



National
Qualifications
2015

2015 English Reading for Understanding, Analysis and Evaluation

National 5

Finalised Marking Instructions

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General Marking Principles for National 5 English: Reading for Understanding, Analysis and Evaluation

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) If specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader.
- (d) Candidates should gain credit for their understanding of the ideas of the passage, and their analysis and evaluation of the writer's use of language.
- (e) Unless quoting from the passage, the candidates should use their own words as far as possible.

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

Detailed Marking Instructions for each question

Question			Expected Answer(s)	Max Mark	Additional Guidance
1.			<p>Candidates should explain why the first paragraph is an effective opening for the passage.</p> <p>Be aware and award a mixed approach to this question.</p> <p>Any three points for three marks.</p>	3	<ul style="list-style-type: none"> It shows/introduces/explains/ describes/connects to (1) the idea (fight-flight-freeze)/ theme/focus of the text/the rat (1) creates interest/shock/ pathos/drama (1) <p>Also accept:</p> <ul style="list-style-type: none"> reference to second person/“you” (1) with chatty/informal tone (1) single word/minor sentence/short sentence/ ‘Ferociously!’ (1) series of short sentences (1)
2.			<p>1 mark for intensity “deeply” + 1 mark for gloss of “ingrained”</p>	2	<p>Glosses of both words:</p> <ul style="list-style-type: none"> “deeply” eg very/completely/ profoundly (1) “ingrained” eg embedded/ fixed/rooted/established/ intuitive/natural/instinctive/ in a long standing fashion (1)
3.			<p>Candidates should explain in their own words two aspects of “danger” or “threat” for two past experiences and two present experiences, from lines 14-21.</p> <p>Be aware of and award condensed answers.</p>	4	<p>Past - glosses of two:</p> <ul style="list-style-type: none"> “head-on” eg direct/face to face (1) “regularly” eg frequent (1) “predators ...animal” eg creatures (which wanted to harm/kill us) (1) “predators ...human kind” eg others like us (wanted to harm/kill us, eg through wars) (1) accept example of predator (1) “to life or limb” eg real physical harm (1) <p>Present - glosses of two:</p> <ul style="list-style-type: none"> “artificial” eg non-physical/ psychological (1) “to ego” eg to pride/self-esteem/vanity (1) “to livelihood” eg to job/earnings (1) “(consequences of) messing up” eg doing it wrong (1) gloss of “taking exam” (1) gloss of “giving a speech” (1) gloss of “taking a penalty”(1)

Question	Expected Answer(s)	Max Mark	Additional Guidance
4.		5	<p>Changes - glosses of</p> <ul style="list-style-type: none"> • “acceleration of heart ... function” eg the heart beats more quickly (1) • “acceleration of ... lung function” eg breath comes faster (1) • “there is paling and flushing” eg the skin changes colour (1) • “there is an inhibition of stomach action, such that digestion almost completely ceases” eg the intestines work less (1) • “there is a constriction (of blood vessels)” eg (blood vessels) narrow (1) • “there is a freeing up of metabolic energy sources (fat and glycogen)” eg feel more energetic (1) • “there is a dilation (of the pupils)” eg the eyes widen/expand/ enlarge (1) • “a relaxation of the bladder” eg waterworks loosen (1) • “perception narrows” eg concentration is (more) focused (1) • “shaking”/”trembling” eg shuddering or quaking or similar (1) • “prime (the muscles)” eg prepare/ready (the muscles)(1) • “increase body strength” eg become stronger (1) • “increase ... blood pressure” eg higher (blood pressure) (1) • “(become) hyper-vigilant” eg more alert/pay more attention (1) • “(adrenalin) pumping like crazy” eg increase (in adrenalin) (1) • “taut” eg tense/tightened (1) • “pumped” eg ready (1) <p>Referring to lines 22-37, candidate should summarise using their own words some of the changes in the body which occur with the response.</p> <p>Be aware of and award condensed answers.</p>

Question			Expected Answer(s)	Max Mark	Additional Guidance
5.			<p>The candidate must offer an explanation on how the sentence “How to deal with these responses?” in line 44 provides an appropriate link at this point of the passage.</p> <p>NB Marks can be gained without direct quotation from link.</p>	2	<ul style="list-style-type: none"> • “These responses” looks back (1) • “How”/”to deal” or question (mark) looks forward (1) <p>OR</p> <ul style="list-style-type: none"> • “These responses” looks back (1) • to actions of team-mates or inner dialogue (1) <p>OR</p> <ul style="list-style-type: none"> • “How”/”to deal” or question (mark) looks forward (1) • to identification of strategy (may quote “reflection”) (1) <p>OR</p> <ul style="list-style-type: none"> • reference to the ideas in the text before the link (1) • reference to the ideas in the text after the link (1)
6.			<p>By referring to lines 50-54, the candidate must explain two examples of the writer’s word choice which demonstrate the “benefit” of the response.</p> <p>Reference (1) plus appropriate comment (1) x 2</p>	4	<ul style="list-style-type: none"> • “huge” (1) eg considerable(1) • “therapeutic” (1) eg it helps (1) • “It takes the edge off” (1) eg it makes us calmer (1) • “(It makes a ... bewildering reaction) into a comprehensible one” (1) eg (it turns a baffling/puzzling reaction) into one which we understand (1) • “liberation” (1) eg freeing (1) • “(liberation) from tyranny” (1) eg from oppression (1) • “pressure” (1) eg stress (1)

Question	Expected Answer(s)	Max Mark	Additional Guidance
7.	<p>The candidate should explain the attitude of top athletes to pressure, and how two examples of the language used make this attitude clear with reference to lines 55-61.</p> <p>Reference (1) plus appropriate comment (1) x 2</p> <p>Identification of attitude (1)</p>	5	<p>Identification of attitude, eg pressure can be positive/beneficial (1)</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> • “paradoxical” (1)/reference to paradox eg emphasises that expectation is worse than reality (1) • “Pressure is not a problem”(1) eg bluntly states attitude (1) • “privilege” (1) eg shows that this is something positive (1) • colon to introduce (1) motto/mantra (1) • reference to alliteration (1) eg accentuates the positive (1) • semi-colon after “problem” complements (1) the balance (1) • balance/(idea of) antithesis of “Pressure ... privilege” (1) draws attention to the bilateral nature (1) • example(s) cited of famous sportsmen (1) suggests agreement (1) • “perfectly open” (1) suggests acceptance (1) • reference to “but” starting sentence (1) emphasises the contrast (1) • “great pride” (1) emphasises how good they feel (1) • “facing up to them” (1) shows positive attitude to confronting them (1) • “they didn’t see these ... as signs of weakness” (1) provides a clear statement (1) • “They created mechanisms” (1) suggests coping strategies (1) • “grow” (1) emphasises a chance to develop (1) • “seized (every opportunity)” (1) shows they are keen (1) • repetition of “They” at the start of a sentence/parallel structure (1) shows affirmative nature of the attitude (1)

Question			Expected Answer(s)	Max Mark	Additional Guidance
8.			<p>The candidate should fully explain using their own words why the advice to “grab” the opportunity might at first seem strange by referring to lines 62-67.</p> <p>Any three from above (3)</p>	3	<p>Glosses of</p> <ul style="list-style-type: none"> • “you will feel uncomfortable” eg you will find it awkward/unpleasant/unnerving (1) • “your stomach will knot” eg you will feel physically stressed (1) • “at the moment of truth, you will wish to be anywhere else in the world” eg at the critical/vital time (1) you would wish you were not doing it (1) • “a nation’s expectations on their shoulders” eg much is being hoped for you/pressure is applied/your patriotism is under test (1)
9.			<p>The candidate should pick an expression from the final paragraph (lines 68-71) and show how it helps to contribute to an effective conclusion to the passage.</p> <p>Expression from conclusion (1) + linked reference from elsewhere (1)</p> <p>NB The linked reference may be to the passage as a whole.</p>	2	<p>Reference to an expression from earlier in the article should be made.</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> • “paradoxical” (1) eg repeats word used earlier (line 55) (1) • “you will grow, learn and mature” (1) eg revisits actual words “grow” (line 56) or “learnt” (line 57) or ideas of athletes profiting from the experience (1) • “on the football pitch” (1) eg refers back to lines 9-12 or the title (1) • “in the office” (1) eg refers back to “job interview” (line 45) or “at work” (lines 19-20) (1) • “fluff your lines” (1) eg refers back to “giving a speech” (line 17) (1) • “if you miss” (1) eg refers back to “taking a penalty” (line 17) (1)

[END OF MARKING INSTRUCTIONS]