



National
Qualifications
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2018 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 ‘possible answers’ to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of the candidates answers.

Question			Expected answer(s)	Max mark	Additional guidance
1.			<p>Mandela's attitude to both life and death must be covered for full marks.</p> <p>Candidates must use their own words. No marks for straight lifts from the passage.</p> <p>(Marks awarded 1 + 1)</p>	2	<p>Possible answers include:</p> <p>Life:</p> <ul style="list-style-type: none"> • Mandela took a very practical/ pragmatic/unemotional approach to life ('utterly unsentimental man') • Mandela understood/accepted the finite nature of life ('Men come and men go') • Mandela thought of himself as just another ordinary man with a limited time on earth ('I have come and I will go') • Mandela believed in (trying to achieve) fairness and equality while alive ('justice in this lifetime') <p>Death:</p> <ul style="list-style-type: none"> • Mandela felt uneasy discussing (his) death ('uncomfortable talking about his own death') • Mandela didn't believe he had anything meaningful/optimistic to say about death ('inspirational words ... he had none to give') • Mandela didn't give much/any thought to the possibility of life after death ('never ... mention God or heaven or any kind of afterlife') • Mandela accepted the inevitability/finality of death ('Men come and men go')

Question			Expected answer(s)	Max mark	Additional guidance
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, 1 + 1 + 1 + 1)</p>	4	<p>Possible answers include:</p> <p>Suffering:</p> <ul style="list-style-type: none"> • ‘taken away’ suggests these losses had been imposed upon him • list of losses ‘freedom ... great-grandchildren’ emphasises the variety/scale of things Mandela lost • repetition of ‘His ...’ emphasises personal nature of his losses • minor sentence(s) ‘His freedom ... great-grandchildren’ focus(es) on impact/extent of loss • ‘permanent’ suggests that suffering was a fixed/utterly inevitable part of his life • ‘oppression’ suggests cruel injustice/prolonged ill-treatment • ‘sacrificed’ suggests surrendering something of great personal value • list of ‘crude jailers...leaders’ emphasises the variety/scale of indignities Mandela experienced • ‘crude (jailers)’ suggests their offensive/ignorant/vulgar nature • ‘tiny (cells)’ suggests the cramped, confined nature of his prison conditions (NB tiny suggests small = 0 marks) • ‘strip’ suggests total exposure/complete vulnerability • ‘be hosed down’ suggests a brutal/unsubtle/aggressive act <p>Strength:</p> <ul style="list-style-type: none"> • ‘dignity’ suggests (Mandela never lost) his poise/his inherent sense of his status as a human being

Question			Expected answer(s)	Max mark	Additional guidance
					<ul style="list-style-type: none"> • ‘sense of justice’ suggests (Mandela never lost) his values/his fundamental ideas of right and wrong • list (‘pride ... justice’) emphasises the variety/scale of important values that remained intact • ‘stood straight’ suggests Mandela’s unbending resistance/his refusal to be cowed or bowed by oppression • ‘refused to be intimidated’ suggests Mandela was impervious to bullying/coercion/tactics designed to produce fear in their victims
3.	(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>0 marks for 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"> • the regime was fundamentally harmful/unjust/wrong (‘pernicious political system’) • people were discriminated against/treated with contempt on the basis of the colour of their skin (‘racial oppression’/‘spat on him’/‘as if he could not read or write’) • his belief in equality/justice (‘sense of fairness’) • his realisation that others were so much worse off than he was (‘what about the millions ... advantages?’)

Question		Expected answer(s)	Max mark	Additional guidance
3.	(b)	<p>For full marks candidates must deal with both sentence structure and word choice, 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 include:</p> <p>Sentence structure:</p> <ul style="list-style-type: none"> list ('When people ... when shopkeepers ... when whites ...') emphasises scale/variety of mistreatment repetitive structure ('When people ... when shopkeepers ... when whites ...') emphasises accumulation of insulting behaviour towards him use of question/balance of sentence ('If he ... then what ...') draws attention to Mandela's awareness that his ill-treatment was just the tip of injustice on a monumental scale use of list ('son of a chief ... educated') to emphasise how even someone with his <i>many</i> attributes could be discriminated against/how much worse it must have been for others repetition of/parenthesis of 'that is not right' emphasises the unwavering/incontrovertible nature of his belief repetition/parallel structuring of 'everything' emphasises that this belief was central to all aspects of Mandela's life <p>Word choice:</p> <ul style="list-style-type: none"> 'pernicious' suggests that political regime was evil 'oppression' suggests his awareness of the lack of freedom and equality experienced by others 'irrevocably' suggests awareness of injustice was so strong that it resulted in a permanent change in his perspective 'deep in his bones' suggests sense of justice was a fundamental part of his outlook 'subhuman' suggests his awareness of the degrading treatment of black people in society 'millions' suggests Mandela's awareness of the vast scale of the injustice 'sacrificed' suggests giving up something of great importance for this belief

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4.			<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> <p>NB reference to 'hero' or 'achievement' alone 0 marks.</p>	4	<p>Possible answers include:</p> <ul style="list-style-type: none"> • 'fairy tale' suggests Mandela accomplished things on a grand scale/is a character of almost mythic accomplishment • 'superhuman (achievement)' suggests incredible scale (of his accomplishments) • 'archetypal (hero)' suggests a typically/unequivocally good/noble/courageous central character • comparison/reference ('like Gandhi ... Churchill') suggests Mandela's place alongside these other major figures • 'doggedly' suggests Mandela's tenacious/relentless pursuit of his beliefs • 'obstinately' suggests Mandela's stubborn refusal to be deflected • 'over-arching' suggests the all-embracing nature of this one idea • 'engine' suggests this belief drove Mandela forward/urged him to act • 'verdict' suggests Mandela's view was a considered judgement based on all the evidence • 'immorality' suggests Mandela saw injustice as a matter of right and wrong • balance of 'wrong' and 'right' in the penultimate sentence emphasises that Mandela saw this in quite simple and straightforward moral terms • 'fix it' deliberately simple/blunt language suggests Mandela's single-minded desire to find a solution • repetition/parallel structure of last two sentences ('He saw ... and tried') emphasises Mandela's determination to make a positive difference

Question			Expected answer(s)	Max mark	Additional guidance
5.			<p>For full marks candidates must deal with both imagery 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 include:</p> <p>Imagery:</p> <ul style="list-style-type: none"> • ‘teachers’ suggests idea of prison as an educative process • ‘crucible’ suggests a testing environment in which his character was formed • ‘temper’ suggests moderating influence of prison • ‘moulded’ suggests prison shaped Mandela in a particular way • ‘pruned (away)’ suggests Mandela had to cut back the excessive parts of his personality to become a more controlled person <p>Sentence structure:</p> <ul style="list-style-type: none"> • Question ‘How did ... statesman?’ draws reader’s attention to Mandela’s transformation • balance/contrast/parallel phrases in ‘passionate revolutionary ... measured statesman?’ emphasises the totality of the transformation in prison • repetition of ‘control’ stresses how significant a part of Mandela’s life/character self-discipline became in prison • use of parenthesis ‘that you had to control’ emphasises how imperative it was that Mandela acquired self-discipline in prison • list ‘outbursts ... discipline’ emphasises the variety/scale of character flaws that Mandela had to modify in prison • use of colon introduces the explanation of how prison ‘moulded’ him/introduces the list of ways in which Mandela had to moderate his behaviour/modify his character • repetition of ‘every/everything’ suggests the all-encompassing nature of the experience

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6.			<p>1 mark for comment (x3).</p> <p>0 marks for reference alone.</p> <p>(Marks may be awarded 1+1+1)</p>	3	<p>Possible answers include:</p> <ul style="list-style-type: none"> • resilience ('prison steeled him') • compassion towards others/ non-judgemental/awareness of others' weakness ('more empathetic'/'never blamed'/'deep sympathy for human frailty'/'developed a radar') • thoughtful/restrained ('measured') • calm/content ('serene') • compromise/reconciliation ('have to ... oppressors'/'he would have to forgive them') • responsible/rounded ('came out mature')
7.			<p>Candidates must use their own words. No marks are awarded 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>0 marks for 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"> • he accepted that he had to set an example ('a template') • he realised that the system of fair and elected government was paramount/that his remaining in power was potentially damaging to democracy ('President for life...he could not') • his actions were valuable for posterity, beyond his own lifetime ('legacy')

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 shared qualities are shown in the grid.</p>	5	<p>The following guidelines should be used:</p> <p>Five marks – identification of three key shared qualities with detailed/insightful use of supporting evidence</p> <p>Four marks – identification of three key shared qualities with appropriate use of supporting evidence</p> <p>Three marks – identification of three key shared qualities</p> <p>Two marks – identification of two key shared qualities</p> <p>One mark – identification of one key shared quality</p> <p>Zero marks – failure to identify any key shared qualities and/or misunderstanding of the task</p> <p>NB: A candidate who identifies only two key shared qualities may be awarded up to a maximum of four marks, as follows</p> <ul style="list-style-type: none"> two marks for identification of two key shared qualities plus: <p>either</p> <ul style="list-style-type: none"> a further mark for appropriate use of supporting evidence to a total of three marks <p>or</p> <ul style="list-style-type: none"> a further two marks for detailed/insightful use of supporting evidence to a total of four marks <p>A candidate who identifies only one key shared quality may be awarded up to a maximum of two marks, as follows</p> <ul style="list-style-type: none"> one mark for identification of one key shared quality plus a further mark for supporting evidence

Shared Quality		Passage 1	Passage 2
1	principled, integrity	belief in fairness, freedom, equality, justice	never involved in scandal, acted in an honourable way
2	self-respect	pride and dignity no matter how great the provocation; prison taught him the need for self-discipline	responded to criticisms with dignity
3	inspirational, charismatic	status as archetypal hero/he was a larger than life figure	captured the attention of people around the world/mesmeric public speaker/role model for many
4	resilience, determination	complete dedication to the pursuit of a fairer South Africa despite high personal cost	always remained optimistic when others doubted, tried everything to effect change
5	driving force	ability to transform society/turn his beliefs into reality	energetic approach to social reforms
6	idealistic, aspirational	enduring faith in the possibility of a better society	believed he could make a difference through his policies

[END OF MARKING INSTRUCTIONS]