick does not fit in with or conform to his social class – he is a disappointment to his father at times and his presentation as a sickly, sensitive child suggests his role will be to challenge the values of the upper classes • Roderick represents goodness and he admires Calum, trying to emulate his climbing skills (despite being poor at sport and lacking co-ordination) • Roderick challenges his mother after she refuses to give the cone-gatherers a lift and/or throws them out of the Beach Hut. He believes in equality and promotes this • He attempts to make amends by taking a cake to the cone-gatherers as a peace-offering, but his goodness is defeated by Duror's evil presence which frightens him, suggesting that goodness can be overwhelmed by malice • He is a catalyst to the death of Calum – but also the possibility of redemption – as his failure to climb down from the tree brings Duror and the cone-gatherers to the wood where Duror has the opportunity to murder Calum Many other references are possible.

Text 1 — Poetry — *A Red, Red Rose* by Robert Burns

Question			Expected response(s)	Max mark	Additional guidance
33.			Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference only. Award marks 2+2, 2+1+1 **or** 1+1+1+1	**4**	Possible answers include: • 'O my luve's . . . ' (repeated) use of poetic apostrophe emphasises the speaker's praise and admiration • 'O my luve's . . . ' use of anaphora suggests the speaker is awestruck/deeply affected by her • repetition of 'red' colour associated with love and passion highlights the comparison of the speaker's love to a rose • 'a red, red rose' imagery comparing his love to a universal symbol of love/a beautiful flower suggests the speaker admires her beauty/is captivated by love • 'newly sprung' suggests he sees his love as fresh and a positive force/bringing great promise for the future • 'June' suggests warmth, happiness and summer showing the speaker's positive thoughts of this love • 'melodie' suggests harmony and being in perfect accord, suggesting the speaker only sees goodness in the relationship • 'sweetly/play'd in tune' further suggestions of harmony and pleasure emphasise the speaker's positive view of her

Question			Expected response(s)	Max mark	Additional guidance
34.			Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference only. Award marks 2+2, 2+1+1 **or** 1+1+1+1	**4**	Possible answers include: • 'As fair are thou . . . so deep in luve am I' inversion (and use of comparison) emphasises the speaker's acute perception of her physical beauty and its effect • 'So (deep in love)' intensifier emphasises the depth of the speaker's love • 'I will luve thee still . . . ' highlights the speaker's determination to love her no matter what happens • 'Till a' the seas gang dry' emphasises the eternal/infinite nature of his love • 'Till al the seas gang dry' suggests the speaker's dedication and belief that this love will last forever • 'the rocks melt wi' the sun' suggests the powerful/passionate nature of the relationship, their love is more permanent than even the strongest materials • 'While the sands o'life shall run' suggests the speaker's deep dedication/pledge to love her forever • move to differing rhyme scheme from earlier verses – from abcb to abab – emphasises that she is 'dear' to him/pledge of eternal love
35.			Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference only. Award marks 2 **or** 1+1	**2**	Possible answers include: • 'fare thee weel' suggests a parting of company/separation/goodbyes • 'my only Luve' suggests a pledge to love one person in isolation • repetition of 'fare thee weel' emphasises the idea of separation • 'a while' suggests that the speaker will not see his love for quite a long time • 'ten thousand mile' suggest that the separation will be great (despite the speaker's pledge to be reunited)

Question			Expected response(s)	Max mark	Additional guidance
36.			Candidates can answer in bullet points in this final question or write a number of linked statements. For Commonality, candidates can adopt a more general overview relating to the writer's wider work **OR** refer to two individual poems.	**10**	Candidates can gain up to **2 marks** for identifying elements of commonality as identified in the question, ie how Burns explores the power of human emotions. Award a further **2 marks** for reference to the extract given. Award 6 additional marks for discussion of similar references in at least one other poem by the poet. **In practice this means:** Identification of commonality **(2)** eg, in Burns' poetry, a number of characters/speakers are presented in very emotional situations **(1)** such as romantic/family love/compassion for others or love of self/fear of the future **(1).** • from this poem: Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. eg, Burns explores how human emotion can be an overwhelming and powerful force, allowing us to see the positive effect of this relationship and the speaker's pledge that their love will survive for eternity 'Till a the seas gang dry' and 'the rocks melt wi' the sun' **(2)**

Question			Expected response(s)	Max mark	Additional guidance
					In comments on other poems, possible references include: • *A Poet's Welcome to His Love Begotten Daughter* the love and warmth felt by the speaker towards his baby overcomes any moral criticism of the church and community around him *'Thou's welcome, Wean!...Tho now they ca' me Fornicator, An' tease my name in kintra clatter . . . '* • *To a Mouse* the speaker feels compassion and empathy towards the mouse whom he has carelessly made homeless – he understands how tough the natural environment can be for the vulnerable *'sleety dribble/And cranreuch cauld'* • *Holy Willie's Prayer* Holy Willie's narcissism and pride define his faith and perceptions of his relationship with God, creating his sense of himself as one of the 'elect' and providing an excuse for his various sins such as lust and drinking • *Tam O' Shanter* Tam's excitement as he watches Meg, the young witch dance, becomes so intense that it overcomes any caution and leads him to risk his life by shouting out, 'Weel done, Cutty Sark!' • *To a Louse* the woman in church feels so proud and happy with herself in her finery that she doesn't realise that the gazes of others – which she takes for admiration – are actually due to the appearance of the louse, which they are all pointing at Many other references are possible.

Text 2 — Poetry — *The Way My Mother Speaks* by Carol Ann Duffy

Question			Expected response(s)	Max mark	Additional guidance
37.			Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. Award marks 2+2, 2+1+1 **or** 1+1+1+1	**4**	Possible answers include: • 'I say . . . to myself' suggests an internal debate or the speaker attempting to reassure herself • 'in my head' suggests something abstract/unreal • 'under the shallows of my breath' image of short small breaths suggests anxiety/worry • oxymoron of 'restful shapes moving' gives a sense of nothing being as it seems/random movement • the repetition of '*The day and ever*.' suggests the speaker's need for a calming mantra • 'Browsing for . . .' suggests searching for/seeking something and lack of focus • 'too blue swapped for a cool grey' suggests a transition from the carefree days of childhood to less settled times • 'swapped' suggests change or dissatisfaction with status quo
38.			Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. Award marks 2, **or** 1+1	**2**	Possible answers include: • 'For miles . . .' suggests she is constantly accompanied by/can never shake off these expressions • 'the way I say things when I think' highlights the fact that she sees these expressions as a fundamental part of herself • 'Nothing is silent . . . not silent' striking use of contrast to suggest the constant nature of her thoughts about her mother's words • placement/repetition of 'What like is it.' at end of stanza emphasises the reassuring nature of her mother's words which stay with her as she leaves home

Question			Expected response(s)	Max mark	Additional guidance
39.			Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. Award marks 2+2, 2+1+1 **or** 1+1+1+1	**4**	Possible answers include: • 'Only tonight . . .' placement of 'only' as a conjunction at the start of the verse suggests a negative aspect to her reflections • juxtaposition of 'happy . . . sad' highlights an internal conflict/uncertainty about her situation • 'like a child' simile suggests feelings of vulnerability/fragility but also excitement/curiosity • 'the end of summer' evocative description creates a poignant mood/sense of loss, indicating her awareness of changes to come • 'dipped a net' echoes the expression 'dipping toe in water' suggesting her anxiety and/or excitement at changing circumstances • 'dipped a net . . . green erotic pond' striking image combining childhood and adulthood suggests apprehension about her developing sexual awareness • repetition of 'The day and ever.' highlights the comfort/reassurance she finds in her mother's words • 'homesick, free and in love' list of feelings emphasises confusion/overwhelming nature of establishing self-identity

Question			Expected response(s)	Max mark	Additional guidance
40.			Candidates may choose to answer in bullet points in this final question or write a number of linked statements.	**10**	Up to **2 marks** can be achieved for identifying elements of commonality as identified in the question, ie how the impact of loss is explored. A further **2 marks** can be achieved for reference to the text given. 6 additional marks can be awarded for discussion of similar references to at least one other poem by Duffy. **In practice this means:** Identification of commonality **(2)** Duffy conveys loss in different forms whether it be loss of identity, another person, or loss of aspects of a culture **(1)** and explores the impact on individuals, for example feelings of isolation or anger experienced as a result of a breakdown in relationships or an enforced move **(1)** **OR** eg, In 'The Way My Mother Speaks' as a result of the speaker leaving the reassuring presence of her mother, the speaker feels conflicting emotions of excitement and apprehension **(1)** In 'Mrs Midas' the breakdown of her marriage leads to feelings of anger and regret at the close bond which has been lost **(1)** • from the poem: Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. eg As the speaker moves away from the mother and the safety of childhood, the repetition of her mother's phrases she has learned in her childhood – 'The day and ever . . . What like is it' – brings comfort at a time of uncertainty as she feels she has 'lost' aspects of her younger self **(2)**

Question			Expected response(s)	Max mark	Additional guidance
					• from at least one other text: as above for up to **6 marks** Possible comments include: • *In Mrs Tilscher's Class* the speaker's main focus is the loss of the innocent enthusiasm of childhood rather than the positives of reaching adolescence, which is presented as disturbing, for example the thunderstorm at the end of the poem • *Mrs Midas* the character recognises that, although separation from her husband was necessary, she is left with an intense sense of missing him, for example their physical intimacy • *Originally* the speaker initially finds the loss of her childhood home difficult and, as an adult, questions whether she has lost something in this transition to her new country/identity • *Valentine* the final lines emphasise that, even after the loss of a relationship, the power of the passion can linger, still dominating the lover's life • *War Photographer* the photographer is haunted by the loss of life that he has witnessed, shown when his hands shake as he develops the photographs Many other references are possible.

Text 3 — Poetry — *View of Scotland/Love Poem* by Liz Lochhead

Question			Expected response(s)	Max mark	Additional guidance
41.			Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. Award marks 2+2, 2+1+1 **or** 1+1+1+1	**4**	Possible answers include: • 'Down . . . knees' suggests working incredibly hard to prepare a clean house for the celebration. • 'still (giving it)' informal/colloquial language suggests the universal nature of these preparations across Scotland • 'elbow grease' suggests the hard physical work involved in ensuring the house was clean for the new year • 'jiffywaxing the vinolay' evocation of era to show reality/extent of preparations/traditions • '(This is too . . . nostalgic)' parenthesis stresses the difference between nostalgic romanticism and the hard truth conveying the importance of the traditions/superstitions • 'sockeye salmon/black bun/petticoat tails' list of traditional foods associated with this time of year to denote prosperity • 'Though we do not expect anyone' use of the word 'Though' suggests the need to be prepared regardless of whether guests arrive or not, • 'fanned out on bone china' traditional image highlighting the importance of the occasion as this would be a rare luxury/needed to be seen by others • ''Last year it was very quiet . . .'' parenthetical aside shows how the traditions were still upheld/arrangements made for visitors whether they were expected or not

Question			Expected response(s)	Max mark	Additional guidance
42.			Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. Award marks 2 **or** 1+1	**2**	Possible answers include: • 'Mum's got her rollers in with waveset' present tense/informal language evokes a vivid memory of her mother/suggests she took pride in her appearance • 'well-pressed' precise description suggests her attention to detail • 'slack across the candlewick' suggests the great care she took to prepare and look her best for the occasion • 'good dress' suggests she followed the tradition/superstition of wearing her best clothes for the occasion • 'Nearly half-ten . . . shifted!' informal language/exclamation creates a (humorous) picture of her firm belief in the traditions associated with Hogmanay

Question			Expected response(s)	Max mark	Additional guidance
43.			Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. Award marks 2+2, 2+1+1 **or** 1+1+1+1	**4**	Possible answers include: • 'even to hope to prosper' use of 'even' followed by two verbs 'hope' and 'prosper' suggest the fragility of the possibility of success in the next year • 'must find us' imperative tone suggests there is no question - we must do certain things to ensure a good year ahead • 'how we would like to be' suggests possibilities and hopes for the new year/sets the tone for the new year • 'new view of Scotland' emphasises the need to be ready for the transformative potential of the year to come • 'dangling calendar/propped under' suggests being ready to embrace immediately the arrival of the new year • 'ready to take its place' conveys the excitement of the new year coming or relentless/inescapable march of time

Question			Expected response(s)	Max mark	Additional guidance
44.			Candidates may answer in bullet points in this final question or write a number of linked statements. For Commonality, candidates can adopt a more general overview relating to the writer's wider work **OR** refer to two individual poems.	**10**	Up to **2 marks** can be achieved by identifying elements of commonality as identified in the question, ie, Lochhead's presentation of specific events and/or moments in time to explore central concerns. Award a further **2 marks** for reference to the extract given. Award 6 additional marks for discussion of similar references in at least one other poem by the poet. **In practice this means:** Identification of commonality **(2)** eg, the careful depiction of specific events and/or moments like a meal/shopping trip/visit **(1)** are used to explore deeper issues such as the nature of relationships/loss of innocence/the past and present **(1)** Up to **2 marks** can be achieved by identifying elements of commonality. **OR** eg, In 'View of Scotland/Love Poem' the onerous preparations for Hogmanay are conveyed to explore the importance of traditions and following those in order to thrive **(1)** In 'Box Room' a stay at the boyfriend's childhood home is used to explore the fragility of the speaker's position as she is forced to revaluate the true nature of her relationship **(1)** • from this extract Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone.

Question			Expected response(s)	Max mark	Additional guidance
					eg, the traditions and routines of Hogmanay are comforting links to family whilst helping the speaker to understand and reflect on her cultural heritage **(2)** • from at least one other text: Award **2 marks** for detailed/insightful comment plus quotation/reference Award **1 mark** for more basic comment plus quotation/reference Award **0 marks** for quotation/reference alone Possible answers include: • *My Rival's House* the specific event of visiting the boyfriend's mother for tea, highlights how the traditional mother and son relationship can turn into something overbearing and oppressive • *The Bargain* while on a shopping trip with her lover, the speaker is forced to reflect on the difficulties in their strained relationship • *Last Supper* the behaviour of the women at the meal, highlights how some friendships between women can be toxic and destructive • *Revelation* the young girl's encounter with the bull awakens her to the reality of adulthood, resulting in a loss of innocence • *Box Room* whilst spending the night in her boyfriend's childhood bedroom, the speaker questions his ability to be free of his mother's influence and her own identity in their future relationship Many other references are possible.

Text 4 — Poetry — *Brooklyn Cop* by Norman MacCaig

Question			Expected response(s)	Max mark	Additional guidance
45.			Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. Award marks 2+2, 2+1+1 **or** 1+1+1+1	**4**	Possible answers include: • 'like a gorilla' suggests he is animalistic, violent, physically intimidating • 'but less timid' suggests he has no weakness or softer side: he is tough and aggressive • 'thick-fleshed, steak coloured' suggests the cop lacks emotion/sensitivity/is raw and unsophisticated/dehumanising • 'hieroglyphs . . . trouble' suggests the cop's eyes are intimidating, confrontational/are hard to read • 'walks . . . thin tissue over violence' suggests the cop's bravery: disorder is never far away yet he is prepared to risk his life maintaining order in society • 'See you, babe' suggests a softer, more vulnerable side to the cop/an awareness that his survival each day is not guaranteed • (repetition) of 'hoped it, truly hoped' emphasises his awareness of the dangers he faces/his vulnerability • ''hiya honey' is no cliché' suggests the relief he feels at the end of the day is genuine and not something he takes for granted/the love and affection he feels for his wife is real

Question			Expected response(s)	Max mark	Additional guidance
46.			Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. Award marks 2 **or** 1+1	**2**	Possible answers include: • repetition of 'should' emphasises the speed of events descending from normality into chaos, violence, danger/inevitability of one dangerous thing leading to another • 'tissue (tear)' suggests the line between order and chaos is very thin and fragile • '(tissue) tear' suggests a painful disruption which could happen at any time • 'plunge through' suggests the descent into a violent situation could be sudden/rapid/out of control • repetition of 'what clubbings, what gunshots' emphasises the range of ever-present life-threatening dangers • tightly-focused structure of 'between . . . and' suggests that this violence is concentrated/intense/happens even in familiar locations • enjambment/one-sentence stanza suggests the unstoppable nature of chaos/violence
47.			Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. Award marks 2+2, 2+1 + 1 **or** 1+1+1+1	**4**	Possible answers include: • 'Who would be him' forces the reader to think about the precarious nature of his job as a policeman. • '(gorilla with a) nightstick' suggests that he is also responsible for some of the violence on the streets • (parenthesis of) 'this time' suggests that sooner or later the cop will not be able to escape threat • 'never' suggests the finality of the threat violence poses in society • 'who have to be' emphasises that 'victims' are inevitable in these violent societies • 'victims' suggests that those who are accused/perpetrate crimes may well suffer at the hands of the cop, highlighting the complexity of keeping order in society • 'And who would be . . . ' final question emphasises this is a society where violence breeds violence and has the potential to corrupt all those involved

Question			Expected response(s)	Max mark	Additional guidance
48.			Candidates can answer in bullet points in this final question or write a number of detailed linked statements. For Commonality, candidates can adopt a more general overview relating to the writer's wider work **OR** refer to two individual poems.	**10**	Candidates can gain up to **2 marks** for identifying elements of commonality as identified in the question, ie how contrast is used to explore central concerns. Award a further **2 marks** for reference to the poem given. Award 6 additional marks for discussion of similar references to at least one other poem by MacCaig. **In practice this means:** Identification of commonality **(2)** eg, MacCaig often uses contrast in characters or setting or situation (eg contrast between the privileged in society and those who are marginalized) **(1)** to highlight opposing sides to issues such as violence, humanity's lack of compassion or loss of identity **(1)** **OR** eg, In 'Brooklyn Cop' the contrast between the cop's aggressive attitude in a professional setting compared to his loving attitude towards his wife helps to highlight the difficulties of balancing his two different worlds **(1)** In 'Assisi' the contrast between the priest, who superficially uses the words of his faith whilst totally ignoring the needs of the beggar outside, highlights the hypocrisy of the church **(1)** • from the poem: Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation alone eg, 'See you, babe, to his wife, he hoped it, he truly hoped it.' MacCaig contrasts two sides to the cop's personality: his more caring, genuine relationship with his wife, compared to his violent persona on the streets. Through this, he explores the complexity of dealing with violence and our attitude to those who protect us from it. **(2)**

Question			Expected response(s)	Max mark	Additional guidance
					• from at least one other text: Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. In comments on other poems, possible references include: • *Hotel Room, 12th Floor* contrasts humanity's technological sophistication with our continued barbaric, uncivilised behaviour, suggesting that for all humanity's so-called progress we have changed little since the lawless times of the pioneers • *Aunt Julia* contrasts two ways of life: the traditional life working the land and the more modern life led by the speaker on the mainland. Through the speaker's inability to understand his aunt, and the frustration that causes, MacCaig explores our attitude towards the past and to Scotland's lost island heritage *("so many questions/unanswered")* • *Assisi* contrasts the priest's arrogant hypocrisy ("I understood/the explanation and/the cleverness") with the genuine gratitude of the beggar, suggesting that some who represent faith have become more concerned with the superficial appearance of the Church than helping those desperately in need • *Basking Shark* contrasts the simple nature of the small-brained and yet physically impressive shark with man's so-called sophistication *("So who's the monster?")*. Through this, he explores evolution and questions humankind's development, and our significance as part of the natural world • *Visiting Hour* contrasts the competent way the nurses deal with death *(". . . their eyes/still clear . . .")* with the speaker's feelings of worry and lack of control. Through this, MacCaig explores our attitude towards death and managing our fear in the face of it Many other references are possible.

Text 5 — Poetry — *I gave you immortality* by Sorley Maclean

Question			Expected response(s)	Max mark	Additional guidance
49.			Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference only. Award marks 2+1 **or** 1+1+1	**3**	Possible answers include: • 'and what did you give me?' suggests resentment at what the speaker has received in return for the gift of long-lasting fame through his poetry • 'sharp arrows (of your beauty)' suggests severe pain caused by love/attraction • '(harsh) onset' suggests (the beginning of) an attack • 'piercing sorrow' suggests agony of suffering • 'sore gleam of glory' suggests even moments of light/celebration contained pain
50.			Award **2 marks** for detailed/insightful comments plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. Award marks 2+2, 2+1+1 **or** 1+1+1+1	**4**	Possible answers include: • 'you gave it to me' suggests the speaker received something valuable ('immortality') • 'you put an edge to my spirit' suggests the speaker's feelings or sensitivities were sharpened/enhanced • 'radiance in my song' suggests the speaker's creativity was improved • 'I should accept more and the whole of it' suggests he would happily repeat the experience • 'Were I . . . to see . . . the gracious form of your beauty . . . I should prefer it there.' suggests the speaker would prefer to be with the girl in an afterlife than being alive on earth • 'you are the fire of my lyric' suggests the girl is his inspiration/muse • 'you made a poet of me' suggests that the speaker owes his creative growth/development to the relationship

Question			Expected response(s)	Max mark	Additional guidance
51.			Award **2 marks** for detailed/insightful comments plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. Award marks 2+1 **or** 1+1+1	**3**	Possible answers include: • 'I raised this pillar' suggests the poem will have the strength to last a very long time • 'on the shifting mountain of time' suggests that although time has huge dimensions but still (seems) to move, his poem will not • 'it is a memorial stone' suggests that words/poetry can be a long-lasting memory, like a gravestone, etc. • 'that will be heeded till the Deluge' suggests (his) that poetry will last until the end of the world • 'though you will be married to another' suggests the poem will last even though people/people's lives change over time • 'your glory is my poetry/after the slow rotting of your body' suggests that human lives come to an end but poetry does not

Question			Expected response(s)	Max mark	Additional guidance
52.			Candidates can answer in bullet points in this final question or write a number of detailed linked statements. For Commonality, candidates can adopt a more general overview relating to the writer's wider work **OR** refer to two individual poems.	**10**	Candidates can gain up to **2 marks** for identifying elements of commonality as identified in the question, ie how MacLean uses strong emotions to explore central concerns. Award a further **2 marks** for reference to the extract given. Award 6 additional marks for discussion of similar references in at least one other poem by the poet. **In practice this means:** Identification of commonality **(2)** eg, MacLean uses strong feelings of pain experienced in relationships, anger or resentment caused by events such as war, loss of communities **(1)** to explore themes such as love, sacrifice, the passage of time **(1)** • from the extract: Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. eg, 'you made a poet of me through sorrow' suggests the strong feelings of pain within a relationship have been turned to creative use, the poet here exploring the connection between suffering and creativity **(2)**

Question			Expected response(s)	Max mark	Additional guidance
					• from at least one other text: Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. In comments on other poems, possible references include: • *An Autumn Day* anger at the destruction of war ('Six men dead at my shoulder on an Autumn Day') allows the poet to consider the seemingly randomness of events ('it seemed as devilishly indifferent') • *Hallaig* sadness at lost communities ('every single generation gone') allows the poet to reflect on the passage of time ('Between the Leac and Fearns the road is under mild moss') • *Kinloch Ainort* strong feelings of wonder or awe at landscape ('hills coming on with a fearsome roaring') allows the poet to consider the power of surroundings ('A cavalry of mountains, horse-riding summits') • *Shores* anger at the aggressive force of time ('I would build the rampart wall against an alien eternity') allows the poet to reflect on what we, as humans, can do in the face of the passing of time ('I would stand by the sea renewing love in my spirit while the ocean was filling Talisker bay forever') • *Girl of the red-gold hair* feelings of pain and sadness caused by love ('my heart is dumb, aching for your music') causes the poet to reflect on the way that time disregards/is uncaring about human suffering ('today and tomorrow indifferent to my expectation') Many other references are possible.

Text 6 — Poetry — *The Circle* by Don Paterson

Question			Expected response(s)	Max mark	Additional guidance
53.			Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. Award marks 2+2, 2+1+1 **or** 1+1+1+1	**4**	Possible answers include: • "painting outer space" suggests childlike excitement about the vast expanse of the universe • "steadies his brush-tip" suggests care and concentration while doing his painting • "comets, planets, moon and sun" list suggests the vast capacity his imagination has to encompass the entire galaxy • "his hand shakes" suggests physical fragility (contrast with limitless power of his imagination) • "he screws it up" blunt/jocular expression emphasises how far apart are his ideas and his ability to make them reality • "he's all the earth" ambiguity suggests the personal importance of Jamie to his father • "he's all the earth/and sky for breathing-space" ambiguity suggests the boy has no boundaries to contain him in his life • "the flutter in his signature" suggests his individualism/weakness

Question			Expected response(s)	Max mark	Additional guidance
54.			Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. Award marks 2+2, 2+1+1 **or** 1+1+1+1	**4**	Possible answers include: • "nothing's what we meant" suggests that we do not always have full control of our lives • "The dream is taxed" suggests that there is a price to be paid for hopes and ambitions • "the bowstring and the mark" suggests there is a difference between intention and reality • "trust to Krishna" suggests some put their faith in their choice of god • "or to fate" suggests that our lives are influenced by supernatural power • "to keep our arrows halfway straight" suggests that we keep on striving to make life turn out as we want it to, but the best we can aim for is for things to be half-way there • "the target also draws our aim" suggests that we are forever setting goals, no matter how unlikely

Question			Expected response(s)	Max mark	Additional guidance
55.			Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. Award marks 2 **or** 1+1	**2**	Possible answers include: • "so even when" suggests the speaker is drawing ideas together, as in a conclusion • Repetition of "you", "your" brings the address round to the boy, concluding by talking directly to him • "you rage and moan"/"bring your fist down" emphasises the intense frustration felt by the boy/humanity in the light of the impossibility of intentions and reality measuring up • "just can't help but broadcast it" brings the poem to a climactic final stanza, as the speaker shares what the boy/flawed humanity can't help but broadcast • "the little avatar…muddy water jar" contrast of the spiritual delicacy of "avatar" and the down to earth, ordinariness of "muddy water jar" reflects the contrast between human intention and achievement - literally, a reference to the boy's painting • "the perfect ring" refers back to Jamie's painting but also highlights how things can often come together even though it is not what we intended – when Jamie "screws it up" he is angry but the result is still "perfect" • "singing" suggesting a positive and harmonious outcome, echoing the music of the spheres, ie when the planets align in cosmic harmony

Question			Expected response(s)	Max mark	Additional guidance
56.			Candidates can answer in bullet points in this final question, or write a number of linked statements.	**10**	Candidates can gain up to **2 marks** for identifying elements of commonality as identified in the question, ie, how Paterson uses imagery and/or symbolism to explore central concerns. Award a further **2 marks** for reference to the extract given. Award 6 additional marks for discussion of similar references in at least one other poem by the poet. **In practice this means:** Identification of commonality **(2)** eg, Paterson uses symbolism and imagery to develop a range of themes of social, personal or moral significance **(1)** such as death, the human condition, time, loss and love **(1)** • from this poem: Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for more basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. eg, in The Circle, the boy's inability to draw the perfect circle represents the constant human attempts to strive for achievement, which are so often unsuccessful • from at least one other poem: as above for up to **6 marks**

Question			Expected response(s)	Max mark	Additional guidance
					Possible comments include: • *Waking with Russell* the speaker says that the path of life was 'lost to me as ever' until his little son lit up the darkness by his very being and the speaker found his way • *The Ferryman's Arms* the ever-present, threatening nature of death is symbolised in many descriptive details, such as the 'cowl' above the pool table, the 'darkened back room', the monstrous pool table with its 'intestinal rumble' and the arrival of the ferry itself • *11:00 Baldovan* the bus journey with the speaker's friend represents the passage of time/journey to adulthood, shown by the huge changes they see when they return home • *Nil Nil* the speaker depicts a decline of a football team and the demise of a fighter pilot suggesting that ultimately human efforts are destined to be nothing but emptiness • *Rain* the speaker explores features of cinema, particularly film noir, the typically dark features of which (eg love, betrayal) represent aspects of the real human world Many other references are possible.

Section 2 – CRITICAL ESSAY

Supplementary marking grid

	Marks 20-19	**Marks 18-16**	**Marks 15-13**	**Marks 12-10**	**Marks 9-6**	**Marks 5-0**
Knowledge and understanding **The critical essay demonstrates:**	thorough knowledge and understanding of the text perceptive selection of textual evidence to support line of argument which is fluently structured and expressed perceptive focus on the demands of the question	secure knowledge and understanding of the text detailed textual evidence to support line of thought which is coherently structured and expressed secure focus on the demands of the question	clear knowledge and understanding of the text clear textual evidence to support line of thought which is clearly structured and expressed clear focus on the demands of the question	adequate knowledge and understanding of the text adequate textual evidence to support line of thought which is adequately structured and expressed adequate focus on the demands of the question	limited evidence of knowledge and understanding of the text limited textual evidence to support line of thought which is structured and expressed in a limited way limited focus on the demands of the question	very little knowledge and understanding of the text very little textual evidence to support line of thought which shows very little structure or clarity of expression very little focus on the demands of the question
Analysis **The critical essay demonstrates:**	perceptive analysis of the effect of features of language/filmic techniques	detailed analysis of the effect of features of language/filmic techniques	clear analysis of the effect of features of language/filmic techniques	adequate analysis of the effect of features of language/filmic techniques	limited analysis of the effect of features of language/filmic techniques	very little analysis of features of language/filmic techniques
Evaluation **The critical essay demonstrates:**	committed, evaluative stance with respect to the text and the task	engaged evaluative stance with respect to the text and the task	clear evaluative stance with respect to the text and the task	adequate evidence of an evaluative stance with respect to the text and the task	limited evidence of an evaluative stance with respect to the text and the task	very little evidence of an evaluative stance with respect to the text and the task
Technical accuracy **The critical essay demonstrates:**	• few errors in spelling, grammar, sentence construction, punctuation and paragraphing • the ability to be understood at first reading				• significant errors in spelling, grammar, sentence construction, punctuation and paragraphing which impedes understanding	

[END OF MARKING INSTRUCTIONS]