



National  
Qualifications  
2017

---

**2017 English**

**Critical Reading**

**Higher**

**Finalised Marking Instructions**

© Scottish Qualifications Authority 2017

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is reproduced, SQA should be clearly acknowledged as the source. If it is to be used for any other purpose, written permission must be obtained from [permissions@sqa.org.uk](mailto:permissions@sqa.org.uk).

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Assessment team may be able to direct you to the secondary sources.

These marking instructions have been prepared by examination teams for use by SQA appointed markers when marking external course assessments. This publication must not be reproduced for commercial or trade purposes.



## 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 “possible answers include” 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.

## Marking instructions for each question

### SECTION 1 - Scottish Text

#### SCOTTISH TEXT (DRAMA)

Question			Expected answer(s)	Max mark	Additional guidance
1.			<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 or 1+1+1)</p>	3	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>Spanky's hesitation in eg "We'd like to present this little...er...this token of ...er..." suggests sympathy for loss of his job and awkwardness about being sincere now, due to their previously mocking behaviour towards him</li> <li>"Are you going to shut your face...Shorty?" offhand and insulting vocabulary suggest the familiar exasperation expressed towards Hector, despite current sympathy for him</li> <li>Spanky's skirting around the subject/use of euphemism to describe losing his job, "We know it's come as a bit of a surprise...you having to leave" suggests attempt to be tactful and not embarrass or hurt Hector</li> <li>Phil's unsuccessful attempt to be more articulate than Spanky - "What Spanky ... och, here" suggests he, too, feels uncomfortable in the unusual role of kindness towards Hector</li> </ul>

Question			Expected answer(s)	Max mark	Additional guidance
2.			<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>• Hector's comical repetition of "Eh?" emphasises his lack of understanding as Phil and Spanky try to commiserate with him for the (supposed) loss of his job</li> <li>• Repetition of "Till you get another job" by Phil and Spanky, culminating in climax of their saying it together builds up sense of their frustration that he does not seem to understand what they are commiserating with him about</li> <li>• Hector's statement of "I've already got another job" is a bathetic moment, echoing their repeated statements about his needing another job</li> <li>• Phil's question "Is there a mobile Broo outside?" emphasises the absurdity of the idea that he might have another job already</li> <li>• Spanky and Phil's exclamation in unison, "What?????" is a comical climax which conveys their incredulity that he has been promoted</li> <li>• Hector's comment that he feels unwell is echoed by Spanky, "Me too", with the contrasting meaning: Spanky is sickened that Hector should be promoted; Hector feels sick with excitement</li> </ul>

Question			Expected answer(s)	Max mark	Additional guidance
3.			<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 or 1+1+1)</p>	3	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• Repetition of questions: “...guess what?...how about that?” suggests his excitement about starting work and/or insensitivity to the fact that he is given this chance because of Phil losing his job</li> <li>• “Where are the gum crystals kept again?” matter of fact question suggests that he is getting started right away, with no regard for the trauma being suffered by Phil</li> <li>• “Oh...message on...” broken sentences said while looking for gum crystals suggests his offhand attitude to the message which is so important to Phil/his selfish interest in small concerns of his own rather than vital issues of others</li> <li>• Blunt statement of “You didn’t get in” suggests his indifference to the blow this message will cause for Phil/an element of enjoyment of Phil’s devastation</li> <li>• “...something like that...” lack of specific detail conveys how unimportant this information is to him/dismissive approach to something so important to another person</li> </ul>

Question			Expected answer(s)	Max mark	Additional guidance
4.			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 theme of opportunity.</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.</p> <p><u>In practice this means:</u>  Identification of commonality (2) eg Opportunity is not equally or fairly available: it depends on factors such as social class, education, family connections  (1) Lack of real opportunity leads to feelings of cynicism and disillusion, exemplified by the attitudes of Phil and Spanky (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 Phil, though talented, is rejected by the art college, therefore not given the opportunity to develop his talent: there is a sense that this background, from 'Feegie', and lack of formal education is held against him (2)</p> <p>From at least one other part of the text: as above for 6 marks</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> <li>Phil and Spanky resent the lack of opportunities open to them since joining the slab room, claiming that they would be rewarded more if they were masons</li> <li>Frustration of the slab boys at being stuck in the slab room, with no desk in sight, is clear eg. Spanky who has been in the slab room for three years and, at the end, is told he might get a desk in eighteen months</li> </ul>

Question			Expected answer(s)	Max mark	Additional guidance
					<ul style="list-style-type: none"> <li>Alan, with his education, social class and family commitments has expectations of greater opportunity eg he is not over-impressed with his salary of £3 (which is a lot of money to the slab boys)</li> <li>Opportunities in love also come to those with more money etc, shown by Lucille agreeing to go to the Staffie with Alan, as long as he picks her up in his father's car</li> <li>Jack accuses Phil and Spanky of destroying Hector's opportunities by mocking him for his eagerness to learn : he wants to give Hector a chance as a designer</li> </ul>



Question			Expected answer(s)	Max mark	Additional guidance
5.			<p>For full marks candidates should deal with both characters but not necessarily in equal measure.</p> <p>2 marks awarded for detailed/ insightful comment plus quotation/reference;</p> <p>1 mark for more basis 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>Lady Phosphate</b></p> <ul style="list-style-type: none"> <li>Reference to Queen implies personal friendship, suggesting over-inflated sense of her own importance</li> <li>Repetition of “what?” affectation suggests social posturing/ shallowness of character</li> <li>Over-blown and clichéd language - “divine”, “rugged beauty”, “abound” - suggests lack of sincerity/pretentiousness</li> <li>Use of literary quotation “Oh listen ... sound” to convey supposed intellectual superiority/lack of authenticity</li> </ul> <p><b>Lord Crask</b></p> <ul style="list-style-type: none"> <li>“Has your ladyship sampled the salmon?” shows eagerness to ingratiate/impress</li> <li>Unnecessary use of full title to stress status/joint membership of upper classes suggests his pride and arrogance</li> <li>“120,000 acres ... most of it” - comical juxtaposition of large figure with comment on true extent of land suggests boastfulness</li> </ul>

Question			Expected answer(s)	Max mark	Additional guidance
6.			<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>• Lord Crask's misunderstanding of "capital" suggests the upper class's obsession with wealth and power</li> <li>• Comic exchange of "Wapping ... Topping ... No Wapping" mocks the upper class's/highlights their ridiculous nature</li> <li>• Lord Crask offers Lochinver when Lady Phosphate asks for "a small port", demonstrating his limited understanding/lack of thought for the local population</li> <li>• Lord Crask offers a bush as toilet facilities suggesting that the sophistication of the upper classes is just a veneer/they are no different from anyone else</li> <li>• Reference to Lady Phosphate's "sten gun" - inappropriately over the top for grouse shooting - suggests her lack of regard for the natural environment</li> <li>• Ironical understatement "Thon was a nice wee boy" suggests complete disregard for human life</li> </ul>
7.			<p>1 mark for comment plus quotation/reference (x2);</p> <p>0 marks for quotation/reference alone.</p> <p>(Marks awarded 1+1)</p>	2	<p>Possible answers include:</p> <p><b>Local people</b></p> <ul style="list-style-type: none"> <li>• Repetition of "We'll clear" suggests their determination to let nothing stand in their way/ not to be stopped or criticised</li> <li>• Derogatory use of plural - "the locals" - suggests dismissive/ superior attitude to the community</li> </ul> <p><b>Environment</b></p> <ul style="list-style-type: none"> <li>• Juxtaposition of "ni-i-ice" with killing of various creatures suggest selfish lack of concern for environment</li> <li>• Pronunciation of "grice" and "trite" suggests unwillingness to learn about the environment</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 how the writer explores the issue of social class and its effects.</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.</p> <p><u>In practice this means:</u>  Identification of commonality (2) eg land-owning classes in the Scottish Highlands exhibit selfish and exploitative behaviour (1) leading to suffering and destitution of the poor (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.</p> <p>eg the callous killing of the little boy reveals the contemptuous attitude of the upper classes to the local population (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>• Sellar evicts lower classes from their homes and destroys their livelihood, callously referring to them as “a set of savages”</li> <li>• International developers are encouraged as long as they adhere to the laws of capitalism, where the end justifies the means, despite the suffering of the poor in the name of ‘progress’</li> <li>• Lord Selkirk, a member of the aristocracy, has a plan to exploit, develop and maximise profits with no regard for the consequences to the local people</li> </ul>

Question			Expected answer(s)	Max mark	Additional guidance
					<ul style="list-style-type: none"> <li>• Collective solidarity by the dispossessed against the upper classes has met with varying success, particularly at “The Battle of the Braes”, emphasising that ultimately they are powerless</li> <li>• Many of the indigent characters are known only by their employment or gender - Ghillie, Aberdonian Rigger, First woman - contrasting with the use of titles and individual names of the upper class characters, showing the anonymity of and disregard for the poor</li> </ul>

Question			Expected answer(s)	Max mark	Additional guidance
9.			<p>For full marks, both stage directions and dialogue 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><b>Stage directions</b></p> <ul style="list-style-type: none"> <li>• “a hard-faced harridan” suggests Lizzie is a mean, cold, aggressive woman</li> <li>• “ignoring the others” suggests Lizzie has no time for social niceties or being pleasant to people</li> <li>• “Mrs Bone goes to help her” suggests Lizzie is quite happy for Granny to struggle on her own whereas Mrs Bone sees the need to lend a hand</li> <li>• “taking the pension book from Mrs Bone” suggests Lizzie’s aggressive, greedy personality</li> <li>• “They both stare hard at Lizzie, then shake their heads at each other” suggests their general disbelief/incredulity at Lizzie’s attitude towards life</li> </ul> <p><b>Dialogue</b></p> <ul style="list-style-type: none"> <li>• “An yer pension book?”/“See’s a look at it.”/“Ye got the money?” suggests Lizzie’s mercenary outlook on life</li> <li>• “Well, it’s no Maggie’s, it’s mines” suggests Lizzie’s utterly selfish attitude</li> <li>• “If ye’re comin tae bide wi me, ye’re no comin tae bide <i>aff</i> me” suggests Lizzie’s greed and/or her determination not to be taken advantage of</li> <li>• “And whit does she think you’re gonna live on for the next week? Air?” aggressive questioning reveals her hard-hearted outlook</li> <li>• “Ach, leave...tae feed.” Mrs Harris’ speech underlines how lacking in compassion or humanity Lizzie is</li> <li>• “I’m no takin...no room in ma hoose” - suggests Lizzie’s cold hearted, uncompromising nature</li> <li>• “That’s jist whit I said: <i>anything human</i>” emphasises that Mrs Bone feels Lizzie is so lacking in compassion and pity that she is scarcely human</li> </ul>

Question			Expected answer(s)	Max mark	Additional guidance
10.			<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> <ul style="list-style-type: none"> <li>• “ye aul miser”/“at fifty percent” suggests outrage at Lizzie’s obsession with making money</li> <li>• “A bargain? Frae you?” suggests incredulity that Lizzie could act in a generous manner</li> <li>• “Veloory hat...bird on tap” mockery suggests their contempt for Lizzie’s pretensions</li> <li>• “A bit whit? Pinchin?” suggests recognition of Lizzie’s true nature</li> <li>• “No roon aboot here ye couldnae. They a ken ye.” conveys a contemptuous awareness of Lizzie’s reputation</li> </ul>
11.			<p>2 marks awarded for a detailed/ insightful explanation;</p> <p>1 mark for a more basic explanation;</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>• Granny represents the older generation who are dependent on others</li> <li>• Granny’s situation highlights the poverty which often accompanied old age at that time</li> <li>• As a woman, she has no status or independence in the society of the time</li> <li>• She represents the vulnerable in a harsh world as she moves from household to household</li> <li>• Her lack of autonomy highlights the devastating effects of poverty</li> <li>• She represents the difficulty of family responsibility eg there is no room for her when Isa and Alec are made homeless</li> </ul>

Question			Expected answer(s)	Max mark	Additional guidance
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 by identifying elements of commonality as identified in the question, ie how the writer develops the theme of community.</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.</p> <p><u>In practice this means:</u>  Identification of commonality (2) eg community is important in this society because of the support and compassion people offer each other (1) although they can also be judgmental, opinionated, intrusive (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.</p> <p>eg Mrs Bone and Mrs Harris support Maggie by sitting with Granny while she is waiting to be collected/by defending Maggie from attack by Lizzie and are not afraid to openly pass judgement on Lizzie's behaviour and morals (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>• Maggie's neighbours often help her with Granny, with baby-sitting and the support neighbours offer each other is an integral part of how this impoverished society operates. Maggie says, "Folks like us hev tae depend on their neighbours when they're needin help."</li> <li>• Maggie's neighbours are mostly compassionate and kind: they really worry about Bertie's serious illness; they keep up Granny's spirits; they take pleasure in Maggie's improved fortunes in the final act. As Maggie says, "Oh, they're no bad - they're coorse but kind."</li> </ul>

Question			Expected answer(s)	Max mark	Additional guidance
					<ul style="list-style-type: none"> <li>• Women play a central role in this community and there is a sense that they share lives which men do not understand or in which men contribute to women's problems</li> <li>• Members of the community are quite open in passing judgements and voicing criticisms of their husbands, of the younger generation, even of Maggie's new hat: "Whit the hell made ye tak <i>red</i>?"</li> <li>• Maggie and John worry about community opinions, whereas the younger generation, such as Jenny and Isa, are happy to flout the traditional values that their neighbours largely represent. Jenny says to her father, "Whit do I care whit the neighbours thinks?"</li> </ul>



SCOTTISH TEXT (PROSE)

Question	Expected answer(s)	Max mark	Additional guidance
13.	<p>For full marks, candidates must deal with both the door and the surroundings, 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>Door</b></p> <ul style="list-style-type: none"> <li>• “painted very lovingly” suggests care had been taken to ensure the door looked beautiful and was not just functional</li> <li>• “shone with a deep inward shine” suggests that the door stood out against its backdrop/ had an alluring quality which radiated from within</li> <li>• “looked like a picture/work of art” suggests the door was attractive and now had an importance of its own</li> <li>• “stood out” suggests the door was striking/out of the ordinary</li> </ul> <p><b>Surroundings</b></p> <ul style="list-style-type: none"> <li>• “wasn’t at all modern/old” suggests the house was dated/behind the times</li> <li>• “intertwined...rusty pipes like snakes” conveys the idea that the house was in need of maintenance/had been neglected</li> <li>• Imagery “intertwined/snake” suggests the house was constricting/restraining its occupant</li> <li>• “drab landscape” implies that it was uninspiring/dull/gloomy set against the brightness of the door</li> <li>• Dismissal of more harmonious colours “blue/green” highlights the surroundings were now tedious/uninspiring to Murdo</li> </ul>

Question			Expected answer(s)	Max mark	Additional guidance
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>• “morning was breaking/blue smoke was ascending” symbolises that the new day for the villagers was a new beginning for Murdo</li> <li>• “a cock was crowing” biblical allusion to signal Murdo’s ‘betrayal’ of his current way of life</li> <li>• “belligerent and heraldic...metallic breast” military connotations suggest that a new assertive/combatative spirit had been awakened in Murdo</li> <li>• “oriental and strange” suggests that this feeling was foreign and unfamiliar to him</li> <li>• Murdo’s inner dialogue “I have always/I go/I do...” conveys his admission of his disillusionment with his life up to this point</li> <li>• “never had the courage...coloured waistcoat/ jacket” reveals Murdo’s realisation of his long held desire to be an individual/be different from others/stand out from the crowd</li> <li>• “whiteness of the frost...glimmerings of snow” contrast emphasises the striking physical impact of the door and the symbolic significance of a new beginning for Murdo</li> <li>• “seemed to have its own courage” personification represents Murdo’s inner thoughts and wishes</li> </ul>
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 are awarded 2 or 1+1)</p>	2	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• Use of the question “was he happy?” highlights his uncertainty/doubts about his current way of life</li> <li>• Repetition of “he didn’t like” emphasises the level of his discontent/frustration with his situation</li> <li>• “had to keep...smiling face” conveys his inner conflict over the image he projected to others</li> <li>• Climactic nature of “hated them” reveals the strength and depth of his true feelings</li> </ul>

Question			Expected answer(s)	Max mark	Additional guidance
16.			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 by identifying elements of commonality as identified in the question, ie Crichton Smith's exploration of the conflict between individuality and conformity.</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 short story by Crichton Smith.</p> <p><u>In practice this means:</u>  Identification of commonality (2) eg Crichton Smith shows that the impact of trying to fit in with one's surroundings (1) can cause some to suffer and deny their true feelings whilst others find the courage to break free (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.</p> <p>eg the discovery of the red door acts as a catalyst for Murdo to begin a new life where he can be true to himself (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>The Telegram</i> the thin woman has lived in the village for many years yet she is isolated by others as she does not make the same choices as them</li> <li>• <i>The Painter</i> William challenges the conventions of the village by painting a realistic picture of the fight and is ostracised as a result</li> <li>• <i>Mother and Son</i> John feels trapped by his overbearing, critical mother but is compelled by a sense of duty to stay with her thus denying his true self</li> </ul>

Question			Expected answer(s)	Max mark	Additional guidance
					<ul style="list-style-type: none"> <li>• <i>In Church</i> the 'priest' is a deserter who becomes a murderer as he could not conform to the expectations of war</li> <li>• <i>The Crater</i> the need to conform to the expected nature of an officer leads Robert to conceal his fears on the battlefield</li> </ul>

Question			Expected answer(s)	Max mark	Additional guidance
17.			<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>• “muttering and sighing” suggests ongoing nature of deep grief/despair at loss of the future</li> <li>• Contrast between Kol’s energy “leapt...loud beserk yell” and the stillness and quiet in the room</li> <li>• “might have been a fly buzzing...paid to him” comparison with “fly buzzing” conveys how completely unimportant/irrelevant the Viking raid- normally an event of fear and danger- is in comparison to loss of child</li> <li>• Parallel structure of the old woman’s sentences “I thought to see you a shepherd...Or maybe you would be a man...Or you might have been a holy priest” suggests repetitive chant to convey the primal sense of grief</li> <li>• “...shepherd...fisherman...man with lucky acres...holy priest” conveys the range of possible futures/hope which have been destroyed by the child’s death</li> <li>• “cross...tangled in his cold fingers” conveys bleak finality of the human loss by creating a picture of the child’s fingers, already cold</li> <li>• “crossed themselves in the door”: simple description of the Vikings’ action conveys the sense that even they are awed and moved by his death</li> <li>• “slunk out like a dog” suggests Kol’s shame at the inappropriateness of his leap into the room</li> </ul>

Question			Expected answer(s)	Max mark	Additional guidance
18.			<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>• “Strangers from the sea...you are welcome...I ask you to accept ale” exaggerated nature of welcome, under the circumstances ie they are Viking raiders, suggests insincerity/attempt to manipulate them</li> <li>• “They are good people here, except for the man who lives...” use of “they” distances himself from the other people of Durness/sees himself as superior and in a position to judge the others</li> <li>• “he will not pay me for the cloth I wove for him last winter” accusatory tone by which he attempts to gain the support of the Vikings against one of his own community</li> <li>• “he and his wife and his snovelly-nosed children” dismissive and distasteful description of Duncan’s family suggests his feelings of superiority towards them</li> <li>• “Take it, take it by all means” repetition of “take it” suggests his eagerness to please the Vikings, to ingratiate himself with them</li> <li>• “John has been on the hill all week...I think she is lonely” apparently simple statement of facts suggests her isolation and vulnerability and even hints at the idea that she is sexual prey, indicating how low and disloyal his attitude is</li> </ul>

Question			Expected answer(s)	Max mark	Additional guidance
19.			<p>1 mark for comment plus quotation/reference (x2);</p> <p>0 marks for quotation/reference alone.</p> <p>(Marks awarded 1+1)</p>	2	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• Havard's 'retrospective' threat to Malcolm: "If it (the ale) had been sour, we would have stretched you..." suggests his aggression/bullying quality (though perhaps said in a jocular way)</li> <li>• Arnor's decision to "settle matters" with Duncan on behalf of Malcolm, along with "Now we need our cups filled again" suggests his desire to be seen as in command</li> <li>• Kol's staggering, combined with his bravado claim "Doubtless somebody will pay for this" suggests his boastful and belligerent attitude</li> <li>• Sven's reply to Malcolm's offer of the tartan cloth: "We were going to take it in any case" suggests his determination to show Malcolm who is in charge, despite Malcolm's attempts to manipulate/be courteous</li> </ul>
20.			<p>Candidates may choose to 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 relationship between the individual and the community.</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 short story by Mackay Brown.</p> <p><u>In practice this means:</u>  Identification of commonality (2)  eg Individuals will usually show loyalty and commitment to the community (1)  though some will rebel against or betray the community values to achieve their own fulfilment/achieve their own ends (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>

Question			Expected answer(s)	Max mark	Additional guidance
					<p>eg Malcolm the weaver attempts to exploit the Viking raid for his own selfish aims to settle old scores within the community, such as the non-payment for cloth, to gain favour with the raiders (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>A Time to Keep</i> loyalty to the community can mean suspicion of 'outsiders' such as Inge (from just over the hill) and Bill (a whaler). Bill's sense of their 'separateness' contributes to the negative relationship he has with the other men in the community</li> <li>• <i>A Time to Keep</i> Bill is appalled by the community taking charge of his wife's death, represented by the women's show of grief expressed in "litany of the dead person's virtues...most of them lies", and the minister's comments. He rejects their sentimental clichés about going to "a better place"</li> <li>• <i>The Bright Spade</i> seven men show loyalty and heroism in setting off into the storm to look for food for the community- but the sacrifice of their lives in fact helps no one</li> <li>• <i>The Wireless Set</i> Howie feels he is bringing progress and development to the 'backward' community by bringing home the wireless set; his attitude contrasts with that of his parents, who uphold the traditional values of the community and view the outside world with suspicion</li> <li>• <i>The Eye of the Hurricane</i> Barclay's initial sense of superiority and objectification of the community ("simple uncomplicated people") gives way to genuine involvement in the face of Cpt. Stevens' suffering and flawed but heroic humanity</li> </ul>



Question			Expected answer(s)	Max mark	Additional guidance
21.			<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>• “protection against witches” suggests something evil/sinister about the place</li> <li>• “well outside the place...be part of” use of irony emphasises the sense of isolation/remoteness</li> <li>• “undesirables”/“difficult tenants”/“shunters”/“overspill” suggests the inhabitants are unwanted in the main town</li> <li>• Contrast between how it is meant to appear/idyllic setting eg “wild currant bushes”/“tiny, twisty roads” and what it is like in reality eg “pubs with plastic beer glasses”/“kids use the bends to play chicken”</li> <li>• “lying low”/“leaping out” suggests children are wild/out of control</li> <li>• “buses go slow”/“infrequent” emphasises remoteness/isolation</li> <li>• “graffiti” - vandalism indicates neglect</li> <li>• “It rains a lot.” short sentence highlights the sense of misery emphasised by the weather</li> </ul>

Question			Expected answer(s)	Max mark	Additional guidance
22.			<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>• “never surrenders first time” personification suggests that the key refuses to be found easily</li> <li>• “rummage” suggests frantic search/desperation</li> <li>• “as though begging to be mugged” comparison suggests Joy’s feelings of vulnerability</li> <li>• “Not mine.” minor sentence emphasises her lack of belonging/ownership</li> <li>• “grit”/“litter” emphasises how Joy finds the place unwelcoming/unhomely</li> <li>• “withered leaves” suggests Joy’s obsession with death/decay</li> <li>• “slaters run frantic”/“insects make me sick”/“disgust me” emphasises Joy’s irrationality/ neurotic nature</li> <li>• “fight my way inside” emphasises Joy’s desperation to escape the outside world.</li> <li>• “gritty little packets”/“skeletons outside”/“too many eyes”/“unpredictable legs” suggests Joy’s fear</li> </ul>
23.			<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>• “Try to feel (the other continent)” suggests her desperation to escape</li> <li>• “I find the bottle...I put an envelope...sitting the bottle aside...reshape the cushions...” list of activities suggests she is trying to impose order/structure on her own situation</li> <li>• “But things have to be set in place.” short sentence emphasises her desire for control</li> <li>• “Stillness helps...”/“It keeps me contained” short sentences emphasise her attempts at self- control/order</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 how Galloway explores the impact of loneliness.</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.</p> <p><u>In practice this means:</u></p> <p>Identification of commonality (2) eg devastating life changing, destructive nature of loneliness (1) can affect mental health/ability to communicate/ability to form relationships (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 Joy attempts to cope with loneliness by focusing on distracting herself and creating a sense of order in her surroundings: "A lot depends on stillness later and I have to get a lot of moving around out of my system now." (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>• Joy tries to cope with her loneliness following Michael's death by engaging in a number of casual relationships with men</li> <li>• Joy distracts herself from her loneliness by engaging in a variety of mundane activities eg sewing, reading magazines, various rituals including bathing etc</li> <li>• Joy forces herself to engage in the activities suggested by her friend Marianne, including visiting Marianne's mother, Ellen, regularly</li> <li>• In order to hide her loneliness from others, Joy attempts to appear up-beat and in control to others for example Tony, Myra etc</li> <li>• Joy attempts to alleviate her loneliness after Michael's death by trying to re-create his physical presence eg spraying his aftershave</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+1 or 1+1+1)</p>	3	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• “strong on Rich and Poor being Equal” suggests firmly held socialist principles; a belief that all wealth should be shared out evenly</li> <li>• “Broke he might be but he wasn’t mean” suggests that regardless of his own financial problems, Chae is a generous host</li> <li>• “there was broth...” suggests that he provides an abundance of food which clearly signifies his gratitude</li> <li>• “he could hold to the turnip-field” suggests Chae has a lively sense of humour which often reveals the ridiculous in his fellow man</li> </ul>
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+1 or 1+1+1)</p>	3	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• “his great lugs like red clouts hung out to dry” suggests comical physical appearance (his prominent ears compared to washing on a line)</li> <li>• “as though he hadn’t seen food for a fortnight” gross exaggeration to convey his greedy consumption of the meal</li> <li>• “like a colie ta’en off its chain” overstated comparison to a ravenous dog just released</li> <li>• “a spree to the pair of them” sense that this is a bout of self-indulgence rather than part of a day’s work</li> <li>• “<i>fair an expert getting</i>” condescending use of the word “expert” has the intention of belittling Chris</li> <li>• “<i>The kitchen’s more her style than the College.</i>” patronising judgement reveals his own prejudice</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+2, 2+1+1 or 1+1+1+1)</p>	4	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• “the yokels and clowns everlasting” suggests Chris resents the total disregard for learning displayed by those she perceives as country bumpkins and forever stupid</li> <li>• “dull-brained and crude” suggests Chris rejects those who have laughed as slow-witted and vulgar</li> <li>• “a coarse thing, learning” suggests many see no refining qualities in knowledge</li> <li>• “a lot of damn nonsense that put them above themselves” suggests many perceive education as valueless and will lead to a false sense of superiority in their offspring</li> <li>• “give you their lip” suggests many think that education leads to impudence</li> <li>• “to put him up level with the Rich” suggests Chae contradicts the views of others by declaring that education provides social equality</li> <li>• “the more of sense and the less of kirks and ministers” suggests Long Rob agrees with Chae and states that education improves a person’s ability to think clearly and reject organised religion</li> <li>• “was shamed as she thought” suggests Chris revises her view of Chae and Long Rob whose kindness she recognises, despite their lack of possessions</li> </ul>

Question			Expected answer(s)	Max mark	Additional guidance
28.			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 Chris's conflicting emotions towards the community in Kinraddie.</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.</p> <p><u>In practice this means:</u></p> <p>Identification of commonality (2) eg Chris is appalled by the small-mindedness of the Speak (1), but she values the innate kindness of her neighbours in times of need (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 is angered by Munro's patronising comments, aimed to reduce her to his servant, but she also acknowledges the considerate nature of Chae and Long Rob (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 two Chrisses are torn between love of school and learning ("you hated the land and the coarse speak of the folk") and her love of the land and its people</li> <li>• Chris is angered by the rumours about Will and Mollie Douglas, but she begins to learn about relationships after meeting Mollie on the road</li> <li>• Chris is aware of gossip about the Strachans, their financial problems and insurance money from the fire, but she also knows that she, her family and the community do all they can to assist at Peesie's Knapp</li> <li>• Chris is initially untroubled by the community's view of her seemingly heartless lack of sorrow at the death of her father, but she is comforted by their neighbourly concern at the graveside</li> <li>• Chris disregards the community's sense of outrage that she should marry Ewan so soon after her father's death, but she is delighted that so many locals should celebrate her wedding and wish both of them well</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 or 1+1)</p>	2	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• “indigo clouds” dark colour suggests the darkening, angry sky</li> <li>• “mustering” suggests soldiers gathering, and reflects the literal and metaphorical storm</li> <li>• “rumbles (of thunder)” onomatopoeia reflects the ominous sound of thunder</li> <li>• “whisked away” suggests the panic of the birds before the storm</li> <li>• “ominous” suggests something powerful/dangerous/ frightening</li> <li>• “river of radiance” alliteration/metaphor emphasises the long thin streak of light, shining like water</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>• “frightened and exhilarated” combination suggests tumult of emotions</li> <li>• “frightened” suggests scared/terrified</li> <li>• “exhilarated” suggests a rush of energy/his identification with natural forces</li> <li>• “chattered...sense” suggests he is so overcome with excitement that it affects him physically</li> <li>• “dribble out” suggests he is so overwhelmed he loses control of his actions</li> <li>• “he raised his hand” suggests a need to join with the elements/wants physical contact with them</li> <li>• “meaningless chatters” suggests incoherence due to excitement</li> <li>• “screamed” suggests extreme/ heightened reaction</li> </ul>

Question			Expected answer(s)	Max mark	Additional guidance
31.			<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>• “We’d better get down” indicates that Neil takes responsibility for their safety/makes important decisions</li> <li>• “But up here...dangerous” indicates that Neil is aware of Calum’s lack of understanding/ takes on role of parent</li> <li>• “I don’t like...”/“Did you see...”/“Was it from...” simplicity of language shows Calum’s childlike dependence on Neil</li> <li>• Repeated use of Neil’s name suggests Calum seeks reassurance/comfort from his big brother</li> <li>• “Was it from heaven...?” suggests Calum’s naivety and his reliance on Neil’s wisdom</li> <li>• Repeated questions (“In the shed...horse?”/“What shed...horse?”) indicates Neil’s frustration with Calum’s childlike ways</li> </ul>



Question			Expected answer(s)	Max mark	Additional guidance
32.			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 how the writer uses symbolism to develop the central concerns of the text.</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.</p> <p><u>In practice this means:</u>  Identification of commonality (2)  eg Jenkins uses characters, incidents and setting as representative of wider issues (1) such as the conflict between good and evil/devastation of war/ sacrifice of innocence due to cruelty of mankind (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 alone.</p> <p>eg Calum's childlike interpretation of the light on the trees as coming from heaven, despite the danger of the storm, symbolises his innocence/innate goodness (2)</p> <p>From the rest of the text:  as above for up to 6 marks</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• The deer drive is a small version of what is happening in the outside world and represents the violence humanity is capable of</li> <li>• The presence of the destroyer/ planes in this natural setting represent the inescapable conflict between good vs evil</li> <li>• Calum's death in the tree represents the crucifixion with his blood purifying the world corrupted by Duror</li> <li>• Duror is often associated with a decaying tree representing the evil spreading within him</li> <li>• The cones represent hope for the future/re-birth as after destruction/war new life will grow</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>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>• “whatever title suit thee” rather dismissive comment creates an informal/comic tone (especially when contrasted with the introductory quotation from Milton used by Burns)</li> <li>• List of epithets for the Deil (in particular, “Auld Hornie” and “Clootie”) convey a slightly affectionate camaraderie between the Deil and the speaker</li> <li>• “cavern grim and sootie” stereotypical view of the Deil’s abode is somewhat mocking of the Calvinistic view of Hell</li> <li>• “spairges about...wretches!” ridiculous depiction of Satan torturing damned souls makes the concept of the Deil’s actions seem quite comical</li> <li>• “cootie” use of homely term for the Deil’s cauldron makes Satan seem domesticated rather than a great force for evil</li> <li>• “Hear me...” use of imperative makes the speaker seem more powerful than Satan, so creating a tongue-in-cheek tone</li> <li>• “I’m sure...gie” the speaker’s unlikely camaraderie and mock understanding of the Deil’s tasks/patronising attitude to the Deil creates a humorous tone</li> <li>• “skelp...scaud...squeel” - alliteration highlights the ridiculousness of Satan’s supposed tasks</li> <li>• “poor dogs like me...us squeel” the speaker’s readiness to admit his sins and accept the stereotypical punishment conveys a child-like impression of small misdemeanours and punishments rather than grave sins</li> </ul>

Question			Expected answer(s)	Max mark	Additional guidance
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>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>• Repetition/positioning of “great” stresses the immense power and fame of the Deil</li> <li>• “Far kenm’d an’ noted”/ “travels far” suggests that the Deil is an omnipresent being, known everywhere</li> <li>• “thou’s neither lag...nor scaur” listing of the negative qualities which are absent from the Deil makes him seem a supremely confident being</li> <li>• “roarin’ lion” use of the metaphor creates impression of bravery/strength/nobility</li> <li>• “a’ holes and corners tryin’” suggests once again the Deil’s omnipresence/ability to invade all places</li> <li>• “on the strong wind’d tempest flyin’” suggests that the Deil has the power to control/overcome the strongest forces of nature</li> <li>• Parallel structure of “Whyles, on...Whyles, in...” highlights the ability of the Deil to move effortlessly between the greatest and smallest places</li> <li>• “Unseen thou lurks” connotations of menace and threat suggest the Deil is a powerful predator</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 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>• “I’ve heard my rev’rend graunie say” the speaker’s introduction to this anecdotal section of the poem suggest an old wife’s tale, not to be taken seriously</li> <li>• Burns’ use of a clichéd description (“lanely glens...auld ruin’d castles...the moon...eldritch croon...dreary, windy, winter night”) emphasises that these anecdotes are the stuff of folklore/unbelievable tales</li> <li>• “graunie...douse, honest woman” the tongue-in-cheek description of the speaker’s grannie suggests he is aware of the silly nature of these stories but is determined to defend them thus making them seem even less reliable</li> <li>• “bummin’” use of comic vocabulary undermines the seriousness of grannie’s tale</li> <li>• Series of anecdotes becomes progressively less believable, with the speaker suggesting a natural reason for the supposed presence of the Deil (an owl’s screech, the wind in the trees, the rushes waving, a startled drake) yet still continuing with his assertions of the Deil’s presence</li> <li>• “quaick, quaick” use of onomatopoeia adds a comic note when the speaker continues to insist that he has heard/seen the Deil</li> </ul>

Question			Expected answer(s)	Max mark	Additional guidance
36.			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 Burns' use of humour to explore serious issues.</p> <p>A further 2 marks can be achieved for the reference to the extract given.</p> <p>6 additional marks can be awarded for discussion of similar references to at least one other poem by Burns.</p> <p><u>In practice this means:</u>  Identification of commonality (2), eg Burns' satirical/comical observations of characters/religious beliefs/social classes (1) lend power to his, often scathing, condemnation of injustices/ Calvinist doctrines/hypocritical moralising (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 reference alone.</p> <p>eg "Spairges about the brunstane cootie/To scaud poor wretches!" - the exaggerated depiction of Satan personally undertaking the stereotypical tortures of Hell is effective in ridiculing the Calvinistic views of eternal damnation and the punishment of sins. (2)</p> <p>From at least one other poem: as above for up to 6 marks.</p> <p>Possible references include:</p> <ul style="list-style-type: none"> <li>• <i>A Man's A Man for A' That</i>  Burns' humorous depictions of the aristocracy are juxtaposed with his admiration for the common man, thereby strengthening his appeal for social equality</li> </ul>

Question			Expected answer(s)	Max mark	Additional guidance
					<ul style="list-style-type: none"> <li>• <i>A Poet's Welcome</i> Burns' satirical comments concerning the gossiping critics of his daughter's social position show the lack of compassion and humanity within the Kirk</li> <li>• <i>Holy Willie's Prayer</i> the hypocrisy and bigotry revealed by Willie in his "prayer" allow Burns to satirise the Calvinist doctrine of predestination</li> <li>• <i>Tam O' Shanter</i> the humour created by the speaker's po-faced moralising on Tam's foolish behaviour at various points in the poem allows Burns to criticise those who take pleasure in judging others too readily</li> <li>• <i>Tam O' Shanter</i> comical anti-climax of final line, reference to horse losing tail serves as a reminder of human frailties</li> </ul>

Question			Expected answer(s)	Max mark	Additional guidance
37.			<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>Challenges</b></p> <ul style="list-style-type: none"> <li>Isolation/bluntness of the opening line emphasises the strength of the speaker's rejection of traditional gifts</li> <li>Positioning of "Not" at the start of the line intensifies the speaker's rejection of traditional symbols of love</li> <li>Given the mundane connotations of "an onion" the incongruity of it as a symbol of love</li> <li>Subversion of "moon" as a traditional romantic image as it is mundanely described as "wrapped in brown paper"</li> </ul> <p><b>Reinforces</b></p> <ul style="list-style-type: none"> <li>"moon" traditionally associated with romantic evenings</li> <li>"promises" suggests devotion/commitment/fidelity</li> <li>"light" suggests something pure and life-enhancing</li> <li>"undressing" suggests something seductive and sensual</li> </ul>

Question			Expected answer(s)	Max mark	Additional guidance
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+2, 2+1+1, 1+1+1+1)</p>	4	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• Development of the extended image in “blind you with tears/Like a lover” highlights the pain and suffering that love brings</li> <li>• Imagery of “wobbling photo of grief” suggests the pain/distress caused by a failed/complex relationship</li> <li>• Single line stanza abrupt dismissal of more stereotypical love tokens/straightforward no nonsense approach</li> <li>• Alliteration of “Not a cute card or a kissogram” suggests contempt for predictable/ insincere/ unthinking view of love</li> <li>• Image of “fierce kiss” to suggest the lingering taste of the onion suggests the difficulty of escaping the relationship/an underlying threat or danger in the relationship</li> <li>• word choice of “possessive” suggests the constricting/ controlling nature of the relationship</li> <li>• juxtaposition of “possessive” and “faithful” undermines the notion of commitment in a relationship</li> <li>• bluntness/positioning of “for as long as we are” at end of verse suggests impermanence of love</li> </ul>
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, or 1 + 1)</p>	2	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• “Take it.” Moving to an acceptance of a ‘real’ rather than a superficial view of love</li> <li>• “platinum loops...wedding-ring” the onion (mentioned earlier) becomes associated with the restrictive aspects of marriage/ love</li> <li>• “Lethal” suggests movement towards a dark conclusion/dark view of love</li> <li>• “cling to your fingers” echoes earlier ideas of the negative long term effects of a broken relationship/possessiveness within a relationship</li> <li>• “knife” leaves the reader with final thought of love’s potential to wound</li> </ul>



Question			Expected answer(s)	Max mark	Additional guidance
40.			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 how emotional conflict within an individual is explored.</p> <p>A further 2 marks can be achieved for reference to the text given.</p> <p>6 additional marks can be awarded for discussion of similar references to at least one other poem by Duffy.</p> <p><u>In practice this means:</u>  Identification of commonality (2) eg the complexities of human experience can create emotional conflict in an individual's life (1), which can change significantly the individual's personality/outlook on life (1)</p> <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 speaker is attracted to other, more positive aspects of love such as intimacy and tenderness but adopts a more realistic/cynical attitude towards love "Not a red rose...onion" (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> the speaker is left bereft by the death of her husband, but by remembering the passionate nature of her relationship, she has become more resigned to her loss</li> <li>• <i>Havisham</i> the unresolved tension between love and hate that the speaker's rejection provokes, leads to an on-going deterioration in her mental state</li> <li>• <i>War Photographer</i> the emotional impact of the horrors the photographer has witnessed in his assignments abroad conflicts with the pride he feels in doing a professional job</li> </ul>

Question			Expected answer(s)	Max mark	Additional guidance
					<ul style="list-style-type: none"> <li>• <i>Originally</i> the unresolved emotional conflict of maintaining identity: where is home and all the emotional baggage the question entails</li> <li>• <i>Mrs Midas</i> the unresolved conflicting emotions she feels for her husband: the contempt she feels for his desires which brought about their separation conflicts with the physical intimacy she now misses.</li> </ul>

Question			Expected answer(s)	Max mark	Additional guidance
41.			<p>For full marks both the past and the present must be dealt with, 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>Past</b></p> <ul style="list-style-type: none"> <li>• “sure and skilful hands of the fisher-girl” word choice emphasises sense of control and confidence, despite her youth</li> <li>• “master of your moments”- alliteration/slogan effect conveys sense that she was in charge/on top of the task</li> <li>• “deft and swift” monosyllables and consonance emphasise her skill and speed when gutting the fish</li> <li>• “slit the still-ticking quick silver fish” fast-paced rhythm and repetition of short “l” vowel sound conveys the efficiency and ease with which she tackled the task</li> <li>• “Hard work...of necessity” positioning and choice of words emphasises how much her efforts were needed</li> </ul> <p><b>Present</b></p> <ul style="list-style-type: none"> <li>• “There is no need they say” - opening, blunt statement and dismissive tone convey her lack of perceived usefulness</li> <li>• “the needles still move/their rhythms” sense of her passivity/lack of agency emphasised by description of the needles as the active ones, rather than the grandmother</li> <li>• “You are old now”: blunt statement positioned at start of Stanza 2, emphasises the definite nature of her plight</li> <li>• “grasp...not so good” - sense of her diminishing alertness/control in the literal and metaphorical use of “grasp”</li> </ul>

Question			Expected answer(s)	Max mark	Additional guidance
42.			<p>1 mark for comment plus quotation/reference (x2)</p> <p>0 marks for quotation/reference alone.</p>	2	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• “hands of the bride” connotations of special/romantic time when hand receives ring/holds hands</li> <li>• “hand-span waist” suggests that she was cherished by her husband/physically dainty and exquisite</li> <li>• “hands...scrubbed his back” suggests devotion/physical closeness with her husband as they worked together in difficult circumstances</li> <li>• “hands...six” suggests the multiple challenges of her life</li> <li>• “scraped...necessary” list of verbs suggests her energy and ability to cope in down-to-earth way</li> </ul>
43.			<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 or 1+1+1)</p>	4	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• “the kids they say grandma...already” reported speech without punctuation suggests an often-repeated ‘lecture’ conveying sense of isolation/lack of compassion/lack of communication</li> <li>• Repetition of “too much/too many” emphasises their perception of her uselessness/ sense that they repeatedly remind her that her contribution is not needed</li> <li>• “At your window you wave...Sunday” poignant picture of the grandmother waving goodbye conveys sense of her loneliness</li> <li>• “painful hands...shrunk wrists” physical incongruity of hands on tiny wrists suggests how frail and clumsy she now is</li> <li>• “Swollen-jointed...Old” list of adjectives in minor sentences building to the climax of “Old” emphasises the pitiful nature of her physical condition</li> <li>• as if...how to stop” climactic final line suggests her lack of control over her life</li> </ul>

Question			Expected answer(s)	Max mark	Additional guidance
44.			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 by identifying elements of commonality as identified in the question, ie Lochhead's exploration of the theme of personal and/or social change.</p> <p>A further 2 marks can be achieved for reference to the poem given.</p> <p>6 additional marks can be awarded for discussion of similar references to at least one other poem by Lochhead.</p> <p><u>In practice this means:</u>  Identification of commonality (2) eg Lochhead uses characters to represent aspects of life past/present, encouraging us to respond to their experience (1) showing that change can be either positive or negative - destroying valuable aspects of past or looking forward to a more positive future (1)</p> <p>From this 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 grandmother represents an older Scotland where traditional ways of life eg fishing or mining provided security and continuity, which is lacking in the modern world (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>Some Old Photographs</i> sense that Scotland of the past had social cohesion and predictability, eg 'all the dads in hats', though this certainty is undermined in "what was/never really"</li> <li>• <i>View of Scotland/Love Poem</i> the traditional Hogmanay, with its rituals which everyone followed, has been replaced by a more spontaneous celebration of life - "There is no time like the/ present for a kiss"</li> </ul>

Question			Expected answer(s)	Max mark	Additional guidance
					<ul style="list-style-type: none"> <li>• <i>Last Supper</i> change reflected in membership of the 'revenge group' and/or dramatic reaction to partner's betrayal</li> <li>• <i>My Rival's House</i> the mother is hostile to change in the relationship with her son and fights against the necessity of his growing up and forming a new relationship</li> <li>• <i>The Bargain</i> the speaker's relationship, which thrived in the past but now faces an uncertain future, reflected by their inconclusive visit to the stalls</li> </ul>
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>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>• "stub" onomatopoeia suggests sudden/unexpected contact</li> <li>• "where none should be" conveys the idea of things being out of the ordinary/out of place</li> <li>• "To have it (rise)" emphasises disbelief at the action</li> <li>• "rise" apparent action by 'rock' suggests surprise/ incredulity</li> <li>• parenthetical aside implying the speaker does not want to repeat the experience "(too often)"</li> <li>• "slounge" onomatopoeic qualities suggest slow, relaxed movement of shark in its own element where he is the intruder</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>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>• “But not (too often) - though enough.” evaluative comment suggests that the speaker continues to dwell upon the experience</li> <li>• “I count as gain” suggests that despite initial unease, he has come to recognise the value of the experience</li> <li>• “displaced” word choice suggests the shift in his thinking</li> <li>• “shoggled” suggests shaken out of a comfortable mind-set</li> <li>• “decadent townee” self-derogatory comment suggests his sudden recognition of his superficiality/alienation from nature</li> <li>• “shook” suggests that the speaker was literally and metaphorically disturbed by the experience</li> <li>• “wrong branch...family tree” suggests that he is now less sure of his place in the evolutionary framework</li> </ul>

Question			Expected answer(s)	Max mark	Additional guidance
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>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>metaphor of “Swish up...clearer” suggests the initial confusion as a result of the encounter has led to greater clarity</li> <li>“I saw me...emerging” suggests rebirth of his sense of himself/humanity</li> <li>“in one fling” parenthesis emphasises the sudden epiphany</li> <li>“emerging from the slime of everything” suggests a realisation of humanity’s primeval origins</li> <li>“So who’s the monster?” question emphasises that the speaker has been forced to rethink humanity’s superiority to apparently primitive beings</li> <li>“made me grow pale” suggests physical shock at realisation of humanity’s insignificance/ depravity</li> <li>“sail after sail” repetition suggests realisation of grandeur/majesty/ timelessness of the shark</li> </ul>
48.			<p>Candidates may choose to 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 how MacCaig uses symbolism to develop central ideas in his poetry.</p> <p>A further 2 marks can be achieved for reference to the text given.</p> <p>6 additional marks can be awarded for discussion of similar references to at least one other poem MacCaig.</p> <p><u>In practice this means:</u>  Identification of commonality (2)  eg MacCaig uses people/objects/ places as symbols to explore important human issues/ relationships (1) and in doing so makes us re-evaluate/consider our own views (1)</p>



Question			Expected answer(s)	Max mark	Additional guidance
					<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.</p> <p>eg the shark represents the apparently primitive aspect of nature, however MacCaig's reflections challenge our perception of our superiority (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>Visiting Hour</i> "withered hand trembles on its stalk" symbolises the fragility of human life and makes us consider our own mortality</li> <li>• <i>Assisi</i> the contrast between the inner spiritual beauty and the outer physical appearance of the beggar makes us reflect on appearance against reality</li> <li>• <i>Aunt Julia</i> she represents a lost heritage which makes us consider the importance of valuing and preserving the past</li> <li>• <i>Memorial</i> "the carousel of language" represents the vitality of relationships and communication he can't recapture provoking thoughts on finality/loss</li> <li>• <i>Sounds of the Day</i> "the bangle of ice...numb" represents the pain and deadening effect of loss which makes us consider love as a destructive force</li> </ul>

Question			Expected answer(s)	Max mark	Additional guidance
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 or 1+1)</p>	2	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• Repeated use of “not” and “nor” emphasises the point that the soldier is not one of the Gaelic/Scottish heroes listed/mentioned</li> <li>• “Englishman” general term sounds insignificant when set against Scottish/Gaelic heroes mentioned/listed</li> <li>• “poor little chap” diminutive word choice/description makes the soldier seem unheroic</li> <li>• “chubby cheeks” suggests soldier is young/baby-like and therefore unheroic</li> <li>• “knees grinding” suggests fear/clumsiness and is therefore unheroic</li> <li>• “pimplly unattractive face” youthful, immature, unappealing, unheroic appearance</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 or 1+1+1+1)</p>	4	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• “notched iron splinters” extremely violent weaponry suggested by using the word “splinters” which are generally associated with wood and superficial injuries, here linked with iron and something more deadly is implied. Harsh consonant sounds underline this.</li> <li>• “the smoke and flame” description of hell-like environment</li> <li>• “the shaking and terror of the battlefield” ‘shaking’ here is ambiguous, could be the ground literally shaking with the force of explosions, or could refer to extreme fear felt by the soldiers</li> <li>• “bullet shower” bullets are ‘raining down’, rapid, intense frequency</li> <li>• “hero briskly”/“wasn’t much time he got” (soldier) has to respond to events without time to think/has to respond with unnatural speed/sense of life cut short</li> <li>• “bucking with tearing crashing screech” harsh violent word choice, participles suggest violent events happening simultaneously</li> <li>• “biff” ironically colloquial rendering of blow to his body</li> <li>• “put him to the ground” in battle soldier is victim of forces outwith his control</li> <li>• “mouth down in sand and gravel” the use of the word “mouth” here, rather than the more usual “face”, suggests more brutality, perhaps conveying almost the “taste” of the battlefield and the indignity of his fall</li> </ul>

Question			Expected answer(s)	Max mark	Additional guidance
51.			<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>• The “no”...“or”...“or” construct/structure highlights the lack of recognition afforded to the soldier and his memory and therefore creates pity</li> <li>• “not many of his troop alive” prevalence/victory of death among soldier’s companions creates pity</li> <li>• “their word would not be strong” soldiers’ voices seen as weak/would be ignored in terms of their accounts of the battle</li> <li>• image of “the mouth of the field of slaughter” pity created through awareness of the soldiers’ susceptibility to the (metaphorically) greedy appetite that war has for death</li> <li>• “great warrior” pity created by the ironic tone created in this expression, and also genuine sense of sympathy conveyed for the soldier’s fate</li> <li>• “poor manikin” pity created by the use of diminutive term, and this is emphasised by addition of the word ‘poor’</li> <li>• “he took a little weeping to my eyes” reference to the traditional Gaelic expression creates genuine sense of pity for the soldier</li> </ul>

Question			Expected answer(s)	Max mark	Additional guidance
52.			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 by identifying elements of commonality as identified in the question, ie how the theme of destruction is explored.</p> <p>A further 2 marks can be achieved for reference to the text given.</p> <p>6 additional marks can be awarded for discussion of similar references to at least one other poem by MacLean.</p> <p><u>In practice this means:</u>  Identification of commonality (2) eg MacLean explores the destruction of community, relationships and individuals (1) challenging the readers to consider the negative impact of war, change in community, careless treatment of others in relationships (1)</p> <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 ironic description of the “soldier”/“warrior” highlights his ordinary nature and encourages the reader to reflect on the impact of war on us all (2)</p> <p>From at least one other poem:  as above for up to 6 marks</p>

Question			Expected answer(s)	Max mark	Additional guidance
					<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• <i>An Autumn Day</i> seemingly random death of six companions highlights the futility, chaos, destruction of war</li> <li>• <i>Hallaig</i> the destruction of Highland communities caused by the Clearances, and the sense of loss engendered by this</li> <li>• <i>Screapadal</i> destruction caused by the forced Clearances, and by the modern world's intrusive impact on traditional ways of life</li> <li>• <i>I Gave You Immortality</i> potentially destructive power of love and the pain it can cause</li> <li>• <i>Shores</i> the destructive force and power of the sea and time</li> </ul>
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>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>• “zenith” suggests that this moment is the pinnacle of the club's history</li> <li>• “majestic” suggests stately and magnificent, McGrandle is a grandiose figure</li> <li>• “golden (hair)” suggests something of great value</li> <li>• “sprinting the length” suggests an athletic prowess worthy of celebration</li> <li>• “balletic (toe-poke)” suggests great grace/poise/artfulness</li> <li>• “nearly bursting the roof of the net” hyperbolic statement emphasises the speaker's appreciation and effusiveness about this moment in the history of the club</li> </ul>

Question			Expected answer(s)	Max mark	Additional guidance
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>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>• “from here/it’s all down” the phrase ‘all down’ suggests that there is no respite/decline is inevitable and complete</li> <li>• “pitch-sharing, pay-cuts, pawned silver” the list of worsening downturns emphasises the progression of the decline</li> <li>• “absolute sitters ballooned over open goals”/“dismal nutmegs” suggests decline in quality of the players</li> <li>• “(scores so) obscene” suggests defeats were becoming more humiliating/unacceptable</li> <li>• “nothing inhibits the fifty-year slide” suggests inevitability of long term decline</li> <li>• “then nobody” climax emphasises total absence of support</li> <li>• “stud-harrowed pitches” suggests neglect/disrepair/lack of care</li> </ul>
55.			<p>For full marks both the community and the pilot need to be dealt with 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, 1+1+1+1)</p>	4	<p>Possible answers include:</p> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>• “stopped swings” suggests all vibrancy has gone from the community/lack of youth</li> <li>• “dead shanty-town” suggests desolation/temporary nature of things</li> <li>• “cul-de-sac” suggests total dead end/lack of direction/ aimless</li> </ul> <p><b>Pilot</b></p> <ul style="list-style-type: none"> <li>• “all that remains” suggests that every other physical part of the pilot is gone from existence and the stone is all that is left</li> <li>• “lone fighter-pilot” suggests isolation and vulnerability which contributes to the tragedy</li> <li>• “burn ... melt ... igniting” the combination of these words - all indicating heat and possible explosion - suggests danger/ death</li> <li>• “no one around to admire ...” suggests lonely nature of death</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 by identifying elements of commonality as identified in the question, ie how the poet explores the impact of loss.</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 by Paterson.</p> <p><u>In practice this means:</u>  Identification of commonality (2) eg. Loss can be profound and life changing (1) and is a fundamental part of human experience, eg love, innocence, community, identity (1)  From this 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 “black shell” describes the Skelly Dry Cleaners as a husk devoid of life which emphasises this once flourishing business has now failed, adding to the hopelessness of the community (2)</p> <p>From at least one other poem:  as above for up to 6 marks</p> <p>Possible comments include:</p> <ul style="list-style-type: none"> <li>• <i>The Ferryman’s Arms</i> inevitability of death causes speaker to lose sense of identity (“my losing opponent ... left him there”) leading to feelings of hopelessness/lack of control</li> <li>• <i>11:00 Baldovan</i> loss of innocence leads to uncertainty/insecurity about our place in the future (“I cannot know the little good it will do me”)</li> <li>• <i>Waking with Russell</i> the speaker has lost his old self through the birth of his son and has now gained a brighter, richer future</li> <li>• <i>The Thread</i> the difficult circumstances around the son’s birth led to a fear of loss and recognition that life is fragile</li> <li>• <i>Two Trees</i> separation of the trees represents a loss of security, however their continued growth/survival suggests the resilience of the human spirit</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
Knowledge and understanding	thorough knowledge and understanding of the text	secure knowledge and understanding of the text	clear knowledge and understanding of the text	adequate knowledge and understanding of the text	limited evidence of knowledge and understanding of the text	very little knowledge and understanding of the text
The critical essay demonstrates:	perceptive selection of textual evidence to support line of argument which is fluently structured and expressed	detailed textual evidence to support line of thought which is coherently structured and expressed	clear textual evidence to support line of thought which is clearly structured and expressed	adequate textual evidence to support line of thought, which is adequately structured and expressed	limited textual evidence to support line of thought which is structured and expressed in a limited way	very little textual evidence to support line of thought which shows very little structure or clarity of expression
	perceptive focus on the demands of the question	secure focus on the demands of the question	clear focus on the demands of the question	adequate focus on the demands of the question	limited focus on the demands of the question	very little focus on the demands of the question
Analysis	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
The critical essay demonstrates:						
Evaluation	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
The critical essay demonstrates						
Technical Accuracy	few errors in spelling, grammar, sentence construction, punctuation and paragraphing				significant number of errors in spelling, grammar, sentence construction, punctuation and paragraphing which impedes understanding	
The critical essay demonstrates:	the ability to be understood at first reading					

[END OF MARKING INSTRUCTIONS]