



National
Qualifications
2023

2023 English

**Reading for Understanding, Analysis and
Evaluation**

National 5

Finalised Marking Instructions

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General marking principles for National 5 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) Candidates should gain credit for their understanding of the ideas of the passage, and their analysis and evaluation of the writer's use of language.
- (e) Unless quoting from the passage, the candidates should use their own words as far as possible.

The following notes are offered to support markers in making judgements on candidates' evidence.

Marking instructions for each question

Question			Expected response(s)	Max mark	Additional guidance
1.			<p>Any two points.</p> <p>NB: No need to gloss the word 'dog'</p>	2	<p>Possible answers</p> <ul style="list-style-type: none"> • 'Bluey is the best show (on television)' glossed by eg it is the greatest (TV) programme (1) NB: do not accept 'one of the best' • 'but nothing about it would suggest that this is the case' glossed by eg its greatness/success is a surprise (1) • 'It's a simple (animation)' glossed by eg it is an uncomplicated/basic (cartoon) (1) • 'designed for pre-schoolers' glossed by eg intended for toddlers/has a young target audience (1) • 'adventures of a family' glossed by eg it's about what they experience together/it's about relationships (1) • 'Imagine <i>The Simpsons</i> if everybody liked each other' glossed by eg the characters all get along/there is a feelgood factor (1) • 'Imagine...<i>Peppa Pig</i> if the father was a functional member of society' glossed by eg the characters behave well/cope better with life (1) • 'Imagine <i>The Simpsons</i>...<i>Peppa Pig</i>' glossed by eg <i>Bluey</i> is on the same level as/is better than famous/successful/long-running shows (1)

Question			Expected response(s)	Max mark	Additional guidance
2.			Reference (1) Comment (1) x2	4	<p>Possible answers</p> <ul style="list-style-type: none"> • ‘every level’/reference to inversion (1) suggests/emphasises eg he is impressed with all aspects of the programme (1) • ‘unbeatable’ (1) suggests eg he thinks the programme is the best/unsurpassable (1) NB: do not accept ‘one of the best’ • ‘use of dash (1) introduces the qualities he respects (1) • ‘charm...appeal’/reference to use of list (1) emphasises the number/range of the programme’s qualities he respects (1) • ‘charm’ (1) suggests eg the programme is likeable/engaging (1) • ‘perceptiveness’ (1) suggests eg the programme is insightful/sharp (1) • ‘ambition’ (1) suggests eg he likes the programme’s aims/aspirations (1) • ‘execution’ (1) suggests eg he likes the way the programme is implemented/the way it is made (1) • ‘cross-generational (appeal)’ (1) suggests eg the programme is liked by people of different ages (1) • ‘In six years of parenting’/reference to inversion (1) suggests/emphasises eg it stands out across a period of time (1) • ‘remains’ (1) suggests eg enduring nature/its effect lasts (1) • ‘only programme (1) suggests eg unique quality (1) • ‘all four members’/‘exact same time’ (1) suggests eg everyone likes it (1) • ‘laugh to the point of breathlessness’ (1) suggests eg extremely funny (1) NB: whole quotation needed

Question			Expected response(s)	Max mark	Additional guidance
3.			Any pair OR two correct selections covering different directions.	2	<p>Possible answers</p> <ul style="list-style-type: none"> • ‘Such a range’ / ‘range of qualities’ links back (1) to ‘charm ...cross-generational appeal’ OR paraphrase of/reference to the number/variety/list of positives (plural) (1) • ‘rapid growth’ links forward (1) to ‘quickly became’ OR ‘immediately became’ OR ‘racked up’ (1) • ‘(growth in) popularity’ links forward (1) to ‘most downloaded show’ OR ‘half a billion views’ OR ‘most-watched show of the day’ OR ‘even won an Emmy’ OR ‘so successful’ OR ‘Hollywood...for roles’ OR ‘People cannot stop watching <i>Bluey</i>’ OR paraphrase of any of the above (1) • ‘such a range’ / ‘qualities’ links back (1) ‘rapid growth’ / ‘popularity’ links forward (1)

Question			Expected response(s)	Max mark	Additional guidance
4.			Any five points.	5	<p>Possible answers</p> <ul style="list-style-type: none"> • ‘animating pre-school shows...starting point’ glossed by eg he had experience working on children’s programmes (1) • ‘credits many shows (as giving him these initial ideas)’ glossed by eg he took inspiration from various/other programmes (1) • ‘the main two are British’ glossed by eg two UK TV programmes affected him most (1) • “‘I really love <i>Peppa Pig</i>,”” glossed by eg <i>Peppa Pig</i> made a huge impression on him/influenced him (1) • “‘I loved how quintessentially English it was”” glossed by eg he really liked the typically English characteristics of <i>Peppa Pig</i> (1) • “‘I felt like I’d love to do a universal kids’ show that had an Australian feel”” glossed by eg he wanted to create a children’s programme that appealed to everyone/was international but had an Australian quality (1) • “‘<i>Gavin & Stacey</i>...I loved that show”” / “‘My wife loved that show”” / “‘My parents loved that show”” glossed by eg he/his family took a lot from <i>Gavin & Stacey</i> (1) • “‘It was genuine co-viewing”” / “let’s get four-year-olds and 40-year-olds watching together”” glossed by eg he wanted to create a programme for all ages (1) NB: idea of cross-generational must be glossed • “‘two generations weren’t laughing at each other’s exclusion, but were starting to understand how each generation sees the other”” glossed by eg he wanted different age groups to appreciate each other’s point of view (1) NB: idea of cross-generational must be glossed

Question			Expected response(s)	Max mark	Additional guidance
5.			Any two points.	2	Possible answers <ul style="list-style-type: none"> • ‘it is so deftly done’ glossed by eg the skilful creation of the programme (brings generations together) (1) • ‘The kids get a kick out of the children calling the shots’ glossed by eg young people enjoy seeing themselves in charge (1) • ‘the adults can relate to how hard it is to get anything done around the house when a four-year-old is determined to play’ glossed by eg grown-ups connect with the challenge of doing jobs in the home when young children are around (1) • “‘I’m not a big fan of that thing where you tell jokes for the parents that the kids just won’t get’” glossed by eg the humour is understood by all/inclusive humour (1) • “‘I try to...find the spot where you’re laughing at each other’” glossed by eg he aims to have viewers find one another funny/amusing (1)

Question			Expected response(s)	Max mark	Additional guidance
6.			Reference (1) Comment (1) x2	4	<p>Possible answers</p> <ul style="list-style-type: none"> • ‘secret weapon’ (1) suggests eg Bandit is the hidden success of the show (1) • ‘the best screen dad of all time’ (1) suggests eg Bandit is the greatest father on TV (1) • ‘Unlike...Daddy Pig’ /ref to Daddy Pig as ‘stereotypically blundering’ or ‘bumbling’ or ‘fool’/ref to parenthesis/reference to alliteration (1) suggests/emphasises eg Bandit compares favourably with characters from other shows (with similar roles) (1) • ‘playful’ (1) suggests eg Bandit is good-natured/fun-loving (1) • ‘engaged’ (1) suggests eg Bandit is involved/ interested (1) • ‘patient’ (1) suggests eg Bandit is tolerant/uncomplaining (1) • ‘and...and’/reference to repetition of ‘and’/reference to list (1) emphasises the accumulation of/number of positive characteristics (1) • ‘no matter how tired/crotchety he gets’ (1) suggests eg Bandit is all these things/positive even when sleepy/grumpy (1) • ‘on an extremely, extremely good day I would say I get close to Bandit’/repetition of ‘extremely’ (1) suggests/emphasises eg Bandit is an exceptional father/parent (1)

Question			Expected response(s)	Max mark	Additional guidance
7.			<p>Any four points.</p> <p>NB: No need to gloss ‘parents’</p>	4	<p>Possible answers</p> <ul style="list-style-type: none"> • “‘it might teach (adults) about how effective play is in a kid’s life’” glossed by eg it shows (grown-ups) the importance of fun/how fun helps interaction (1) • NB: ‘play’ must be glossed • ‘portraying parents in their best light’ glossed by eg it helps you see the good things about your parents (1) • ‘it can leave them heartbroken’/‘that has reduced many a parent to tears’ glossed by eg viewers can feel upset/despairing (1) • ‘(some episodes) hitting grown-ups hard’ glossed by eg it has a powerful impact (1) • ‘They bond’ glossed by eg teaches viewers about friendship (1) • ‘profound speech on the nature of loss’ glossed by eg it explores deep emotions/gives life lessons/addresses big issues (1) • ‘It’s a memorable...piece of television’ glossed by eg viewers remember it/it stays with you (1) • ‘It’s a...ambitious piece of television’ glossed by eg viewers realise/appreciate its aims are clearly very impressive (1)

Question			Expected response(s)	Max mark	Additional guidance
8.			Any five points.	5	<p>Possible answers</p> <ul style="list-style-type: none"> • ‘(each new season sounds like) an absolute production marathon’ / ‘each episode takes five months to create’ glossed by eg it takes a long time to make (1) • ‘52 episodes per season’ glossed by eg there are many parts/instalments to make (1) • ‘Brumm’s day is split into tiny chunks’ glossed by eg he has to divide his time (1) • ‘(he has to) oversee a number of episodes’ glossed by eg he has to supervise many programmes (1) • ‘(he has to oversee) a number of episodes in any of their 14 stages of production’ glossed by eg there are many processes involved in the creation of a programme (1) • ‘oversee...while simultaneously’ glossed by eg he has to do different tasks at once (1) • ‘while...writing the bulk of the episodes’ glossed by eg he scripts the majority of programmes himself (1) • ‘Generating new stories is becoming an uphill struggle’ glossed by eg it’s difficult to come up with original material (1) • ‘Brumm has two daughters, who were the age of Bluey and Bingo when the show was conceived...But they are older now’ / ‘their day-to-day lives are getting further and further from Bluey’s’ / ‘because four and six-year-olds are so different from eight and ten-year-olds,’ glossed by eg he based his characters on his children but his children are growing up/are unlike the characters (1) • ‘It’s harder for me to see through their eyes’ glossed by eg it is more difficult to view things from his children’s perspective (1) • ‘I feel like every time I start to understand a new phase, my kid’s already left it and is starting a new stage’ glossed by eg he struggles to keep up with how (his) children are changing (1)

Question			Expected response(s)	Max mark	Additional guidance
9.			<p>NB do not reward a response which simply says ‘it sums up the main ideas of the passage etc’ unless the candidate goes on to explain what the main idea is.</p> <p>Selection (1) Comment (1)</p>	2	<p>Possible answers</p> <ul style="list-style-type: none"> • ‘Is this his way of saying that he wants another kid?’ (1) repeats earlier mention of Brumm’s children (1) • ‘Is this his way of saying that he wants another kid?’ reference to question/change in tone (1) drawing discussion to a close/signals end of interview (1) • ““No.”” / reference to short or minor sentence/ ““Zero chance!”” /reference to exclamation (1) emphatic answer to question emphasises his strong feelings of not wanting to have any more children (1) • ““Zero chance!”” (1) repeats earlier use of humour OR ends passage on a humorous/light-hearted/positive note (1) • reference to question and answer (1) repeats earlier structure of interview pattern (1) • ‘army (of mums and dads)’ (1) repeats earlier idea of lots of people watching the show (1) • ‘scour’ (1) repeats earlier idea of the importance of the programme to parents/their desperate need for help or advice (1) • ‘parenting tips’ (1) repeats earlier idea of teaching adults about play/how to raise children (1) • ‘sorting our kids out’ (1) repeats earlier idea of <i>Bluey</i> giving parental advice/life lessons (1)

[END OF MARKING INSTRUCTIONS]