



National
Qualifications
2022

2022 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

Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a 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.
- (c) We use the term 'possible answers' to allow for any variation in candidate responses. Award marks according to the accuracy and relevance of the candidate's response.

Passage 1

| Question | | | Expected response(s) | Max mark | Additional guidance |
|----------|--|--|--|----------|---|
| 1. | | | <p>Candidates must 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"> • only people who had anticipated it can grasp the huge anti-climax ('You really had...underwhelming') • extremely unimpressed/disappointed ('astronomically underwhelming') • felt it looked ridiculous/comical ('big wellies in the dust') • felt Armstrong looked mundane/the opposite of heroic ('like an old person getting off a bus') • frustrated by the technical failure ('the announcer...Armstrong had said.') • deflated that it was not the real Armstrong's voice that the audience experienced ('what we actually heard') |

| Question | | | Expected response(s) | Max mark | Additional guidance |
|----------|--|--|--|----------|---|
| 2. | | | <p>2 marks may be awarded for detailed/insightful comment plus quotation/reference.</p> <p>1 mark may be awarded 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"> • ‘We’d waited...for hours’ blunt opening sentence suggests the impatience felt by the audience (due to the long delay) • ‘this giant leap’ ironic repetition of Armstrong’s words undermines the sense that it was a significant event • ‘for hours’/‘all the years’ suggests the seemingly endless wait/build up • ‘Nothing’ positioning of word at start of sentence draws attention to absolute lack of excitement • ‘relentlessly’ suggests the never-ending tedium • ‘anaesthetic’/‘slumber’ suggests it was so boring that it literally put the audience to sleep • ‘greatest (anti-climax)’ superlative suggests that this much-anticipated event is the most disappointing (of the previous 100 years) • ‘anti-climax’ suggests disappointment after the build-up to such a momentous event • ‘nothing like as exciting’ comparison to cinematic representations of space travel suggests just how dull the reality of the moon landing was • ‘Space...billion’ short, emphatic sentence conveys how definitely the moon landing did not fulfil expectations • ‘billion’ suggests the hype surrounding the moon landing was unfulfilled |

| Question | | | Expected response(s) | Max mark | Additional guidance |
|----------|--|--|--|----------|--|
| 3. | | | Marks awarded 1 + 1 | 2 | <p>Possible answers include:</p> <ul style="list-style-type: none"> growing popularity of science fiction ('hitting its golden age') financial gain ('exploited by people who wanted to sell things') international status/rivalry ('No country wanted to be left out of the space race') global corporate/governmental advancement ('international brand promotion') |
| 4. | | | <p>Candidates must 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+1 or 1+1+1)</p> | 3 | <p>Possible answers include:</p> <ul style="list-style-type: none"> it compromised our sense of wonder/awe of space/space travel ('any dignity space might have had left was lost') suggests selection of material wasn't well considered ('impossible to know how much serious thought') it was ridiculous ('absurd') it showed how self-important humanity is ('arrogant') indicated a naïve/simplistic view of what happens in space/other potential lifeforms ('send a message to passing extra-terrestrials') it was a random/limited selection of items ('all sorts of bits and pieces') it trivialised/narrowed/presented an idealised picture of human experience ('representing us as a kind of space-age Barbie and Ken'/'fragments of Mozart and The Beatles') |

| Question | | | Expected response(s) | Max mark | Additional guidance |
|----------|--|--|--|----------|--|
| 5. | | | <p>2 marks may be awarded for detailed/insightful comment plus quotation/reference.</p> <p>1 mark may be awarded 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"> • ‘ego-ridden’/‘vanity’ suggests narcissism/full of our own importance • ‘when the race was won’ comparison to a race suggests that the motivation was just to beat the opponent • ‘nobody went back’ dismissive tone suggests fickleness in our attitude to the moon • ‘nothing...on it’ dismissive tone suggests the narrow and selfish view of humanity for the moon as a thing they can exploit • ‘in a very human way’ sweeping generalisation suggests innate carelessness • ‘junk’ suggests the detritus we are happy to leave in space • ‘It wasn’t...it was’ contrast between aspirational qualities and undesirable reality of the space race • ‘wasn’t...intrepid’ list suggests the many/varied positive qualities lacking in humanity’s motivation for space exploration • ‘ugly...laughable’ list suggests the many/varied unpleasant qualities indicated in humanity’s motivation for space travel • ‘ugly’ suggests humanity’s ignoble intentions • ‘laughable’ suggests it was a preposterous endeavour • ‘(wasn’t about) explorers like Columbus...Cook’ comparison to/list of previous explorers suggests the (many/varied) endeavours that space exploration did not match |

| Question | | | Expected response(s) | Max mark | Additional guidance |
|----------|--|--|--|----------|--|
| | | | | | <ul style="list-style-type: none"> • ‘It was pointless and wasteful’ short, emphatic sentence conveys the definite nature of the writer’s negative judgement • ‘pointless’ suggests that all of the time and effort had no purpose • ‘wasteful’ suggests squandering of resources |
| 6. | | | <p>For full marks candidates must deal with word choice and sentence structure, but not necessarily in equal measure.</p> <p>2 marks may be awarded for detailed/insightful comment plus quotation/reference.</p> <p>1 mark may be awarded 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>Word choice:</p> <ul style="list-style-type: none"> • ‘(cosmic) junk’ suggests that the remnants of the space race still in space are rubbish • ‘floating (around the universe)’ suggests the lack of purpose of items left in space • ‘school project experiments’ suggests the trivial/rudimentary nature of the scientific discoveries made • ‘an embarrassment’ suggests we should be ashamed of how little we have achieved • ‘wasteful (carbon technology)’ suggests reckless extravagance/squandering of finite resources • ‘exploding’ suggests that space travel involved destructive use of energy which has now been rejected • ‘ever-greater’ suggests the increasing impact of the use of more coal, oil etc • ‘dream’ suggests the illusory nature of our expectations • ‘gadgets’ suggests gimmicky rather than real achievements • ‘tap-water filters’/‘pens that write upside down’ suggests triviality/the lack of usefulness of science developed for space exploration |

| Question | | | Expected response(s) | Max mark | Additional guidance |
|----------|--|--|----------------------|----------|--|
| | | | | | <ul style="list-style-type: none"> • ‘large lumps of metal’ suggests how unsophisticated/clumsy space ships seem • ‘foil-wrapped people’ suggests how ridiculous is the image of astronauts in their spacesuits • ‘obsolete’ suggests how completely out of date the idea of space travel is • comparison with ‘steam trains’ suggest how primitive the science of space travel seems now <p>NB: The list ‘chipped, filthy and overgrown’ is an inappropriate selection, as it is not critical of space exploration itself. It is very unlikely that answers on this list will be awarded marks.</p> <p>Sentence structure:</p> <ul style="list-style-type: none"> • ‘So...with?’ question invites reader to consider how little space exploration has benefitted society • list ‘Space stations...experiments’ suggests the many/varied trivial elements of the space race’s legacy • parallel structure ‘space race isn’t...It’s an embarrassment’ suggests contrast between the expectation of what space could mean and what it has actually achieved • ‘noise and power and fury’ list emphasises the many/varied dynamic aspects of space travel which now seem pointless • dash after ‘computing —’ creates a dramatic pause which emphasises that the actual technological progress is not linked to space travel itself |

| Question | | | Expected response(s) | Max mark | Additional guidance |
|----------|--|--|--|----------|---|
| 7. | | | <p>Candidates must 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+1 or 1+1+1)</p> | 3 | <p>Possible answers include:</p> <ul style="list-style-type: none"> • it was unique/iconic ('The one') • its impact was enduring ('lasting') • it was deeply attractive ('aesthetically beautiful') • it was awe-inspiring ('astonishing') • it made people who see it feel emotional ('moving') • it showed how fragile our planet is ('vulnerable') • it created a sense of shared humanity ('our great group photo') • it was the catalyst for climate awareness ('did more than anything...environmental movement') |

| Question | | | Expected response(s) | Max mark | Additional guidance |
|----------|--|--|---|----------|--|
| 8. | | | <p>2 marks may be awarded for detailed/insightful comment plus quotation/reference.</p> <p>1 mark may be awarded 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:</p> <ul style="list-style-type: none"> • ‘We needed...world’ suggests urgency of the impulse to understand the world as a whole • ‘see what was important’ suggests the significance of understanding what really matters • ‘fight for the future’ suggests the energy needed in the struggle to save the world • ‘final frontier’ image suggests this is the greatest challenge facing humanity • ‘The excitement...Earth.’ short, dramatic sentence emphasises that the real thrill is on our own world • ‘excitement’ suggests the thrilling nature of the challenge ahead • ‘heroes’ suggests that today’s younger generation are inspired by/admire environmental campaigners • ‘Ultimately, the planet...is our own.’ powerful concluding sentence urges people to take action • repetition of ‘we’/general use of inclusive language suggests our shared responsibility for the future of the earth • ‘repetition of ‘we needed/we need’ emphasises how important it is that we must re-connect with our own world |

Both passages

| Question | | | Expected response(s) | Max mark | Additional guidance |
|----------|--|--|--|----------|---|
| 9. | | | <p>Candidates should identify three key areas of disagreement in the writers' attitudes towards space exploration.</p> <p>Approach to marking shown in the Additional Guidance column.</p> <p>Key areas of disagreement shown in grid below.</p> | 5 | <p>The following guidelines should be used:</p> <p>Award 5 marks for identification of three key areas of disagreement with detailed/insightful use of supporting evidence.</p> <p>Award 4 marks for identification of key areas of disagreement with appropriate use of supporting evidence.</p> <p>Award 3 marks for identification of three key areas of disagreement.</p> <p>Award 2 marks for identification of two key areas of disagreement.</p> <p>Award 1 mark for identification of just one key area of disagreement.</p> <p>Award 0 marks for failure to identify any key area of disagreement and/or misunderstanding of task.</p> |

| Question | | | Expected response(s) | Max mark | Additional guidance |
|----------|--|--|----------------------|----------|--|
| | | | | | <p>NB A candidate who identifies only two key areas of disagreement may be awarded a maximum of four marks, as follows:</p> <ul style="list-style-type: none"> • two marks for identification of two areas of agreement • 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 area of disagreement may be awarded a maximum of two marks as follows:</p> <ul style="list-style-type: none"> • one mark for identification of one key area of disagreement • a further mark for use of supporting evidence to a total of two marks |

| Area of Disagreement | | Passage 1 | Passage 2 |
|----------------------|-----------------------------------|---|--|
| 1 | Damaging or Productive? | Damaging: space exploration is destructive; for example, the launching of rockets was bad for the environment ('The rockets, the magnificent noise and power and fury...now looks like wasteful carbon technology.') | Productive: space exploration will help us expand our knowledge and satisfy our desire for adventure. ('Curiosity and exploration are vital to the human spirit...') |
| 2 | Achievements so far | Insignificant: all we have to show for our efforts in space is inconsequential inventions such as pens that do tricks ('All that new science that was promised turned out to be ...pens that write upside down') | Important: Humanity's endeavours in space have increased our knowledge significantly ('has inspired us and has provided benefits to our society') |
| 3 | Future Priorities | Earth's problems, such as environmental concerns, need to be addressed ('the planet we need to get to is our own') | Exploring space will help us understand important aspects of life ('By visiting these near-earth objects we can look for answers to some of humankind's most compelling questions') |
| 4 | Respect for Space | Disrespectful: once the space race had been won, we deserted the Moon because it had nothing to offer us ('there was nothing they wanted or needed on it') | Respect: Mars has encouraged the spirit of adventure ('Mars has always been a source of inspiration for explorers and scientists.') |
| 5 | Motivation/Reflection on humanity | Human aspirations in space are driven by the desire to make money and/or serve our ego ('international brand promotion and market share on Earth'/'Space exploration came to represent the ego-ridden vanity of government and power.') | Space exploration is motivated by a genuine desire to gain knowledge with which we can improve our human society ('long-lasting benefits and applications in areas of vital human importance'/'We humans are driven to explore the unknown, discover new worlds, push the boundaries') |
| 6 | International Relations | Space exploration led to competition and rivalry between superpowers ('No country wanted to be left out of the space race between the superpowers') | Space exploration will lead to international collaboration on significant projects ('The challenge of travelling to Mars...will encourage nations around the world to work together') |

[END OF MARKING INSTRUCTIONS]