National
Qualifications
2017

2017 English

Critical Reading

National 5

Finalised Marking Instructions

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Part one: General marking principles for National 5 English: Critical Reading

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this paper. These principles must be read in conjunction with the detailed marking instructions for each question. The marking schemes are written to assist in determining the "minimal acceptable answer" rather than listing every possible correct and incorrect answer.

(a) Marks for each candidate response must always be assigned in line with these general marking principles and the detailed marking instructions for the relevant question.

(b) Marking should always be positive. This means that, for each candidate response marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.

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

Marking instructions for each question

SCOTTISH TEXT DRAMA

Question			Expected answer(s)	Max mark	Additional guidance
1.			Candidates **must** use their own words. One mark for each point identified.	**4**	*Possible answers include:* the women's lives can be disrupted by authorative raids (1) they accept raids as part of life (1) the women's lives are mundane and a 'simple' night out can be looked forward to (1) the women speak frankly to each other (1) the women know their life style is not healthy (1) the women are supportive of each other (1) Marie, Cassie and Nora are suspicious of Deirdre (1) there is tension between Cassie and Deirdre (1) Nora uses domesticity to comfort herself from the harshness of reality (1)
2.			Candidates should identify an example of humour (1) and go on to explain its effectiveness (1) Reference (1) Comment (1)	**2**	*Possible examples of humour include:* "It's the D.Ts" (1) suggests irreverence/laughing at herself (1) "… the film stars have" (1)/"Me and Joan Collins both" (1) suggests exaggeration/mock self-importance (1) "… all the excitement" (1) suggests sarcasm (1) "… would your manicure stand up to the closest inspection" (1) suggests irony (1)

Question			Expected answer(s)	Max mark	Additional guidance
3.	(a)		Reference (1) Comment (1)	**2**	*Possible answers include:* "Let's see Marie's hand there." (1) suggests good humour between them (1) "Ah she's got a clear conscience." (1) indicates respect for Marie (1) "Wired up but not plugged in." (1) suggests humour/banter (1)
	(b)		Reference (1) Comment (1)	**2**	*Possible answers include:* "black wee heart"/"thieve the clothes"/"nail the wee snake down"/"… if it is Deirdre?" (1) shows Cassie distrusts Deirdre (1) "It is." (1) shows Deirdre stands up to Cassie (1) "I hope you've not taken a fancy… your eye" (1) shows lack of trust (1)
4.			Reference (1) Comment (1)	**2**	*Possible answers include:* "What?" (1) shows confrontation/confusion/defensiveness (1) "That I saw you before." (1) shows accusation/confrontation (1) "you're a lying hoor…" (1) shows the anger/hostility Cassie feels towards Deirdre (1) "…you never saw anything." (1) shows defiance/threat/denial (1) Any part of "With a man. With him. With — " (1) suggests build up to revelation (1) Identification of ellipsis (1) suggests anticipation (1) Any reference to "*Cassie lunges at her before she can get another word out" (1)* suggests desperation to stop her/aggression (1)

Question			Expected answer(s)	Max mark	Additional guidance
5.			Candidates are likely to include many different aspects of the mother-daughter theme. Possible areas for comment include: Despite Nora and Cassie's 'bickering' they constantly support each other (especially with domestic hardships/ challenges) Hostilities due to memories of past relationship with father Marie and Deirdre are likely to form a 'mother/daughter' relationship despite the fact they are not directly blood relatives Nora and Cassie 'mother' Marie as they see her as a lone parent left in difficult circumstances (ie widowed and alone) Deirdre and her biological mother are not close (as demonstrated by the fact that Deirdre is the victim of domestic violence perpetrated by her mother's latest boyfriend)	**8**	Candidates may choose to answer in **bullet points** in this final question, or write a number of linked statements. There is **no requirement** to write a 'mini essay'. Up to 2 marks can be achieved for identifying elements of commonality as requested in the question. A further 2 marks can be achieved for **reference to the extract given**. 4 additional marks can be awarded for similar references to **at least one other part of the text**. <u>In practice this means:</u> **Identification of commonality (2)** (eg: theme, central relationship, importance of setting, use of imagery, development in characterisation, use of personal experience, use of narrative style or any other key element…) **From the extract:** **1 x** relevant reference to technique (1) **1 x** appropriate comment (1) **OR 1x** relevant reference to idea (1) **1x** appropriate comment (1) **OR 1x** relevant reference to feature (1) **1x** appropriate comment (1) **OR 1x** relevant reference to text (1) **1x** appropriate comment (1) **(maximum of 2 marks only for discussion of extract)** from at **least one other part of the text:** as above (x2) for **up to 4 marks**

Question			Expected answer(s)	Max mark	Additional guidance
6.			Candidates should identify an aspect of Alec's attitude towards Davie (1) with supporting reference or quotation from the text (1) **x2**	**4**	*Possible answers include:* Alec is trying to understand his father (1) eg by asking about his dad's reasons for gambling (1) Alec has some admiration for his dad in the past (1) eg memories of him making things/working as a Sailmaker (1) Alec tries to encourage Davie (1) eg to return to Sailmaking/to move elsewhere/to use his skills to create other products to sell (1) Alec has accepted his dad for who he is/his likely relationship with his dad (1) eg doesn't argue with Davie's (often unsatisfactory) responses/allows him to throw things of importance onto the fire (1)
7.			Reference (1) Comment (1) **x2**	**4**	*Possible answers include:* "(Ah worked on the) Queen Mary (ye know)" (1) eg suggests pride/sense of importance (1) "Worked on destroyers durin the war" (1) suggests vivid memories (of usefulness) (1) Reference to list/"Made gun-covers, awnings, tarpaulins" (1) suggests excitement at remembering detail/extent of work (1) "Made a shopping bag for yer mother"/"Made you a swing!"(1) suggests pleasure at creating gifts/versatility of trade (1) "Wi a big sorta…" (1) suggests detailed memory (1)

Question			Expected answer(s)	Max mark	Additional guidance
8.			Reference (1) Comment (1) **x2**	**4**	*Possible answers include:* "Nae demand" (1) suggests skills are not needed (1) "Was different durin the War" (1) suggests times have changed (1) "(Been goin) downhill" (1) circumstances have worsened (1) "Yards shuttin doon" (1) suggests no market/employment opportunities for his trade (1) "big empty space" (1) place of work has literally gone (1) "covered wi weeds" (1) suggests neglect (1) "redundancy money" (1) suggests workers have been laid off/ unemployment (1) "the manmade fibres"/"usin machines"/"Got lassies daein hauf the work" (1) suggests original trade has changed beyond recognition (1) "Dead loss" (1) suggests no hope for old trade (1)

Question			Expected answer(s)	Max mark	Additional guidance
9.			Possible areas for comment include: **Extract:** Negative/pessimistic/lacking motivation Seen to be different before the death of his wife eg making bags and toys, working hard as an apprentice. Stage directions eg (*shrugs*) Negative language ("backed a loser right fae the start" and "Dead loss" etc) **Elsewhere:** Answers will likely focus on Davie's downwards spiral from that start of the play triggered by his inability to cope with the death of his wife, which led to gambling and drinking. He also struggled to cope with being a single parent to Alec, and their home situation was often unsatisfactory (eg provision for meals and clothing as well as the generally untidy nature of the home).	**8**	Candidates may choose to answer in **bullet points** in this final question, or write a number of linked statements. There is **no requirement** to write a 'mini essay'. Up to 2 marks can be achieved for identifying elements of commonality as identified in the question. A further 2 marks can be achieved for **reference to the extract given.** 4 additional marks can be awarded for similar references to **at least one part of the text.** <u>In practice this means:</u> **Identification of commonality (2)** (eg: theme, central relationship, importance of setting, use of imagery, development in characterisation, use of personal experience, use of narrative style, or any other key element…) **From the extract:** **1 x** relevant reference to technique (1) **1 x** appropriate comment (1)

Question			Expected answer(s)	Max mark	Additional guidance
			His employment situation changed from Sailmaker (before the play) to "tick man" to sweeper to eventually unemployed, all reflecting his decline in status/ self-esteem. He is seen as someone who always procrastinates (eg doing up the yacht, tidying the house) and who cannot move on (eg inability to be truthful about romantic interests). He is seen to be intelligent (eg discussing literature or religion) but he never uses this or his Sailmaking skills to try and improve his situation. He lacks the ability to be pro-active about his situation and feels that he is always unlucky. Despite these failings, he constantly encourages Alec to look for something better in life and encourages him to find this through education and employment.		**OR 1x** relevant reference to idea (1) **1x** appropriate comment (1) **OR 1x** relevant reference to feature (1) **1x** appropriate comment (1) **OR 1x** relevant reference to text (1) **1x** appropriate comment (1) **(maximum of 2 marks only for discussion of extract)** from at **least one other part of the text:** as above (x2) for **up to 4 marks**

Question			Expected answer(s)	Max mark	Additional guidance
10.			Candidates should make four key points. Please note candidates may choose to make four separate summary points or may give both sides of two areas of disagreement.	**4**	*Possible answers include:* Rosinella thinks Hughie and Lucia are in love/developing romantic feelings (1) but Massimo thinks they are just friends (1) Massimo thinks Lucia is upset about not getting to the wedding (1) but Rosinella thinks it's more than that (1) Massimo thinks there is no harm in her asking to go to the wedding (1) but Rosinella thinks it is concerning (1) Massimo thinks that Rosinella is too overbearing/interfering/ worrying too much (1) but Rosinella thinks she hasn't done enough to prevent this (1) Rosinella is determined to prevent their relationship developing further (1) but Massimo does not want to get involved in it (1)

Question			Expected answer(s)	Max mark	Additional guidance
11.			Reference (1) Comment (1) **x2**	**4**	*Possible answers include:* "She's to marry an Italian" (1) suggests Rosinella's single mindedness/insistence (1) "I don't worry enough" (1) suggests over protectiveness (1) "It's been going on before my eyes" (1) suggests paranoia/ suspicion (1) "It's bad enough he's fell for her" (1) suggests her dislike of Hughie (1) "I'll soon put a stop to this before it starts" (1) suggests her determination (1) "Italians are not interested …" (1) suggests her prejudiced views (1) short sentences (1) suggest her blunt/frank/straight to the point nature (1)

Question			Expected answer(s)	Max mark	Additional guidance
12.			Candidates should identify an attitude for each character as well as a supporting reference or quotation. Reference (1) Comment (1) **x2**	**4**	*Possible answers include:* Rosinella: "Are you forgetting what this country did…?" (1) suggests anger/bitterness/inability to let go (1) "They took you" (1) suggests sense of injustice (1) "as if you were a thief" (1) suggests she feels Massimo's treatment was terrible/ unforgivable (1) "I'll never get over it" (1) suggests she feels that the trauma was too much to bear/she will hold a grudge forever (1) Massimo: "all I care about the war is that it's over" (1) suggests he wants to move on from it/forget about it (1) "I lost ma faither, ma brother" (1) suggests that he has a deep sadness/genuine grief at loss of family (1) "I lost … four years out ma life" (1) suggests great sadness/ resentment at losing his liberty (1) "everybody suffered"/"Not just us" (1) suggests he accepts that grudges are pointless/the trauma is shared (1)

Question			Expected answer(s)	Max mark	Additional guidance
13.			Possible areas for comment include: **Extract:** Massimo is quiet, forgiving, unaware, private, patient, in love with Rosinella, etc. **Elsewhere:** Shows kindness eg by giving Hughie a job, offering him an ice cream van, giving Bridget money, etc. Shows patience eg with Rosinella's constant comments, interfering, bossing about, etc. Shows he is hard working eg works long hours in the shop while Rosinella and Lucia go out and spend, etc. Shows love towards Rosinella eg romantic story of their elopement (which he re-enacts at the end of the play), affectionately calls her "Rosie", etc. Suffers eg shop is attacked/has racist remarks made towards him, is taken hostage during the war, doesn't have a child of his own, etc.	**8**	Candidates may choose to answer in **bullet points** in this final question, or write a number of linked statements. There is **no requirement** to write a 'mini essay'. Up to 2 marks can be achieved for identifying elements of commonality as requested in the question. A further 2 marks can be achieved for **reference to the extract given**. 4 additional marks can be awarded for similar references to **at least one other part of the text**. <u>In practice this means:</u> **Identification of commonality (2)** (eg: theme, central relationship, importance of setting, use of imagery, development in characterisation, use of personal experience, use of narrative style or any other key element…) **From the extract:** **1 x** relevant reference to technique (1) **1 x** appropriate comment (1) **OR 1x** relevant reference to idea (1) **1x** appropriate comment (1) **OR 1x** relevant reference to feature (1) **1x** appropriate comment (1) **OR 1x** relevant reference to text (1) **1x** appropriate comment (1) **(maximum of 2 marks only for discussion of extract)** from at **least one other part of the text:** as above (x2) for **up to 4 marks**

SCOTTISH TEXT PROSE

Question			Expected answer(s)	Max mark	Additional guidance
14.			Candidates should use their own words as far as possible. 4 points should be made.	**4**	*Possible answers include:* no electric lighting (1) there is not much natural light – reference to a single window (1) there is little furniture – a box for a table/only two beds (1) there are no soft furnishings – newspaper is used instead of a tablecloth (1) they make the best of what they have (1) the cones being burned – this creates a pleasant smell in the hut (1) they have a simple routine eg they prepare the vegetables the evening before (1) they prepare and eat their meal without washing/don't change their clothes (1) there is little conversation/they are content with the silence/they are exhausted (1) they pass the time doing simple things eg they have an unvarying routine (1)

Question			Expected answer(s)	Max mark	Additional guidance
15.			Reference (1) Comment (1) **x2**	**4**	*Possible answers include*: "against his will" (1) suggests that Duror is forced to recognise something positive about the cone-gatherers/they are at one with nature (1) "final defeat" (1) – word choice suggests that Duror is somehow seeking victory over the cone-gatherers/thinks he is superior (1) "Outwardly … inwardly" (1) – (balanced) sentence structure OR balance OR contrast suggests the disparity between Duror's external feelings of criticism of Nazi brutality and his inner approval (1) "approved" (1) suggests in reality he hates the cone-gatherers/ agrees with Hitler's attitudes (1) "sensed the kinship between the carver and the creature" (1) suggests jealousy/resentment (1) "idiocy" (1) strong word-choice used to illustrate his feelings that Calum is inferior/useless … (1) "idiots"/"imbecile"(1) word-choice cruelly sums up Duror's criticism of Calum mentally (1) "cripples"/"freak" (1) word-choice cruelly sums up Duror's criticism of Calum physically (1)
16.			Reference (1) Comment (1) **x2**	**4**	*Possible answers include*: "roused himself and moved away" (1) suggests desire to distance himself (1) "something unresolved" (1) suggests lack of closure (1) "never cease" (1) suggests endless agony (1)

Question			Expected answer(s)	Max mark	Additional guidance
					"torment" (1) suggests Duror is suffering mentally as this conveys extreme pain/torture (1) "he himself was the third" (1) suggests sense of connection (1) "he halted and looked back" (1) suggests indecision/hesitation (1) "fists tightened on the gun" (1) suggests that Duror wishes to kill the cone-gatherers/the strength of his hatred (1) "kicking" (1) suggests feelings of violence/anger (1) "disgust" (1) suggests feelings of hatred/revulsion (1) "blasting" (1) suggests he wants to destroy them (1) "icy (hand)" (1) suggests his chilling cruelty/feelings of being controlled by fate (1) reference to list (1) suggests extreme feelings of violence/ aggressive intent (1) "hideous" (1) suggests that he knows that his thoughts are wrong (1) "liberating" (1) suggests desire to be rid of them (1) "fratricide" (1) suggests murderous thoughts (1)
17.			Possible areas for comment include: **Extract:** The scene inside the cone-gatherers' hut is one of peace and tranquillity, with Neil reading the paper and Calum carving a squirrel from wood	**8**	Candidates may choose to answer in **bullet points** in this final question, or write a number of linked statements. There is **no requirement** to write a 'mini essay'. Up to 2 marks can be achieved for identifying elements of commonality as requested in the question.

Question			Expected answer(s)	Max mark	Additional guidance
			However, the fact that Duror is spying on the brothers and considering killing them is an example of his evil **OR** The setting inside the hut is homely and pleasant – lamp burning/pleasant smell of burning cones; however, Duror's sympathy with the murders of "idiots and cripples" in the gas-chambers is an example of his evil thoughts **Elsewhere:** *Good* Initial description of idyllic setting makes it seem like a place of tranquillity/a Garden of Eden Calum's goodness is referred to throughout the novel – eg when Neil tells him he is better than the rest of them Roderick's wish to befriend the cone-gatherers/offer them a lift in the car/defend them to his mother suggests that he, too, is linked with fairness and goodness – he tells his mother "You told me yourself … never to be quiet if I saw injustice being done." Roderick's intention to take the cake to the cone-gatherers as a peace-offering after the beach-hut incident shows his willingness to take responsibility for his mother's wrong At the end, Calum is sacrificed for the greater good – Lady Runcie-Campbell's tears represent her understanding of this *Evil* Duror's presence in the wood is representative of the snake in the Garden of Eden – his first appearance shows him with his gun trained on Calum		A further 2 marks can be achieved for **reference to the extract given**. 4 additional marks can be awarded for similar references to **at least one other part of the text**. <u>In practice this means:</u> **Identification of commonality (2)** (eg: theme, central relationship, importance of setting, use of imagery, development in characterisation, use of personal experience, use of narrative style or any other key element…) **From the extract:** **1 x** relevant reference to technique (1) **1 x** appropriate comment (1) **OR 1x** relevant reference to idea (1) **1x** appropriate comment (1) **OR 1x** relevant reference to feature (1) **1x** appropriate comment (1) **OR 1x** relevant reference to text (1) **1x** appropriate comment (1) **(maximum of 2 marks only for discussion of extract)** from at **least one other part of the text:** as above (x2) for **up to 4 marks**

Question			Expected answer(s)	Max mark	Additional guidance
			Duror's evil lies about Calum represent his wish to damage Calum's reputation and have him thrown out of the wood Duror's mental illness is described in metaphors of diseased/dying trees to show how such evil can destroy a strong person Duror's murder of Calum and his own suicide at the end illustrate the consequences of his evil		

Question			Expected answer(s)	Max mark	Additional guidance
18.			Three points to be made. One mark for each point.	**3**	*Possible answers include:* the Devil speaks in a down to earth way (1) the Devil seems vulnerable (1) the Devil seems courteous/polite (1) the Devil can be funny (1) the Devil is the opposite to what you expect (1) the Devil has some form of affection for Scotland (1) the Devil is fond of telling stories about his travels/adventures/ impressions of people and places (1) the Devil enjoys the depressive nature of the people in Scotland (1) the Devil likes the terrible weather (in Scotland) (1) the Devil is an astute commentator on changes in society (1) the Devil subverts biblical texts/ ideas (1) the Devil can be changeable (1)

Question			Expected answer(s)	Max mark	Additional guidance
19.			Reference (1) Comment (1)	**2**	*Possible answers include:* "I made no further protest"/"I couldn't help it" (1) suggests contrition (1) "terrible arm" (1) suggests terror (1) "I shrank away" (1) suggests avoidance (1) "terrified" (1) suggests intense fear (1) "clutching" (1) suggests tension (1) "I closed my eyes" (1) suggests trepidation (1)
20.			Candidates should make three points. 1 mark for each point.	**3**	*Possible answers include:* Devil puts his hand in the fire (1) until it is very hot (1) then he comes towards Mack's leg with the hot arm (1) Mack feels a strange sensation in his leg (1) the Devil's hand is placed under Mack's skin (1) the skin looks like it is burning/ feels like it is on fire (1) the Devil manipulates the bone (1) back in alignment (1) and sticks it back together (1) the process is painless (1)

Question			Expected answer(s)	Max mark	Additional guidance
21.			NB: two different aspects must be addressed. Reference (1) Comment (1) **x2**	**4**	*Possible answers include:* annoyed/grumpy or similar (1) shown by "sparked up a bit" (1)/ "snapped" (1) assertive/taking control or similar (1) shown by repetition of "don't think" (1) nostalgic/warm or similar (1) shown by stories of North Berwick and/or Auchtermuchty (1)/ (repetition of) "I like Scotland" (1)/any example of why he likes Scotland (1) sad/down in the dumps or similar (1) shown by "morose" (1)/"fed up" (1) cheerful/happy or similar (1) shown by "brightened" (1) vulnerable/needy or similar (1) shown by "please" (1)/"I'd like to" (1) focused/intent or similar (1) shown by "(intense) concentration" (1)/"fully three minutes" (1)/general comment on his focus when fixing the leg (1)

Question			Expected answer(s)	Max mark	Additional guidance
22.			Candidates should identify one aspect of Mack's character in this extract and go on to discuss how this is developed elsewhere in the novel. It should be at least implied that the character traits are as a result of meeting the Devil. Accept also events which follow the meeting in the cave which are a direct result of the meeting eg Catherine's funeral, his seeming madness, his being 'struck off', his disappearance but links must be made in the explanation to the meeting with the Devil. Possible aspects of character include: arrogance – eg he has suffered a near death experience as well as meeting the devil, and survived, which makes him feel untouchable, all powerful or similar as exemplified elsewhere in the novel in his dealings with the community, interested parties, etc (before the meeting with the Devil, Mack is portrayed as a weak and cowardly character) self-righteousness – eg he has seen things that others have not and he wants to tell everyone about this as exemplified at Catherine's funeral; argumentative/ contrariness – eg refusal to back down in the face of huge opposition later in the book, resulting in him being excommunicated; air of mystery – eg he keeps himself to himself and/or eventually disappears completely.	**8**	Candidates may choose to answer in **bullet points** in this final question, or write a number of linked statements. There is **no requirement** to write a 'mini essay'. Up to 2 marks can be achieved for identifying elements of commonality as requested in the question. A further 2 marks can be achieved for **reference to the extract given**. 4 additional marks can be awarded for similar references to **at least one other part of the text**. <u>In practice this means:</u> **Identification of commonality (2)** (eg: theme, central relationship, importance of setting, use of imagery, development in characterisation, use of personal experience, use of narrative style or any other key element…) **From the extract:** **1 x** relevant reference to technique (1) **1 x** appropriate comment (1) **OR 1x** relevant reference to idea (1) **1x** appropriate comment (1) **OR 1x** relevant reference to feature (1) **1x** appropriate comment (1) **OR 1x** relevant reference to text (1) **1x** appropriate comment (1) **(maximum of 2 marks only for discussion of extract)** from at **least one other part of the text:** as above (x2) for **up to 4 marks**

Question			Expected answer(s)	Max mark	Additional guidance
23.			Four points to be made. One mark for each point.	**4**	*Possible answers include:* The sun rises and Alan and David see where they are (1) Alan is worried that they will be found at this location (1) Alan leaps over the river (1) David follows Alan (1) They have a large jump to make from the middle rock to the other bank of the river (1) David is scared (1) Alan is angry at him (1) Alan gives David alcohol to calm him (1) David initially does not make it (1) Alan takes hold of him and pulls him ashore (1)
24.	(a)		Reference (1) Comment (1)	**2**	*Possible answers include:* "ran harder than ever" (1) suggests no one can catch him (1) "Alan looked neither to the right or the left" (1) suggests he's oblivious to danger (1) "jumped clean upon the middle rock" (1) suggests athletic prowess (1) "that rock was small" (1) suggests difficulty doesn't faze him (1)

Question			Expected answer(s)	Max mark	Additional guidance
	(b)		Reference (1) Comment (1)	**2**	*Possible answers include:* "this horrible place" (1) suggests David's unhappiness with the setting (1) "horrid thundering" (1) suggests David's anxiety (1) "made my belly quake" (1) suggests fear (1) "scarce time" (1) suggests panic (1) "to understand the peril" (1) suggests necessity of acting quickly (1)

Question			Expected answer(s)	Max mark	Additional guidance
25.			Sentence structure feature/ reference for one mark. Relevant comment on feature/ reference for one mark. Word choice example for one mark. Relevant comment on word choice for one mark.	**4**	*Possible answers include:* <u>Sentence structure</u> Repetition of "I"/repetition of first person pronoun and/or associated verb (1) emphasises dramatic action/gives a sense of immediacy (1) Repetition of "slipped" (1) emphasises the danger and drama as David tries to jump the river (1) long sentence (lines 25-28) (1) emphasises the drama of the action through explanation of David's thought process as he faces danger (1) long sentence (lines 25-28)/list (1) emphasis of drama through list of actions in long sentence/number of dangers (1) listing [any examples from lines 25-28 in particular]; "these slipped, caught again, slipped again" (1) OR "[Alan seized me,] first by the hair, then by the collar" (1) provides a powerful dramatic effect in their speed and immediacy (1)

Question			Expected answer(s)	Max mark	Additional guidance
					<u>Word choice</u> "alone" (1) emphasises that David may feel isolated and fearful at this point, hence dramatic (1) "flung" (1) has connotations of throwing himself with some force, possibly desperate (1) "anger" (1) emphasises his strong emotional state (1) "despair" (1) connotations of hopelessness which creates dramatic mood (1) "seized" (1) emphasises the desperate dramatic action taken by Alan (1) "great strain" (1) emphasises the effort required to save David and enhances the drama of the moment (1) "dragged" (1) emphasises the weight and dramatic struggle Alan had to bring David to the bank of the river (1)

Question			Expected answer(s)	Max mark	Additional guidance
26.			Candidates can comment on: • Alan's prowess in the roundhouse conflict on the Covenant; • Alan's gift of the silver button to David; • Alan's showing David the political realities of the Scottish Highlands; • Alan assisting David in his journey back to Edinburgh; • Alan getting the Balquidder safe house; • Alan convincing girl to row them over the River Forth; • Alan's contribution in trapping Ebenezer at the end of the novel; • Alan's friendship enhances David's self-confidence; • Alan's role in David's life helps in David maturing into a man.	**8**	Candidates may choose to answer in **bullet points** in this final question, or write a number of linked statements. There is **no requirement** to write a 'mini essay'. Up to 2 marks can be achieved for identifying elements of commonality as requested in the question. A further 2 marks can be achieved for **reference to the extract given**. 4 additional marks can be awarded for similar references to **at least one other part of the text**. <u>In practice this means:</u> **Identification of commonality (2)** (eg: theme, central relationship, importance of setting, use of imagery, development in characterisation, use of personal experience, use of narrative style or any other key element…) **From the extract:** **1 x** relevant reference to technique (1) **1 x** appropriate comment (1) **OR 1x** relevant reference to idea (1) **1x** appropriate comment (1) **OR 1x** relevant reference to feature (1) **1x** appropriate comment (1) **OR 1x** relevant reference to text (1) **1x** appropriate comment (1) **(maximum of 2 marks only for discussion of extract)** from at **least one other part of the text:** as above (x2) for **up to 4 marks**

Question			Expected answer(s)	Max mark	Additional guidance
27.			Reference (1) Comment (1) **x2**	**4**	*Possible answers include:* "squirmed" (1) suggests unease/ discomfort/difficulty in moving (1) (blunt statement) "I am frightened" (1) highlights the danger he faced (1) repetition (of "fear") (1) conveys the overpowering nature of his feelings (1) "grey figures" (1) suggests his terror of the unknown/unfamiliar (1) "darkness" (1) conveys his helplessness/despair about his situation (1) enemy "crawling beneath" (1) suggests his deep-rooted/inner emotions (1) spider's web (1) suggests his horror of being caught/trapped/ killed by the enemy (1)

Question			Expected answer(s)	Max mark	Additional guidance
28.				**4**	*Possible answers include:* the commotion/confusion (1) ("thrustings and flashes") the difficulty in determining reality from illusion (1) ("saw or imagined he saw") the threat from explosives and weapons (1) ("Mills bombs/ bayonets") the vermin (1) ("scurryings…rats") the individual danger of face-to-face combat (1) ("face towered above him") the disgusting conditions (1) ("terrible stink") the brutality/violence (1) ("flowing of blood") the likelihood of being killed (1)
29.			Candidates should identify an example of sentence structure and comment on how this conveys the danger faced by the men. Reference (1) Comment (1)	**2**	*Possible answers include:* single word sentence "Back" (1) suggests the pressure of the moment (1) repetition of "back" (1) conveys the frantic atmosphere/unsafe/ unstable environment (1) minor sentence "Over the parapet" (1) shows the threat/ risk/exposed/fragile nature of their position (1) inversion of "crouched" (1) highlights their vulnerability/ helplessness (1) (in the face of enemy fire) repetition of "and" (1) **OR** list of actions "crouched/run/ scrambled" (1) suggests the many difficulties in reaching safety (1)

Question			Expected answer(s)	Max mark	Additional guidance
30.			Reference (1) Comment (1)	**2**	*Possible answers include:* "there is no point" (1) the men's realisation of their gloomy predicament (1) "could not tell the expression" (1) suggests their loss of connection/ numbness about their situation (1) "shells still falling" (1) suggests the ceaseless fighting (1) "dead moons" (1) suggests the lack of hope/dark world they inhabit (1)

Question			Expected answer(s)	Max mark	Additional guidance
31.			Possible comments from other stories include: *Mother and Son* The impact of the mother's words eg "her bitter barbs passed over him…Most often however they stung him and stood quivering in his flesh" to convey the destructive nature of their relationship *The Telegram* The symbolism of birds eg "domestic bird…aquiline …buzzard" to show the contrasting nature of the two women/convey the theme of sacrifice/constraints of small community/isolation/ effects of war *The Red Door* The many references to colour/ symbolism of the door/ description of the landscape eg "*the earth was painted with an unearthly glow and the sea was like a strange volume"* to highlight Murdo's growing realisation that he does not have to conform *In Church* The religious symbolism and language eg "gods were carelessly punching" to convey the devastating effects/futility of war	**8**	Candidates may choose to answer in **bullet points** in this final question, or write a number of linked statements. There is **no requirement** to write a 'mini essay'. Up to 2 marks can be achieved for identifying elements of commonality as requested in the question. A further 2 marks can be achieved for **reference to the extract given**. 4 additional marks can be awarded for similar references to **at least one other text by Crichton Smith**. <u>In practice this means:</u> **Identification of commonality (2)** (eg: theme, central relationship, importance of setting, use of imagery, development in characterisation, use of personal experience, use of narrative style or any other key element…) **From the extract:** **1 x** relevant reference to technique (1) **1 x** appropriate comment (1) **OR 1x** relevant reference to idea (1) **1x** appropriate comment (1) **OR 1x** relevant reference to feature (1) **1x** appropriate comment (1) **OR 1x** relevant reference to text (1) **1x** appropriate comment (1) **(maximum of 2 marks only for discussion of extract)** from at **least one other text:** as above (x2) for **up to 4 marks**

Question			Expected answer(s)	Max mark	Additional guidance
32.			Answers should demonstrate awareness of two different attitudes.	**2**	*Possible answers include:* Resigned/uneasy/reluctant/ sceptical at the start (1) Cautiously optimistic (1) increasingly confident (1) Completely involved/very pleased with herself/happy/convinced of its benefits (1)
33.			Reference (1) Comment (1)	**2**	*Possible answers include:* "Creaking sounds"/"creaky old joints" (1) suggests lack of agility (1) "shuffled in most cases" (1) suggests caution/slowness (1) "(old and) decrepit" (1) suggests decay/decline (1) "hirpled" (1) suggests difficulty of movement (1)
34.			Reference (1) Comment (1) **x2**	**4**	*Possible answers include:* "pleasant tingling in my limbs" (1) suggests enjoyment (1) "I became quite proficient" (1) suggests pride in developing skill (1) "It was brilliant" (1) suggests enthusiasm (1) "(my body) still worked" (1) suggests relief/wonderment (1) "the memory of the exercise class lingered" (1) suggests long lasting impact (1) "I felt better/as though someone had oiled all the creaky old joints" (1) suggests physical benefits (1) "a pleasant ache/an ache of life" (1) suggests love of life (1)

Question			Expected answer(s)	Max mark	Additional guidance
35.			Reference (1) Comment (1) **x2**	**4**	*Possible answers include:* Reference to school uniform (1) suggests comic embarrassment (1) "Cheryl bounced" (1) suggests over-energetic movement, or similar comment on humorous connotations of word choice (1) ("wearing a pair of trainers that made her) feet look like horse's hooves" (1) suggests clumsiness/ ungainliness, or similar comment on the incongruity of the image applied to a fitness instructor (1) Detailed description of the outfit (1) over the top attention to detail (1) "I hope she doesn't need to go to the toilet in a hurry" (1) humorous comment on impractical nature of outfit (1) Lengthy/detailed/exaggerated description of routine/ understanding of implication of high level of skill (1) in contrast with the limited activity actually done (1) Parenthetical comment/"(well, shuffled in most cases)" (1) plus comment on mocking tone/self-deprecating humour (1) Hyperbole/"boldly" (1) to describe a simple action (1) juxtaposition of "boldly" and "zimmer-frames" (1) incongruous nature of the two terms (1) Word choice/"shuffled"/ "hirpled" (1) in contrast with words you would expect to describe exercise movements, implying energy, grace or skill (1)

Question			Expected answer(s)	Max mark	Additional guidance
36.			Possible comments from other stories include: *All that Glisters* Any aspect or development of Clare's relationship with her father such as her desire to make her father happy with the card she makes at school; Clare's concern for her father's deteriorating health; the closeness between Clare and her father shown through her explanation of "subtle", and the way she defies her aunt at the end of the story, to do what her father would have liked; Clare's creativity shown through how she applies the pens to card early in the story and to herself at the end; Clare's determination to obtain the pens and the sacrifice she is prepared to make to afford them; Clare's shocked reaction to her father's death; the conflict between Clare and the shop assistant and her aunt. Use of first person narrative/ dialect/informal register/simple word choice to bring authenticity/ help the reader understand Clare's thoughts and feelings. *Virtual Pals* Use of emails/first person narrative allows the reader to understand Siobhan's thoughts/to see her becoming more confident. Use of simple sentence structure, word choice and dialect reflect her age/experience/interests, etc. Themes such as friendship and trust, and boyfriend issues are typical teenage concerns, creating authenticity.	**8**	Candidates may choose to answer in **bullet points** in this final question, or write a number of linked statements. There is **no requirement** to write a 'mini essay'. Up to 2 marks can be achieved for identifying elements of commonality as requested in the question. A further 2 marks can be achieved for **reference to the extract given**. 4 additional marks can be awarded for similar references to **at least one other text by Donovan**. <u>In practice this means:</u> **Identification of commonality (2)** (eg: theme, central relationship, importance of setting, use of imagery, development in characterisation, use of personal experience, use of narrative style or any other key element…) **From the extract:** **1 x** relevant reference to technique (1) **1 x** appropriate comment (1) **OR 1x** relevant reference to idea (1) **1x** appropriate comment (1) **OR 1x** relevant reference to feature (1) **1x** appropriate comment (1) **OR 1x** relevant reference to text (1) **1x** appropriate comment (1) **(maximum of 2 marks only for discussion of extract)** from at **least one other text:** as above (x2) for **up to 4 marks**

Question			Expected answer(s)	Max mark	Additional guidance
			Dear Santa use of first person narrative/ dialect/informal register/simple word choice to reveal Alison's feelings (eg unloved by her mother, overlooked by her father, jealous of her sister and worthless overall), and to show Alison is growing up and changing in the references to Santa. Use of imagery to reveal her feelings for her mother, her sister, and about herself. Use of example/anecdote to show her feelings about Katie/ herself. *A Chitterin Bite* Use of contrasting registers to highlight differences in character between young and adult Mary. Use of informal register to reflect Mary's character as a child. Use of standard English to show adult Mary has changed. Use of two time frames to allow the reader to see the change in how Mary reacts to being let down as a child and how she reacts as an adult. Use of symbolism of the "chitterin bite" to show Mary's character changing – initially, comforting, associated with friendship, then chokes her, associated with rejection, then a symbol for her revenge and ability to move on. *Away in a Manger* Use of dialect to make Sandra's and Amy's characters convincing; use of dialogue to create convincing parent child relationship; use of dialogue to demonstrate love between Sandra and Amy; Sandra's and Amy's different attitudes to the nativity to show the difference between a child's and an adult's perspective.		

SCOTTISH TEXT POETRY

Question			Expected answer(s)	Max mark	Additional guidance
37.			Reference (1) Comment (1)	**2**	*Possible answers include:* "darkroom"/"finally alone"(1) suggests confessional (1) "suffering" (1) suggests passion/ pain/key concern of religion, etc (1) "(set out in) ordered rows" (1) suggests lines of pews/bibles etc (1) "The only light is red"/"softly glows" (1) suggests ever-present illumination (often from a candle) in some churches (1) "preparing to intone" (1) suggests that the photographer's tasks (in developing photographs) reminds the poet of a priest's ritual (1) "Mass" (1) suggests religious ceremony (1) "All flesh is grass" (1) is a Biblical reference (1)
38.			Reference (1) Comment (1) **x2** Answers should include one example from each side (home country & countries visited)	**4**	*Possible answers include:* <u>Home country:</u> "Home again" (1) suggests relief at returning/comfort/security (1) "Rural England" (1) suggests peaceful countryside (1) Short/minor sentence (of "Rural England.") (1) suggests isolation from harm/conflict, etc (1) "ordinary pain" (1) suggests any discomforts are bearable (1) "simple weather" (1) suggests climate is constant/predictable/ not dramatic (1)

Question			Expected answer(s)	Max mark	Additional guidance
					Countries visited: "explode beneath the feet" (1) suggests violence/unexpected, dramatic happenings (1) "running" (1) suggests imminent danger (1) "running children" (1) even young people are under threat (1) "nightmare" (1) suggests terror/ fear/sleeplessness (1) "nightmare heat" (1) suggests discomfort/reference to napalm attacks/extreme weather (1)
39.			Reference (1) Comment (1) **x2**	**4**	*Possible answers include:* "Something is happening."/ dramatic short sentence (1) suggests emergence of strong recollection (1) "twist (before his eyes)" (1) suggests painful image (1) "half-formed ghost" (1) suggests photographer is haunted by memories (1) "cries (of this man's wife)" (1) suggests potent/strong/disturbing sounds (1) "blood" (1) suggests disturbing/ violent image (1) "stained into foreign dust" (1) suggests permanent impression (1)

Question			Expected answer(s)	Max mark	Additional guidance
40.			One mark for each point made. Own words needed.	**2**	*Possible answers include:* Only a small selection of the photographs are revealed to the public (1) Futility of photographer's effort (1) Readers don't pay sufficient attention to the scale of suffering/carry on with lives regardless (1) Readers are insufficiently emotionally engaged (1) Photographer has become hardened (1) The world has become numb to conflict (1)

Question			Expected answer(s)	Max mark	Additional guidance
41.			Possible areas for comment include: *Havisham* Main character suffers due to painful memories of wedding day. *Originally* Suffering due to moving to unfamiliar place. Suffering perhaps due to questions of identity. Also idea of moving on from suffering and revising identity. *Mrs Midas* Main character suffers due to behaviour/obsessions of her partner. *Valentine* Potential pain and suffering caused by love. *Anne Hathaway* Loss felt at Shakespeare's absence from her life. She is left just with memories.	**8**	Candidates may choose to answer in **bullet points** in this final question, or write a number of linked statements. There is **no requirement** to write a 'mini essay'. Up to 2 marks can be achieved for identifying elements of commonality as requested in the question. A further 2 marks can be achieved for **reference to the extract given**. 4 additional marks can be awarded for similar references to **at least one other poem by Duffy**. <u>In practice this means:</u> **Identification of commonality (2)** (eg: theme, central relationship, importance of setting, use of imagery, development in characterisation, use of personal experience, use of narrative style or any other key element…) **From the extract:** **1 x** relevant reference to technique (1) **1 x** appropriate comment (1) **OR 1x** relevant reference to idea (1) **1x** appropriate comment (1) **OR 1x** relevant reference to feature (1) **1x** appropriate comment (1) **OR 1x** relevant reference to text (1) **1x** appropriate comment (1) **(maximum of 2 marks only for discussion of extract)** from at **least one other poem:** as above (x2) for **up to 4 marks**

Question			Expected answer(s)	Max mark	Additional guidance
42.			Reference (1) Comment (1)	**2**	*Possible answers include:* "quickly" (1) suggests vitality/ liveliness (1) "Christmas lights" (1) suggests festive/celebration/happy time of year (1) "new (guitar)" (1) suggests happiness of giving/receiving (1) "(very young) baby" (1) suggests happiness of new birth (1) "(the three of them are) laughing" (1) suggests happiness/enjoyment (1) "(their breath) rises" (1) suggests uplifting moment (1) "(in a cloud of) happiness" (1) suggests delight/enjoyment (1) "'Wait till he sees this but!'" (1) suggests eagerness/delight (1)
43.			Reference (1) Comment (1)	**2**	*Possible answers include:* "baby" (1) suggests new birth (1) "white (shawl)" (1) suggests purity (1) "bright (eyes)" (1) suggests clarity/ purity (1) "fresh (sweet cake)" (1) suggests newness/unspoiled (1) "milky (plastic cover)" (1) suggests whiteness (1) "silver tinsel tape"/"sprig of mistletoe" (1) suggest Christmas time, which is a celebration of new birth (1)

Question			Expected answer(s)	Max mark	Additional guidance
44.			Reference (1) Comment (1) **x2**	**4**	*Possible answers include:* "…powerless before you" (1) suggests that nothing can stop them (1) "you put paid" (1) suggests that they conquer (1) "(put paid) to fate" (1) suggests that even a seemingly unstoppable force (fate) cannot stand in the way of them (1) "…it abdicates" (1) suggests the group compels the opposition to give up (1) "Monsters" (1) suggests that the group is prepared to stand up to fearsome opposition (1) "(Monsters of the year) go blank" (1) suggests that opposition freezes/has no solution (1) "are scattered back" (1) suggests that the opposition surrenders (1) "can't bear" (1) suggests that nothing can stand/endure the force of the group (1) "march" (1) suggests that the group has the strength of an army (1)

Question			Expected answer(s)	Max mark	Additional guidance
45.			Reference (1) Comment (1) **x2**	**4**	*Possible answers include:* "yet not vanished" (1) suggests the group will not disappear/will keep going/they will be there in spirit but not physically there (1) "for in their arms they wind the life of men and beasts" (1) suggests that the group is important to/stand for all nature/humanity/continuity/ persistence (1) "music" (1) suggests celebration, etc (1) "laughter (ringing them round)" (1) suggests happiness (1) "at the end of this winter's day" (1) suggests that the group represents the end of winter/ moving on to Spring, etc (1)

Question			Expected answer(s)	Max mark	Additional guidance
46.			Possible areas for comment include: *Hyena* The setting of African dry lands is important in establishing how the hyena fits in with/relates to its environment. *In the Snack-bar* The setting of the Snack-bar is crucial to Morgan's depiction of the difficulties faced by the old man. *Good Friday* The setting of the bus/Glasgow is central to Morgan's central concerns of class differences, etc. Setting in time of Easter is central to concerns of religion. *Winter* The setting of Bingham's Pond/ West End of Glasgow is important in Morgan's exploration of themes of death and time. *Slate* Morgan uses the setting of Scotland's mountains/landscape to consider themes of time/ nationhood, etc.	**8**	Candidates may choose to answer in **bullet points** in this final question, or write a number of linked statements. There is **no requirement** to write a 'mini essay'. Up to 2 marks can be achieved for identifying elements of commonality as requested in the question. A further 2 marks can be achieved for **reference to the extract given**. 4 additional marks can be awarded for similar references to **at least one other poem by Morgan**. <u>In practice this means:</u> **Identification of commonality (2)** (eg: theme, central relationship, importance of setting, use of imagery, development in characterisation, use of personal experience, use of narrative style or any other key element…) **From the extract:** **1 x** relevant reference to technique (1) **1 x** appropriate comment (1) **OR 1x** relevant reference to idea (1) **1x** appropriate comment (1) **OR 1x** relevant reference to feature (1) **1x** appropriate comment (1) **OR 1x** relevant reference to text (1) **1x** appropriate comment (1) **(maximum of 2 marks only for discussion of extract)** from at **least one other poem:** as above (x2) for **up to 4 marks**

Question			Expected answer(s)	Max mark	Additional guidance
47.			Reference (1) Comment (1) **NB: do not award a mark for "frustration" as this is in the question.**	**2**	*Possible answers include:* "(Aunt Julia spoke) Gaelic" (1) suggests that there is a language barrier between Aunt Julia and the poet (1) "very loud and very fast" (1) repetition emphasises the difficulties of understanding (1) "loud" (1) suggests annoyance at high volume (1) "fast" (1) speed caused difficulties in understanding (1) "I could not…I could not" (1) repetition emphasises the fact that the poet is conscious of his own inadequacies in communicating with Aunt Julia (1) "(I could not) answer her" (1) suggests poet's inability to reply/ communicate (1) "(I could not) understand her" (1) suggests poet's lack of comprehension (1)
48.			Reference (1) Comment (1) **x2** **NB: Do not reward the same analytical comment given twice for two different references**.	**4**	*Possible answers include:* "(She wore) men's boots" (1) suggests her unconventional dress/work ethic (1) "(when she wore) any" (1) suggests poverty/hardiness (1) "strong (foot)" (1) suggests physical capabilities (1) "stained with peat" (1) suggests lack of vanity/work ethic/she is at one with the land (1) "paddling with…while her right hand" (1) suggests dexterity/high level of skill (1) "marvellously (out of the air)" (1) suggests almost magical abilities (1)

Question			Expected answer(s)	Max mark	Additional guidance
					"Hers"/"(Hers) was the only house" (1) suggests uniqueness/ sense of security (1) "crickets being friendly" (1) suggests peace/contentment (1) "(She was) buckets"/"water flouncing into them" (1) suggests plenty/abundance of natural resources/she was almost "elemental" (1) "She was winds…" (1) suggests that she represents the island gales (1) "(She was) brown eggs" (1) suggests nature/crofting life (1) "black skirts" (1) suggests she represented typical island dress of the time (1) "(keeper of) threepennybits" (1) suggests habits of economy/ savings/combating poverty (1)
49.			Reference (1) Comment (1) **x2**	**4**	*Possible answers include:* "(By the time) I had learned a little" (1) suggests regret at time passing/lateness of learning (1) "silenced" (1) is associated with death/contrasts with earlier volume of Aunt Julia (1) "absolute black" (1) suggests death/darkness/oblivion/loss (1) "sandy grave" (1) suggests death (1)

Question			Expected answer(s)	Max mark	Additional guidance
50.			Reference from specified lines (1) Reference from elsewhere/ comment on ideas or technique (1) **NB: The points/references must match up.**	**2**	*Possible answers include:* "getting angry, getting angry" (1) echoes repetition employed at various points in the poem/ identification of an example of repetition eg "very loud and very fast" (1) "getting angry" (1) echoes dissatisfaction expressed earlier in the poem/identification of example eg "I could not…etc" (1) "questions unanswered" (1) echoes earlier communication problems/identification of example eg "I could not understand her, etc" (1) "But I hear her still" (1) echoes earlier reference to her voice/reference to her ever present nature (1) "seagull's voice" (1) echoes earlier reference to "very loud", "loud", "fast" etc (1) "peatscrapes and lazy beds" (1) echoes earlier reference to landscape/"stained with peat" (1)
51.			Possible areas for comment include: *Visiting Hour* "white cave of forgetfulness," "distance of pain," "neither she nor I can cross," "books that will not be read," etc are all references to being separated from someone close *Assisi* The beggar is kept separate from/ outside of the church and/or the guide's tour of the church *Memorial* Separation caused by death. Constant reminders of separation from surroundings, etc.	**8**	Candidates may choose to answer in **bullet points** in this final question, or write a number of linked statements. There is **no requirement** to write a 'mini essay'. Up to 2 marks can be achieved for identifying elements of commonality as requested in the question. A further 2 marks can be achieved for **reference to the extract given**. 4 additional marks can be awarded for similar references to **at least one other poem by MacCaig**.

Question			Expected answer(s)	Max mark	Additional guidance
			Sounds of the day Separation made potent by sounds/silences. Long-lasting impact of separation ("quietest fire in the world"). *Basking Shark* Realisation that humans have separated themselves from nature/origins.		<u>In practice this means:</u> **Identification of commonality (2)** (eg: theme, central relationship, importance of setting, use of imagery, development in characterisation, use of personal experience, use of narrative style or any other key element…) **From the extract:** **1 x** relevant reference to technique (1) **1 x** appropriate comment (1) **OR 1x** relevant reference to idea (1) **1x** appropriate comment (1) **OR 1x** relevant reference to feature (1) **1x** appropriate comment (1) **OR 1x** relevant reference to text (1) **1x** appropriate comment (1) **(maximum of 2 marks only for discussion of extract)** from at **least one other poem:** as above (x2) for **up to 4 marks**

Question			Expected answer(s)	Max mark	Additional guidance
52.			Reference (1) Comment (1) **x2** **NB: Do not accept the same analytical comment on two different references.**	**4**	*Possible answers include:* "(Am a) burden (tae her)" (1) suggests that the speaker is aware of her own dependency (1) "Stuck (here)" (1) suggests the speaker feels trapped (1) "(big) blastit (bed)" (1) suggests that the speaker is cursing the fact that she is confined to bed (1) "big blastit bed" (1) alliteration emphasises speaker's annoyance at being confined in bed (1) "year in, year oot" (1) repetition emphasises monotony/endlessness of existence (1) "ony saint wuid complain" (1) suggests speaker's patience has been stretched (1) "A' wish she didnae huv tae dae" (1) suggests speaker's embarrassment at/awareness of dependency (1) "(Am her) wean (noo)" (1) suggests speaker feels she is treated like a baby/is dependent (1) "ma great tent o' nappy" (1) suggests speaker is embarrassed about undignified aspects of her current life (1) "champed egg in a cup"/"mashed tattie" (1) suggests speaker is critical of the food she has to eat/is given (1) "Aw the treats…she's gieing me" (1) suggests the speaker is unhappy about the role reversal with her daughter (1) "A' dinny ken whit happened" (1) suggests speaker's confusion over her current circumstances (1)

Question			Expected answer(s)	Max mark	Additional guidance
					"We dinny talk any mair" (1) suggests speaker's regret at loss of communication (1) "the blethers ha been plucked oot o'us" (1) suggests speaker is aware of lack of communication/ conversation (1)
53.			Reference (1) Comment (1) **x2** **NB: Do not accept the same analytical comment on two different references.**	**4**	*Possible answers include:* "like some skinny chicken" (1) suggests reduced physical state/loss of humanity or individuality (1) "skinny" (1) suggests weight loss (1) "ma skin…loose flap noo" (1) suggests skin is in poor condition (1) "A' took pride in ma guid smooth skin" (1) suggests contrast of current state of physical appearance with former state (1) "Aw A' dae is sit an look oot this windae" (1) suggests boredom (1) "A've seen hale generations graw up" (1) suggests being left behind (1) "… this same windae" (1) suggests length of time in one place/lack of variety (1) "that's no seen a lick o' paint fir donkeys" (1) suggests neglect (1)

Question			Expected answer(s)	Max mark	Additional guidance
54.			Reference (1) Comment (1)	**2**	*Possible answers include:* "so am telt"/"hauf the time A' dinny believe her" (1) suggests lack of trust between mother and daughter (1) "My dochter says 'Awright mother?'" (1) suggests lack of genuine interest/ concern from her daughter (1) "(haunds me) a thin broth or puried neep" (1) suggests speaker's unhappiness with the food her daughter brings her (1) "an A say 'Aye fine,'" (1) suggests response is not genuine (1) "great heaving sigh"/"ma crabbit tut"/"ma froon"/"A' pu' ma cardie tight" (1) suggests displeasure (1) "ma auld loose lips" (1) suggests speaking without thought (1)
55.			One mark for each point made. Own words needed.	**2**	*Possible answers include:* Gloss of "biding time" eg waiting to die (1) Gloss of "Time is whit A' hauld between the soft bits o' ma thumbs" eg she knows that her time is limited/not much left (1) Gloss of "the skeleton underneath ma night goon" eg she is aware that death is approaching (1) Gloss of "the glaring selfish moon" eg she takes no joy from nature/the world (1) Gloss of "this drab wee prison" eg she feels trapped/lack of freedom (1) Gloss of "A'll be gone and how wull she feel" eg she has doubts over her daughter's emotions/attitude towards her (1) Gloss of "No that…Grateful" eg part of her wants her daughter to appreciate her more/her thoughts have become bitter (1)

Question			Expected answer(s)	Max mark	Additional guidance
56.			Possible areas for comment include: *Gap Year* A mother reacting to/trying to adapt to her son having left home/being far away. *My Grandmother's Houses* Speaker reflects on the impact of moving house for her grandmother. *Lucozade* Change in relationships caused by illness/hospitalisation. *Divorce* Speaker desperately seeks change in relationship with parents. *Keeping Orchids* Speaker reflects on changing relationship with mother.	**8**	Candidates may choose to answer in **bullet points** in this final question, or write a number of linked statements. There is **no requirement** to write a 'mini essay'. Up to 2 marks can be achieved for identifying elements of commonality as requested in the question. A further 2 marks can be achieved for **reference to the extract given**. 4 additional marks can be awarded for similar references to **at least one other poem by Kay**. <u>In practice this means:</u> **Identification of commonality (2)** (eg: theme, central relationship, importance of setting, use of imagery, development in characterisation, use of personal experience, use of narrative style or any other key element…) **From the extract:** **1 x** relevant reference to technique (1) **1 x** appropriate comment (1) **OR 1x** relevant reference to idea (1) **1x** appropriate comment (1) **OR 1x** relevant reference to feature (1) **1x** appropriate comment (1) **OR 1x** relevant reference to text (1) **1x** appropriate comment (1) **(maximum of 2 marks only for discussion of extract)** from at **least one other poem:** as above (x2) for **up to 4 marks**

Critical Essay
If minimum standards have been achieved, then the supplementary marking grid will allow you to place the work on a scale of marks out of 20.

Once an essay has been judged to have met minimum standards, it does not have to meet all the suggestions for it to fall into a band of marks. More typically, there will be a spectrum of strengths and weaknesses which span bands.

Marking principles for the Critical Essay are as follows:

- The essay should first be read to establish whether it has relevance and the standards for technical accuracy outlined in the supplementary marking grid.
- If minimum standards are not achieved, the maximum mark which can be awarded is 9.
- If minimum standards have been achieved, then the supplementary marking grid will allow you to place the work on a scale of marks out of 20.

Note:
Using the supplementary marking grid:
Bands are not grades. The five bands are designed primarily to assist with placing each candidate response at an appropriate point on a continuum of achievement. Assumptions about final grades or association of final grades with particular bands should not be allowed to influence objective assessment.

Supplementary marking grid

	20 – 18	17 – 14	13 – 10	9 – 5	4 – 0
The candidate demonstrates:	• **a high degree of familiarity** with the text as a whole • **very good understanding** of the central concerns of the text • a line of thought that is **consistently relevant** to the task	• **familiarity** with the text as a whole • **good understanding** of the central concerns of the text • a line of thought that is **relevant** to the task	• **some familiarity** with the text as a whole • **some understanding** of the central concerns of the text • a line of thought that is **mostly relevant** to the task	• **familiarity with some aspects** of the text • **attempts** a line of thought **but this is may lack relevance to the task**	Although such essays should be rare, in this category, the candidates essay will demonstrate one or more of the following • it contains numerous errors in spelling/ grammar/punctuation/ sentence construction/ paragraphing • knowledge and understanding of the text(s) are not used to answer the question • any analysis and evaluation attempted are unconvincing • the answer is simply too thin
Analysis of the text demonstrates:	• **thorough awareness** of the writer's techniques, through analysis, making **confident** use of critical terminology • **very detailed/thoughtful** explanation of stylistic devices supported by a **range of well-chosen** references and/or quotations	• **sound awareness** of the writer's techniques through analysis, making **good** use of critical terminology • **detailed explanation** of stylistic devices supported by **appropriate** references and/or quotation	• **an awareness** of the writer's techniques through analysis, making **some** use of critical terminology • explanation of stylistic devices supported by **some appropriate** references and/or quotation	• **some awareness** of **the more obvious** techniques used by the writer • **description of some** stylistic devices followed by some reference and/or quotation	
Evaluation of the text is shown through:	• **a well developed** commentary of what has been enjoyed/gained from the text(s), supported by a **range** of well-chosen references to its **relevant** features	• a **reasonably developed** commentary of what has been enjoyed/gained from the text (s), supported by **appropriate** references to its **relevant** features	• **some** commentary of what has been enjoyed/gained from the text(s), supported by **some appropriate** references to its **relevant** features	• **brief** commentary of what has been enjoyed/gained from the text(s), followed by **brief** reference to its features	
The candidate	• uses language to communicate a line of thought **very clearly** • uses spelling, grammar, sentence construction and punctuation which are **consistently** accurate • structures the essay **effectively to enhance** meaning/purpose • uses paragraphing which is **accurate and effective**	• uses language to communicate a line of thought **clearly** • uses spelling, grammar, sentence construction and punctuation which are **mainly** accurate • structures the essay **very well** • uses paragraphing which is **accurate**	• uses language to communicate a line of thought **at first reading** • uses spelling, grammar, sentence construction and punctuation which are **sufficiently** accurate • attempts to structure the essay **in an appropriate way** • uses paragraphing which is **sufficiently accurate**	• uses language to communicate a line of thought which may be disorganised and/or difficult to follow • makes some errors in spelling/grammar/ sentence construction/ punctuation • has not structured the essay well • has made some errors in paragraphing	
In summary, the candidate's essay is	thorough and precise	very detailed and shows some insight	fairly detailed and relevant	lacks detail and relevance	superficial and/or technically weak

[END OF MARKING INSTRUCTIONS]