National
Qualifications
2018

2018 English

Critical Reading

National 5

Finalised Marking Instructions

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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 specific 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.

(c) If a 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.

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.			Four separate points made for one mark each.	**4**	Possible answers include: Nora criticises Cassie for her story telling (1) Nora bemoans the past (1) Nora is upset at the loss of her material for her soft furnishings (1) Marie reassures Nora (1) The tension between Cassie and Nora increases when Cassie does not answer Nora (1) Nora says she will secure credit under false pretences to buy new material (1) Marie warns Cassie that if she leaves, it will devastate Nora (1) Cassie says that Nora is stronger than she seems (1) Cassie threatens revenge on Deirdre (1) Marie assures Cassie that Deirdre will get her comeuppance (1) Cassie asks Marie how she remains so positive about her life (1) Cassie says she is no good (1)

Question			Expected answer(s)	Max mark	Additional guidance
2.			Reference (1) Comment (1) x 2	**4**	Possible answers include: Repetition of "lost" (1) suggests she really cares about it (1) Repetition of "gone" (1) suggests hopelessness (1) "Months" (1) suggests how long she has been looking forward to this (1) "dreaming of the glow" (1) suggests how affectionate she feels about the remnant (1) "Never" (1) suggests her vision is unattainable (1) "lovely" (1) suggests how she imagined the room to be as perfect as possible (1) use of short sentences (1) suggests Nora speaks in an emotional voice (1) "And he's lost it" (1) suggests her anger (1) Use of stage direction/"Getting tearful in her turn" (1) suggests Nora is going to cry (1) Use of question (1) suggests that she needs reassurance (1)

Question			Expected answer(s)	Max mark	Additional guidance
3.			Reference (1) Comment (1) x 2	**4**	Possible answers include: Nora becomes more argumentative towards Cassie (1) "drawing herself up"/"She snatches up her drink and takes an angry gulp" (1) Cassie tries to avoid the confrontation with Nora (1) "Cassie doesn't look at Nora"/"looking up at Nora" (1) Nora starts to become upset (1) "She is getting tearful in her turn" (1) Nora finds Cassie's words incredulous (1) "Nora stares at her for a moment, then she nods" (1) Marie realises that Cassie is at a crisis point and offers her more alcohol (1) "Marie puts the gin bottle down in front of Cassie" (1) Cassie drinks quickly as she is on edge (1) "Cassie helps herself to another drink" (1) Marie defiantly puts Michael's picture back up on the wall (1) "… she goes and rehangs it carefully" (1)

Question			Expected answer(s)	Max mark	Additional guidance
4.			Possible areas for comment include: **Extract:** Nora loudly criticises Cassie eg 'There's no end to your wild tales Cassie!' Nora is assertive eg 'Well I'm going up the town tomorrow.' Cassie threatens revenge eg 'There's a waitress up that club will be walking around without her hair tomorrow if I can find her.' **Elsewhere:** Connotations of bravery and resilience – the women exist in a harsh setting. Connotations of risk taking behaviour (demonstrated by Cassie). Connotations of self-confidence. Connotations of humour. The women have domestic and financial hardships to face. The women face harsh critics in their community.	**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 other text/part of the text** by the writer. <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** 1 x relevant reference to idea (1) 1x appropriate comment (1) **OR** 1 x relevant reference to feature (1) 1 x appropriate comment (1) **OR** 1 x relevant reference to text (1) 1x appropriate comment (1) **(maximum of 2 marks only for discussion of extract)** from at **least one other text/part of the text:** as above (x 2) for **up to 4 marks**

Question			Expected answer(s)	Max mark	Additional guidance
5.			Reference (1) Comment (1) x 2	**4**	Possible answers include: "Screw the heid" (1) suggests that he is not himself (1) "ah dae ma best" (1) suggests he recognises that he is trying to sort things out (1) "it's just…" (1) suggests he is making excuses (1) "…" (1) suggests unfinished explanation (1) "Hard on yer own" (1) suggests he is struggling to cope (1) "Naw ye don't know/Naebody knows (unless they've been through it)" (1) suggests only some people understand his current problems (1) "(Quieter)" (1) suggests lack of confidence (1) "Comin hame's the worst/The boy's oot playin/Hoose is empty" (1) suggests loneliness (1) "gets on top of ye" (1) suggests being overwhelmed (1) Reference to furniture watching him (1) suggests paranoia/lack of rational thought (1) "Maybe ah'm going aff ma heid!" (1) suggests concern over mental health/suggests belittling his fear (1) "take a while" (1) suggests difficulty of issue to be dealt with (1) "(take a while) tae get over it" (1) acknowledgement that there is an issue (1) "If ah ever dae" (1) suggests enormity of problem to be faced (1)

Question			Expected answer(s)	Max mark	Additional guidance
6.			Reference (1) Comment (1) x 2	**4**	Possible answers include: "How ye doin wee yin?" (1) suggests empathy (1) "What's this ye've got?/(Picks up yacht)" (1) suggests he's taking an interest in Alec (1) "Ah could paint it if ye like" (1) suggests Billy is proactive (1) "Should come up really nice" (1) suggests optimism (1) "Ah'll take it away wi me/Get it done this week" (1) suggests urgency (1) "Nae bother!" (1) suggests helpfulness (1) Reference to possible finished appearance of yacht (1) suggests practical ability/skill/imagination/ resourcefulness/creativity … (1)
7.			Reference (1) Comment (1)	**2**	*Possible answers include:* <u>Alec</u> "It'll be dead real, eh?" (1) suggests excitement/gratitude (1) Reference to question mark (1) suggests interest (1) <u>Davie</u> "Away tae Never Never Land!" (1) suggests sarcasm/lack of enthusiasm/dismissiveness (1) Reference to exclamation mark (1) suggests sarcasm (1)
8.			One mark for each point.	**2**	Possible answers include: Symbolises Davie's inaction (1) Symbolises Billy's action (1) Represents Alec's (childhood) belief in Davie (1) Symbolises Alec and Davie's relationship (1)

Question			Expected answer(s)	Max mark	Additional guidance
					Symbolises Davie's previous trade (1) Reference to colours/football associations (1) Symbolises Alec's childhood (1) Symbolises freedom/hope/new horizons (1) Yacht represents conflict (1)
9.			Possible areas for comment include: **Extract:** Billy could be seen to be interfering in Davie's relationship with Alec eg "He'll get on a lot better if you screw the heid, right?" Billy shows interest in/concern for Alec eg "how ye doin wee yin/what's this ye've got?" **Elsewhere:** Billy is helpful and tries to give practical advice to Alec and to Davie (in terms of their domestic situation as well as possible employment …). The relationship between Billy and Ian (which is a close one) is in direct contrast to the relationship between Alec and Davie because their relationship worsens. The family interest in football is at the centre of many interactions between the main characters. There is some role reversal because Alec carries out the traditional 'adult' chores/ functions.	**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 other text/part of the text** by the writer. <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** 1 x relevant reference to idea (1) 1 x appropriate comment (1)

Question			Expected answer(s)	Max mark	Additional guidance
			The yacht represents the breakdown of the family relationship between Alec and Davie and Billy's attempts to fix it up show that he tries to help mend the family relationship. References to the past are used to contextualise current strains in the characters' relationships (eg: death of the mother; unemployment from the sail-making trade…). Davie is a traditionalist, in terms of family roles/aspirations, whereas Alec breaks from these traditions (eg with further education). Family attitudes to education highlight the differences between Ian and Alec and Alec and Davie.		**OR** 1 x relevant reference to feature (1) 1 x appropriate comment (1) **OR** 1 x relevant reference to text (1) 1 x appropriate comment (1) **(maximum of 2 marks only for discussion of extract)** from at **least one other text/part of the text:** as above (x 2) for **up to 4 marks**

Question			Expected answer(s)	Max mark	Additional guidance
10.			Reference (1) Comment (1) x 2	**4**	Possible answers include: "You better watch these lassies" (1) suggests warning him off (1) *"(Franco scoffs)"* (1) suggests that he is dismissive (1) "Who is it anyway?" (1) suggests loaded question (1) "This is not "anybody"" (1) suggests he is defensive (1) *"(Disapproving)"* (1) suggests critical, judgemental etc (1) "What if she is?" (1) suggests challenging statement (1)
11.	(a)		Reference (1) Comment (1)	**2**	*Possible answers include:* "six or seven weans"/"*(shocked)"*/ "Eight weans!" (1) suggests her surprise at the size of the family (1) "She cannie even look after them right" (1) suggests that she feels the family is neglected/not cared for properly (1) "It's no fair" (1) suggests that she is jealous of Bridget's family (1)
	(b)		Reference (1) Comment (1)	**2**	*Possible answers include:* "Eight." (1) suggests a neutral statement of fact/not critical (1) "They're a great family" (1) suggests he has admiration for the family (1) "Really close" (1) suggests he thinks the family have a good bond (1)

Question			Expected answer(s)	Max mark	Additional guidance
12.			Reference (1) Comment (1) x 2	**4**	Possible answers include: "I wasn't looking" (1) suggests he is serious about Bridget/not hoping to meet someone else (1) "I told you, Rosinella, I've got someone" (1) suggests seriousness/ determination/loyalty (1) "What if I am?" (1) suggests he has his own opinions/is independent (1) "You know nothing about Bridget" (1) suggests the depth of his feelings for her (1) *"(Indignant)"* (1) suggests he can become angry/irritated (1) "Good looking"/"a good kisser"/ "a good dancer" (1) suggests he is self-assured/confident (1) "Oh they like that alright"/ "they're all over me" (1) suggests he is conceited (1) "you've got the warm blood"/"it's one thing to play around with them" (1) suggests prior romantic liaisons (1)

Question			Expected answer(s)	Max mark	Additional guidance
13.			Possible areas for comment include: **Extract:** Rosinella shows her prejudice against Scottish girls eg 'These Scotch girls they're all the same.' Rosinella is resentful of the fact that she has not been able to have children of her own eg 'Twelve years I've been married – and nothing.' **Elsewhere:** Rosinella is shown as caring in that she offers Lucia a new life in Scotland. Rosinella is seen to spoil Lucia. Rosinella comes into conflict with her husband Massimo about Lucia's upbringing. Rosinella is proud of her Italian heritage. Rosinella tries to ensure that Franco and Bridget won't be together. Rosinella suffers (when, for example, Massimo is imprisoned). Rosinella shows signs of hypocrisy over romantic relationships.	**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 other text/part of the text** by the writer. <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** 1 x relevant reference to idea (1) 1 x appropriate comment (1) **OR** 1 x relevant reference to feature (1) 1 x appropriate comment (1) **OR** 1 x relevant reference to text (1) 1 x appropriate comment (1) **(maximum of 2 marks only for discussion of extract)** from at **least one other text/part of the text:** as above (x 2) for **up to 4 marks**

SCOTTISH TEXT PROSE

Question			Expected answer(s)	Max mark	Additional guidance
14.			Reference (1) Comment (1) x 2	**4**	Possible answers include: "Put it back, Calum," (1) suggests Neil is in charge (1) "Would it be alright if…" (1) suggests Calum is anxious to receive permission from Neil (1) "It would be stealing"/"Get your jacket…hold it in front of the fire." (1) suggests Neil assumes parental role (1) "Calum was delighted"/"I'm not telling," (1) suggests Calum is eager to please Neil (1)
15.			Reference (1) Comment (1) x 2	**4**	Possible answers include: "other noises outside" (1) suggests disturbance (1) "drumming of the rain" (1) suggests ominous sound (1) Reference to use of colon (1) suggests threatening noises are identified (1) "dog's bark" (1) suggests aggression (1) "scratching on it as of paws" (1) suggests fear of the unknown (1) "stared towards the door" (1) suggests fear (1) "the lady cry out" (1) suggests alarming exclamation (1) "key rattled in the lock" (1) suggests getting closer/person outside coming in (1) "The door was flung open" (1) suggests dramatic entrance (1) "loudest peal of thunder" (1) suggests terrifying noise (1)

Question			Expected answer(s)	Max mark	Additional guidance
16.			Reference (1) Comment (1) x 2	**4**	Possible answers include: "Neil did not know what to do or say" (1) suggests Neil is at a loss/very confused (1) "silent" (1) suggests he doesn't know what to say (1) "abjectness" (1) suggests loss of pride (1) "betrayal of himself" (1) suggests he feels he is not giving an account of himself or Calum (1) "All his vows…" (1) suggests he feels he is going back on all his intentions/promises regarding Calum (1) "rheumatism tortured him"/"fire had been pressed into…" (1) suggests he is suffering intensely (1) "punish him as he deserved" (1) suggests he is full of self-loathing (1) "He could not lift his head" (1) suggests he is unable to face the situation (1) "lifetime of frightened submissiveness" (1) suggests he is acutely aware of his place in the 'class system' (1) "Suddenly" (1) suggests shock/ surprise (that Calum is speaking) (1)
17.			Possible areas for comment include: **Extract**: Neil's almost paternal care for Calum: eg "Neil went over to attend to the fire." Neil's acute awareness of social class/rank eg "A life of frightened submissiveness."	**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

Question			Expected answer(s)	Max mark	Additional guidance
			Calum's innocence eg "I would put it back." **Elsewhere**: Calum is linked with animals and nature. He is at home in the trees. Calum is not resentful of his own appearance. This is in direct contrast with Duror's view. Calum is generally seen to represent innocence. Neil makes sacrifices in order to care for his brother. Neil has a rational view of the world and is less interested in nature than Calum. Neil believes the war will be beneficial to people like him.		for similar references to **at least one other text/part of the text** by the writer. <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** 1 x relevant reference to idea (1) 1x appropriate comment (1) **OR** 1 x relevant reference to feature (1) 1 x appropriate comment (1) **OR** 1 x relevant reference to text (1) 1 x appropriate comment (1) **(maximum of 2 marks only for discussion of extract)** from at **least one other text/part of the text:** as above (x 2) for **up to 4 marks**

Question			Expected answer(s)	Max mark	Additional guidance
18.			Reference (1) Comment (1) x 2	**4**	Possible answers include: short first sentence (1) is dramatic (1) "sweating" (1) suggests nervousness (1) "seething" (1) suggests intensity (1) "wrecked" (1) suggests overcome with anxiety (1) "afraid" (1) suggests anxiety (1) "provoked" (1) suggests disturbed (1) "crisis" (1) suggests importance of situation (1) "I paced …" (1) suggests stress (1) "as if in contact with an electric fence" (1) suggesting agitation (1) contradiction in wanting to go but afraid to (1) suggests indecision (1) **"(**I paced …) in and out of every room, up and down the stairs" (1) suggests incessant walking, restlessness etc (1) says he wants to go for a run "to calm down" (1) suggests he is in a heightened state (1)
19.			Reference (1) Comment (1)	**2**	Possible answers include: "I've had a good look round." (1) suggests enthusiasm (1) "Is this an awkward moment?" (1) suggests sensitivity/social awareness (1) "You wouldn't like to come for a walk instead?" (1) suggests persistence (1) "I can't say I understood everything" (1) suggests modesty (1) "it was quite thought-provoking" (1) suggests intellectual curiosity (1) "while I was looking down through that window" (1) suggests nosiness (1)

Question			Expected answer(s)	Max mark	Additional guidance
20.			One mark for each point.	**2**	Possible answers include: He sees it as fate/the influence of the Stone (1) Going there will allow him to discuss things with her (1) If she saw the Stone, he would talk to John and Elsie (1) If she didn't see the Stone, he would admit madness or a breakdown and seek help (1)
21.			Reference (1) Comment (1) x 2	**4**	Possible answers include: "I wouldn't be back (for nearly a week)" (1) suggests longer than anticipated absence (1) "Nor could I have foreseen" (1) suggests mysterious event (1) "utterly transformed" (1) suggests unexpectedly huge change (1) "Nor indeed…could I have guessed" (1) suggests complete surprise (1) Repetition of "Nor" (1) emphasises his uncertainty (1) "but her dog" (1) suggests suspense/ anticipation (1)

Question			Expected answer(s)	Max mark	Additional guidance
22.			Possible areas for comment include: **Extract:** Reference made to curiosity about Keldo woods and the cave at the Black Jaws, eg "take her to Keldo woods, and show her the Stone." **Elsewhere:** The manse at Ochtermill, linked to Gideon's origins, his early family influences, and the theme of religion. Keldo woods, linked with the supernatural, local superstitions, and Gideon's 'inner life'/ psychology, etc. The Black Jaws, linked with Gideon's transformational meeting with the Devil.	**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 other text/part of the text** by the writer. <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** 1 x relevant reference to idea (1) 1 x appropriate comment (1) **OR** 1 x relevant reference to feature (1) 1 x appropriate comment (1) **OR** 1 x relevant reference to text (1) 1 x appropriate comment (1) **(maximum of 2 marks only for discussion of extract)** from at **least one other text/part of the text:** as above (x 2) for **up to 4 marks**

Question			Expected answer(s)	Max mark	Additional guidance
23.			Reference (1) Comment (1) x 2	**4**	Possible answers include: "he could bear it no longer" (1) suggests that there has been previous tension (1) "this is no way for two friends (to take a small accident)" (1) suggests there has been a difference of opinion (1) "I'm sorry" (1) suggests remorse (1) "ye'd better say it" (1) suggests threatening/challenging comment (1) "I have nothing" (1) denial suggests something unsaid (1) "disconcerted" (1) suggests flustered (1) "I was meanly pleased" (1) suggests David is enjoying Alan's discomfort (1) "of course, ye were to blame" (1) suggests David thinks Alan was at fault (1) "coolly" (1) suggests tense atmosphere between the pair (1)
24.			Reference (1) Comment (1) x 2	**4**	Possible answers include: "This pierced me like a sword" (1) suggests that he was wounded/really hurt (1) "lay bare" (1) suggests vulnerability (1) "I cried" (1) suggests strong emotion (1) "Do you think I am one to turn my back…" (1) suggests he is indignant (1) "cast it up to me" (1) suggest defensiveness (1) Repetition of the word "you" (1) suggests frustration (1)

Question			Expected answer(s)	Max mark	Additional guidance
25.			Reference (1) Comment (1) x 2	**4**	Possible answers include: Appropriate reference (1) conciliatory (1) Appropriate reference (1) worried (1) Appropriate reference (1) guilty conscience (1) Appropriate reference (1) concerned (1) Appropriate reference (1) manipulative (1)
26.			Possible areas for comment include: **Extract:** Example of friendship being strained in the extract, but at the same time we can see their genuine caring heart of their friendship for each other amidst the strained atmosphere, eg "This pierced me like a sword" **Elsewhere:** Alan & David's friendship is surprising as they come from opposite political backgrounds and beliefs. Their friendship is challenged throughout the novel. Friendship established when David overhears crew of *Covenant* planning to overthrow Alan Breck and David warns Alan. Violent fight in the Round-House of the Covenant is where David helps Alan. Alan gives David a silver button as a token of gratitude/friendship for David's actions. Murder of Red Fox puts grave doubts in David's head about Alan's character and their continuing friendship.	**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 other text/part of the text** by the writer. <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** 1 x relevant reference to idea (1) 1 x appropriate comment (1)

Question			Expected answer(s)	Max mark	Additional guidance
			Alan and David continue on their journey and therefore their friendship is maintained. Alan loses all their money at a game of cards and this puts pressure on their friendship. David challenges Alan to a duel – Alan refuses and they make up. When they arrive in Edinburgh, Alan helps David gain his rightful title and inheritance. With the help of Rankeillor, David gives Alan money to get back to France. David and Alan, at the end of the novel, struggle to part due to their strong friendship.		**OR** 1 x relevant reference to feature (1) 1 x appropriate comment (1) **OR** 1 x relevant reference to text (1) 1 x appropriate comment (1) **(maximum of 2 marks only for discussion of extract)** from at **least one other text/part of the text:** as above (x 2) for **up to 4 marks**

Question			Expected answer(s)	Max mark	Additional guidance
27.			Reference (1) Comment (1) x 2	**4**	Possible answers include: "stared" (1) suggests he can't make sense of it (1) "deep caves" (1) suggests the unknown (1) "seemed to be drawn inside it" (1) suggests the door has almost supernatural power (1) "veins and passages" (1) suggests hidden parts/secrets (1) "magic (door)" (1) suggests it is irrational/unexpected/unexplained/ impressive (1) "deep red light" (1) suggests unexpected brightness/intense colour (1) "appear alive" (1) suggests door has life of its own (1) "very odd and very puzzling" (1) suggests lack of explanation (1) "scratching his head" (1) suggests confusion caused by the door (1) "couldn't see himself in it" (1) suggests unnatural quality (1) "sucked into it" (1) suggests odd power/attraction (1) "different" (1) suggests stands out (1)
28.			One mark for each point.	**2**	Possible answers include: He loves the door (1) He is not annoyed that it has been painted (1) He is impressed by (the idea of) the door (1)

Question			Expected answer(s)	Max mark	Additional guidance
29.			Reference (1) Comment (1)	**2**	Possible answers include: "childlikeness" (1) suggests the beginning of a life/sense of wonder (1) "stirring within him" (1) suggests new birth/emergence (1) "rousing" (1) suggests awakening/ change (1) "new day" (1) suggests a beginning (1) "joyously" (1) suggests excitement (at new beginning) (1) "early" (1) suggests the beginning of a journey (1)
30.			Reference (1) Comment (1) x 2	**4**	Possible answers include: "sparkling frost" (1) suggests attractive, magical, appealing surroundings (1) "new" (1) suggests freshness (1) "diamonds" (1) suggests something precious (1) "glittered" (1) suggests attractive/appealing (1) "millions of them" (1) suggests abundance (1) "shone bravely" (1) suggests having an admirable quality (1) "pride" (1) suggests pleased with what it has achieved (1) "spirit" (1) suggests enthusiasm/energy (1) "emerged" (1) suggests birth/renewal (1) "brightly" (1) suggests fresh/ appealing (1) "let me live my own life" (1) suggests independence/aspiration (1)

Question			Expected answer(s)	Max mark	Additional guidance
31.			Possible areas for comment include: **Extract:** Themes from extract eg: Individual vs conformity, restrictive nature of community/environment. **Elsewhere:** *Mother and Son* Themes of freedom/lack of freedom/restrictive nature of mother and son relationship. *The Telegram* Themes of restrictive nature of small town community – treatment of the 'thin woman,' intrusive/restrictive nature of the community as a group. *The Painter* Themes of restrictive nature of community – William has to escape the community to gain freedom/creativity. *In Church* Lack of freedom/entrapment caused by 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 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 other text/part of the text** by the writer. <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** 1 x relevant reference to idea (1) 1 x appropriate comment (1) **OR** 1 x relevant reference to feature (1) 1 x appropriate comment (1) **OR** 1 x relevant reference to text (1) 1 x appropriate comment (1) **(maximum of 2 marks only for discussion of extract)** from at **least one other text/part of the text:** as above (x 2) for **up to 4 marks**

Question			Expected answer(s)	Max mark	Additional guidance
32.			Reference (1) Comment (1)	**2**	Possible answers include: "Are you cauld?" (1) suggests a reason to postpone trip (1) "A vision of warmth"/"a fire"/"a mug of hot tea" (1) suggests more attractive options (1) "We could come back"/"another night" (1) suggest an attempt to cancel/ postpone trip (1) "Naw, Mammy, naw"/"we cannae go hame noo"/"we're nearly there"/"you promised" (1) suggests Amy senses Sandra's reluctance (1) "All right, we'll go." (1) suggests giving in, but not keen (1)
33.			Reference (1) Comment (1) x 2	**4**	Possible answers include: "gaun on aboot the lights (for weeks)" (1) suggests Sandra is tired of hearing about the decorations, etc (1) "ower and done wi" (1) suggests she wants the season to be finished (1) "she was sick of it all" (1) suggests that was bored/weary with the season (1) "opened longer and longer" (1) suggests she is tired of her shop's extended opening hours (1) "trippin ower wan another" (1) suggests she hates the busy shops/festive season crowds (1) "everybody in a bad mood" (1) suggests she hates the collective misery (1) "trachled (wi parcels)" (1) suggests she dislikes the exhaustion of Christmas shopping (1) "those bloody Christmas records" (1) suggests she dislikes the seasonal music (1) "extra hours"/"old bag of a supervisor"/ "extra couple of hours"/"hit her ower the heid …" (1) suggest she doesn't like the additional work pressures that the season brings (1)

Question			Expected answer(s)	Max mark	Additional guidance
34.			One mark for each point.	**2**	Possible answers include: Wants to please her (by taking her to see the decorations) (1) Cares about her appearance (by buying her nice clothes) (1) Wants the best for her (1) She is full of admiration for the way she looks (1) Cares about her manners etc (1)
35.			Reference (1) Comment (1) x 2	**4**	Possible answers include: "the cauld evaporated" (1) suggests the cold (magically) seems to disappear (1) "shimmerin wi light" (1) suggests twinkling/sparkling effect (1) "brightness sharp" (1) suggests intense glow (1) "brightness sharp against the gloomy street" (1) suggests light/dark contrast (1) "Trees frosted wi light" (1) suggests a silvery glow to the surroundings (1) "Lights shaped intae circles and flowers" (1) suggests fantasy-inspired decorations (1) "plastic jewellery sets wee lassies love" (1) suggests appealing to children (1) "mad rhythm" (1) suggests 'unreal' quality (1) "all bleezin wi light" (1) suggests incredibly bright (1) "(Amy gazed at them,) eyes shinin" (1) suggests wonder (1)

Question			Expected answer(s)	Max mark	Additional guidance
36.			Possible areas for comment include: **Extract:** Reference to main theme of extract eg: Mother/daughter relationship. Elsewhere: *All that Glisters* Exploration of relationship between main character and father (who has died), also between main character and mother and auntie. *Dear Santa* Exploration of mother daughter relationships (daughter narrates). *Zimmerobics* Exploration of relationship between Miss Knight and her niece Catherine (also with Cheryl from Zimmerobics class). *Virtual Pals* Exploration of the virtual relationship between Siobhan and Irina. *A Chitterin' Bite* Exploration between main character and childhood friend, and main character with adult lover.	**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 other text/part of the text** by the writer. <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** 1 x relevant reference to idea (1) 1 x appropriate comment (1) **OR** 1 x relevant reference to feature (1) 1 x appropriate comment (1) **OR** 1 x relevant reference to text (1) 1 x appropriate comment (1) **(maximum of 2 marks only for discussion of extract)** from at **least one other text/part of the text:** as above (x 2) for **up to 4 marks**

SCOTTISH TEXT POETRY

Question			Expected answer(s)	Max mark	Additional guidance
37.			Reference (1) Comment (1) x 2	**4**	Possible answers include: "glass of wine" (1) suggests leisure time (1) "unwind" (1) suggests away from stresses (1) NB. Do not accept 'relaxed' as the comment as this is a lift "while the vegetables cooked" (1) suggests time to yourself/job done (1) "relaxed" (1) suggests taking it easy (1) "gently" (1) suggests peaceful/ leisurely (1) "snapping a twig" (1) suggests something ordinary/harmless/non-threatening (1)
38.			Reference (1) Comment (1) x 2	**4**	Possible answers include: "(the garden) was long" (1) suggests too far away to see clearly (1) "visibility poor" (1) vision impaired by the conditions (1) "dark" (1) not enough light to see (1) "seems" (1) suggests that she is not sure (1) "drink the light of the sky" (1) suggests there is not enough natural light to make out what's happening (1) "but that…" (1) suggests speaker is trying to make sense of what she has seen (1) "that twig in his hand was gold" (1) suggests speaker is struggling to make sense of incongruity (1)

Question			Expected answer(s)	Max mark	Additional guidance
					"sat in his palm like a light bulb" (1) suggests speaker is searching for comparisons to explain what she has seen (1) "On."/reference to short single word sentence (1) suggests surprise (1) "is he putting fairy lights in the tree?"/reference to the question (1) suggests speaker is searching for an explanation (1)
39.			Reference (1) Comment (1) x 2	**4**	Possible answers include: "He came into the house."/"The doorknobs gleamed."/"He drew the blinds."/reference to short sentences (1) suggests something significant is taking place (1) "doorknobs gleamed" (1) suggests unusual/note-worthy shine (1) "He sat in that chair like a king" (1) suggests incongruity (1) "burnished throne" (1) suggests the chair is transformed/striking (1) "strange" (1) suggests out of the ordinary (1) "wild" (1) suggests out of control (1) "vain" (1) suggests pride/self-important, etc (1) "What in the name of God is going on?"/reference to question (1) suggests an inexplicable/startling event (1) "He started to laugh" (1) suggests unsettling reaction (1) "Within seconds" (1) suggests things happening rapidly (1) "spitting out" (1) suggests violent action (1)

Question			Expected answer(s)	Max mark	Additional guidance
					"corn on the cob into teeth of the rich" (1) suggests rapid transformation of meal into gold (1) "toyed" (1) suggests menace/taking pleasure (1) "shaking hand" (1) suggests nervousness (1) "glass, goblet, golden chalice" (1) disbelief at transformation (1)
40.			Possible areas for comment include: **Extract:** Reference to creation of interesting characters in the extract eg: Mrs Midas – her life being turned upside down by the changes in her husband. Candidates could equally concentrate on changes within Mr Midas. **Elsewhere:** *War Photographer* The character of the war photographer – how he is affected by the things he has seen, and how his work takes him into places which contrast starkly with his home and home country. *Valentine* Character displays an 'unusual' take on/attitude to love. *Havisham* Character displays ambivalent, and at times hostile, attitude to her ex-lover. *Anne Hathaway* Character displays a clear sense of the loss she feels at the memory of her husband. *Originally* Character shows a clear sense of	**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 other part of the text** by the writer. In practice this means: **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** 1 x relevant reference to idea (1) 1 x appropriate comment (1) **OR** 1 x relevant reference to feature (1) 1 x appropriate comment (1)

Question			Expected answer(s)	Max mark	Additional guidance
			shock brought on by the house-moving. Character struggles with identity.		**OR** 1 x relevant reference to text (1) 1 x appropriate comment (1) **(maximum of 2 marks only for discussion of extract)** from at **least one other text/part of the text:** as above (x 2) for **up to 4 marks**

Question			Expected answer(s)	Max mark	Additional guidance
41.			Reference (1) Comment (1) x 2	**4**	Possible answers include: "saw Lewis laid down" (1) suggests the island of Lewis was placed there as if it was a small, light thing (1) **OR** Personification of Lewis (1) suggests the deliberate force of the island's formation (1) "thunder" (1) suggests noise/ danger/drama (1) "volcanic fires" (1) suggests the destructive force/massive elemental force (1) "watched long seas plunder faults" (1) suggests the seas were like an army attacking (1) "Staffa cooled" (1) suggests the island had to recover from the heat of its formation (1) "Drumlins blue as bruises" (1) suggests the hills have been attacked and left hurt/the violent power/aggression of the formation (1) "grated off like nutmegs" (1) suggests the hills were tiny and no match compared to the power of their creator (1)
42.			Reference (1) Comment (1) x 2	**4**	Possible answers include: "a great glen" (1) suggests the size/magnificence of the glen running across the island (1) "a rough back" (1) suggests the island has a tough, resilient protective layer (1) "the ages must streak" (1) suggests time will leave a lasting mark (1) "surely strike" (1) suggests the island will be attacked as time goes on (1)

Question			Expected answer(s)	Max mark	Additional guidance
					"seldom stroke" (1) suggests the island will rarely be treated kindly (1) "raised and shaken" (1) suggests the island will endure despite being treated harshly (1) "tens of thousands of rains" (1) highlights the prevalence of rain (1) "blizzards" (1) shows the violence of the storms (1) "sea-poundings" (1) suggests the sea beat the land (1) "shouldered off" (1) suggests the island is able to shrug off these elements/not be beaten by them (1)
43.			Reference (1) Comment (1) x 2	**4**	Possible answers include: Use of two short sentences/contrast of short sentences with previous long sentence (1) highlights the arrival of humans (1) Positioning of exclamation mark (1) draws our attention to the transition (1) "Memory of men!"/"that was to come" (1) suggests the evolving use of the landscape (1) "empty hunger"/"threw walls to the sky" (1) personifies the landscape as being eager for something new (1) "the sorry glory of a rainbow"/ oxymoron (1) highlights the empty and brief beauty of a rainbow compared to the enduring nature of the landscape/the island (1) "rainbow" (1) suggests new beginning/hope/new start/diversity (1) "Their heels kicked" (1) suggests impatience for something to happen (1) "flint, chalk, slate"/list (1) suggests progression over time (1)

Question			Expected answer(s)	Max mark	Additional guidance
44.			Possible areas for comment include: **Extract**: Themes of change, new beginnings, vision of Scotland, violence/brutality of nature, hostile environment. **Elsewhere**: *In the Snack-bar* Theme of society being uncaring, hostile or challenging environment. *Hyena* Theme of the brutality of nature, hostile/challenging environment. *Trio* Theme of humanism versus religion, idea of hope/new beginnings. *Good Friday* Theme of religion or social class, challenging environment. *Winter* Theme of death, challenging environment.	**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 other text/part of the text by the writer.** <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** 1 x relevant reference to idea (1) 1 x appropriate comment (1) **OR** 1 x relevant reference to feature (1) 1 x appropriate comment (1) **OR** 1 x relevant reference to text (1) 1 x appropriate comment (1) **(maximum of 2 marks only for discussion of extract)** from at **least one other text/part of the text:** as above (x 2) for up to **4 marks**

Question			Expected answer(s)	Max mark	Additional guidance
45.			One mark for each point.	**2**	Possible answers include: He no longer feels enjoyment (1) Her death is with him at all times (1) in all places (1) Her death interrupts everything (1) Her death restricts his ability to communicate (1) He cannot get close to other people/another person (1) She still seems to influence him (1) He feels isolated/apart from her (1)
46.			Reference (1) Comment (1) x 2	**4**	Possible answers include: Repetition of "Everywhere" (1) emphasises omnipresence of her death (1) Repetition of "no" (1) emphasises there is no escape from the fact of her death (1) Contrast of "silence" and "carousel" (1) suggests the removal of joy from his life (1) "it's a web" (1) feels restricted or trapped (1) "How can my hand clasp …" (1) suggests that loved one is irreplaceable (1) Reference to question (1) suggests he can't find answers/no closure (1) "Thick (death)" (1) suggests the heavy weight of her death enveloping him (1) "intolerable" (1) hard to bear (1) "distance" (1) suggests isolation/ loneliness following death, etc (1)

Question			Expected answer(s)	Max mark	Additional guidance
47.			Reference (1) Comment (1) x 2	**4**	Possible answers include: "She grieves for my grief" (1) she appears to share his emotions/ emotional reactions (1) "she tells me" (1) she still communicates with him (1) "(her dying) shapes my mind" (1) continued influence (1) "But I hear" (1) suggests continued presence (1) use of present tense (1) suggests continued closeness (1) repetition of words (1) suggests her voice still seems to be there (1)
48.			Reference (1) Comment (1)	**2**	Possible answers include: Expression from ending (1) linked reference/idea from elsewhere (1) NB The linked reference may be to the poem as a whole "elegy" (1) relates to the form of the poem (1) "walking" (1) refers back to idea of "Everywhere I go" (1) "masterpiece" (1) refers back to idea of "carved more gently" (1) "true fiction" (1) refers back to idea of "black words" (1) "ugliness of death" (1) refers back to idea of "thick death"/death is mentioned many times in the poem (1) "I am her sad music" (1) refers back to idea of "sound of soundlessness" etc (1)

Question			Expected answer(s)	Max mark	Additional guidance
49.			Possible areas for comment include: **Extract**: Reference to use of language exploring experiences of death and loss. **Elsewhere**: *Basking Shark* Description of the encounter with the shark, and how it caused the poet to think/reflect on how he viewed man/nature etc. *Visiting Hour* Language reflects the difficulty of dealing with feelings/making sense of highly charged emotional experience. *Assisi* Language reflects important discoveries about how society/the church treats disabled/ vulnerable/poor people. *Aunt Julia* Language concentrates on discovery of the importance of the past/people from the past/people who are no longer with us. Importance of/remoteness of other cultures. *Sounds of the day* Word choice/imagery reflects the lasting effects/impact of the parting.	**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 other part of the text** by the writer. In practice this means: **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** 1 x relevant reference to idea (1) 1 x appropriate comment (1) **OR** 1 x relevant reference to feature (1) 1 x appropriate comment (1) **OR** 1 x relevant reference to text (1) 1 x appropriate comment (1) **(maximum of 2 marks only for discussion of extract)** from at **least one other text/part of the text:** as above (x 2) for **up to 4 marks**

Question			Expected answer(s)	Max mark	Additional guidance
50.			Reference (1) Comment (1)	**2**	Possible answers include: "I'd stare" (1) suggests intense interest (1) "for days"/"weeks" (1) suggests interest so great it was maintained over a period of time (1) "willing you" (1) suggests sense of anticipation (1) "hardly able to believe" (1) suggests can't comprehend the enormity of the event (1) "real baby" (1) suggests the reality is momentous (1)
51.			Reference (1) Comment (1) x 2	**4**	*Possible answers include:* "I'd feel the mound" (1) suggests physical closeness (1) "foot against my heart" (1) suggests extreme closeness (1) "I imagined I felt you laugh" (1) suggests absorption in the experience (1) "I'd play you … (music)" (1) suggests a sense of nurture (1) "I'd talk to you" (1) suggests communication (1) "my close stranger" (1) suggests early intimacy (1) "Tumshie" (1) suggests playful nickname (1) "ask when you were coming to meet me" (1) suggests excitement/anticipation (1)

Question			Expected answer(s)	Max mark	Additional guidance
52.	(a)		Reference (1) Comment (1) x 2	**4**	Possible answers include: "stare at your bed" (1) indicates she is missing her son (1) "Your handsome face" (1) indicates a sense of pride (1) repetition of "away" (1) suggests isolation/distance between them (1) the many references to different places "Costa Rica … Machu Picchu" (etc) (1) indicates wonderment at the scale of the trip (1) "I follow your trails" (1) indicates absorption (1) the use of "from … to" structure (1) indicates admiration for the distance travelled (1) references to time "Now … then … yesterday" (1) indicate admiration for the length of the trip (1) references to "photograph/web cam" (1) indicate pride that the trip is being documented (1) "your face is grainy, blurry" (1) reiterates the distance between them (1)

Question			Expected answer(s)	Max mark	Additional guidance
	(b)		Reference (1) Comment (1)	**2**	Possible answers include: "Have you considered" (1) indicates realism/lack of romance/implied criticism of mother (1) "altitude sickness" (1) indicates warning of potential danger (1) "Christ" (1) indicates exasperation/disapproval (1) "sixteen thousand feet above sea level" (1) reiterates remoteness/ danger/hostile environment (1)
53.			Possible areas for comment include: **Extract:** Reference to bedroom at home or a destination (Costa Rica, Peru, Bolivia) – comment might include mention of themes of isolation, loss, separation, growing up, family relationships, identity, or could focus on character and/or character relationships. **Elsewhere:** *Keeping Orchids* Settings of home and train station leading to comments on - family relationships, sense of identity, characters of mother and daughter, etc. *Lucozade* Hospital setting leading to comments on – family relationships, sense of identity, loss, separation, etc. *My grandmother's Houses* Settings of old home, new home, cleaning house leading to comments on – family relationships, identity, 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** 1 x relevant reference to idea (1) 1 x appropriate comment (1)

Question			Expected answer(s)	Max mark	Additional guidance
			Bed Hospital setting leading to comments on – family relationships, isolation, separation, etc.		**OR** 1 x relevant reference to feature (1) 1 x appropriate comment (1) **OR** 1 x relevant reference to text (1) 1 x appropriate comment (1) **(maximum of 2 marks only for discussion of extract)** from at **least one other part of the text:** as above (x 2) 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 achieves minimum requirements for technical accuracy and whether it is relevant to the question
- 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

	MARKS 20 – 18	MARKS 17 – 14	MARKS 13 – 10	MARKS 9 – 5	MARKS 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 may lack relevance to the task**	Although such essays should be rare, in this category, the candidate's 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	very detailed, consistently relevant	detailed and relevant	some detail, relevant	lacks detail and relevance	superficial and/or technically weak

[END OF MARKING INSTRUCTIONS]