National
Qualifications
2026

2026 English

Critical Reading

Higher

Question Paper Finalised Marking Instructions

These marking instructions have been prepared by examination teams for use by Qualifications Scotland appointed markers when marking external course assessments.

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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 alone. Award marks 2+2, 2+1+1 **or** 1+1+1+1	**4**	Possible answers include: • 'think I'll take a walk' suggests avoidance of a difficult situation • repeated use of ellipsis (lines three and four) suggests distracted state of mind • 'don't think I'm going to hear anyhow . . .' suggests fear of facing the truth • 'What do you think?' suggests Spanky is tired of/ annoyed by Alan's constant questions • 'rather urgent' suggests pressing/important matter • 'I'll take it' repetition emphasises Spanky's insistence • 'insistent' Jack's use of the word strengthens his position, suggests he is sure he is right • 'No.' repetition, Jack refusing permission emphasises rising tension as Spanky continues to maintain his position • 'I'm authorized!' exclamation emphasises tense atmosphere and/or use of official sounding vocabulary, climactic • 'Hey . . . (*Exits.)'* suggests Jack's anger/frustration, the conflict may escalate

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 alone. Award marks 2 **or** 1+1	**2**	Possible answers include: • 'He's not getting off with it, this time' suggests Sadie doesn't stand for any nonsense • 'I should trade these in for a set of casters' suggests self-deprecating humour/she is exhausted • 'shy boy McCann' play on words, Scots 'shy' suggests she is witty/making humour out of a situation that is angering her • 'Not again? When . . . wise up' suggests she is too soft on Phil • 'if I thought these had to burl me round a dance floor' suggests that she's accepting she is past the dancing, aware of her limitations • '*Cradles feet*' suggests she is comfortable with the people around her/in her own skin • 'I know, flower' suggests affectionate motherly figure
3.			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: • 'Aye . . . hysterical.' sarcasm suggests she did not find it amusing in the slightest • 'Who else' suggests it's typical of her husband to behave thus • 'stupid scunner' suggests deep disgust/tiresome/ tedious • 'shouting at me . . . bookies . . . see that' suggests she is angry at him for gambling their money • 'bloody leg' suggests no sympathy for his injury, such is her antipathy • 'if you're not up . . . poker in my hand!' suggests threatening violence/she is frustrated and angry at him

Question			Expected response(s)	Max mark	Additional guidance
					• ‘up to high doh’ suggests she is stressed and upset by her husband • ‘Men? I wouldn’t waste my time, hen’ suggests she is so dissatisfied with her own marriage that she extends this negative view to all men • ‘I’d to take the first one that came along’ suggests regret that she had to marry the first man she met • ‘better off with a lucky bag’ suggests he is worthless • ‘you’ll learn . . . you’re young’ suggests her negative view of men is absolute, feels Lucille will one day agree • ‘sift through the dross . . . real rubbish at the bottom’ anticlimactic/bathos emphasises her husband has coloured her view of men

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 conflict 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)** eg Byrne uses conflict between/within characters, relating to situations, settings **(1)** to explore central concerns such as rebellion against authority, class, gender. **(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 conflict in Sadie's marriage shows itself through her negative attitude to her husband and highlights the position of women in society. **(2)** • from at least one other part of the text: Award **2 marks** for detailed/insightful comment plus quotation/reference

Question			Expected response(s)	Max mark	Additional guidance
					Award **1 mark** for more basic comment plus quotation/reference Award **0 marks** for quotation/reference alone In comment on the rest of the text, possible references include: • Curry's attitude to the youth of the day creates conflict with the Slab Boys as he sees them as layabouts and disrespectful of authority • the working class Slab Boys mock Alan's attire and possessions (shoes, coat, purse, car) as he represents the privileged middle class • Alan taking Lucille to the staff dance results in conflict with Phil and Spanky as they see it as part of the discrimination of class injustice • Phil's lack of opportunity to progress in education results in frustration and confrontation with Curry highlighting class inequality • Phil and Spanky are in conflict with each other when Phil suggests that Spanky is aligning himself with the bosses highlighting differing attitudes to authority Many other references are possible.

Text 2 — Drama — *Sequamur* by Donald S. Murray

Question			Expected response(s)	Max mark	Additional guidance
5.			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: • 'Excellent!' exclamation suggests enthusiasm/ delight at being given the correct response • 'at last a right answer from a lass from the croft' suggests he was a committed educator regardless of his pupils' backgrounds • 'mind as sharp as' comparison to her sister suggests he knows his pupils well • quotation from Homer suggests Gibson enjoyed showing off his knowledge to his pupils • repetition of 'Excellent' emphasises he was extremely pleased when one of the pupils answered correctly • 'you lads' informality suggests he feels a connection to the male pupils • contrast of 'dangers/opportunities' suggests he was at pains to paint a positive picture of war to his pupils/gloss over the negatives • 'to march . . . in your knapsack' suggests his strong belief in convincing his pupils there is glory in war

Question			Expected response(s)	Max mark	Additional guidance
6.			For full marks, both Paterson and Gibson must be dealt with 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: **Paterson:** • 'My father was in the Boer War' suggests he knows about the horror of war from his father's experience • 'politicians and princes' suggests he knows/agrees with his father that those in power spread propaganda about war • 'put on armour and fight them for themselves' suggests he believes/reflects his father's belief that those in charge should be taking the risks • 'Serbia, Turkey . . . do with us?' suggests he does not understand why they should put themselves in danger when not directly affected **Gibson:** • 'no comparison' suggests Gibson is dismissive of past wars and resolutely believes the Great War is a just cause • 'prise power away' suggests he believes the war will change society for the better/provide equity • 'no way they can refuse' suggests his absolute conviction that this is a justifiable cause • 'transform our society' suggests he can only see positives/is somewhat blind to the negative aspects of war • repetition of questions suggests his incredulity that others do not share his beliefs • 'widen your vision' suggests war will broaden their view of the world • list 'widen . . . shield' conveys the variety/number of benefits he believes the young men will gain by going to war

Question			Expected response(s)	Max mark	Additional guidance
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: • 'Well done!' suggests his public approval on hearing the news about his former pupil • 'A brave decision but the right one' suggests Gibson's certainty/encouragement that enlisting is the correct course of action • '"Go as far . . . see further"' rousing quotation suggests his belief the experience of war/travel broadens the mind • 'History tells us that.' short sentence emphasises his romantic view of the past • repetition of 'I am' emphasises his delight that his former pupil has 'signed up' • list 'hard-won understanding/mastery/awareness' emphasises he believes there is much to be gained from war

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 Murray uses the character of Gibson 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 by the writer. **In practice this means:** Identification of commonality **(2)** eg Gibson encourages his pupils to participate in war based on the knowledge he has gained from classical literature **(1)** he is later forced to confront the realities of war such as suffering, guilt, deception, death of innocents **(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 when Paterson offers an opposing view of war, Gibson reverts to his knowledge of classics to support the common belief of the time that participation in the Great War would be an enriching experience **(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: • Gibson highlights the far-reaching consequences of war when he is reading the plaque dedicated to his many pupils who lost their lives in WW1 • even though he was not directly involved in the war, Gibson struggles to cope with the overwhelming guilt he feels for encouraging his pupils to sign up • Gibson sees the suffering of mothers and wives who have lost their loved ones highlighting the widespread impact of war • Gibson is tortured by images of his pupils who died, and now haunt his dreams, showing the reality of war on those left behind • Gibson had great influence over his pupils who accepted his views thus highlighting how innocent youths were misled and deceived by those in authority 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 alone. Award marks 2 **or** 1+1	**2**	Possible answers include: • 'think you're happy' suggests Lily does not believe that Maggie is content with her life • 'in this midden?' suggests Lily thinks the Morrison house is untidy/dirty/unsanitary • 'hopeless' suggests she thinks that there is no way out of poverty for Maggie • list/repetition 'nae . . . ' emphasises her belief that there are multiple issues in the Morrison household • 'if John wad gie hisself a shake' conveys her belief that John does not do enough to help Maggie
10.			NB for full marks candidates should deal with both Maggie and Lily 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: **Maggie:** • 'you leave John alane' suggests Maggie is protective of John and their marriage • 'he does his best for us' suggests Maggie believes John tries hard to provide for his family • 'I still love John . . . loves me' suggests Maggie is happy in her marriage • 'I'm sorry for you Lily' suggests Maggie pities Lily for her negative views • 'servin dirty hulkin brutes' suggests Maggie disapproves of Lily choosing to work in a pub instead of being married • 'I'm paid wi love' suggests Maggie thinks Lily is missing out by not being in a relationship • 'ye're mind's twisted' suggests Maggie disagrees with Lily's beliefs about men

Question			Expected response(s)	Max mark	Additional guidance
					• ‘there’s naethin wrang wi Jenny!’ suggests Maggie is protective of her family **Lily:** • ‘no much o a best’ suggest Lily has a low opinion of John • ‘keep yer wig on’ suggests Lily knows her views of John anger Maggie • ‘I believe ye still love him!’ suggests Lily is incredulous that Maggie is happy with John after all this time • ‘Sunday papers’ conveys Lily’s disbelief that anyone could be in a happy marriage after 25 years • ‘is this a record?’ sarcastic tone conveys her negative feelings about marriage • ‘slavin efter a useless man’ reveals Lily’s critical feelings about their marriage • ‘I’m *paid* for ma work’ suggests Lily is proud to be independent and able to support herself • ‘they’re a dirty beasts’ suggests Lily is prejudiced against/has a low opinion of all men

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 alone. Award marks 2+2, 2+1+1 **or** 1+1+1+1	**4**	Possible answers include: • 'no yet' suggests Lily is trying to warn Maggie that Jenny is making poor choices • 'dressed up . . . peroxide hair' suggests Lily thinks Maggie needs to hear the truth about how Jenny is behaving • 'keep yer eye on her' suggests Lily is concerned that Maggie seems unaware/unconcerned about Jenny's actions • 'jist you watch her' suggests Lily wants to make Maggie aware that Jenny needs some parental guidance • stage direction '*(She too sighs)*' suggests Lily is sympathetic to Maggie's situation • 'I ken ye've done yer best' suggests Lily understands how much Maggie does for her family • 'Ye've done great' suggests Lily is trying to cheer Maggie up by praising her efforts • 'fit for a dog!' suggests Lily feels empathy for Maggie living in such poor conditions • 'I jist wish . . . dae fir ye' suggests Lily wants to help Maggie to ease her burden • list of items Lily brings to help feed the family emphasises how much she tries to support Maggie in a practical way • 'Och that's naethin' suggests Lily brushes off Maggie's thanks as she does not want to make her feel embarrassed/ashamed about her financial situation

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 uses the experiences of characters 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 by the writer. **In practice this means:** Identification of commonality **(2)** eg Lamont Stewart presents many examples of character experiences such as poor health, domestic violence, family conflict **(1)** to explore central concerns such as poverty, gender roles, class **(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 Lily recognises that Maggie is not treated as an equal by John when looking after their home and family. 'If John wad gie hissel a shake' Lily feels conflicted as she is critical of Maggie defending John's behaviour whilst ultimately trying to help her sister, conveying the central concern of gender roles. **(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 play, possible references include: • Maggie understands she is dependent on the support of their neighbours and the community because of poverty but says 'rich folk' can live independently highlighting inequality between classes • John refuses to do any work in the home which causes a great strain on Maggie both physically and mentally, showing how unequal men and women were at that time • Granny is passed between people to live as she has no house of her own conveying central concerns including the impact of poverty and the unfair plight of the elderly • the Morrison children are dressed in hand-me-down, ill-fitting clothing conveying the impact of poverty and inequality • domestic violence was an unspoken/inescapable situation for some of the female characters highlighting the inequality between genders Many other references are possible.

Text 1 — Prose — *The Painter* 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 basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. Award marks 2 **or** 1+1	**2**	Possible answers include: • 'But that was not . . . evil' stating what the narrator is *not* going to say raises apprehension about what they *are* in fact going to say • 'unpleasant . . . evil' comparison highlights that the violent fight is not the worst things that happened • 'excited and horrified' juxtaposition of positive and negative extreme emotions suggests the villagers conflicting reactions • 'paint-brush and canvas and easel' list of the painter's equipment emphasises his strangely methodical behaviour (despite the violence around him) • 'no expression on his face at all' suggests the painter's lack of emotional reaction is unexpected and therefore raises suspicion • 'cold clear intensity' painter's strong focus on observing suggests an almost inhuman self-control • 'seemed in a strange way as if we were asleep' suggests a trance like state in which they are powerless • 'scythes swung to and fro' the rhythmic movement suggests the inevitability of the violence coming closer and closer • 'contorted' suggests their faces are becoming twisted/ ugly by desire for violence • 'more and more contorted' repetition emphasises their faces are becoming increasingly twisted by desire for violence • 'fury of battle' suggests intense energy of the fight • 'blood and rage' suggests their faces are red/bodies are worked up due to the urge to attack • 'teeth drawn back in a snarl' suggests animalistic, non-rational anger • 'he sat there'/'nor at any time . . . engaged' the painter's calm and unmoved reaction suggests an abnormal, inhuman reaction to the violence

Question			Expected response(s)	Max mark	Additional guidance
14.			For full marks both the speaker and the painter must be dealt with but not necessarily in equal measure. Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for 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 speaker:** • 'I cannot explain to you' negative statement suggests how incomprehensible his feelings were • 'seethed through me' suggests the internal, visceral nature of his rage • 'admiration . . . danger he was in' sense of wonder suggests that the painter can be so unmoved by the immediacy of the risk • 'most bitter disgust' suggests extreme revulsion • 'deliberately came up behind him and upset the chair' suggests the purposeful nature of the attack on the painter • 'he fell down head over heels' suggests the force with which the speaker pulled the chair away • 'pinioned his arms' suggests the strength with which he held the painter trapped • 'would have beaten him' suggests how close to violence the speaker is • 'my almost religious fear' suggests primal/ overwhelming nature of his anxiety • 'tore the painting into small pieces' suggests power of his rage • 'scattered them about the earth' suggests the revolted dismissal of the painter's efforts • 'fury and disgust' suggests extreme nature of his anger towards the painter

Question			Expected response(s)	Max mark	Additional guidance
					The painter: • 'such intensity' suggests the strength of the painter's focus • 'gaze that had gone beyond the human' suggests there is something abnormal about the way he stares at the fight • 'indifferent to the outcome' suggests his complete lack of human involvement in the fight (unlike the villagers) • 'as a hawk's' suggests predatory nature of his focus on the fight • 'blind fury' suggests his irrational rage on being disturbed/attacked • 'rat . . . river bank' suggests the painter reacts to being attacked with the ferocity of an animal • 'would have struck me' suggests how close the painter is to attacking the speaker, an adult • 'snarling' suggests animalistic/inarticulate nature of his anger • 'weeping tears of rage' suggests uncontrollable outburst of feeling • 'cold concentration' suggests the intensity of his focus on the fight

Question			Expected response(s)	Max mark	Additional guidance
15.			Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for 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: • 'no one would speak to (our wonderful painter)' suggests it was a turning point in the relationship between painter and village • 'presence more disturbing (than that of Red Roderick)' suggests the villagers remain troubled after the event by the painter's behaviour (more than by the violence) • 'So disturbed were we' suggests intensity of their troubled reaction • 'disturbing . . . disturbed' repetition emphasises how upset they are by the painter's behaviour • 'we would not even retain (the happy paintings)' suggests that their revulsion extends to the paintings they previously liked • 'tore them up' suggests their violent rejection of the painter's work/talents • 'threw them on the dung heap' suggests they now view his work as worthless • 'When he grew up the boy left the village' suggests the boy wanted to get away after the event/moved away as soon as possible • 'never returned' suggests the painter's desire to avoid the village forever after the event • 'I have never regretted . . . I admire myself' suggests the speaker retains a feeling of pride for his actions • 'the courage to do it' suggests the speaker now regards his actions as heroic • 'that light, brooding with thunder' suggests the ominous nature of the weather that day

Question			Expected response(s)	Max mark	Additional guidance
					• ‘lust and happiness’ suggests the shocking nature of the feelings revealed by the fight • ‘lust and happiness . . . decent and law- abiding men’ suggests contrast between the respectable image the villagers have of themselves and the savage reality revealed by the fight • ‘what I was worried about . . . expression on my own face’ suggests that the speaker is troubled by what the event revealed about himself • ‘it may be . . . perhaps that was all it really was . . . and yet perhaps . . .’ suggests reflection/doubt the speaker still feels about his own reaction

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 text as a whole **OR** make two individual references to other short stories.	**10**	Candidates can gain up to **2 marks** for identifying elements of commonality as identified in the question, ie how Crichton Smith uses the experiences of characters to explore central concerns. Award another **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. **In practice this means:** Identification of commonality **(2)** eg Crichton Smith uses characters' experiences such as unexpected events, illness, difficult relationships and the arrival of strangers **(1)** to explore central concerns such as the need for fulfilment, the restrictions of community life, isolation and negative aspects of humanity **(1)** • from the extract: Award **2 marks** for detailed/insightful comment plus quotation/reference Award **1 mark** for basic comment plus quotation/reference Award **0 marks** for quotation/reference alone

Question			Expected response(s)	Max mark	Additional guidance
					eg the speaker's experience of seeing the painter painting the fight and the villagers' reactions infuriated them, because they did not want to accept their own excitement at the violence, suggesting the savagery that exists within human beings **(2)** • from at least one other text: Award **2 marks** for detailed/insightful comment plus quotation/reference Award **1 mark** for basic comment plus quotation/reference Award **0 marks** for quotation/reference alone In comments on the other texts, possible references include: • *The Red Door* Murdo's discovery of his mysteriously painted red door causes him to reflect on his life and the pressures of living within the restrictions of a small community • *The Red Door* Murdo's experience of being mocked as a child, when he tried to express himself lead to him withdrawing into himself, showing the impact of human cruelty • *Mother and Son* John's despair on realising that he is trapped in a life without friends, a job or home of his own is used to explore lack of human fulfilment • *Mother and Son* the mother's experience of ill health and incapacity has made her a bitter person who uses the only power she has to torture her son, showing how cruel people can be

Question			Expected response(s)	Max mark	Additional guidance
					• *The Existence of the Hermit* the speaker's experience of seeing the hermit living an individual life, disregarding the social norms makes them feel uncomfortable as it exposes how limiting the restrictions of village life can be Many other references are possible.

Text 2 — Prose — *The Sunlight Pilgrims* by Jenni Fagan

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: • 'so (cold)' suggests it is an extremely low temperature • 'skin stings and reddens' suggests the coldness causes him physical pain • 'throat is so tight and constricted' suggests he is struggling to breathe/choking in the harsh environment/emotional about leaving home • 'Red lights flash on and off' suggests ominous environment/warning/impending danger • 'very first time in his life' suggests a sense of the unknown/lack of familiarity • 'absolutely nowhere to go back to' suggests his realisation that he is now completely alone in the world/no place to call his own • 'road behind him disappears' suggests he is moving away from the familiarity of his past/unsettling sense of no return • 'endless plummet' suggests his helplessness/lack of control over his life • 'shoes click on the wet pavement' suggests there is an eerie atmosphere • 'breath curls on the air' suggests the visible effect of the freezing conditions he is facing

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+1 **or** 1+1+1	**3**	Possible answers include: • 'ornate lamp posts with wrought-iron fish' suggests the (previous) grandeur of certain features of the city • 'sparkle (with frost)' suggests they were attractive/glistening/stood out • 'Baltic' suggests the freezing temperatures • 'ever being this bad' suggests there is now a change from the norm • 'lit all the way along' suggests there is still some normality amidst the uncertainty • 'four naval ships' suggests a sense of foreboding/an unusual feature • 'sluice through black water' suggests the water was contaminated/polluted/unpleasant/difficult to get through • 'a busker plays'/'a group of drunken hens queue to top up their Oyster cards' suggests normalcy continues for some despite the situation • 'news-stands are covered in headlines' suggests a major event is taking place • list of headlines emphasises the range/number of extreme global challenges • 'shiver' suggests the extremely cold temperature being experienced

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 comment plus quotation/reference. Award **0 marks** for quotation/reference alone. Award marks 2+1 **or** 1+1+1	**3**	Possible answers include: • 'sidles along the aisle' suggests Dylan edges along/acts furtively • 'stooping as low as he can' suggests he is physically uncomfortable • '. . . hot. Damp. Smelly.' Minor sentences emphasise the unpleasant conditions on the coach • 'passengers swerve out of his way' suggests others are wary of/do not want to engage with him • 'a little boy . . . afraid' suggests he is threatening looking to others • 'sound of vomiting' suggests he was physically affected • repetition of 'I die!' emphasises the fear/panic/ sense of dread being experienced • 'bus speeds up' echoes the desire to leave the city quickly • list of images 'fat arms . . . heads to music' emphasises the number and diversity of those wishing to escape the current situation • 'not that one' suggests they are facing many extreme threats

Question			Expected response(s)	Max mark	Additional guidance
20.			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.		Candidates can gain up to **2 marks** for identifying elements of commonality as identified in the question, ie, how Fagan explores the impact of change. 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. **In practice this means:** Identification of commonality **(2)** eg the impact of change is shown through the main characters who must adapt to the imminent danger facing society **(1)** highlighting how challenging situations can change people such as bringing out hidden strengths, bringing them together**. (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 facing a huge change in his circumstances, after the deaths of both his mother and grandmother, Dylan is leaving London and all he knows for Scotland. This shows how the loss of his family and home, added to the threat of a new global ice age, has forced him to find inner strengths. **(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: • the climate change background to the novel serves to bring the eclectic group of residents of the caravan park together highlighting the strength of human connection • the character of Dylan highlights how imminent danger can change people as he makes a new life for himself in the most extreme circumstances • the character of Stella, who is in the process of changing gender, remains strong in the face of criticism and judgement at school • when Alistair continues to call Stella Cael, refusing to accept change, their relationship becomes strained • Constance copes well with the extreme changes and she remains reliable and strong in a time of change (her ability to accept her daughter's identity) • as the weather changes and the cold becomes more extreme, Stella, Dylan and Constance are drawn together and become like a family, providing support for each other in the crisis they are facing 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 basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. Award marks 2 or 1+1	**2**	Possible answers include: • 'all intelligent . . . good wine' descriptive sequence suggests his respectability and cultured tastes • 'so contrived that he remained behind' suggests deliberateness/lack of spontaneity • 'no new arrangement . . . scores of times' suggests predictability • 'was liked . . . liked well'/'loved to detain' suggests admiration that is appreciated sincerely • 'dry' suggests non-sentimental, restrained • 'unobtrusive company' suggests he does not push himself forward/content to remain in the background • 'sobering their minds' suggests his calming/sensible presence • 'man's rich silence' suggests his comforting effect of this quietness on others NB. He says little/is quiet alone = 0 • 'cherished . . . sincere and warm affection'' suggests his decency prompts genuine love/ friendship • 'I have been wanting to speak to you'/'You know that will of yours?' suggests direct/no-nonsense approach

Question			Expected response(s)	Max mark	Additional guidance
22.			Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for 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 topic was distasteful' suggests Jekyll's reluctance to discuss it • 'carried it off' suggests Jekyll is trying to act as if he is not disturbed by the subject • 'you are . . . such a client' suggests Jekyll is trying to shift the focus of the conversation onto how difficult he is • 'I never saw a man so distressed . . . my will' suggests Jekyll is trying to focus on the fact of Utterson's concerns, not the reason for them • 'that hide-bound pedant, Lanyon' suggests Jekyll is continuing determinedly to focus on other topics, this time their mutual friend, Lanyon • 'You know I never approved of it' direct comment suggests Utterson has not been deflected by Jekyll's attempts/is sticking to the subject of the will • 'ruthlessly disregarding (the new topic)' suggests Utterson is absolutely refusing to change the subject • 'Yes, certainly, I know that'/'You have told me so' suggests Jekyll's tone of irritation • 'a trifle sharply' suggests Jekyll is snapping at Utterson • 'Well, I tell you so again' assertion suggests Utterson will not be put off • 'grew pale to the very lips'/'there came a blackness about his eyes' physical changes suggests the intensity of Jekyll's anger/anxiety/stress

Question			Expected response(s)	Max mark	Additional guidance
					• ‘I do not care to hear more’ emphatic language suggests Jekyll’s determination not to discuss subject further • ‘This is a matter . . . agreed to drop’ accusing tone suggests Jekyll is reminding Utterson they had previously both been in favour of not discussing it further • ‘(What I heard was) abominable’ extreme vocabulary suggests the depth of Utterson’s disgust for Hyde

Question			Expected response(s)	Max mark	Additional guidance
23.			Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for 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: • 'It can make no change.' short sentence emphasises Jekyll has made up his mind/is not open to persuasion • 'I am painfully situated' suggests that Jekyll knows his connection with Hyde is unpleasant/difficult • 'my position is a very strange – a very strange one' repetition emphasises that the connection is peculiar/difficult to deal with • 'if I could make the choice' suggests that Jekyll feels telling Utterson about his relationship with Hyde would be impossible • 'the moment I choose, I can be rid of Hyde' suggests Jekyll's confidence that he controls his involvement with Hyde • 'this is a private matter, and I beg of you to let it sleep' suggests that his relationship with Hyde involves secrecy/his reluctance to discuss his relationship with Hyde • 'poor Hyde' suggests his pity/sympathy for Hyde • 'I do sincerely take a great, a very great interest in that young man' repetition emphasises the strength of his concern for Hyde • 'promise me . . . get his rights for him' urgent tone suggests the intensity of Jekyll's protective feeling for Hyde • 'I only ask for justice' suggests Jekyll's determination to have Hyde treated fairly • 'help him for my sake, when I am no longer there' pleading tone suggests the intensity of Jekyll's feelings for Hyde

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.	**10**	Candidates can gain up to **2 marks** for identifying elements of commonality as identified in the question. ie how Stevenson explores the impact of secrecy. 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 secrecy is shown to have a negative impact on characters, atmosphere and events **(1)** leading to, for example, hypocrisy, destruction of friendship and moral decline **(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 Jekyll keeps the secret of his will involving Mr Hyde, not even wanting to discuss it with Utterson, leading to Utterson being suspicious and worried on his behalf which creates tension in their friendship **(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: • the need for secrecy when enjoying his 'guilty pleasures', caused by the pressure to appear respectable at all times, leads to Jekyll creating his alter-ego, Hyde • the secret division of Jekyll's character into 'normal' and 'evil' drives these two sides further apart, leading to more and more monstrous behaviour by Hyde • Jekyll's inability to share his suffering with friends causes him to become more and more isolated, for example, when he shuts himself up in his cabinet • the secret of the Jekyll/Hyde connection is so destructive and shocking that it causes the illness and death of Lanyon, when it is revealed to him • Utterson's decision to keep the dual identity secret emphasises the corrupting impact of secrecy on a respectable lawyer Many other references are possible.

Text 4 — Prose — *Death in a Nut* as told by Duncan Williamson

Question			Expected response(s)	Max mark	Additional guidance
25.			For full marks, both Jack and his mother must be dealt with but not necessarily in equal measure. Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for 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: **Jack:** • 'What do you mean . . . keeps the world alive?' question suggests incredulity at this astounding fact • 'if I hedna killed him, I hedna beat im' repetition emphasises strong sense of the rightness of his actions • 'you'd be dead bi this time' blunt statement emphasises his desperate desire to make his mother understand • 'But, Mother . . . gaunna dae?' direct plea suggests that he feels lost • 'But, Mother . . . if I set him free, he's gaunna come fir you' urgent tone suggests his fear for his mother's life **Mother:** • 'Jack, Jack, Jack, laddie' repetition emphasises her anger/exasperation with his lack of understanding • 'dae ye no ken what ye've done?' question suggests her sense of the enormity of his action • 'Ye've destroyed . . . keeps the world alive' blunt vocabulary/accusing tone suggests her sense of outrage • 'I wad be dead . . . would be getting food' suggests unselfish/measured/pragmatic reaction • 'an the worl'd be gaun on – the way it shuid be' suggests her sense of justice/feelings of the importance of things being 'right'

Question			Expected response(s)	Max mark	Additional guidance
					• ‘only fir you, laddie!’ emphatic tone suggests her anger/certainty that he is to blame • ‘there’s only thing ye can dae’, ‘there’s only thing I can say’ repetition emphasises her sense of urgency in trying to make him understand • ‘ye better gae an get im back an set him free!’/‘if ye dinnae . . . standstill’ commanding tone suggests her determination to make him follow her instructions • ‘*Bithout Death there is no life*’ emphatic tone suggests her absolute certainty
26.			Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. Award marks 2 or 1+1	**2**	Possible answers include: • ‘Well, Jack, if he comes fir me . . . be peaceful!’ suggests acceptance and calm, faced with the thought of her own death • ‘you’ll be alive . . . rest o the world’ suggests unselfishness, as she weighs up the survival of others, at the expense of her life • ‘if ye dinnae set him free, *both* o hus’ll suffer’ suggests good sense and rational approach to a crisis, as she points out the consequences of Jack’s actions • ‘I cannae stand tae see you suffer . . . something to eat’ suggests deep love/protectiveness towards her son as his pain/hunger would be unbearable • ‘Of course, Jack . . . you were wrong’ suggests self belief/confidence that she was right • ‘fir *my* sake, wad ye search . . . set him free?’ suggests toughness/ability to argue skilfully as she turns Jack’s argument back against him

Question			Expected response(s)	Max mark	Additional guidance
27.			Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for 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: • 'walk the tide and walks the tide fir miles an miles' repetition emphasises the distance Jack travelled in his search • 'day out an day in . . . three days more' repetition emphasises the length of time the journey took • 'hedna nothin tae eat, he only hed a drink water' simple statement suggests the hardship he endured • 'he walkit an he walkit, an he walkit day an he walkit night' repetition emphasises the physical strain/effort he underwent • 'mair miles than he ever walked before'/'he cuidna walk another mile' suggests the intense fatigue he felt • 'completely exhaustit' suggests utterly worn out/ really tired from his efforts/can no longer go on • 'completely exhaustit an fed up an completely sick' list emphasises the accumulation of tired and despairing feelings • 'an wonderit'/'said tae his ainsel' suggests he is beginning to reflect on his actions • 'he pit his hand on his jaw' description of posture suggests the physical pause as he thinks about the events • 'What have I done?'/'I've ruint the world. I've destroyed the world' question/declaration suggests he is now acknowledging his guilt • 'People disna know . . . Death is such a guid person' repetition/blunt statement emphasises that the truth of this has just hit him

Question			Expected response(s)	Max mark	Additional guidance
					• 'I wis wrong' blunt statement emphasises that he is taking full responsibility for his actions • 'Jack wis happy, happier an he'd ever been in his life before!' suggests that acknowledging his fault has led him to a sense of peace and harmony within himself
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 how the writers use contrast 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)** eg contrast is used in characters, setting, situation or events **(1)** to highlight different aspects of human experience, for example isolation, loss, betrayal, life and death **(1)** **OR** In the story *A Voice Spoke To Me At Night* the narrator lives in a modern, ordinary world which contrasts with the mysterious man from the past, speaking in an archaic language to highlight that isolation exists across all time periods **(1)**

Question			Expected response(s)	Max mark	Additional guidance
					In the story *Andrina* the contrast between Bill's life with and without Andrina explores the importance of human relationships to our wellbeing **(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 Jack's initial dismissal of Death as destructive, to be kept away from his mother, contrasts with his later understanding that death is a positive force, needed to keep the world going. This highlights the central concern of the importance of death as part of the cycle of 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

Question			Expected response(s)	Max mark	Additional guidance
					In comments on the rest on other short stories, possible references include: • *Andrina* contrast between Bill's deep loneliness when Andrina has gone and the feelings of warmth and comfort when she is present highlights the central concern of isolation • *Andrina* contrast between Bill's abandoning Sigrid when she becomes pregnant and her loyalty towards him, highlights the complexity and potential selfishness of human relationships: 'He shook his head. He looked away . . . she was more utterly lost than ever' • *A Voice Spoke to me at Night* contrast between the modern life of the speaker, with an office job, convenience food and a flat, and the ancient man, with his primitive challenges of plague and hunger, highlights the theme of common humanity, sharing suffering and loneliness • *Things My Wife and I Found Hidden in Our House* contrast between Rain's positive reaction on finding the ring and Alice's dismissal of its beauty 'It looks like it came out of a vending machine' hints at the tension and darkness to come as the 'gifts' become more troubling • *Things My Wife and I Found Hidden in Our House* contrast between the calm, happy feelings experienced by the women after disposing of the 'gifts', 'A steady calm grew in our hearts; we knew it was over and the shock of finding the hair around the doorknob highlights the central concern of the power of the supernatural Many other references are possible.

Text 1 — Poetry — *Da Clearance* by Rhoda Bulter

Question			Expected response(s)	Max mark	Additional guidance
29.			Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for 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: • 'rüfs aa taekit' suggests the buildings are well cared for/people are kept warm and dry • 'hens aroond da door' suggests crofting life is successful/bustling crofting life • 'fok . . . hame' suggests harmony with nature/people gleaning just enough peat for fires • 'rigs delled every voar' suggests successful use of the land • 'Aa da lums ir reekin' suggests warmth in every home • 'I see eens sitting round the fire' suggests togetherness • 'happy soonds' suggests liveliness/uninhibited/ carefree • 'peerie bairns skirlin' suggests happiness/ excitement/vitality of children • 'play dem ower da toons' suggests freedom/safety for children to run around/have adventures • 'Sookin infants at da breest' suggests natural/ people are supportive/non-judgemental/children are prioritised

Question			Expected response(s)	Max mark	Additional guidance
30.			Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for 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: • 'tochtfil, tried faces' suggests anxious, careworn people • 'dem at's lived ower lang' suggests the people's inner resources for dealing with this situation are running out • 'fractious bairns' suggests the children can feel the tension • 'feytin sleep' suggests children's determination to stay awake, due to anxiety • 'sensin something wrang' suggests even the children can feel the fear in the air • 'lood, lood knockin' repetition/blunt vocabulary suggests the violence of the landlord's men • 'crump o monny feet' onomatopoeia suggests force/sense of the crofters being outnumbered • 'Men's voices raised in anger' – linguistic change suggests invasive force • 'raised in anger' suggests anxiety/aggression/ increase in tension • 'fok aa hirded oot' suggests dehumanising treatment of the crofters/they are treated like animals • 'aa da bits a things dey hed' suggests the complete destruction of their way of life • 'fired ower da briggy-stane' suggests the physical brutality of their oppressors

Question			Expected response(s)	Max mark	Additional guidance
31.			Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. Award marks 2 or 1+1	**2**	Possible answers include: • 'bare waas staandin' suggests the absence of life and community, caused by the clearance • 'aa da laand lie green' suggests total lack of agricultural work/human involvement, compared with the thriving community earlier • 'Lang syne da fire wis slokkit'/'monny a year is geen' suggests the passage of time since the brutal attack • 'dey . . . dir sleep' suggests that all the people involved are now equal in death • 'tell me' direct address to reader suggests culminating/final comment on the events • 'wis it wirt it aa' question/tone highlights the fact that such suffering was not worth what was gained • 'twartree extry sheep' suggests the minimal/unimportant nature of any gains for so much human pain

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 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 imagery and/or symbolism are 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. **In practice this means:** Identification of commonality **(2)** eg imagery and symbolism such as a neglected child, aspects of nature and journeys **(1)** are used to develop central concerns such as death, loss of community, the human connection with nature and the value of the world **(1)** • from this poem: the description of the bare walls and empty landscape years after the clearance represents the total destruction of the community's special way of life, caused by the petty desire for profit **(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 alone • from at least one other poem: Award **2 marks** for detailed/insightful comment plus quotation/reference

Question			Expected response(s)	Max mark	Additional guidance
					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: • *The Bonnie Broukit Bairn* the speaker compares the earth to a beautiful urchin child, neglected and dirty but wondrous nonetheless to comment on the importance of the natural world • *Summit of Corrie Etchachan* the scenery, not pretty in a post card sense, but uncompromising and magnificent represents the power and challenging nature of the human mind • *Song Composed in August* the speaker uses the beauty and harmony in nature at harvest time, with ripening grain and wild berries to comment on the power and richness of human love • *Thomas the Rhymer* the difficult path, 'thick beset with thorns and briars' with hardly anyone even trying to travel along it symbolises the challenges in trying to follow the conventionally virtuous way in life • *33* the symbol of the chandelier using driftwood 'from all the world's shipwrecks' suggests that even the death and despair of all humanity can come together into something suggesting human resilience/spiritual strength Many other references are possible.

Text 2 — Poetry — *Bloom* by Imtiaz Dharker

Question			Expected response(s)	Max mark	Additional guidance
33.			Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for 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 are nothing . . . yourself' direct address/blunt language emphasises a focus on the baby's individual identity, not pretended significance beyond this • 'nothing . . . not . . . not' repetition emphasises the speaker's refusal to see the baby as having a wider importance • 'not a message sent to change the world' suggests rejection of the idea that the baby symbolises something vital to humanity • 'not here to save mankind' suggests rejection of any higher purpose/wider significance the baby might have • 'or even me' short addition to statement rejects the idea that the baby might be there for her benefit • 'You are,' statement/position at end of line emphasises the significance of the baby's existence • 'like a snail . . . like a leaf . . . like the sea' similes/repetition comparing baby to natural phenomena emphasises their link with the natural world • 'snail or mollusc' comparison to (apparently) unimportant/non-pretty creatures suggests the very ordinariness of the baby's existence

Question			Expected response(s)	Max mark	Additional guidance
					• 'only there'/'just there' blunt tone emphasises the simplicity/finality of the statement of the baby's place in the world • 'a leaf among thousands' comparison suggests that the baby is just like so many others • 'smallest of its creatures' suggests the apparent insignificance of the baby

Question			Expected response(s)	Max mark	Additional guidance
34.			Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for 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: • 'and yet, and yet' repetition emphasises that the speaker is attempting to reverse the previous comments/is trying to find the words to express the paradox of the baby's significance • 'I watch your face' suggests her intent concentration/connection between the two as the baby is, in fact, hugely significant • 'see a star waking in your eyes' suggests the miraculous/special nature of the baby's gaze/life • 'like sap-rise to a leaf' simile suggests the vital, life-bringing importance of the baby • 'like . . . tide-rush to the moon' simile suggests the elemental power of the baby • 'I try to live . . . your head' suggests her urgent need to understand the baby • 'think what you are thinking' repetition emphasises her desire to grasp the baby's experience • 'feel what makes . . . beat fast' suggests the vitality of the baby's life force • 'small body, small weight' repetition emphasises the idea of the baby's vulnerability/lack of significance (now undermined) • 'in my arms' suggests her urge to protect the baby who is so crucial • 'more than my self . . . you' suggests the baby's central significance to the speaker, even more than her own self • 'the gift you give' suggests that the wonder of the baby's very existence is life changing/the transformation is simple and freely given as a present

Question			Expected response(s)	Max mark	Additional guidance
35.			Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. Award marks 2 or 1+1	**2**	Possible answers include: • 'cradling you close' continues the idea of the speaker's love and protectiveness towards the baby • 'I feel . . . waking life' suggests that the baby embodies/encompasses the vitality of all living things • 'holding you I hold the world' dramatic statement sums up the essential being of the baby and the whole earth as one, linking back to earlier statements • 'holding . . . hold' repetition emphasises the closeness of baby and mother, linking back to earlier statements • 'wishing it for ever safe' simple statement suggests the love/protectiveness she feels for the baby, reinforcing the idea of the baby's identification with the whole of life itself

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 contrast is used 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 poem. **In practice this means:** Identification of commonality **(2)** eg Dharker uses contrast in characters, situations, emotions or style **(1)** to highlight aspects of human experience such as motherhood, memory, love, heritage and loss **(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 the initial statement of the baby's meaning, only as itself and not as a symbolic saviour of humanity, is contrasted with the absolutely overwhelming nature of the baby's significance: 'Holding you, I hold the world' highlights the power of parental love **(2)** • from at least one other poem: Award **2 marks** for detailed/insightful comment plus quotation/reference

Question			Expected response(s)	Max mark	Additional guidance
					Award **1 mark** for more basic comment plus quotation/reference Award **0 marks** for quotation/reference alone In comments on the other poems, possible references include: • *Bairn* contrasts the jaded, tired life experience described by the speaker - 'world is wrong, too spent, too old' with uplifting impact of the child's presence 'your voice is rising into the house' indicating the transforming power of love • *Letters to Glasgow* the insistent rhythm of the train - forging ahead and journeying through life - contrasts with dreamy reflections on the past 'in here is a steady hush and shoosh' suggesting the power of memory • *Stitch* the two cardigans - Cathy's blue and 'machine-made' and the speaker's red with edges that 'wriggle more . . . mine is worked by hand' represent the contrast between the calmer, more controlled relationship between Cathy and her mother and the speaker's mother's love which is fierce and possessive highlights the nature of love • *Send This* contrast between the speaker's view of the beautiful, precious city of the past and the modern reality of the new construction 'truth retold and sold in new-built malls' highlights the impact of change • *The Knot* the contrast between the energy and life of the children at the picnic as they 'tumbled out' of the car, hungry 'made us ravenous' and the silence of the meeting later, when the mother is no longer with them, highlights the impact of loss Many other references are possible.

Text 3 — Poetry — *Medusa* 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: • 'a suspicion'/'a doubt' suggests the speaker is unsure about their lover's faithfulness • 'jealousy' suggests possessiveness • 'a suspicion, a doubt, a jealousy' list emphasises depth of her mistrust • 'jealousy grew (in my mind)' suggests the distrust took over her thoughts/engulfed her • 'turned the hairs on my head to filthy snakes' suggests the jealousy disfigured her/made her ugly/evil/bitter with resentment • 'hissed' suggests the speaker's threatening appearance/character • 'spat' suggests violent/disgusting action • 'as though my thoughts hissed and spat on my scalp' the jealousy is destroying her mental health/taking over her life • 'my bride's breath soured' suggests decay/she has lost her youthful freshness/innocence • 'soured, stank' sibilance suggests her resentment/ disgust at what she has become • 'in the grey bags of my lungs' suggests she is breaking/decaying from the inside out/has become depressed/lifeless • 'I'm foul mouthed now, foul tongued' repetition emphasises she is disgusting/obscene/full of hatred NB 'unpleasant' = 0 • 'yellow fanged' suggests she is animalistic/ready to attack/diseased/decayed

Question			Expected response(s)	Max mark	Additional guidance
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	**4**	Possible answers include: • 'bullet (tears)' suggests she is becoming violent • 'bullet tears' suggests her pain has hardened her and she now wants to hurt others • 'Are you terrified?' rhetorical question emphasises she wants him to be afraid/enjoys his fear • 'Be terrified.' short sentence emphasises that she wants to cause harm/suggests destruction she is prepared to wreak • Repetition of 'terrified' emphasises that she wants him to be petrified/very afraid of her • 'Greek God' suggests menacing image of him preserved as a stone statue • 'perfect man, Greek God, my own;' climactic nature of list emphasises her possessiveness towards him • 'my own' suggests possessive/menacing tone • 'I know' suggests she is certain of his disloyalty (and so must destroy him) • 'betray me' suggests the expectation of infidelity destroying the relationship • 'better by far for me if you were stone' suggests she must destroy him to protect her emotions/harming him is her only option to keep him

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 **or** 1+1	**2**	Possible answers include: • 'glanced' suggests just a brief look can cause destruction • contrast between 'buzzing bee' and 'dull grey pebble'/'singing bird' and 'dusty gravel' emphasises how she can turn something full of life to an uninteresting/inanimate/worthless object • escalation in size of 'bee . . . bird' suggests her growing destructiveness • 'fell (to the ground)' suggests immediacy of destruction • 'spattered down' suggests forceful nature of the destruction

Question			Expected response(s)	Max mark	Additional guidance
40.			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 relationships are used 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 poem by the poet. **In practice this means:** Identification of commonality **(2)** eg Duffy presents several types of relationships including romantic, family, pupil/teacher **(1)** to explore central concerns such as love, identity, betrayal and loss. **(1)** **OR** In the poem *Medusa* the speaker's intense jealousy and distrust of romantic relationships lead to her losing her identity and becoming a bitter, twisted version of the woman she once was **(1)** In the poem *Havisham* the speaker's experience of being rejected by her partner leaves her consumed with hatred and unable to move on from the loss **(1)**

Question			Expected response(s)	Max mark	Additional guidance
					• 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 Duffy's speaker who has been betrayed by her husband feels anger and jealousy towards him. 'I'm foul mouthed now, foul tongued, yellow fanged'. The repetition of foul emphasises that her jealousy has changed her identity and turned her into a Gorgon figure of evil full of resentment and aggression towards others **(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

Question			Expected response(s)	Max mark	Additional guidance
					In comments on other texts, possible references include: • *Mrs Midas* the speaker feels anger and regret when she considers how her husband's selfish wish has destroyed their relationship. This leads to an exploration of the consequences of greed and the effect of isolation on both characters • *In Mrs Tilscher's Class* the portrayal of the speaker's nurturing relationship with Mrs Tilscher is used to explore the central concerns of loss of innocence and the confusion of growing up • *Havisham* Havisham's strong feelings of anger and resentment towards her ex-fiancé are used to explore the destructive nature of betrayal and the effects of isolation • *Before You Were Mine* the speaker reflects on her mother's past, to convey feelings of admiration and love for her mother and explore the central concerns of identity and change • *Originally* when the speaker moves from Scotland to England with her family, she considers the impact on the whole family leading her to question her own identity and where she truly belongs Many other references are possible.

Text 4 — Poetry — *Sorting Through* 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+1 **or** 1+1+1	**3**	Possible answers include: • 'dance dresses' suggests she had an active social life and wore the typical fashions of the time • 'bumptoed silver shoes' suggests she was passionate about dancing/took pride in her clothing • 'swinging from their ankle straps' suggests she had a carefree youth • 'swaggers' suggests she was confident and happy in herself • 'towards her dad' informality suggests she knew she was loved and protected by him (as he waited for her to come home) • 'light-headed from airman's kisses' suggests she was romantic/innocent
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+2, 2+1+1 **or** 1+1+1+1	**4**	Possible answers include: • 'have to learn (to call my father's house)' suggests she has not yet come to terms with the fact her mother has gone • 'yes' conversational tone suggests she is trying to steel herself for the difficult task of clearing out her mother's things • 'every ragbag scrap of duster' suggests even the smallest items of material evokes memories for the speaker • 'prints her even more vivid' suggests her mother's continued presence as every item of clothing conjures a striking/powerful image

Question			Expected response(s)	Max mark	Additional guidance
					• 'Ilford snapshot on some seafront' suggests she feels the clothes are more powerful than traditional holiday photographs in bringing her mother's memory to life • 'that exact frock' suggests the speaker's strong emotional connection to her mother through her clothes as she recalls her wearing particular items • 'manhandle whole outfits' suggests she has had to put aside her emotions in order to tackle the job of clearing out • 'binbags for Oxfam' suggests she has had to take a practical approach to dispose of her mother's things
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+1 **or** 1+1+1	**3**	Possible answers include: • 'every mote in my eye' suggests the dust from the clothes affects her physically • 'sadness of dispossessed dresses' personification suggests grief at being left unworn • 'good coats roundshouldered' suggests the speaker's regret that her mother only wore her 'best' coats infrequently and now she will never wear them • 'darkness of wardrobes' suggests the pointlessness of keeping clothes 'for good'/hidden away/unworn • 'the gravitas of lapels' suggests her regret that the importance of certain items has now diminished • 'danders of skin fizzing' suggests her anguish as they are last physical remnants of her mother • 'not neatly end' suggests that grief is messy and difficult to navigate

Question			Expected response(s)	Max mark	Additional guidance
44.			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 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 Lochhead uses relationships 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 poem by the poet. **In practice this means:** Identification of commonality **(2)** eg Lochhead presents several types of relationships including romantic, family and friendships **(1)** to explore central concerns such as the devastating impact of grief, the consequences of jealousy, the far-reaching effects of loneliness. **(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 when clearing out her mother's clothes after her death, the speaker imagines her mother as a young woman and reflects on the impact of her loss, as she works her way through this difficult generational rite of passage. **(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 texts, possible references include: • *Last Supper* the friendship between the women, who behave as predators at the dinner table, highlights an unpleasant/toxic aspect of some female relationships • *My Rival's House* the visit to the mother for tea highlights how a mother and son's relationship can be overbearing and possessive • *Box Room* while staying in her boyfriend's childhood bedroom, the speaker realises that the mother's domineering relationship with her son will negatively affect their romantic relationship • *For My Grandmother Knitting* the grandmother's desire to continue knitting, even though it is difficult, highlights a disconnect in her relationship with the younger generation who do not understand her need to retain her independence/usefulness • *The Spaces Between* the grandmother's enforced separation from her family during lockdown highlights the negative impact of loneliness when people have no physical contact with loved ones Many other references are possible.

Text 5 — Poetry — *Old Highland woman* 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 basic comment plus quotation/reference. Award **0 marks** for quotation/reference alone. Award marks 2 or 1+1	**2**	Possible answers include: • 'sits all day' suggests her long periods of inactivity now • 'by the fire' suggests her present need for warmth/ comfort • 'How long . . . opened the door' question suggests her inability to get out into the world has gone on for years/a lengthy time • 'confusing the scuffling hens . . . dreaming of sheep' suggests her bustling energetically into the yard in the past • 'Her walking days are over.' short sentence/blunt tone emphasises the finality of her present weakness/she will never be an energetic person again

Question			Expected response(s)	Max mark	Additional guidance
46.			Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for 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: • 'come here through centuries' suggests she is one of generations of people to share a similar life • 'Gaelic labour' suggests her close link to her hard-working Scottish ancestors • 'rainy funerals' suggests she has endured many deaths in the community throughout her lifetime • 'Gaelic labour and loves/and rainy funerals' list emphasises the central life events experienced by people of the past, reflected in her own life • 'Her people' suggests her identification with the people of the past • 'assembled in her bones' suggests her connection with the past people goes deep/is central to her being • 'their summation' suggests her life today is a culmination of the generation of lives before her • '*Before her time* . . . no meaning' suggests that she embodies past generations/others have no knowledge of the past

Question			Expected response(s)	Max mark	Additional guidance
47.			Award **2 marks** for detailed/insightful comment plus quotation/reference. Award **1 mark** for 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: • 'When neighbours call' suggests she is part of/ valued by the community • 'laughs a wicked cackle' suggests her enjoyment of mischief • 'love in it' suggests her warmth/lack of malice (perhaps oxymoronic link with 'wicked') • 'listens to the sly bristle of gossip' suggests her interest in the less wholesome/more salacious aspects of the community • 'relishing the life in it' suggests enjoyment of the richness of human experience • 'relishing the malice' suggests the thrill of the more unpleasant aspects of community life • 'relishing . . . relishing' repetition emphasises that her enjoyment of both good and bad are both part of life • 'hands lying in her lap' suggests the serenity of current state of inactivity • 'holy psalms that once had a meaning for her' suggests the spirituality of life in the past/hugely significant vitality of her busy life in the past • 'once were noble with tunes' suggests the past connection between her energy and heritage • 'that once . . . that once' repetition emphasises the changes she has undergone • 'used to sing long ago' poignant tone suggests the beauty of the rich mix of her past life

Question			Expected response(s)	Max mark	Additional guidance
48.			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 the poet uses the experiences of characters and/or speakers 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. **In practice this means:** Identification of commonality **(2)** eg MacCaig often uses the experiences of characters and/or speakers such as growing older, unexpected encounters, being in a different place **(1)** to explore central concerns such as heritage, relationships, violence and the impact of time **(1)** **OR** eg in *Old Highland woman*, the character of the old woman has experienced loss of vitality and energy as she is now frail and unable to walk exploring the impact of time **(1)** In *Aunt Julia*, the speaker experiences regret at losing the chance of understanding and appreciating his aunt fully because she has died, exploring the impact of loss **(1)**

Question			Expected response(s)	Max mark	Additional guidance
					• 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 old woman who was once so active and is now so frail, reduced to sitting at her fireside and waiting for visits, embodies the heritage of the Highlands, which was once so vibrant and now has lost its energy and relevance. **(2)** • from at least one other 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 In comments on other poems, possible references include: • *Aunt Julia* the speaker's experience of having lost Aunt Julia, who was so powerful and full of life and now is gone forever, highlights the disappearance of the traditional crofting way of life which she embodied

Question			Expected response(s)	Max mark	Additional guidance
					• *Basking shark* the speaker's experience of encountering the shark provokes comparison between the primitive animal and the supposedly civilised human race, which is actually much more destructive: 'So who's the monster?' • *Hotel Room, 12th Floor* the speaker's experience of staying in their New York hotel room, listening to the sounds of violence and suffering outside, highlights the fact that humanity, no matter how civilised, still has elements of savagery • *Landscape and I* the speaker's experience of the intensity of nature leads him to see the challenges of life as enriching 'There's a Shiehallion anywhere you go./The thing is, climb it.' • *On Lachie's Croft* the speaker's experience of observing the bedraggled cockerel prompts him to consider his own lack of fulfilment and self-satisfaction: 'I'm master of nothing I survey' Many other references are possible.

Text 6 — Poetry — *Ospreys* by Kathleen Jamie

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. Award **0 marks** for quotation/reference alone. Award marks 2+2, 2+1+1 **or** 1+1+1+1	**4**	Possible answers include: • 'You'll be wondering'/'why you bothered' suggests the speaker's humorous recognition of the lack of reward compared to the effort involved • 'beating up from Senegal' suggests they have had a long and arduous journey • 'hit (a teuchit storm)' suggests sudden violence of the weather • 'teuchit storm' use of Scots suggests the speaker's understanding/knowledge of how unexpected/ harsh Scottish weather can be • 'blizzards and raw winds' suggests they faced inhospitable conditions (after their long journey) • 'tilt' suggests the skill needed after such a long journey • 'mere hours apart' suggests their ability to synchronise such a long journey • 'self-same riverside' informal tone suggests wonder at the fact they came to nest at the same place every year

Question			Expected response(s)	Max mark	Additional guidance
50.			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: • 'Scots pine' reference suggests their hardiness/ durability despite the weather • 'possess again' suggests they reclaim ownership of previous nesting places • 'sticks and fishbones of last year's nest' suggests they can adapt and use remnants to rebuild • 'still here, pretty much like the rest of us' suggests the nest's/birds' ability to withstand the harsh environment • list 'gale-battered . . . away' emphasises the landscape was negatively affected by a number of factors yet still endured
51.			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: • 'redd up your cradle, on the treetop' (humorous) allusion to the nursery rhyme links the birds to human parents/tidying up for the new babies • 'claim your teind' suggests the speaker believes the birds have as much right as humans to this piece of the land • 'shining estates' suggests it is a rich landscape with plenty of space and resources for animals and humans to coexist • 'trout-stocked loch' suggests the locals actively try to protect and look after the birds' wellbeing • 'What do you care?' rhetorical question emphasises the speaker understands the birds are wild therefore unimpressed by human concerns

Question			Expected response(s)	Max mark	Additional guidance
					• ‘few glad whispers round town’ suggests the locals are pleased when they know the birds have arrived • ‘whispers’ suggests they know the birds must be left alone and not disturbed by humans • direct speech ‘*that’s them*, *baith o’ them*, *they’re in.’* suggests the importance placed on the birds’ safe arrival by the local residents

Question			Expected response(s)	Max mark	Additional guidance
52.			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 text as a whole **OR** make references to two individual poems.	**10**	Candidates can gain up to **2 marks** for identifying elements of commonality as identified in the question, ie, how Jamie presents aspects of Scotland 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 poem by the poet. **In practice this means:** Identification of commonality **(2)** eg Jamie presents aspects of Scotland including the landscape, natural world and its people **(1)** to convey central concerns including humankind's role in protecting the environment, how people live and features of human and animal behaviours. **(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 speaker respects the stamina and accuracy shown by the ospreys in making the gruelling journey from Africa to Scotland every year in order to nest. They convey their belief that they have the same right to the land as their human counterparts**. (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 texts, possible references include: • *Song of Sunday* the speaker recounts a typical Scottish Sunday from their youth and highlights the traditional gender roles of the time as the women were all in the kitchen preparing the meal • *Mr and Mrs Scotland Are Dead* during a visit to the local tip the speaker sees a number of discarded personal items. This causes them to consider the couple they belonged to and the life they lived, wondering if they can preserve their heritage and that of wider Scotland • *Crossing the Loch* the speaker reminisces with a friend about a shared experience from their youth when they rowed back across a loch after a night in the pub. The description of the bay like a mouth conveys an image of a remote Scottish setting taking on a sinister quality in the complete darkness highlighting the majestic nature of Scotland's landscape

Question			Expected response(s)	Max mark	Additional guidance
					• *What the Clyde said, after COP 26* the river as the speaker references Glasgow's proud industrial heritage which then changes to the present-day issue of pollution thus highlighting the concerns of the younger generation in Scotland • *The Morrow-bird* the speaker presents images of Scotland's landscape and history to beseech the members of the new Scottish Parliament to preserve its precious resources whilst changing and adapting for future generations Many other references are possible.

Text 7 — Poetry — *Why Do You Stay Up So Late?* 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: • 'I'll tell you' suggests the speaker's willingness to communicate with his son • repetition of 'you' emphasises a conversational closeness in the relationship • 'if you really want to know' suggests the speaker is happy to oblige his son's request • 'remember that day you lost two years ago' suggests a memory that is imprinted upon the mind of the father • 'played the jeweller' suggests in the child's play, the speaker saw something grander/enjoyed sharing his craft • 'blink the secret colour' suggests the parallel joy they share in finding something special in the mundane • 'This is how you knew the ones to keep.' emphatic end to the stanza suggests pride in the accomplishments of the son • sibilance in lines 3-8 emphasises the sound of the waves evoking positive memories of the day at the seashore with his son

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: • 'So' suggests that this is an ongoing difficulty, hard to truly express • 'dull things' suggests that much of the work of the poet involves dealing with dreary monotony • 'some possibility' suggests that a great deal of the work is speculative • contrast of 'dead/surprise' suggests that some of the things that might not seem useful end up being so • 'I've no pool' suggests that the poet often lacks inspiration or a way to test out his ideas (as his son did in the rockpool) • repetition of 'look' emphasises that much of what he does requires introspection, reflection and effort • 'mirror in my eyes' suggests the need to be self-reflective and look for inspiration within himself
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: • couplet to end the poem reflects couplet at the end of stanza one and signals the end of the poem to the reader • 'paint it' suggests that the poem is the result of the poet's efforts, he has created something of merit • 'with the tear' returns to the idea of testing the stones with water in the first stanza • 'This is why I sit up through the night' suggests the poet has answered his son's question posed at the start

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. For Commonality, candidates can adopt a more general overview relating to the text as a whole **OR** make reference to two individual poems.	**10**	Candidates can gain up to **2 marks** for identifying elements of commonality as identified in the question, ie how Paterson uses memorable experiences 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 memorable experiences such as a bus journey, the birth of a child, relationships **(1)** to explore central concerns including loss, love, identity, fragility of human life, passing of time **(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 this poem the stones gathered from the beach by his son represent the speaker's daily search for meaning in events which explores the central concern of defining his identity **(2)**

Question			Expected response(s)	Max mark	Additional guidance
					• from at least one other poem: as above for up to 6 marks Possible comments include: • *Waking with Russell* the speaker says that 'the true path was as lost to me as ever' until his son 'lit it' suggesting he was able to find his true identity after his son's birth • *11:00 Baldovan* the bus journey represents the metaphorical passage of time and journey to adulthood, shown by the huge changes they see when they return home • *The Swing* the installation of a swing represents the to and fro of the poet's thoughts as he considers the nature of parenting – the children that are born and those that are not • *The Thread* the speaker describes 'the thread' that caught his son and kept him alive, the thread that represents the fragile nature of life • *The Circle* the speaker reflects upon the difficulties his son has drawing with its imperfections that represent the fragility of life (as experienced by his son) 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]