National
Qualifications
2017

2017 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) 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.

(d) 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.

Marking instructions for each question

Question			Expected answer(s)	Max mark	Additional guidance
1.			Reference (1) Comment (1)	**2**	**Possible answers** • "We played … every afternoon" (1) suggests eg that it was their major pastime (1) • "Sometimes other kids would join us" (1) suggests eg occasionally they had more friends/bigger game/community (1) • "in the summer we never seemed to leave" (1)/"game after game" (1)/"sometimes until it got dark" (1) suggests eg that they played constantly/all day (1) • "endlessly" (1) suggests eg enjoyment seemed never to stop (1) • "absorbing" (1) suggests eg that they found it fascinating/fulfilling/ all consuming (1) • "dim glow of street lights" (1) suggests eg nostalgia (1) • "two litre bottle of orange squash" (1) suggests eg simple childhood pleasures/nostalgia (1) • "pass it from player to player" (1) suggests eg camaraderie/innocence (1) • "none of us deterred by [warmth]" (1) suggests eg nothing would put them off (1) • "it tasted good" (1) suggests eg that the experience was pleasurable (1) NB "good" on its own not sufficient.

Question			Expected answer(s)	Max mark	Additional guidance
2.			Any four points.	**4**	**Possible answers** • "never made it onto the school team" glossed by eg was never picked/ selected (1) NB "team" need not be glossed • "He kept trying"/"kept going to the trials"/"both at primary and senior school" glossed by eg persevered with opportunities for selection (1) • "he was just off the pace" glossed by eg he was not quite fast/skilled enough (1) • "He yearned to play" glossed by eg he longed to be part of/play for the team (1) NB candidate must make reference to being in the team • "He yearned … to progress" glossed by eg he longed to improve (1) • "He yearned to… read out… (one of the honours of making the team)" eg he longed for his moment of glory (1) NB candidate must refer to the intensity of the desire at least once if dealing with any of the **final three bullet points** (above).
3.			Any six points.	**6**	• "98 per cent fail to make the transition (into professional football)"**/**"only a fraction made it (into professional football)" glossed by eg very few succeed (1) • "Of those who made it into the district team, only a handful were picked by Reading, the local club"/"Perhaps none made it all the way to the top flight" glossed by eg even those who have some success didn't make it all the way/some progress doesn't necessarily mean success (1) • "Many struggle to cope with rejection" glossed by eg many find it hard to come to terms with not being accepted (1) • "many suffer anxiety" glossed by eg they are affected by stress (1) • "many suffer …a loss of confidence" glossed by eg self-esteem/self-belief is undermined (1) • "and, in some cases, depression" glossed by eg more serious mental health issues may develop (1)

Question			Expected answer(s)	Max mark	Additional guidance
					• "These youngsters are often described as being "left on football's scrapheap" glossed by eg (inference) the process is heartless/rigorous/ unfeeling (1) • "it seems to me, though, that the number rejected is, in fact, far higher" glossed by eg those not selected exceeds number reported (1) • "the sifting process starts from the first time you kick a ball at the local park" glossed by eg selection begins very early/there are many stages of filtering/selection (1) • "the standard was high" glossed by eg the ability requirement is considerable (1) • "I remember my heart beating out of my chest when the 'scouts' arrived" glossed by eg situation causes nerves/pressure (1) • "I was crushed by the disappointment" glossed by eg the distress (at failure) is overwhelming (1) • "the race" glossed by eg the process is highly competitive (1) • "… had only just started" glossed by eg the process is lengthy (1)
4.				**2**	"Just as … so" structure may, but need not, be employed (1+1) eg just as there are many grains of sand on the beach (1) so there are many people who don't succeed/are trying to succeed (1) **OR** Any two areas of similarity Ideas in common include multiplicity/ identical or similar quality/anonymity/ insignificance/expendability/idea of being influenced by another/external/ powerful force

Question			Expected answer(s)	Max mark	Additional guidance
5.			Reference (1) Comment (1) **x2** If no reference given, any comment cannot be rewarded. NB for full marks two different language features must be dealt with.	**4**	**Possible answers** **Word choice** • "inevitable" (1) makes clear the unavoidability of failure (1) • "natural selection" or "evolution" (1) makes clear eg survival of the fittest/that this is a process that has always existed (1) • "part and parcel" (1) – makes clear the essential nature/necessity of the process of selection (1) **Imagery** • "first lap"/"final straight"/reference to image of "race" (1) – makes clear notion of a race/different stages of the process (1) NB Do not reward a comment on "race" if the same word has been used as a reference.

Question			Expected answer(s)	Max mark	Additional guidance
					Sentence structure • "But this is football."/"This is life."/short sentence(s) (1) makes clear eg the fundamental/inarguable truth (1) • repetition of "this is" (1) makes clear eg that this is a statement of fact/inescapable (1) • repetition of "failure is…" (1) makes clear eg the fact that success is not universal (1) • "Without losers, there cannot be winners."/"Without pain, there cannot be joy."/"Without natural selection, there cannot be evolution."/reference to balance/contrast of opposites (1) makes clear eg that life has ups and downs (1) • "Without losers, there cannot be winners. Without pain, there cannot be joy. Without natural selection, there cannot be evolution."/ similarity/antithetical construction (within or in consecutive sentence(s))/parallel structure (1) makes clear eg that life has ups and downs (1) • "Failure is not the opposite of progress; failure is part and parcel of progress."/use of semi-colon (1) makes clear eg failure is crucial to moving on (1)

Question			Expected answer(s)	Max mark	Additional guidance
6.			Any three points.	**3**	**Possible answers** • "The skills are transparent" the criteria for success are obvious (1) • "the opportunities exist" gives idea of chances being widely available (1) • "There is no room for family favours" gives idea of lack of nepotism (1) • "or cosy alliances" gives idea of lack of favourable treatment (1) • "The best of the best shine through" gives idea of the most talented individuals do make it (1) • "whether they are from a tough part of Liverpool, like Wayne Rooney, or raised in grinding poverty in Uruguay, like Luis Suárez" gives idea of irrelevance of background (1)
7.			NB candidates may use the word 'failure' in their response without penalty.	**5**	**Possible answers** • "Youngsters who are educated and self-assured are likely to be better footballers, too" glossed by eg young people who have done well at school **AND** who are confident (1) will perform more effectively (1) • "The Ancient Greeks understood this only too well" glossed by eg it has been known for a long time (1) • "(the humane idea) that the mind and body grow together" glossed by eg that emotional and physical development go hand in hand (1) • "The German football system has embraced this truth, too" glossed by eg this is recognised abroad (1) • "Such a cultural transformation needs to happen here, too" glossed by eg the lessons learned abroad should be considered in Britain (1) • "It is that we need to redefine our relationship with failure" glossed by eg we must reappraise how we view failure (1) • "not just in football but in life" glossed by eg we need to rethink how we deal with failure in areas other than football (1) • "losing is an essential (indeed, a beautiful) part of life" glossed by eg experiencing failure is necessary/ natural (1)

Question			Expected answer(s)	Max mark	Additional guidance
					• "beautiful" glossed by eg failure can be viewed positively (1) • "the empowering idea that failure is less important, infinitely less so, than how we respond to it" glossed by eg how we react to failure is crucial/ gives us strength/inspiration (1) • "Failing (to make the grade at football) is crushing" glossed by eg not being accepted (as a footballer) is devastating (1) • "It is natural to be sad" glossed by eg misery is to be expected/part of what we are (1) • "But it is also a pathway to a new reality" glossed by eg but leads us to a different life (1) Any five points
8.			Reference (1) Comment (1) NB do not accept list.	**2**	**Possible answers** • Similarity of sentence openings/rule of three construction/"Tens of thousands … Hundreds of thousands … Tens of millions" (1) highlights idea of scale/size of competition (1) • "But" (1) highlights the shift towards the positive side to failure (1) • short sentence/"But this is not the end of life."/"It is merely the beginning." (1) highlights that all is not lost (1) • Repetition of "a new"/rule of three construction/climactic structure/"a new dream, a new hope, a new way of finding meaning" (1) highlights the possibility of a fresh start (1)

Question			Expected answer(s)	Max mark	Additional guidance
9.			Selection from lines 60-64 (1), linked reference or explanation from elsewhere (1) NB do not reward a response which simply says "it sums up the main ideas of the passage etc" unless the candidate goes on to explain what the main idea is.	**2**	**Possible answers** • reference to Mark (1)/relates to earlier mentions of Mark (1) • use of first person (1)/relates to earlier use of first person (1) • "failures (in football)" (1) revisits important idea expressed by eg "never made it onto the school team" etc (1) • "so important, so trivial"/"Life is too short, too precious, to be derailed by failure" (1) revisits important idea expressed by eg "failing to make the grade at football is crushing … but it is also the pathway to a new reality" (1) NB answer may address the idea of importance or triviality • "never deterred him" (1) revisits important idea expressed by eg "He kept trying" (1) • "new dreams"/"new aspirations" (1) repeats earlier use of word/idea (1) • "accept" (1) repeats earlier use of word/idea (1) • "embrace" (1) repeats earlier use of word/idea (1) • reference to a linguistic element from the final paragraph, eg repetition of word "too"/"we have"/sentence structure/short sentences/short paragraph(s) (1) suggests emphatic nature of final summing up comments (1)

[END OF MARKING INSTRUCTIONS]