



National  
Qualifications  
2016

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**2016 English**

**Reading for Understanding, Analysis and  
Evaluation**

**Higher**

**Finalised Marking Instructions**

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## General Marking Principles for Higher English: Reading for Understanding, Analysis and Evaluation

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

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) If 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.
- (d) We use the term “or any other acceptable answer” to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of the candidates answers.

## Detailed Marking Instructions for each question

Question			Expected Answer(s)	Max Mark	Additional Guidance
1.			For full marks there should be comments on at least two examples.  Marks awarded 1+1	2	<p>Possible answers:</p> <ul style="list-style-type: none"> <li>emphatic/categorical nature of opening sentence conveys the topic in an unequivocal manner</li> <li>"hugely important" conveys the gravity of the topic</li> <li>use of question/repeated use of questions invites the reader to think about the topic</li> <li>humorous tone created eg mockery of their lack of basic political awareness</li> <li>use of stereotypical teenage concerns leads the reader to agree or disagree with the writer</li> <li>climactic nature of final sentence</li> </ul>
2.	(a)		<p>Candidates must attempt to use their own words. No marks for straight lifts from the passage.</p> <p>2 marks may be awarded for detailed/insightful comment.</p> <p>1 mark for more basic comment.</p> <p>(Marks may be awarded 1+1 or 2)</p>	2	<p>Possible answers:</p> <p><b>Writer's viewpoint:</b></p> <ul style="list-style-type: none"> <li>assumption that today's teenagers will be just like her generation ("my younger self")</li> <li>no idea how to make important decisions/lack of awareness or knowledge ("clueless")</li> <li>preoccupied with relationships with contemporaries ("increased obsession with their peer group")</li> <li>distracted/influenced by technology ("unpatrolled access to social media", "constant barrage of entertainment")</li> </ul> <p><b>Scientific research:</b></p> <ul style="list-style-type: none"> <li>the teenage brain is not fully formed ("undeveloped teenage brain")</li> <li>(inadequate frontal lobes means) higher order thinking/judgements are challenging for teenagers ("think in the abstract...impulses")</li> <li>teenagers' inability to make personal choices precludes them from influencing issues affecting other people ("life-changing decisions for themselves")</li> </ul>

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	(b)	<p>For full marks there should be comments on at least two examples.</p> <p>2 marks may be awarded for detailed/insightful comment plus quotation/reference.</p> <p>1 mark for more basic comment plus quotation/reference.</p> <p>0 marks for quotation/reference alone.</p> <p>(Marks may be awarded 2+2, 2+1+1, 1+1+1+1)</p>	4	<p>Possible answers:</p> <ul style="list-style-type: none"> <li>the delaying of the final clause of the first sentence ("when I would have agreed .... status quo") suggests the plausibility of the case against lowering the voting age</li> <li>"clueless" suggests an inability to make responsible decisions</li> <li>"(increased) obsession" suggests an irrational fixation with social standing</li> <li>"unpatrolled" suggests the potential damage of unlimited access/malign influence of social media on young people</li> <li>"constant" suggests the unremitting distraction of media products</li> <li>"barrage", an intense military bombardment, suggests the destructive influence of the media</li> <li>the list "social media... entertainment" suggests range of lifestyle features on which they place greater importance</li> <li>"disengagement" suggests an apathetic attitude towards politics</li> <li>"smartphone-fixated" suggests the supposedly trivial/self-absorbed nature of the teenagers' concerns</li> <li>"undeveloped" suggests that the brain is not fully functioning/is not capable of fully undertaking a task</li> <li>the list "enables us to think in the abstract ... control our impulses" suggests the seeming amount/variety of mental processes teenagers can't properly engage in</li> </ul>

Question			Expected Answer(s)	Max Mark	Additional Guidance
3.			<p>2 marks may be awarded for detailed/insightful comment.</p> <p>1 mark for more basic comment.</p> <p>(Marks may be awarded 1+1 or 2)</p>	2	<p>Possible answers:</p> <p>The example of Malala's achievements at such a young age is used to show that young people should be allowed to vote/challenge the view that young people are too irrational or immature</p> <p>Someone with Malala's qualities could not vote in the UK elections merely because of age shows how ridiculous the age restriction is/ adults with ridiculous views can vote, yet someone like Malala would not be allowed to</p> <p>Candidates could approach this question in a number of ways (eg Malala reference acts as a link between negative views of young people and more positive views).</p>

Question			Expected Answer(s)	Max Mark	Additional Guidance
4.			<p>For full marks candidates must deal with both word choice and sentence structure, but not necessarily in equal measure.</p> <p>2 marks may be awarded for detailed/insightful comment plus quotation/reference.</p> <p>1 mark for more basic comment plus quotation/reference.</p> <p>0 marks for quotation/reference alone.</p> <p>(Marks may be awarded 2+2, 2+1+1, 1+1+1+1)</p>	4	<p>Possible answers:</p> <p><b>Word Choice:</b></p> <ul style="list-style-type: none"> <li>• “scarcely (exempt)” suggests a scathing condemnation of adult failings</li> <li>• “limited brain power/inadequately brained” suggests adults’ lack of intelligence</li> <li>• “incivility” suggests the rude behaviour exhibited by adults</li> <li>• “tantrums” suggests immature outbursts of temper</li> <li>• “profanity” suggests the offensive nature of the language used by adults</li> <li>• “prejudice” suggests the intolerance displayed by adults</li> <li>• “time-wasting” suggests a lack of commitment/desire to shirk work</li> <li>• “unedifying” suggests setting a poor example</li> <li>• “illiterate” suggests lack of sophistication in opinion</li> <li>• “non-taxpaying” suggests devious, unwilling to accept civic responsibilities</li> <li>• “ignorant” suggests ill-mannered/ lack of awareness</li> </ul> <p><b>Sentence Structure:</b></p> <ul style="list-style-type: none"> <li>• parenthesis “as politicians must hope” emphasises/isolates the writer’s point about political hypocrisy</li> <li>• list “incivility, tantrums, .... tabloid websites” emphasises the variety/scale of the unacceptable behaviour exhibited by adults ( a comment on the anti-climactic nature of the list, introducing a mocking tone is also possible)</li> <li>• parallel sentence structure of the lists “sport, music, creating computer software” and “incivility, tantrums, ... tabloid websites” to emphasise the negative behaviour of adults in comparison to teenagers</li> <li>• parallel sentence structure of the lists “incivility, tantrums, ... tabloid websites” and “inadequately brained, illiterate, non-taxpaying or ignorant” to reinforce the negative behaviour exhibited by adults</li> <li>• Climactic nature of final sentence culminating in condemnatory use of “chilling”</li> </ul>

Question			Expected Answer(s)	Max Mark	Additional Guidance
5			<p>2 marks may be awarded for detailed/insightful comment.</p> <p>1 mark for more basic comment.</p> <p>(Marks may be awarded 2+1 or 1+1+1)</p>	3	<p>Possible answers:</p> <ul style="list-style-type: none"> <li>• from their earliest years they have been exposed to technological advances</li> <li>• they have the capacity to absorb a variety of sources to establish their own outlook on important issues</li> <li>• they have enough knowledge of how the media works not to be taken in by those who try to deceive them</li> </ul>
6.			<p>For full marks there should be comments on at least two examples.</p> <p>2 marks may be awarded for detailed/insightful comment plus quotation/reference.</p> <p>1 mark for more basic comment plus quotation/reference.</p> <p>0 marks for quotation/reference alone.</p> <p>(Marks may be awarded 2+2, 2+1+1, 1+1+1+1)</p>	4	<p>Possible answers:</p> <ul style="list-style-type: none"> <li>• sequence “No ... Yes ... But” builds to climactic turnaround emphasising the positive qualities of teenagers</li> <li>• positioning of “But” in the paragraph/sentence to indicate change to positive view of teenagers</li> <li>• parenthesis of “idealism ..... open-mindedness” to identify/clarify the “more loveable teenage qualities”</li> <li>• list of “loveable teenage qualities” to emphasise the scale/variety of qualities.</li> <li>• “idealism” suggests lack of cynicism/belief in making the world a better place</li> <li>• “energy” suggests passion and commitment to making a difference</li> <li>• “sense of injustice” suggests their desire to right wrongs in the world</li> <li>• “open-mindedness” suggests their tolerance and lack of prejudice</li> <li>• “starved” suggests that at the moment politics is in dire need of/sorely lacks/is deprived of the positive qualities young people exhibit</li> </ul>

Question			Expected Answer(s)	Max Mark	Additional Guidance
					<ul style="list-style-type: none"> <li>“inject some life” suggests the rejuvenating effect of young people on political debate OR the sudden force/strength/ impact of their introduction into political debate</li> </ul>



Question			Expected Answer(s)	Max Mark	Additional Guidance
7.			<p>For full marks candidates must deal with both tone and contrast, but not necessarily in equal measure.</p> <p>2 marks may be awarded for detailed/insightful comment plus quotation/reference.</p> <p>1 mark for more basic comment plus quotation/reference.</p> <p>0 marks for quotation/reference alone.</p> <p>(Marks may be awarded 2+2, 2+1+1, 1+1+1+1)</p>	4	<p>Possible answers:</p> <p>Tone:</p> <ul style="list-style-type: none"> <li>• conversational tone of "Naturally" suggests shared understanding between writer and reader about validity of teenage concerns</li> <li>• tongue-in-cheek tone. "If voting has to be rationed ..." Writer uses humour to approach the topic in a subversive manner</li> <li>• ironic tone of "only have a year to wait" builds on previous examples of irony e.g. the reference to "epistocracy"/the irony of the powers of old and teenage voters, to mock the opposing viewpoint</li> <li>• blunt, matter-of-fact tone of "We could compromise" suggests the initial plausibility of this solution</li> <li>• incredulous tone created by listing the responsibilities currently conferred ("after they have already married ... fight for their country") highlights the absurdity/inconsistencies of current policy</li> <li>• scathing tone of "believe they know so much better" underlines the arrogance of adults</li> <li>• sarcasm/mockery of the final sentence ("doing our young people a great big favour") to suggest the absurdity of not recognising a teenager's right to vote</li> </ul> <p>Contrast:</p> <ul style="list-style-type: none"> <li>• development of old vs young argument - old allowed to vote but not around to live with the consequences, young not allowed to vote but have to live with the consequences</li> <li>• list of fairly trivial things ("fireworks") contrasted with life-changing decisions ("donated an organ") - stresses random/illogical nature of what people are and are not allowed to do</li> </ul>

Question			Expected Answer(s)	Max Mark	Additional Guidance
					<ul style="list-style-type: none"> <li>final sentence emphasises the contrast between adults who consider themselves superior set against the young people whose rights are being denied</li> </ul>

Question			Expected Answer(s)	Max Mark	Additional Guidance
8.			<p>Candidates can use bullet points in this final question, or write a number of linked statements.</p> <p>Key areas of disagreement are shown in the grid.</p>	5	<p>The following guidelines should be used:</p> <p>Five marks - identification of three key areas of disagreement with detailed/insightful use of supporting evidence</p> <p>Four marks - identification of three key areas of disagreement with appropriate use of supporting evidence</p> <p>Three marks - identification of three key areas of disagreement</p> <p>Two marks - identification of two key areas of disagreement</p> <p>One mark - identification of one key area of disagreement</p> <p>Zero marks - failure to identify any key areas of disagreement and/or misunderstanding of the task</p> <p><b>NB</b> A candidate who identifies only two key areas of disagreement may be awarded up to a maximum of four marks, as follows:</p> <ul style="list-style-type: none"> <li>two marks for identification of two key areas of disagreement</li> </ul> <p><b>plus:</b></p> <p style="text-align: center;"><b>either</b></p> <ul style="list-style-type: none"> <li>a further mark for appropriate use of supporting evidence to a total of three marks</li> </ul> <p style="text-align: center;"><b>or</b></p> <ul style="list-style-type: none"> <li>a further two marks for detailed/insightful use of supporting evidence to a total of four marks</li> </ul> <p>A candidate who identifies only one key area of disagreement may be awarded up to a maximum of two marks, as follows:</p> <ul style="list-style-type: none"> <li>one mark for identification of one key area of disagreement</li> <li>a further mark for use of supporting evidence to a total of two marks</li> </ul>

Areas of Disagreement		Passage 1	Passage 2
1.	Intellectual ability	Teenagers are capable of intellectual maturity, for example reference to Malala	Young people may have political knowledge but not the intellectual development of an adult, for example the writer refers to her daughter
2.	Areas of political debate	Teenagers would focus on issues of relevance to them like student debt, minimum wage	Debate will continue to focus on traditional areas of concern like the economy and the NHS
3.	Independence of thought	As part of iGeneration, they have developed an independent political stance	Influenced by parents to turn out to vote
4.	Response to manipulation	Too media aware to be taken in by politicians/spin doctors	Susceptible to media manipulation by cynical politicians
5.	Commitment	Potential to sustain long term commitment to political issues, for example the environment	Give up on voting very quickly
6.	Responsibilities/rights	Teenagers already have a large number of rights/responsibilities and therefore should be allowed to vote	Teenagers have a limited number of rights/responsibilities and therefore should not be allowed to vote
7.	Impact of teenage voters	Teenager voters would invigorate/energise political life	Teenage voters would be detrimental/would make no difference to the political process

[END OF MARKING INSTRUCTIONS]



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**Critical Reading**

**Higher**

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## General Marking Principles for Higher 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, which identify the key features required in candidate responses.*

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) If 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.
- (d) We use the term “or any other acceptable answer” to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of the candidates answers.
- (e)
  - (i) For questions that ask candidates to “**Identify...**”, candidates must present in brief form/name.
  - (ii) For questions that ask candidates to “**Explain...**” or ask “**in what way...**”, candidates must relate cause and effect and/or make relationships between things clear.
  - (iii) For questions that ask candidates to “**Analyse**”, candidates must identify features of language/filmic techniques and discuss their relationship with the ideas of the text as a whole. Features of language might include word choice, imagery, tone, sentence structure, punctuation, sound techniques, versification, and so on. Filmic techniques might include mise-en-scène, lighting, framing, camera movement and sound, and so on.
  - (iv) For questions that ask candidates to “**Evaluate**”, candidates must make a judgement on the effect of the language and/or ideas of the text(s).

### Marking Instructions for each question

The Marking Instructions indicate the essential idea that a candidate should provide for each answer.

#### 1. Scottish Texts

- Candidates should gain credit for their understanding, analysis and evaluation of the extract and either the whole play or novel, or other poems and short stories by the writer.
- In the final 10-mark question the candidate should answer the question in either a series of linked statements, or in bullet points.

#### 2. 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.
- The essay should first be read to establish whether it achieves minimum requirements for technical accuracy, and whether it is relevant to the question. There may be a few errors, but they should not impede understanding. If minimum standards are not achieved, the maximum mark which can be awarded is 9. To access the full range of marks the essay should communicate clearly at first reading.
- Assessment should be holistic. There may be strengths and weaknesses in the essay; assessment should focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall essay.

- Candidates may display ability across more than one band descriptor. Assessors should recognise the closeness of the band descriptors and consider carefully the most appropriate overall band for the candidate's performance.

Once the appropriate band descriptor has been selected, the assessor should follow this guidance:

- If the evidence almost matches the level above, award the highest available mark from the range
- If the candidate's work just meets the standard described, award the lowest mark from the range
- Otherwise the mark should be awarded from the middle of the range

For band descriptors of 4 marks, for example 9-6, assessors should reconsider the candidate's abilities in the three main areas: knowledge and understanding; analysis; and evaluation. If the candidate just misses a 9, award an 8. If the candidate is slightly above a 6, award a 7.

## Detailed Marking Instructions for each question

### SECTION 1 – Scottish Text

#### SCOTTISH TEXT (DRAMA)

Question			Expected Answer(s)	Max Mark	Additional Guidance
1.			<p>2 marks may be awarded for detailed/insightful comment plus quotation/reference</p> <p>1 mark for more basic comment plus quotation/reference</p> <p>0 marks for quotation/reference alone.</p> <p>(Marks may be awarded 1+1)</p>	2	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>Challenging/obstructive: "What're you wanting him for?"</li> <li>Assertive: repetition of "I'll take it."</li> <li>Taking control away from Jack: "That's all right. I'll take it."</li> <li>Defiant: "I'll take it, I said." / "I'm authorised!"</li> <li>No respect for Jack/ignoring him shown by "(Exits.)" to take the call when Jack has said not to.</li> </ul>
2.			<p>2 marks may be awarded for detailed/insightful comment plus quotation/reference</p> <p>1 mark for more basic comment plus quotation/reference</p> <p>0 marks for quotation/reference alone.</p> <p>(Marks may be awarded 2+2, 2+1+1 or 1+1+1+1)</p>	4	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>Sadie's incongruous casting of herself as a martyr: "Too bloody soft, that's my trouble..."</li> <li>Incongruity of reference to casters instead of feet.</li> <li>Lucille's shocked overreaction to finding Sadie in the slab room: "Waaaahh! God!"</li> <li>Play on word "shy": Sadie means "fifteen bob shy" whereas Lucille thinks she means lacking in confidence (opposite of what Spanky is)</li> <li>Ludicrousness of description of Sadie's husband's antics at last year's dance - "leapfrogging over ... beehive hairdo"</li> <li>Juxtaposition of Lucille's question about leg injury sustained during this behaviour</li> </ul>



Question			Expected Answer(s)	Max Mark	Additional Guidance
3.			<p>For full marks both Sadie and Lucille should be covered but not necessarily in equal measure.</p> <p>2 marks may be awarded for detailed/insightful comment plus quotation/reference</p> <p>1 mark for more basic comment plus quotation/reference</p> <p>0 marks for quotation/reference alone.</p> <p>(Marks may be awarded 2+2, 2+1+1 or 1+1+1+1)</p>	4	<p>Possible answers include:</p> <p>Sadie:</p> <ul style="list-style-type: none"> <li>• Critical of men/contemptuous/ thinks they are useless: reference to negative connotations of "real rubbish" and "dross"</li> <li>• Impossibility of finding a decent man: anti-climactic effect of "sift through the dross ... real rubbish"</li> <li>• Blames her choice of husband for her disappointment with life: dismissive tone of "all you've got to show's bad feet and a display cabinet"</li> </ul> <p>Lucille:</p> <ul style="list-style-type: none"> <li>• She is confident in her own chance of finding a better man than Sadie's: powerful rebuttal of Sadie's viewpoint of men "They're not all like that, for God's sake"</li> <li>• Determined not to define herself by choice of man: confident assertion of "Not this cookie, Lucille Bentley ... Woman of the World"</li> </ul>
4.			<p>Candidates can answer in bullet points in this final question, or write a number of linked statements.</p>	10	<p>Up to 2 marks can be achieved for identifying elements of commonality as identified in the question, ie the role of women.</p> <p>A further 2 marks can be achieved for reference to the extract given.</p> <p>6 additional marks can be awarded for discussion of similar references to at least one other part of the text by the writer.</p> <p><u>In practice this means:</u></p> <p>Identification of commonality (2) Eg play is mainly about men/the male experience of work/thwarted ambition (1) but women important in terms of what they represent/the relationships they offer to the men (1)</p>

Question			Expected Answer(s)	Max Mark	Additional Guidance
					<p>From the extract:  2 marks for detailed/insightful comment plus quotation/reference  1 mark for more basic comment plus quotation/reference  0 marks for quotation/reference alone  Maximum of 2 marks only for discussion of extract.  Eg Lucille represents the confident young woman who sees herself as independent/equal to any man and does not need to validate herself through a relationship (2)</p> <p>From at least one other part of the text: as above for up to 6 marks</p> <p>Possible references include:</p> <ul style="list-style-type: none"> <li>• Lucille "every slab boy's dream" - she is seen as a traditional representation of femininity/objectified in terms of her desirability (2)</li> <li>• Phil's mother - source of worry for Phil/reverse of the nurturing role of mother eg his story about her breakdown and its impact on him (2)</li> <li>• Lucille provides the motivation/cause of the extreme mockery of Hector: he is dressed up ridiculously to impress her (2)</li> <li>• Sadie's role as "surrogate mother" providing food (tea trolley cakes) and nagging the slab boys to behave properly (2)</li> <li>• Sadie is represented as a clichéd/stock female character in a male-dominated world, providing humour in the play on the receiving end of Phil and Spanky's banter/scene where she hits Phil on the head (2)</li> </ul>

Question			Expected Answer(s)	Max Mark	Additional Guidance
5.			(Marks should be awarded 1+1)	2	<p>Possible answers include:</p> <p>Tone:</p> <ul style="list-style-type: none"> <li>• Astonishment</li> <li>• Incredulity</li> <li>• Outrage</li> </ul> <p>Analysis:</p> <ul style="list-style-type: none"> <li>• Dismissive nature of "Re" contrasts with the serious nature of the accusation</li> <li>• Repeated use of questions suggests inability to believe they could think this of him</li> <li>• "Can you believe" emphasises the unlikely nature of the accusation</li> <li>• Repetition of "no" emphasises the obvious lack of motivation</li> </ul>
6.			<p>2 marks are awarded for detailed/insightful comment plus quotation/reference</p> <p>1 mark for more basic comment plus quotation/reference</p> <p>0 marks for quotation/ref alone</p> <p>(Marks may be awarded 2+2, 2+1+1 or 1+1+1+1)</p>	4	<p>Possible answers include:</p> <p>Language</p> <ul style="list-style-type: none"> <li>• use of "Therefore" implies unquestioning acceptance of Sellar's defence</li> <li>• understatement of the crimes with language such as "ignored a custom"</li> <li>• directing the jury with phrases such as "I would ask them ..."</li> <li>• using language which suggests the crime - damaged property ("barns" and "the burning of the house of Chisholm") - whilst ignoring the deaths of the tenants</li> <li>• "contradictory nature" contrasts with "real evidence" suggesting that the judge gives greater credence to evidence which defends Sellar</li> <li>• use of "And ... And ..." suggests an accumulation of evidence for Sellar's defence</li> <li>• he directs the jury to ignore contradictory evidence and focus on character assessment with references to the accused "humanity" and being "in all cases ... most humane"</li> <li>• the inappropriately friendly greeting, "hello, Archie" suggests he is complicit in Sellar's defence</li> </ul>

Question			Expected Answer(s)	Max Mark	Additional Guidance
7.			<p>2 marks are awarded for detailed/insightful comment plus quotation/reference</p> <p>1 mark for more basic comment plus quotation/reference</p> <p>0 marks for quotation/ref alone</p> <p>(Marks may be awarded 2+2 or 2+1+1 or 1+1+1+1)</p>	4	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• “Every reformer of mankind” suggests he/those he works for are bringing about grand-scale improvement as many others have before</li> <li>• “errors, frauds and quackery” suggests that he dismisses the opposition as duplicitous and mistaken:</li> <li>• “at bottom” suggests the fundamental truth/rightness of what the reformers are doing</li> <li>• “patience” suggests resilience and commitment in the face of adversity</li> <li>• his references to “zeal and enthusiasm” present the reformers as being motivated, committed and dynamic</li> <li>• “generous” suggests reformers are selflessly working for the good of mankind</li> <li>• “exertions” suggests the tireless efforts to make improvements</li> <li>• “public yet unostentatious” suggests generosity combined with modesty</li> <li>• “distresses of the widow, the sick and the traveller” list of clichéd examples of needy people to emphasise Sutherland’s wide-ranging philanthropic role</li> </ul>

Question			Expected Answer(s)	Max Mark	Additional Guidance
8.			Candidates may choose to answer in bullet points in this final question, or write a number of linked statements	10	<p>Up to 2 marks can be achieved for identifying elements of commonality as identified in the question, ie McGrath's presentation of authority</p> <p>A further 2 marks can be achieved for reference to the extract given. 6 additional marks can be awarded for discussion of similar references to at least one other part of the text by the writer.</p> <p><u>In practice this means:</u></p> <p>Identification of commonality (2)  Eg the self-seeking nature of authority in a variety of guises (1)  Their cruel treatment of the people over whom they should exercise stewardship (1)</p> <p>From the extract:  2 marks for detailed/insightful comment plus quotation/reference;  1 mark for more basic comment plus quotation/reference  0 marks for quotation/reference alone  Maximum of 2 marks only for discussion of extract.  Eg The judge's involvement with the defence illustrates collusion within the establishment (2)  Sellar's speech shows hypocrisy by presenting the inhumane actions of Lord and Lady Stafford in a positive light(2)</p> <p>From elsewhere in the text: as above for up to 6 marks</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> <li>List of Sutherland's estates, properties and sources of wealth eg "huge estate in Yorkshire", "a large slice of the Liverpool-Manchester Railway" suggests his self-serving, selfish and materialistic view of his privileges as a lord (2)</li> <li>Hypocrisy of Sellar and Loch in lamenting the problems of the lifestyle of the crofters as an excuse to remove them and exploit the land they live on (2)</li> </ul>

Question			Expected Answer(s)	Max Mark	Additional Guidance
					<ul style="list-style-type: none"> <li>• Cruelty and violence towards vulnerable crofters shown in example of old woman and her grandchildren forced to live in an exposed sheep-cot when their home was seized (2)</li> <li>• Sinister behaviour of Lord Crask and Lady Phosphate turning guns on audience to show threat their kind pose "We'll show you we're the ruling class" (2)</li> <li>• Sutherland's attempts to manipulate the people into enlisting suggests that they are seen as a resource to be exploited, not people to be respected (2)</li> </ul>

Question			Expected Answer(s)	Max Mark	Additional Guidance
9.			<p>For full marks, both relationships should be covered but not necessarily in equal measure.</p> <p>2 marks awarded for detailed/insightful comment plus quotation/reference;</p> <p>1 mark for a more basic comment plus quotation/reference</p> <p>0 marks for quotation/reference alone.</p> <p>(Marks may be awarded 2+2, 2+1+1, 1+1+1+1)</p>	4	<p>Possible answers include:</p> <p>Relationship with Maggie:</p> <ul style="list-style-type: none"> <li>• "...gives Maggie a pat" - gesture suggests an easy intimacy between them.</li> <li>• "they exchange warm smiles" - suggests their affection is mutual, natural, spontaneous.</li> <li>• "Ye dry, John? I'll pit the kettle on." - suggests Maggie anticipates his needs and wants to care for him.</li> <li>• "He didna mean onythin." - Maggie's assertion is an attempt to justify his behaviour, to keep the peace with Lily.</li> </ul> <p>Relationship with Lily:</p> <ul style="list-style-type: none"> <li>• "turning to Lily" - lack of respect shown by the fact John only acknowledges Lily after being in the room some time</li> <li>• "with as much of a smile as he can muster" - suggests being polite to Lily requires considerable effort on his part, is not natural or easy.</li> <li>• "An how's Lil?" - suggests deliberate provocation by using a form of her name he knows she dislikes</li> <li>• "Don't you two stert up!" - Maggie's remark shows an awareness of repeated confrontations between John and Lily /highlights childish nature of John's behaviour towards Lily</li> <li>• "Goad help us!" - John finds Lily's constant criticism and undermining of him tiresome/irritating/exasperating</li> </ul>

Question	Expected Answer(s)	Max Mark	Additional Guidance
10.	<p>For full marks both Lily and Maggie should be covered, though not necessarily in equal measure</p> <p>2 marks awarded for detailed/ insightful comment plus quotation/reference;</p> <p>1 mark for a more basic comment plus quotation/reference</p> <p>0 marks for quotation/reference alone.</p> <p>(Marks may be awarded 2+2, 2+1+1, 1+1+1+1)</p>	4	<p>Possible answers:</p> <p>Lily:</p> <ul style="list-style-type: none"> <li>ridicules him by presenting an idealised vision of the domestic world he believes men would create. "if <i>you</i> was a wumman" / "everythin just perfect" / "the weans a washed and pit tae bed at six" / "everythin' spick an span" / "naethin tae dae till bedtime but twiddle yer thumbs"</li> <li>points out the impracticalities of his ideas in the face of the reality of the demands placed on Maggie every day "hoose-fu o weans" / "and a done aul granny tae look after."</li> <li>Emphatic nature of "And ony wumman'Il tell ye" undermines his status as a man</li> </ul> <p>Maggie:</p> <ul style="list-style-type: none"> <li>mocks his ability to do anything useful around the house despite his claims that he could organise things more efficiently. "Ye should see him tryin tae mak the breakfast on a Sunday; ye'd get yer kill."</li> <li>highlights his inability to multi-task when he actually tries to do household chores. "If he's fryin bacon, he's fryin bacon, see? ... intae the pan a at the same time."</li> </ul> <p>Lily and Maggie</p> <ul style="list-style-type: none"> <li>mock John, showing how silly they think his ideas are by throwing his words back at him in unison. "He'd hae a system!"</li> </ul>



Question			Expected Answer(s)	Max Mark	Additional Guidance
11.			(Marks awarded 1+1)	2	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• Lily is annoyed by John's insinuation that she is expecting the Morrisons to feed her.</li> <li>• She feels a lack of appreciation for the fact that she often provides the family with food/ has brought the tin of beans</li> <li>• She is annoyed by John's suggestion that she would chase after a man if she had the opportunity.</li> <li>• She is annoyed at their ingratitude in the light of the fact that (their son) Alec still owes her money.</li> </ul>
12.			Candidates may choose to answer in bullet points in this final question, or write a number of linked statements.	10	<p>Up to 2 marks can be achieved for identifying elements of commonality as identified in the question, ie John's role within the family.</p> <p>A further 2 marks can be achieved for reference to the extract given.</p> <p>6 additional marks can be awarded for discussion of similar references to at least one other part of the text by the writer.</p> <p><u>In practice this means:</u>  Identification of commonality (2) Eg. John conforms to assumptions about the male role within the family (1) however he often does not fulfil this traditional role and feels frustrated/ despondent as a result(1)</p> <p>From the extract:</p> <p>2 marks for detailed/insightful comment plus quotation/reference; 1 mark for more basic comment plus quotation/reference; 0 marks for quotation alone  Maximum of 2 marks only for discussion of extract</p> <p>Eg John's obvious consideration for Maggie does not stop him from accepting her assumption that she should make him tea when he comes in, although she is exhausted (2)</p>

Question			Expected Answer(s)	Max Mark	Additional Guidance
					<p>From elsewhere in the text: as above for up to 6 marks Possible answers include:</p> <ul style="list-style-type: none"> <li>• John's willingness to share in Maggie's household duties is very limited/he sees domestic work as very much the preserve of women Maggie: "Ye couldna even wash up a dish for me!"</li> <li>• John sees his role as father of Jenny is to protect her and be respected shown by his anger when she is out in the close with a man</li> <li>• He feels ashamed of his inability to provide for the family "Ye end up a bent back and a heid hanging wi shame for whit ye canna help."</li> <li>• He responds to Isa's flirtation/criticism of Maggie even though this is a betrayal of his wife for feelings which are much more superficial</li> <li>• He is proud and happy when he is able to provide for the family, in the traditional male role for example the Christmas present of the red hat for Maggie in Act 3 - a reminder of their 'courting' days</li> </ul>

SCOTTISH TEXT (PROSE)

Question			Expected Answer(s)	Max Mark	Additional Guidance
13.			<p>2 marks awarded for detailed/ insightful comment plus quotation/reference.</p> <p>1 mark for more basic comment plus quotation/reference.</p> <p>0 marks for quotation/reference alone.</p> <p>(Marks may be awarded, 2 or 1+1.)</p>	2	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• Repetition of questions suggests his nervousness/confusion/ frustration at a situation he cannot control</li> <li>• "We're like a bunch of actors" - comparison suggests a sense of unreality</li> <li>• Emphatic statement/repetition of "I'm" "I'm leading these men, I'm an officer" suggests self-doubt as he is trying to convince/reassure himself</li> <li>• "a huge mind breeding thought after thought" - suggests that he believes that something/ someone beyond earthly beings must be controlling their actions</li> </ul>
14.			<p>2 marks awarded for detailed/ insightful comment plus quotation/reference.</p> <p>1 mark for more basic comment plus quotation/reference</p> <p>0 marks for quotation/reference alone.</p> <p>(Marks may be awarded 2+2, 2+1+1 or 1+1+1+1.)</p>	4	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• "I am frightened." - simple statement/child-like language suggests the sudden realisation of the danger that he is in</li> <li>• Repetition of "fear" reinforces the pervasive nature of the feeling</li> <li>• "It was an older fear" / "the fear of being buried" / "the fear of wandering" use of repetition/ word choice to emphasise the deep-rooted atavistic nature of the fear</li> <li>• "grey figures like weasels" symbolises the unknown/ unnatural/indeterminate nature of the threat</li> <li>• reference to "web" / "spiders" - primitive fears/idea of being trapped</li> </ul>

Question			Expected Answer(s)	Max Mark	Additional Guidance
15.			<p>2 marks awarded for detailed/ insightful comment plus quotation/reference.</p> <p>1 mark for more basic comment plus quotation/reference.</p> <p>0 marks for quotation/reference alone.</p> <p>(Marks may be awarded 2+2, 2+1+1 or 1+1+1+1.)</p>	4	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>sequence of "thrustings", "hackings", "scurryings", "flowing" suggests unrelenting nature of the action</li> <li>"thrustings and flashes" - dramatic language emphasises sudden combat/ forceful violence</li> <li>"scurryings and breathings as of rats" - evokes primitive fears</li> <li>"Back. They must get back." - urgency of short sentences/ repetition emphasises panic</li> <li>"Mills bombs, hackings ..." - listing of horrors emphasises the range of danger they are in</li> <li>"Over the parapet. They were over the parapet. Crouched they had run and scrambled" - staccato nature of sentence structure creates a sense of relief that they were safe for the moment</li> <li>"Wright ... one arm seemed to have been shot off" use of ellipsis emphasises his sudden realisation of the horror of combat</li> <li>"all those dead moons" description of desolate landscape evocative of death/emptiness is ever present</li> </ul>
16.			<p>Candidates can answer in bullet points in this final question, or write a number of linked statements.</p>	10	<p>Up to 2 marks can be achieved for identifying elements of commonality as identified in the question – ie the impact of extreme situations on characters</p> <p>A further 2 marks can be achieved for reference to the extract given. 6 additional marks can be awarded for discussion of similar references to at least one other part of the text.</p> <p><u>In practice this means:</u></p> <p>Identification of commonality (2) Eg. extremity of situation can bring out positive qualities in a character (1) and/or bring about their destruction (1)</p>

Question			Expected Answer(s)	Max Mark	Additional Guidance
					<p>From the extract:</p> <p>2 marks for detailed/insightful comment plus quotation/ reference  1 mark for more basic comment plus quotation/reference  0 marks for quotation/reference alone</p> <p>For example, Sergeant Smith's practical, phlegmatic response to war is underlined by his matter of fact comment to the soldier who has lost his arm, focusing on the positive benefits (2)</p> <p>From at least one other text/part of the text:  as above for up to 6 marks</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• <i>In Church</i> when Colin MacLeod is faced with the threat of death from the 'priest' during his sermon we see his growing sense of unease and stoicism</li> <li>• <i>The Telegram</i> the thin woman's quiet heroism, coping with (apparent) reality of the bad news of her son's death as the elder seems to be approaching her house - she is able to comfort the fat woman at that moment</li> <li>• <i>The Painter</i> William Murray's detached attitude of the artist is developed as he coolly observes the fight and the emotional reactions of the villagers - isolates him further</li> <li>• <i>Mother and Son</i> the mother's unrelenting criticism of her adult son creates tension in the household resulting in his feelings of hopelessness and despair</li> <li>• <i>The Red Door</i> the mysterious painting of Murdo's door prompts him to consider the difficulty - and attractiveness - of breaking away from the conformity of his community.</li> </ul>

Question			Expected Answer(s)	Max Mark	Additional Guidance
17.			<p>Up to 2 marks awarded for detailed/insightful comment plus quotation/reference.</p> <p>1 mark for more basic comment plus quotation/reference.</p> <p>0 marks for quotation/reference alone.</p> <p>(Marks may be awarded 2+2, 2+1+1, 1+1+1+1)</p>	4	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• "standing at a mirror ... drove a pin through it" her actions reveal her vanity, determined focus on her appearance</li> <li>• "yellow hair ... fine burnished knot" - build-up of 'golden' images suggests attractive, almost magical/captivating quality</li> <li>• "At last she got a fine..." suggests the length of time she spends on her hair and the length of time he watches her</li> <li>• Use of the list with repeated use of "and" emphasises her snobbish attitude towards the working men</li> <li>• "Out of her pretty mouth she spat on the stone floor" - contrast between daintiness of "pretty mouth" and coarseness of "spat" emphasises her unpleasant action which contrasts with her lovely appearance</li> </ul>
18.			<p>Up to 2 marks awarded for detailed/insightful comment plus quotation/reference.</p> <p>1 mark for more basic comment plus quotation/reference.</p> <p>0 marks for quotation/reference alone.</p> <p>(Marks may be awarded 2+2, 2+1+1, 1+1+1+1)</p>	4	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• "wearing his decent suit" suggests he is pleased he is looking his best in order to impress her</li> <li>• "smiled at him sweetly" suggests the special nature of the moment because of the perceived approval/acceptance by 'unattainable' barmaid</li> <li>• "touched rims" suggests intimacy/gentle coming together</li> <li>• "whisky trembled" suggests nervous, tremulous excitement</li> <li>• "transported" - shows intensity of experience for Flaws - taken beyond normality</li> <li>• "glittered at him with eyes, teeth, hair, rings" word choice/listing suggests the all-encompassing nature of her allure</li> </ul>

Question			Expected Answer(s)	Max Mark	Additional Guidance
19.			(Marks are awarded 1+1)	2	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• “shame” because he was being dishonest about what he is in order to be accepted</li> <li>• “resentment” because he has been unfairly rejected/ humiliated/missed his opportunity</li> </ul>
20.			Candidates can answer in bullet points in this final question, or write a number of linked statements.	10	<p>Up to 2 marks can be achieved for identifying elements of commonality as identified in the question, ie the importance of journeys, both literal and metaphorical.</p> <p>A further 2 marks can be achieved for reference to the extract given.</p> <p>6 additional marks can be awarded for discussion of similar references from at least one other short story.</p> <p><u>In practice this means:</u>  Identification of commonality (2)  Eg: journeys can be physical challenges for survival (1) and these are mirrored by metaphorical journeys as a rite of passage (1)</p> <p>From the extract:  2 marks for detailed/insightful comment plus quotation/ reference;  1 mark for more basic comment plus quotation/reference; 0 marks for quotation alone.  Eg: The episode in the bar, when Flaw’s deception is rewarded with humiliation, is a learning moment on his journey to fulfilment (2)</p> <p>From at least one other text:  as above for up to 6 marks</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• <i>The Eye of the Hurricane</i> - Cpt. Stevens’ speech on the ‘voyage’ of life is a quiet moment in the final storm of his life</li> <li>• <i>A Time to Keep</i> - journey through the year in time and life involving marriage, birth, death and rebirth</li> <li>• <i>Tartan</i> - the Vikings’ journey across the island seeking treasure: allegorical journey meeting the human condition in the form of death, fear, betrayal...</li> </ul>

Question			Expected Answer(s)	Max Mark	Additional Guidance
					<ul style="list-style-type: none"> <li>• <i>The Bright Spade</i> - the men set off on a physical/metaphorical journey into the snow to save the community which leads to their heroic, but pointless, deaths</li> <li>• <i>The Bright Spade</i> - the community's journey through winter reflects the harsh nature of life and the ever-present threat of death faced by the community</li> </ul>



Question			Expected Answer(s)	Max Mark	Additional Guidance
21.			<p>2 marks may be awarded for detailed/insightful comment plus quotation/reference;</p> <p>1 mark for more basic comment plus quotation/reference;</p> <p>0 marks for quotation/reference alone.</p> <p>(Marks may be awarded 2+1, 1+1+1)</p>	3	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• Word-choice shows attempt to think positively eg "cheap" / "opened up" / "fresh".</li> <li>• "it also meant travel" / "it made me feel free" suggests the idea of freedom as the bus stop is outside the door.</li> <li>• Repetition - "my own place, my home" emphasises she is pleased/proud to possess the cottage/be independent.</li> <li>• Sentence structure - lists the number and variety of domestic chores she undertook to try to be positive about her new home "I papered ... the place fresh".</li> <li>• Use of short sentences makes it sound matter-of-fact/keeping her emotions in check - "The parting wasn't bitter. We wanted to be civilised and polite".</li> <li>• "I figured they were good signs. Everybody needs to cry now and then" - she turns a negative into a positive.</li> </ul>
22.			<p>Up to 2 marks awarded for detailed, insightful comment plus quotation/reference;</p> <p>1 mark for more basic comment plus quotation/reference;</p> <p>0 marks for quotation/reference alone.</p> <p>(Marks may be awarded 2+1, 1+1+1)</p>	3	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• Word-choice "uneasy" suggests her feelings of concern as she is worried/uncomfortable.</li> <li>• Word-choice "tried" suggests she did not succeed in forgetting/continues to be concerned.</li> <li>• Personification of the mushroom - "where it had settled" / "left a little pink trail like anaemic blood" / "baby mushrooms" / "just to let them alone in case" / "dangerous" / emphasises that she sees them as almost human/ actions are deliberately menacing.</li> <li>• "LOOK" in bold and/or capitals emphasises her panic.</li> <li>• Minor sentence "In case" suggests they are a real threat</li> </ul>

Question	Expected Answer(s)	Max Mark	Additional Guidance
23.	<p>Candidates should deal with both sides of the contrast but not necessarily in equal measure.</p> <p>Up to 2 marks awarded for detailed, insightful comment plus quotation/reference.</p> <p>1 mark for more basic comment plus quotation/reference.</p> <p>0 marks for quotation/reference alone.</p> <p>(Marks may be awarded 2+2, 2+1+1, 1+1+1+1)</p>	4	<p>Possible answers include:</p> <p>Cottage:</p> <ul style="list-style-type: none"> <li>• "Dry rot." abrupt statement/ repetition/positioning at the start of both paragraphs emphasises the scale and the extent of the problem</li> <li>• "Sinister" emphasises that Joy sees the dry rot as something evil/deliberately menacing</li> <li>• Metaphor "eaten from the inside by this thing" emphasises that she sees her cottage as a victim of something alien/evil/ monstrous</li> <li>• "multiply ... as we slept" emphasises the sense of menace as the rot creeps up on them while they are vulnerable</li> <li>• Word choice "silent spores" also increases the feeling of an invisible evil presence;</li> <li>• Word choice "creeping red clouds" emphasises the silent predatory nature of the rot/like it is alive</li> </ul> <p>House:</p> <ul style="list-style-type: none"> <li>• Word choice "cheerful"/"bright" emphasises the attractiveness of and happiness within the house</li> <li>• "full of windows" gives the impression of openness and light</li> <li>• Emphasis on colour - "yellow walls and white woodwork" is bright/cheerful symbolising a new start</li> </ul>

Question			Expected Answer(s)	Max Mark	Additional Guidance
24.			Candidates may choose to answer in bullet points in this final question, or write a number of linked statements.	10	<p>Up to 2 marks can be achieved for identifying elements of commonality as identified in the question, ie the impact of Joy's relationship with Michael</p> <p>A further 2 marks can be achieved for reference to the extract given.</p> <p>6 additional marks can be awarded for discussion of similar references from at least one other part of the text.</p> <p><u>In practice this means:</u>  Identification of commonality (2)  Eg  Michael brings a short period of happiness to Joy (1) and, therefore, his sudden, tragic death is all the more shocking for her (1).</p> <p>From the extract:  2 marks for detailed/insightful comment plus quotation/reference;  1 mark for more basic comment plus quotation/reference;  0 marks for quotation alone.</p> <p>Eg  throughout the extract Joy repeats "We" to suggest a sense of unity/ belonging as she feels protected and complete when she is with Michael (2)</p> <p>From at least one other part of the text:  as above for up to 6 marks</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• The effect of Michael's death and its contribution to Joy's depression - reference to the flashbacks of Michael's drowning convey the still-present horror of that experience</li> <li>• The effect on her ability to cope with day to day life eg work - the Head Teacher doesn't want her to make a fuss when Michael's wife is invited to the Memorial Service</li> <li>• Her casual relationships with men following Michael's death reveal her difficulties in coping with his loss</li> </ul>

Question			Expected Answer(s)	Max Mark	Additional Guidance
					<ul style="list-style-type: none"> <li>• Her unwillingness to accept Michael's death shows the power of the relationship, still, in her life eg deliberately spilling his aftershave to create a sense of his presence</li> <li>• Her anorexia develops after Michael's death and this allows her some control - she realises she has gone past her time for eating/she bakes but doesn't eat any of it</li> </ul>

Question			Expected Answer(s)	Max Mark	Additional Guidance
25.			<p>2 marks awarded for detailed/ insightful comment plus quotation/reference;</p> <p>1 mark for more basic comment plus quotation/reference;</p> <p>0 marks for quotation/reference alone.</p> <p>(Marks may be awarded 2+2, 2+1+1, 1+1+1+1)</p>	4	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• "a cold and louring day" - sense of gloom is heightened by the combination of the two adjectives;</li> <li>• "under the greyness" - dullness which seems all-encompassing;</li> <li>• "squelched" - onomatopoeic word which catches the gurgling and sucking sound when walking in wet mud emphasising the sodden conditions she's walking through;</li> <li>• "oozing" - again suggests the unpleasantness of the gradual flow of a smell of decay from the wet earth;</li> <li>• "sodden" - suggests a thorough soaking which adds to the disagreeable impression of the conditions;</li> <li>• "sheltered" is contrasted with "drenched" to highlight the extent of the rain damage to the crops.</li> <li>• The very long sentence from "The wet fields" to "<i>endures</i>" gives a sense of the much wider world beyond, which is emphasised by the constant movement south to several places beyond Chris's immediate world.</li> <li>• "ancient tower that the Pictish folk had reared" suggests Chris's awareness of the achievements of settlers long ago.</li> <li>• "below the hands of the crofter folk" shows Chris's awareness of previous generations of farmers working this land.</li> <li>• "Standing Stones" their presence provides a link with ancient times emphasising her sense of connection to the many generations before (and their worship).</li> <li>• General awareness that people are transient - "they lasted but as a breath" - but the landscape remains constant'</li> </ul>

Question			Expected Answer(s)	Max Mark	Additional Guidance
26.			<p>2 marks awarded for detailed/ insightful comment plus quotation/reference;</p> <p>1 mark for more basic comment plus quotation/reference;</p> <p>0 marks for quotation/reference alone.</p> <p>(Marks may be awarded 2+2, 2+1+1, 1+1+1+1)</p>	4	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• “weeping” / “stricken and frightened” suggests Chris has now realised that her plans to leave the land were foolish and she recognises that the land is part of who she is.</li> <li>• “she could never leave it” sums up what Chris has realised/ accepted about her relationship with the land.</li> <li>• “this life ... acrid” - repeated use of “and” shows a build up of all the challenging aspects of the constant physical effort which Chris (ironically) does not want to leave behind.</li> <li>• “bound and held as though they had prisoned her here” suggests no possibility of escape.</li> <li>• “fine bit plannings” suggests Chris’s plans had been childish and vague, without a basis in reality.</li> <li>• “the dreamings of a child” suggests that Chris’s plans were unrealistic, fantasy, immature.</li> <li>• “over toys it lacked” suggests a peevish desire for a passing childish phase.</li> <li>• “toys that would never content it when it heard the smore of a storm...” suggests that Chris’s previous plans were part of a childish world of playthings which cannot compare to the more lasting pleasures of nature and farming the land.</li> <li>• “She could no more teach a school than fly” suggests how unrealistic her dreams were by comparing them to the fantasy idea of flying.</li> <li>• “for all the fine clothes and gear she might get and hold” suggests that her desire to pursue her education was at least in part a desire for superficial possessions.</li> <li>• “hated and loved” explains the dilemma that Chris has with the land.</li> </ul>

Question			Expected Answer(s)	Max Mark	Additional Guidance
27.			<p>2 marks awarded for detailed/insightful comment plus quotation/reference;</p> <p>1 mark for more basic comment plus quotation/reference;</p> <p>0 marks for quotation/reference alone.</p> <p>(Marks may be awarded 2, 1+1)</p>	2	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• <i>"Mighty be here, Chris, where are you going?"</i> - Auntie's words suggest she feels she should have power over Chris/treats her as though she were a child who needs to ask permission.</li> <li>• <i>"I'm away to Stonehaven to see Mr Semple, can I bring you anything?"</i> - Chris' determination to make her own decisions and establish her independence.</li> <li>• <i>"Away to Stonehive? What are you jaunting there for? I'll transact any business you have"</i> - Uncle Tam reacts as though Chris is wasting time on an outing, when he, as the man, should deal with business/legal matters.</li> </ul>

Question			Expected Answer(s)	Max Mark	Additional Guidance
28.			Candidates can answer in bullet points in this final question, or write a number of linked statements.	10	<p>Up to 2 marks can be achieved for identifying elements of communality as identified in the question, ie the idea that “nothing endures”.</p> <p>A further 2 marks can be achieved for reference to the extract given.</p> <p>6 additional marks can be awarded for discussion of similar references to at least one other part of the text by the writer.</p> <p><u>In practice this means:</u></p> <p>Identification of commonality (2) Eg: Chris’s life undergoes constant change as a result of family deaths and changes in her circumstances. (1) just as the farming community changes as a result of the devastating effects of the war (1)</p> <p>From the extract:  2 marks for detailed/insightful comment plus quotation/reference;  1 mark for more basic comment plus quotation/reference;  0 marks for quotation alone.</p> <p>Eg:  Chris’s growing independence reflects her transition from child to woman when she makes a mature decision to stay on the land and stands up to her Aunt and Uncle who try to dictate what she should do (2).</p> <p>From at least one other part of the text:  as above for up to 6 marks</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• The death of Jean Guthrie forces Chris to relinquish her childhood dreams and educational aspirations and adopt the role of the woman of the house</li> <li>• The impact of the war on the landscape with the felling of the trees leads to soil erosion making the land harder to farm</li> <li>• Post-war economic exploitation of the land leads to the loss of small farms and the crofters’ way of life</li> </ul>



Question			Expected Answer(s)	Max Mark	Additional Guidance
					<ul style="list-style-type: none"> <li>• The mechanisation of farming eg at the harvest demonstrates agricultural change and progress and the emergence of a new technological world</li> <li>• The end of an era as indicated in the "Morning Star" eulogy suggesting the end of a way of life, culture and a community</li> </ul>

Question			Expected Answer(s)	Max Mark	Additional Guidance
29.			<p>2 marks awarded for detailed/insightful comment plus quotation/reference;</p> <p>1 mark for more basic comment plus quotation/reference;</p> <p>0 marks for quotation/reference alone.</p> <p>(Marks may be awarded 2+2, 2+1+1, 1+1+1+1)</p>	4	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• “yew trees” suggests evil/death as they are often found in graveyards</li> <li>• “dark caverns” suggests underground places (possibly idea of Hades?) where Roderick cannot see/place which is creepy/frightening/dangerous ...</li> <li>• “evil presences” extremity of word choice suggests someone/something undefined there to do wrong/cause hurt/create danger</li> <li>• “lurker” suggests someone watching and waiting with harmful intent</li> <li>• “No sunshine” negative term suggests darkness/cold and, therefore, connotations of evil/danger</li> <li>• Reference to Roderick’s feelings suggests sinister atmosphere as he is uneasy - eg “cold”/“frightened”/“sick at heart”. These suggest he is clearly upset/rattled/scared by the presence in the wood</li> </ul>
30.			<p>2 marks awarded for detailed/insightful comment plus quotation/reference;</p> <p>1 mark for more basic comment plus quotation/reference;</p> <p>0 marks for quotation/reference alone.</p> <p>(Marks may be awarded 2+2, 2+1+1, 1+1+1+1)</p>	4	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• Roderick begins to work out what is going on in Duror’s mind eg he realises Duror is spying on the cone-gatherers to collect evidence of their “wrong-doing” (although he does not realise how sinister Duror’s thoughts actually are, yet he is closer to the truth than any of the other characters)</li> <li>• He recognises some of the hypocrisy/irony in Duror’s thinking - “Duror himself shot deer on Sundays”, yet he might use working on a Sunday as an example of the cone-gatherers’ “wrong-doing”</li> </ul>

Question			Expected Answer(s)	Max Mark	Additional Guidance
					<ul style="list-style-type: none"> <li>• He is insightful enough to recognise that Duror dislikes the cone-gatherers and wants them removed from the wood: "Why then did he hate the cone-gatherers and wish to drive them away?"</li> <li>• Roderick has an understanding of the "struggle between good and evil" - and recognises the cone-gatherers as good and Duror as evil</li> <li>• He understands that "Good did not always win" based on his reading (references to Christian from <i>The Pilgrim's Progress</i> and Sir Galahad's struggles)</li> <li>• He recognises there is something wrong with Duror - "Had Duror gone mad" - and links this to the "change" his mother and Mrs. Morton had been discussing</li> <li>• He makes the link between Duror and the "perils in the wood" which Mrs. Morton had warned him about: without understanding fully, intuitively, he is the closest to understanding what is going on with Duror</li> </ul>

Question			Expected Answer(s)	Max Mark	Additional Guidance
31.			<p>2 marks may be awarded for a detailed/insightful comment plus reference;</p> <p>1 mark should be awarded for a more basic comment plus reference;</p> <p>0 marks for reference/quotation alone.</p> <p>(Marks may be awarded 2, 1+1)</p>	2	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• Duror's presence is responsible for Roderick hiding rather than going to the cone-gatherers' hut as intended</li> <li>• Duror is responsible for Roderick's feelings of fear</li> <li>• Roderick's thoughts and fears involve Duror - his imaginings and his attempt to work out why Duror thinks and acts as he does</li> <li>• Duror motivates Roderick to think about the battle between good and evil</li> </ul>
32.			<p>Candidates may answer in bullet points in this final question, or write a number of linked statements.</p>	10	<p>Up to 2 marks can be achieved for identifying elements of commonality as identified in the question, ie the conflict between good and evil.</p> <p>A further 2 marks can be achieved for reference to the extract given.</p> <p>6 additional marks can be awarded for discussion of similar references to at least one other part of the text by the writer.</p> <p><u>In practice this means:</u></p> <p>Identification of commonality (2) Eg:</p> <ul style="list-style-type: none"> <li>• Conflict between good and evil is symbolised through Duror's irrational hatred of the innocent Calum (1) Calum has an affinity with nature whereas Duror destroys it (1)</li> </ul> <p>From the extract: 2 marks for detailed/insightful comment plus quotation/reference; 1 mark for more basic comment plus quotation/reference; 0 marks for quotation alone.</p>

Question			Expected Answer(s)	Max Mark	Additional Guidance
					<p>Eg: Roderick works out that the cone-gatherers represent goodness and Duror evil shown by his perceptive reaction to Duror's presence outside the hut and is beginning to understand that the struggle between good and evil never ends (2)</p> <p>From at least one other text/part of the text: as above for up to 6 marks</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• References to the war as an influence of evil, destroying the landscape/many men/families contrasts with the gentleness of Calum/nature as a life force</li> <li>• Calum is presented as a Christ-like figure of goodness, sacrificed in a Biblical way at the end of the novel whereas Duror is presented as evil in his thoughts and deeds - eg lurking at the start of the novel</li> <li>• Roderick is presented as the future of hope/goodness, having inherited a sense of fairness and justice from his grandfather and mother - his desire to be like the cone gatherers identifies him with Calum's innocence</li> <li>• Lady Runcie-Campbell's faith is presented as goodness as this encourages her to visit Peggy Duror/be lenient towards the cone-gatherers following the deer drive/weeps at the end of the novel, yet she sends the cone-gatherers into the storm rather than allowing them to stay in the beach-hut- corrupted by Duror</li> <li>• Mr. Tulloch's continued support of the cone-gatherers is seen as good; he demonstrates fairness and justice following the deer drive and their expulsion from the beach-hut and at the end when Lady Runcie-Campbell insists they rescue Roderick from the tree - this contrasts with influence of Duror</li> </ul>

SCOTTISH TEXT (POETRY)

Question			Expected Answer(s)	Max Mark	Additional Guidance
33.			<p>2 marks awarded for detailed/ insightful comment plus quotation/reference.</p> <p>1 mark for more basic comment plus quotation/reference.</p> <p>(Marks may be awarded 2 or 1+1)</p>	2	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• "Thou's welcome, wean" suggests warm/congratulatory/ proud tone in defiance of convention</li> <li>• "My sweet wee" acknowledges ownerships/suggests intimacy and protectiveness</li> <li>• "My (sweet wee) lady!" - deliberately gives the child status despite the circumstances of her birth</li> <li>• "Daddy" - familiar/informal title underlines the closeness of the bond he acknowledges between them</li> <li>• "mishanter fa' me" - determination not to feel shame/embarrassment</li> </ul>
34.			<p>2 marks awarded for detailed/ insightful comment plus quotation/reference.</p> <p>1 mark for more basic comment plus quotation/reference.</p> <p>(Marks may be awarded 2 + 2, 2 + 1 + 1, 1 + 1 + 1 + 1)</p>	4	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• "fornicator" - blunt statement of their accusation showing his refusal to be intimidated/ troubled by it</li> <li>• "kintry clatter" - reduces the accusations to trivial gossip/ alliteration emphasises the noisy meaninglessness of it</li> <li>• "the mair they talk, I'm kent the better" - balance in the comparatives suggests relishing his notoriety</li> <li>• "clash!" makes all the gossip seems like discordant noise/ climactic nature of positioning at end of the short line</li> <li>• "auld wife's tongue's" belittling connotations - people who think like this are old-fashioned/out of touch/not worth listening to</li> <li>• "I hae fought for" / "Baith kirk and queir" defiant tone emphasises his determination to take them on/individual taking on authority and institution</li> </ul>

Question			Expected Answer(s)	Max Mark	Additional Guidance
35.			<p>2 marks awarded for detailed/ insightful comment plus quotation/reference.</p> <p>1 mark for more basic comment plus quotation/reference.</p> <p>0 marks for quotation/reference only.</p> <p>(Marks may be awarded: 2 + 2, 2 + 1 + 1, 1 + 1 + 1 + 1)</p>	4	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• “Tho’ I should be the waur bestead...bienly clad” juxtaposition/contrast of “I” and “thou” to emphasise his commitment to support her, whatever the cost to himself</li> <li>• word choice of “brat” and “wedlock’s bed” emphasises his defiant attitude in the face of social convention</li> <li>• “fatherly I kiss and daut thee” use of terms of physical tenderness as an expression of his love for her/the attention he lavishes on her</li> <li>• “Thy mither’s person, grace an’ merit” list of conventional female virtues emphasises his loyalty and commitment to the baby’s mother despite the circumstances</li> <li>• “An’ thy poor, worthless daddy’s spirit” word choice creates self-deprecating humour showing that he doesn’t take himself too seriously</li> </ul>
36.			<p>Candidates can answer in bullet points in this final question, or write a number of linked statements.</p>	10	<p>Up to 2 marks can be achieved for identifying elements of commonality as identified in the question, ie Burns’ treatment of the religious and/or moral concerns of his time A further 2 marks can be achieved for the reference to the extract given. 6 additional marks can be awarded for discussion of similar references in at least one other poem by Burns.</p> <p><u>In practice this means:</u></p> <p>Identification of commonality (2) Eg. Burns challenges/criticises the rigid/ intrusive/hypocritical aspects of moral/religious beliefs of his time (1) while presenting a warmer, more human alternative (1)</p>

Question			Expected Answer(s)	Max Mark	Additional Guidance
					<p>from the extract:  2 marks for detailed/insightful comment plus quotation/reference;  1 mark for more basic comment plus quotation/reference; 0 marks for quotation/reference alone.  Eg 'But be a loving father to thee,  And brag the name o' 't.'  demonstrates his love for and commitment to her, as well as his pride, despite the criticism he will face from those representing conventional religion and morality (2)</p> <p>From at least one other text:  as above for up to 6 marks</p> <p>Possible references include:</p> <ul style="list-style-type: none"> <li>• <i>Address to the Deil</i> - humorous, ironic speaker/persona is appropriate for poet's satirical critique of Calvinism</li> <li>• <i>A Man's A Man For A' That</i> - a spokesman, champion of equality and fraternity speaking as the voice of a community/nation as he criticises the hierarchical nature of society</li> <li>• <i>Holy Willie</i> - creation of self-righteous character who justifies his own sins as an apt vehicle for his critique of the perceived religious hypocrisy of the time</li> <li>• <i>Tam O'Shanter</i> - character of moralising, commentating narrator allows Burns to point out the vagaries of human nature/undermine the apparent moral 'message' of the poem</li> <li>• <i>To a Mouse</i> uses the symbol of the homeless mouse to make a comment about the suffering of the tenant farmers of his day.</li> </ul>



Question			Expected Answer(s)	Max Mark	Additional Guidance
37.			<p>Both sides of the contrast must be dealt with for full marks but not necessarily in equal measure.</p> <p>2 marks awarded for detailed/ insightful comment plus quotation/reference.</p> <p>1 mark for more basic comment plus quotation/reference.</p> <p>0 marks for quotation/reference alone.</p> <p>(Marks may be awarded 2+2, 2+1+1 or 1+1+1+1.)</p>	4	<p>Possible answers include:</p> <p><b>Stanza 1 - the atmosphere of ordinariness/security suggested by:</b></p> <ul style="list-style-type: none"> <li>“poured a glass of wine/started to unwind/relaxed” all suggest the routine process of starting to enjoy the free time at the end of the day</li> <li>“kitchen filled ... itself” conveys the domesticated/homely environment</li> <li>“blanching the windows/opened one/wiped the other” suggest the mundane activities involved in the preparation of the meal</li> </ul> <p><b>Stanza 2 - the atmosphere of extraordinariness/threat/ disbelief suggested by:</b></p> <ul style="list-style-type: none"> <li>“visibility poor/dark” signals a change in mood from previous stanza to one of mystery</li> <li>“twig in his hand ... gold” suggests a supernatural occurrence</li> <li>“pear ... like a lightbulb” suggests the unnatural appearance of her husband</li> <li>“fairy lights” the incongruity of putting these up in September/ connotations of something magical</li> </ul>
38.			<p>2 marks awarded for detailed/ insightful comment plus quotation/reference.</p> <p>1 mark for more basic comment plus quotation/reference.</p> <p>0 marks for quotation/reference alone.</p> <p>(Marks may be awarded 2 or 1+1)</p>	2	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>“He drew the blinds” the furtive action suggests a concealment/ attempt to isolate them from the outside world</li> <li>“strange, wild, vain” conveys her confusion/concern at the change in his demeanour</li> <li>“spitting out the teeth ... rich” suggests the negative effects of his greed/inappropriateness of his behaviour at the table</li> <li>“shaking hand” demonstrates the anxiety she feels over his actions</li> <li>“glass, goblet, golden chalice” suggests the stages of the unnatural transformation of the glass before her eyes</li> </ul>

Question			Expected Answer(s)	Max Mark	Additional Guidance
39.			<p>2 marks awarded for detailed/ insightful comment plus quotation/reference.</p> <p>1 mark for more basic comment plus quotation/reference.</p> <p>0 marks for quotation/reference alone.</p> <p>(Marks may be awarded 2+2, 2+1+1 or 1+1+1+1.)</p>	4	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• "I finished the wine/I made him sit" highlights her practical nature/ability to regain her composure</li> <li>• Sequencing of "I made/I locked/I moved" suggests she quickly takes control of the situation demonstrating her strength of character/domineering nature</li> <li>• "The toilet I didn't mind" shows her pride in material possessions /keeping up appearances</li> <li>• Use of statement/(rhetorical) questions "I couldn't believe my ears'"/"But who has .../about gold?" suggests her no-nonsense approach to life's problems</li> <li>• "keep his hands to himself ... lock the cat in the cellar ... At least ... smoking for good" all suggest a humorous side to her character in being able to make light of such a serious situation</li> </ul>
40.			<p>Candidates can answer in bullet points in this final question, or write a number of linked statements.</p>	10	<p>Up to 2 marks can be achieved by identifying elements of commonality as identified in the question, ie attempts of characters to cope with life-changing situations.</p> <p>A further 2 marks can be achieved for reference to the text given. 6 additional marks can be awarded for discussion of similar references to at least one other poem by the poet.</p> <p>In practice this means: Identification of commonality (2) Eg. Duffy presents characters who develop various coping "strategies" either consciously or unconsciously (1) some more successful in allowing them to accept or move on, whilst others are still struggling (1)</p> <p>From this extract: 2 marks for detailed/insightful comment plus quotation/reference</p>

Question			Expected Answer(s)	Max Mark	Additional Guidance
					<p>1 mark for more basic comment plus quotation/reference  0 marks for quotation/reference alone  Eg. she attempts to cope by using humour to make light of the horrifying implications of the situation (2)</p> <p>From at least one other text:  as above for up to 6 marks</p> <p>Possible comments include:</p> <ul style="list-style-type: none"> <li>• <i>Anne Hathaway</i> she focuses on happy memories of when her husband was alive and the depth of their passionate love for one another to cope with the pain of her loss</li> <li>• <i>Havisham</i> the speaker imagines violent acts against her one time lover in order to cope with the rejection she feels but is still stuck in the past</li> <li>• <i>War Photographer</i> the inability of the photographer to rid himself of his experiences in warzones despite his attempts to adopt a professional distance</li> <li>• <i>Originally</i> the speaker attempts to adapt her language in order to fit in to her new environment but feels a sense of loss as a result of this</li> <li>• <i>Valentine</i> the speaker attempts to cope with the loss of her illusions about love by rejecting the clichés of love in favour of a more cynical view</li> </ul>

Question			Expected Answer(s)	Max Mark	Additional Guidance
41.			<p>At least two examples should be included for full marks.</p> <p>2 marks awarded for detailed/ insightful comment plus quotation/reference.</p> <p>1 mark for more basic comment plus quotation/reference.</p> <p>0 marks for quotation/reference alone.</p> <p>(Marks may be awarded 2+2, 2+1+1 or 1+1+1+1.)</p>	4	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• 'river fast and high' suggests the relationship isn't going smoothly/could run into trouble</li> <li>• 'You and I' Individual personal pronouns separated by 'and' suggests that even though they seem physically together, they are drifting apart</li> <li>• 'twitch and fret' - connotations of unsettled, jumpy. Refers not only to the police horses but the speaker's awareness of her failing relationship</li> <li>• 'rubbing the wrong way' - beginnings of disagreement/ discomfort of being in the crowd echoes their feelings towards each other</li> <li>• 'ready to let fly' - the impending violence of the fans suggests conflict/ her fear that her lover is preparing to leave her</li> <li>• 'looking back, looking forward' - repetition to highlight the uncertainty in the relationship/ don't know whether to look to the past or the future</li> </ul>
42.			<p>2 marks awarded for detailed/ insightful comment.</p> <p>1 mark for more basic comment.</p> <p>0 marks for quotation/reference alone.</p>	2	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• Alliteration of 'b' in 'but the boy...beautiful Bakelite/Bush' suggests energy/upbeat attitude of boy to activity</li> <li>• Positive connotations of 'beautiful/Bakelite' suggests bright, upbeat mood</li> <li>• Fast pace/internal rhyme of 'buttonpopping stationhopping' suggests enthusiastic enjoyment of music</li> <li>• List of three positive aspects of boy's experience in 'doesn't miss a beat sings along it's easy' suggests the boy's happiness</li> </ul>

Question			Expected Answer(s)	Max Mark	Additional Guidance
43.			<p>At least two examples should be included for full marks.</p> <p>2 marks awarded for detailed/ insightful comment plus quotation/reference.</p> <p>1 mark for more basic comment plus quotation/reference.</p> <p>0 marks for quotation/reference alone.</p> <p>(Marks may be awarded 2+2, 2+1+1 or 1+1+1+1.)</p>	4	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• 'splintering city' - suggests city is broken or divided, just as the relationship is fractured</li> <li>• 'wintry bridges' - cold and uninviting, which suggests the distance/lack of connection in the relationship</li> <li>• 'black' - suggests neglect and poverty in this area, which reflects the deteriorating nature of the relationship</li> <li>• 'every other tenement ... on its gable end' - pun suggests the open and frank nature of the people which contrasts with lack of openness in the relationship now</li> <li>• 'I know it's cold' - pathetic fallacy suggests lack of harmony/ closeness in their relationship</li> <li>• 'wet dog reek ...damp clothes' - emphasises the unpleasant smell which permeates the area, symbolic of the state of their relationship</li> </ul>
44.			<p>Candidates can answer in bullet points in this final question, or write a number of linked statements.</p>	10	<p>Up to 2 marks can be achieved for identifying elements of commonality as identified in the question, ie Lochhead's exploration of the theme of difficult relationships.</p> <p>A further 2 marks can be achieved for reference to the extract given.</p> <p>6 additional marks can be awarded for discussion of similar references to at least one other poem.</p> <p>In practice this means:</p> <p>Identification of commonality (2) Eg. Lochhead explores the various problems in relationships (1) and in doing this gives us new insights/ increases our understanding of universal human problems (1)</p>

Question			Expected Answer(s)	Max Mark	Additional Guidance
					<p>From the poem:  2 marks for detailed/insightful comment plus quotation/reference  1 mark for more basic comment plus quotation/reference  0 marks for quotation/reference alone</p> <p>Eg. the projection of the disintegrating relationship onto the surroundings "splintering city...wintry bridges" (2)  OR  The portrayal of the tension/uncertainty within the relationship "looking back...which way" (2)</p> <p>From at least one other text:  As above for up to 6 marks</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• 'My Rival's House' the difficult relationship of the speaker and her prospective mother-in-law due to her overprotectiveness of her son 'this son she bore ... never can escape'</li> <li>• 'My Rival's House' the awkwardness and insecurity of the speaker in the face of the unwelcoming attitude of the rival 'I am all edges, a surface, a shell'</li> <li>• 'Last Supper' the bitterness and resentment as a result of the disintegration of a relationship 'betrayal with a kiss'</li> <li>• 'Last Supper' the predatory nature of the spurned as they seek new relationships 'get hungry and go hunting again'</li> <li>• 'For my Grandmother Knitting' repetition of 'there is no need' emphasises the grandmother's diminishing importance within the family</li> </ul>

Question			Expected Answer(s)	Max Mark	Additional Guidance
45.			<p>2 marks awarded for detailed/ insightful comment plus quotation/reference.</p> <p>1 mark for more basic comment plus quotation/reference.</p> <p>(Marks may be awarded 2 + 1, or 1+ 1 + 1)</p>	3	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• Blunt/matter-of-fact opening statements convey the simple truth that her death surrounds him.</li> <li>• Repetition of “everywhere” and/or “dies” reinforces the fact that he cannot escape from this.</li> <li>• Present tense shows it is still vivid in his mind.</li> <li>• Patterned list of phrases “no sunrise ... mountain” emphasises the inescapable nature of her death as these are places not usually associated with death. Placement of “but” after the list highlights the pleasure he previously took has become tainted by her death.</li> <li>• Paradox “silence of her dying sounds” conveys the devastating impact of her death as its intensity blocks out everything else. It, in itself, is his only focus.</li> <li>• Imagery of “carousel of language” is intricate and candidates may consider it in different ways. Sensible interpretations should be rewarded which link/contrast it to the ideas suggested by “the silence of her dying”. For example: the frivolous, noisy, joyous nature of a fairground; the endless, circular movement which has no purpose other than to entertain; the connotations of childhood freedom and innocence.</li> <li>• Imagery of “web” connotes: a deadly trap possibly suggesting his grief is so powerful it eliminates all other emotions/ interconnectedness or interwoven human emotions - no escape from absolute quiet.</li> <li>• Word choice/imagery of “stitches” further illustrates that his despair is so firmly secured in his psyche that all future happiness will be overpowered/vanquished.</li> </ul>

Question			Expected Answer(s)	Max Mark	Additional Guidance
					<ul style="list-style-type: none"> <li>• Candidates may also make a case for “web/stitches” having more positive connotations eg of his memories of happier times being secured/fastened/locked away. As before, sensible interpretations, which are justified with evidence, should be considered.</li> <li>• Rhetorical question “How can ...” creates a pessimistic tone highlighting that his grief is so prevalent he can see no escape.</li> <li>• Word choice of “clasp” suggests a tight grip showing the close bond and the strength of his feelings towards his loved one. Thus, this conveys the impact her death has had on him.</li> <li>• Imagery of “thick death” portrays death as something impenetrable which he can never break through or recover from emotionally.</li> <li>• Word choice of “intolerable distance” conveys his feelings on the inevitable, unbearable barrier between the living and the dead. Highlights his wider beliefs about the finality of death being a gap which can never be bridged.</li> </ul>



Question			Expected Answer(s)	Max Mark	Additional Guidance
46.			<p>2 marks awarded for detailed/ insightful comment plus quotation/reference.</p> <p>1 mark for more basic comment plus quotation/reference.</p> <p>(Marks may be awarded: 2 + 2, 2 + 1 + 1, 1 + 1 + 1 + 1.)</p>	4	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• Repetition/echoing in opening line "she grieves ... grief" informs of her sympathy/ comfort for him in his sorrow, thus reinforcing their love.</li> <li>• Present tense of "dying" and "she tells me" conveys his vivid recollection that at the end of her life she was still concerned about the impact, on him, of her death.</li> <li>• References to nature "bird ... fish" are contradictions of the normal order of things. He sees death as a reversal of existence and so their relationship has been permanently altered. / Equally death is being presented as part of the natural cycle of things symbolised by the bird and the fish.</li> <li>• Imagery of "crocus is carved ....shapes my mind" offers a brief respite in mood as he appreciates her invocation of nature to highlight that death is part of the circle of life. As such, her death inspires him to be more creative in his work/be precise in the words he uses.</li> <li>• The dash/"But" introduces a contrast/change of mood to one of melancholy about his loved one being forever lost to him.</li> <li>• Word choice of "black words" continues this mood and hints at his despair about the finality of death forever separating them.</li> <li>• Oxymoron "sound of soundlessness" echoes his anguish in stanza 1 about the intense nature of his all-consuming grief.</li> <li>• Word choice of "that name" is vague and unspecific highlighting his view of the implausibility of reunion after death.</li> </ul>

Question			Expected Answer(s)	Max Mark	Additional Guidance
					<ul style="list-style-type: none"> <li>Imagery of “nowhere .... continuously going into” is ambiguous in nature conveying his bleak outlook that her death is a never-ending journey with no certainty or hopeful conclusion.</li> </ul>
47.			<p>2 marks awarded for detailed/ insightful comment plus quotation/reference.</p> <p>1 mark for more basic comment plus quotation/reference.</p> <p>(Marks may be awarded 2+1 or 1+1+1)</p>	3	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>“she can’t stop dying” shows how her death is constantly on his mind. The present (continuous) tense illustrates its vividness and clarity which threatens to overwhelm him.</li> <li>“she makes me” conveys their bond and the strength of his love for her, which will prevail through time.</li> <li>“elegy” shows he has become a living testament to the profound nature of grief as an elegy would usually be written as a tribute to her. Instead he subverts the notion to show how profound his melancholy is.</li> <li>“masterpiece” normally relates to an outstanding piece of work/ impressive creation. This satirically conveys his belief that his grief is so penetrating it has transformed him into a work of art/treasure/monument.</li> <li>“true fiction” - oxymoron suggests that unlike a story, his anguish is real and links to the “ugliness of death” to convey his horror and anger regarding his fundamental belief in the reality of the situation.</li> <li>“sad music” sums up the central idea about the pervasive nature of grief and despair. The pessimistic ending highlights the all-consuming nature of grief and how it remains forever with him.</li> </ul>

Question			Expected Answer(s)	Max Mark	Additional Guidance
48.			Candidates may choose to answer in bullet points in this final question, or write a number of linked statements.	10	<p>Up to 2 marks can be achieved for identifying elements of commonality as identified in the question, ie reaction to suffering A further 2 marks can be achieved for reference to the extract given.</p> <p>6 additional marks can be awarded for discussion of similar references to at least one other poem.</p> <p><b>In practice this means:</b></p> <p>Identification of commonality (2) Eg: reaction to suffering is part of the human condition (1) can be experienced as life-affirming or life-denying (1)</p> <p>From the poem:</p> <p>2 marks for detailed/insightful comment plus quotation/reference 1 mark for more basic comment plus quotation/reference 0 marks for quotation alone Eg the all-consuming and enduring impact of his grief "Everywhere I go she dies" (2)</p> <p>From at least one other text: as above for 6 marks</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• <i>Visiting Hour</i> the speaker's denial/numbness in reaction to severity of the patient's condition and his refusal to accept the inevitable</li> <li>• <i>Aunt Julia</i> the speaker's mental pain and regret over the loss of his Aunt and all that she represents in terms of Scotland's heritage</li> </ul>

Question			Expected Answer(s)	Max Mark	Additional Guidance
					<ul style="list-style-type: none"> <li>• <i>Assisi</i> the beggar's reaction to physical suffering: acceptance and gratitude for the little he has in the face of neglect and hypocrisy</li> <li>• <i>Sounds of the Day</i> the speaker underestimates the depth and enduring nature of his suffering when the relationship ends</li> <li>• <i>Visiting Hour</i> the all-consuming despair felt by the speaker at the futility of his efforts to communicate with or to alleviate the suffering of his loved one</li> </ul>
49.			<p>2 marks awarded for detailed/insightful comment plus quotation/reference.</p> <p>1 mark for more basic comment plus quotation/reference.</p> <p>0 marks for quotation/reference alone.</p> <p>(Marks may be awarded 2+2, 2+1+1 or 1+1+1+1.)</p>	4	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• Sense of immense scale of the landscape conveyed by place names, word choice of "ocean", reference to "between Scotland and Tiree"</li> <li>• Use of Gaelic place names in English translation emphasises speaker's appreciation of the depth of history/his sense of heritage</li> <li>• The enormity of the physical landscape suggested by personification/comparison with a giant of "great white mouth" / "two hard jaws"</li> <li>• "while the ocean was filling...forever" suggests speaker is appreciative of the never ending power of nature</li> <li>• "Prishal bowed his stallion head" comparison to intimidating, wild, elemental force</li> <li>• Use of hyperbole: of "between the world and eternity" emphasises his sense of wonder at the vast timeless quality of nature</li> </ul>

Question			Expected Answer(s)	Max Mark	Additional Guidance
50.			<p>2 marks awarded for detailed/ insightful comment plus quotation/reference.</p> <p>1 mark for more basic comment plus quotation/reference.</p> <p>0 marks for quotation/reference alone.</p> <p>(Marks may be awarded 2+2, 2+1+1, 1+1+1+1)</p>	4	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• "till doom" / "measuring sand, grain by grain" / "for the sea draining drop by drop" : geological timescale to highlight depth of speaker's commitment, devotion and patience</li> <li>• "And if...Mull" / "And if ... Moidart" - parallel structure and references to places that he wishes they could be together in, suggests that his strong love for these places is mirrored in his love for the person/wishes to share them with his lover</li> <li>• "that wide solitude...wait there forever" extreme nature of the vocabulary emphasises that even in this vast, empty setting he is willing to wait for his lover</li> <li>• "a synthesis of love" suggests the link between his love for sea and land and love for the woman</li> <li>• Reference to "ocean and sand" emphasises the never ending nature of his love by comparison with never- ending natural phenomena/gives a sense of his love as elemental, like the force of nature itself</li> </ul>

Question			Expected Answer(s)	Max Mark	Additional Guidance
51.			<p>Candidates may choose to comment on either language or ideas or both.</p> <p>2 marks awarded for detailed/ insightful comment plus quotation/reference.</p> <p>1 mark for more basic comment plus quotation/reference.</p> <p>0 marks for quotation/reference alone.</p> <p>(Marks may be awarded 2 or 1+1)</p>	2	<p>Possible answers include:</p> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Personification of “unhappy” contrasting the sea with his own contented state as conveyed in the rest of the poem</li> <li>• Nature is shown as powerful/ threatening “surging sea”/“dragged the boulders”/ “threw them over us” as it was earlier</li> <li>• Promise of “I would build the rampart wall” reaffirms his desire to preserve his love from threats and make sure that it will endure</li> <li>• Threat is described as “an alien eternity” linking back to the idea of infinite time and its sublime power</li> </ul> <p><b>Ideas</b></p> <ul style="list-style-type: none"> <li>• Desire to protect his love emphasises the strong feelings that he has conveyed in the rest of the poem for his lover</li> <li>• Nature as a powerful, frightening force is emphasised here, and in the rest of the poem</li> <li>• Eternity of his love is compared to the eternity of natural, elemental forces</li> </ul>

Question			Expected Answer(s)	Max Mark	Additional Guidance
52.			Candidates can answer in bullet points in this final question, or write a number of linked statements.	10	<p>Up to 2 marks can be achieved for identifying elements of commonality as identified in the question, ie discuss how MacLean explores the impact of time on human experience.</p> <p>A further 2 marks can be achieved for reference to the extract given. 6 additional marks can be awarded for discussion of similar references to at least one other poem by the poet.</p> <p><u>In practice this means:</u>  Identification of commonality (2) Eg: human experience is essentially transitory (1) but aspects of life eg love, appreciation of nature have greater permanence (1) from the extract:  2 marks for detailed/insightful comment plus quotation/ reference  1 mark for more basic comment plus quotation/reference  0 marks for quotation/reference alone</p> <p>Eg declaration of love which will never end - the constant quality of his love emphasised by comparisons with measuring the sea 'drop by drop' and the sand, 'grain by grain' (2)</p> <p>From at least one other text:  as above for up to 6 marks</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• <i>Screapadal</i> the elemental beauty of the place has outlived its human occupation, which is essentially ephemeral</li> <li>• <i>An Autumn Day</i> death in war can be sudden and without warning or time and opportunity to prepare</li> <li>• <i>I Gave You Immortality</i> the immortality bestowed by the celebration of love in the poem contrasts with actual human response of the woman</li> </ul>

Question			Expected Answer(s)	Max Mark	Additional Guidance
					<ul style="list-style-type: none"> <li>• <i>Heroes</i> youth, inexperience of the soldier who is killed emphasises the lack of heroism/ common vulnerability of humanity and transience of human life</li> <li>• <i>An Autumn Day</i> the indifference of nature to the suffering of humanity shown in the passing of a whole day as the men's bodies lie in the sunshine</li> </ul>



Question			Expected Answer(s)	Max Mark	Additional Guidance
53.			<p>2 marks awarded for detailed/ insightful comment plus quotation/reference.</p> <p>1 mark for more basic comment plus quotation/reference.</p> <p>(Marks may be awarded: 2 + 2, 2 + 1 + 1, 1 + 1 + 1 +1.)</p>	4	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• “Made his landing ... so hard ... ploughed” echoes a crash landing suggesting his arrival on earth was potentially life-threatening</li> <li>• positioning of “so hard” emphasises the intensity of the danger</li> <li>• “ploughed straight back into the earth” alludes to the burial of the dead suggesting the fragility of life</li> <li>• “They caught him” conveys the medical team’s active role/ intervention in saving his life</li> <li>• “by the thread” suggests how precarious his survival was</li> <li>• “pulled him up” suggests last minute intervention to save his life</li> </ul>
54.			<p>2 marks awarded for detailed/ insightful comment plus quotation/reference.</p> <p>1 mark for more basic comment plus quotation/reference.</p> <p>(Marks may be awarded 2 or 1+1)</p>	2	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• “I thank what higher will” suggests his continuing gratitude for the intervention of a benign force guiding their destiny/looking after them</li> <li>• structure of “to you and me and Russ” suggests a unified, cohesive group</li> <li>• “great twin-engined ... us” suggests the stability and resilience of the family grouping</li> <li>• “roaring” suggests life and vitality of the family</li> <li>• “somehow” suggests the miraculous nature of his survival</li> <li>• “out-revving ... universe” suggests immense energy and power of the family unit and their activities</li> </ul>

Question			Expected Answer(s)	Max Mark	Additional Guidance
55.			<p>2 marks awarded for detailed/ insightful comment plus quotation/reference.</p> <p>1 mark for more basic comment plus quotation/reference.</p> <p>(Marks may be awarded 2 +2 or 2+1+1 or 1+1+1 + 1)</p>	4	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• "All that trouble ... dead" reprises the trauma of the boy's birth</li> <li>• "all I thought ... week" contrasts with the present happiness</li> <li>• "thread holding all of us" returns to fragility of life/suggests bond which holds family together</li> <li>• "look at our tiny house" concludes flight metaphor suggesting take-off/elation/joy</li> <li>• "tiny house" symbolic of vulnerability/closeness of small family unit</li> <li>• "white dot ... mother waving" suggests the traditional, supportive role of the mother within the family unit</li> </ul>

Question			Expected Answer(s)	Max Mark	Additional Guidance
56.			Candidates may choose to answer in bullet points in this final question, or write a number of linked statements.	10	<p>Up to 2 marks can be achieved for identifying elements of commonality as identified in the question, ie the fragility of human life.</p> <p>A further 2 marks can be achieved for reference to the extract given. 6 additional marks can be awarded for discussion of similar references to at least one other poem by the poet.</p> <p><u>In practice this means:</u></p> <p>Identification of commonality (2) Eg: the threat of death is ever-present in our sense of ourselves as human beings (1) anticipation/survival of this threat can be a powerful force at all stages of life (1)</p> <p>from the extract:</p> <p>2 marks for detailed/insightful comment plus quotation/reference 1 mark for more basic comment plus quotation/reference 0 marks for quotation/reference alone</p> <p>Eg image of the 'thread' fastening Jamie to life reinforces the sense of the fragile and precarious nature of life as death is always a possibility (2)</p> <p>From at least one other text: As above for up to 6 marks</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• <i>Nil Nil</i> reference to gall stone - all that's left of pilot - kicked into gutter emphasises how casually life can be disposed of and a human being can be reduced to an object</li> <li>• <i>The Ferryman's Arms</i> speaker waiting for the ferryman - reference to Greek mythology - ferry journey to afterlife suggests sense that we as living human beings are waiting for death/passing the time until the inevitability of death happens</li> <li>• <i>Nil Nil</i> decline of football team from (modest) glory days to no one coming to see their match creates a nihilistic picture of the inevitable decline of humanity towards death</li> </ul>

Question			Expected Answer(s)	Max Mark	Additional Guidance
					<ul style="list-style-type: none"> <li>• <i>11.00: Baldovan</i> the boys' return to world where they no longer feel part of things/world seems to have changed suggests sense that life moves on without us and individuals are forgotten and dispensable</li> <li>• <i>Waking with Russell</i> the speaker, faced with the vulnerability of his new born child, commits himself to nurture and protect him from danger.</li> </ul>

## Section 2 - CRITICAL ESSAY

### Supplementary marking grid

	Marks 20 - 19	Marks 18 - 16	Marks 15 - 13	Marks 12 - 10	Marks 9 - 6	Marks 5 - 0
<b>Knowledge and understanding</b>  <b>The critical essay demonstrates:</b>	thorough knowledge and understanding of the text  perceptive selection of textual evidence to support line of argument which is fluently structured and expressed  perceptive focus on the demands of the question	secure knowledge and understanding of the text  detailed textual evidence to support line of thought which is coherently structured and expressed  secure focus on the demands of the question	clear knowledge and understanding of the text  clear textual evidence to support line of thought which is clearly structured and expressed  clear focus on the demands of the question	adequate knowledge and understanding of the text  adequate textual evidence to support line of thought, which is adequately structured and expressed  adequate focus on the demands of the question	limited evidence of knowledge and understanding of the text  limited textual evidence to support line of thought which is structured and expressed in a limited way  limited focus on the demands of the question	very little knowledge and understanding of the text  very little textual evidence to support line of thought which shows very little structure or clarity of expression  very little focus on the demands of the question
<b>Analysis</b>  <b>The critical essay demonstrates:</b>	perceptive analysis of the effect of features of language/filmic techniques	detailed analysis of the effect of features of language/filmic techniques	clear analysis of the effect of features of language/filmic techniques	adequate analysis of the effect of features of language/filmic techniques	limited analysis of the effect of features of language/filmic techniques	very little analysis of features of language/filmic techniques
<b>Evaluation</b>  <b>The critical essay demonstrates</b>	committed evaluative stance with respect to the text and the task	engaged evaluative stance with respect to the text and the task	clear evaluative stance with respect to the text and the task	adequate evidence of an evaluative stance with respect to the text and the task	limited evidence of an evaluative stance with respect to the text and the task	very little evidence of an evaluative stance with respect to the text and the task
<b>Technical Accuracy</b> <b>The critical essay demonstrates:</b>	few errors in spelling, grammar, sentence construction, punctuation and paragraphing  the ability to be understood at first reading				significant number of errors in spelling, grammar, sentence construction, punctuation and paragraphing which impedes understanding	

[END OF MARKING INSTRUCTIONS]