National Qualifications RESOURCE

X824/75/01

Marking Instructions

English
Reading for Understanding,
Analysis and Evaluation

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 should agree within your centre how to mark it consistently.

(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.	Any **two** points.	2	**Possible answers** • 'For me the answer was easy' glossed by eg she knows her own mind **(1)** • 'Poor with friends' glossed by eg she would prefer to have company/be liked than have money **(1)** • 'in the long run' glossed by eg she weighs things up/considers consequences **(1)** • 'loneliness would be worse than poverty' glossed by eg she thinks that being isolated is more damaging/painful than having no money **(1)** Accept also generic inference about positive/open relationship with stepson **(1)**

Question			Expected response(s)	Max mark	Additional guidance
2.			Any **four** points.	**4**	**Possible answers**
					• 'My stepson disagreed' glossed by eg he has his own opinions **(1)**
					• 'Defo' glossed by eg he is sure about his own opinions/he uses slang **(1)**
					• 'Defo rich with no friends' glossed by eg he would rather have money than company **(1)**
					• 'I'd just stay in my mansion' glossed by eg he would like to have a big, fancy house **(1)**
					• '…hang out with people online' glossed by eg he would be content with physical isolation as long as he had digital interactions/he likes being on his computer **(1)**
					• 'He's a popular kid' glossed by eg people like him **(1)**
					• 'part of a close-knit group of boys' glossed by eg he has a set of special mates **(1)**
					• 'who've been friends since starting school' glossed by eg (he has a) long-standing bond with pals **(1)**
					• 'whether they'd like to watch a movie together or spend two hours playing Fortnite…choosing the latter' glossed by eg he prefers gaming to films **(1)**
					• 'whether they'd like to watch a movie together or…interfacing remotely on headsets…choosing the latter'/'socialising online is the same as — at times even preferable to — socialising in person' glossed by eg he would rather have/he would be keen to have virtual interaction over face-to-face communication **(1)**
					• 'digital natives' glossed by eg he has always been exposed to/grown up with (online) technology/he is comfortable with technology **(1)**

Question			Expected response(s)	Max mark	Additional guidance
					• 'his first smartphone and it was as if we'd handed him the keys to an idealised parallel universe' glossed by eg he thought the phone was the best thing ever/felt the phone had opened up a new world **(1)** • 'we gave him a comfort' glossed by eg he was gifted companionship **(1)** • 'the feeling of being with friends all the time'/'The absence of loneliness' glossed by eg he is always in company/he is never isolated **(1)**
3.			Reference **(1)** Comment **(1)** x2	4	**Possible answers** • '(He was) on the road a lot' **(1)** suggests eg she respected his stoicism/resilience **(1)** • 'small windowless study'/'dominated by a large wooden desk' **(1)** suggests eg he put up with cramped/dark conditions **(1)** • '(There wasn't) much on it'/'little more than a phone and a stack of papers' **(1)** suggests eg he only had basic equipment **(1)** • The use of the dash/list **(1)** emphasises the limited amount of equipment on his desk **(1)** • 'And yet every day'/'Dad spent hours there' **(1)** suggests eg he made a consistent effort/he worked most of the time **(1)** • 'chatting affably' **(1)** suggests eg he had a friendly way of conversing **(1)** • reference to colon/list **(1)** emphasises eg her father did a range of simple things **(1)** • '(I find so) amazing' **(1)** suggests eg she thinks he was great/incredible **(1)**

Question			Expected response(s)	Max mark	Additional guidance
					• '– like most professionals of his generation and generations before him –'/reference to parenthesis **(1)** suggests he had the same hard-working qualities as others of his age **(1)**
					• 'This is what I find so amazing.'/reference to short sentence **(1)** emphasises eg how impressed she was by her father **(1)**
					• 'was able to earn a salary'/'support our family' **(1)** suggests eg he was successful (as a provider) **(1)**
					• 'How did he sit there all day'/reference to use of question **(1)** suggests eg she respects his endurance **(1)**
					• 'without the internet to keep him company'/reference to use of question **(1)** suggests eg she appreciates his ability to operate in isolation **(1)**

Question			Expected response(s)	Max mark	Additional guidance
4.			Reference **(1)** Comment **(1)** x2	**4**	**Possible answers** • 'handicap' **(1)** suggests eg difficulty/drawback **(1)** • reference to use of dash **(1)** introduces eg the idea of unwelcome consequences of her childhood **(1)** • 'hopeless' **(1)** suggests eg her childhood created in her an ineptitude with technology **(1)** • 'idle (summer days)'/'spying faces in the clouds' **(1)** suggests eg nothing to do/boring/she lazed around **(1)** • 'drifting' **(1)** suggests aimless **(1)** • 'awash in' **(1)** suggests eg being flooded/overpowered **(1)** • '(awash in) cultural trash'/'bad sitcom' **(1)** suggests eg entertainment was of poor quality **(1)** • 'way more weekly screen time' **(1)** suggests eg excessive TV viewing **(1)** • 'zoning out' **(1)** suggests eg mindless activity **(1)** • 'bad sitcom reruns' **(1)** suggests eg poor TV programmes were repeated **(1)** • 'mind-numbing hours' **(1)** suggests eg time seemed to drag/activities did not stimulate **(1)** • 'Pac-Man'/'Commodore 64'/reference to use of specific example **(1)** suggests eg basic/unsophisticated/ primitive technology (1) • 'brilliance'/'architectural' complexities'/'superior way' **(1)** suggests eg modern entertainment is much better than what she had **(1)**

Question			Expected response(s)	Max mark	Additional guidance
5.			Any **four** points.	**4**	**Possible answers** • 'marked my generation out'/'something special in my generation'/'uniqueness' glossed by eg they are remarkable/one-of-a-kind **(1)** • 'shared non-digital past' glossed by eg they grew up with analogue/old-fashioned technology **(1)** • 'grew up entirely without the internet' glossed by eg they had no online activity at all **(1)** • 'her eyes brightened. "Ah ha!" she said.' glossed by eg there is now an interest in people of her age **(1)** • 'Last of the Innocents'/'the last generation of humans… popularisation of digital culture' glossed by eg a final age with no knowledge/experience of the internet in childhood **(1)** • 'It's not that we are smarter or more talented' glossed by eg they were no more intelligent/skilled than the generations that came after them **(1)** • 'dying breed' glossed by eg they are on their way out/a thing of the past **(1)** • 'have experienced empty yawning hours and days'/'doing nothing much at all' glossed by eg time seemed long/they know what it's like to have passed long periods of time without achieving anything/they know what it's like to feel boredom **(1)**

Question			Expected response(s)	Max mark	Additional guidance
6.			Reference **(1)** Comment **(1)**	2	**Possible answers** • 'Go for a long walk without your phone'/reference to command **(1)** emphasises the fact that writer is giving instruction **(1)** • 'Spend an afternoon writing in a diary'/reference to imperative or command **(1)** emphasises the fact that writer is giving instruction **(1)** • 'Read 150 pages of a book.'/reference to imperative or command **(1)** emphasises the fact that writer is giving instruction **(1)** • Reference to parallel structure/rule of three/short sentences/list of sentences **(1)** emphasises number of instructions given **(1)**

	Question		Expected response(s)	Max mark	Additional guidance
7.			Any **six** points.	**6**	**Possible answers** • 'even those we consider beneficial' glossed by eg we think technology can be positive **(1)** • 'hijack our brains' glossed by eg (technology can) take over our minds **(1)** • 'disrupt our thinking' glossed by eg (technology can) upset our reasoning **(1)** • 'what we risk losing (to the internet)' glossed by eg we are in danger of not having possession of important things **(1)** • 'losing...the richness of our imaginations' glossed by eg restricting our powers of invention **(1)** • 'losing...depth of our intellect' glossed by eg (technology) damages our ability to think clearly **(1)** • 'swayed by...bot armies' glossed by technology/the internet can influence our opinions/beliefs **(1)** • 'virtual connection limits our ability to communicate meaningfully' glossed by eg (technology) stops us from socialising/talking to others **(1)** • 'virtual connection limits our ability to...and to empathise' glossed by eg (technology) stops us from understanding others' feelings **(1)** • 'bombarded with online connectivity' glossed by eg demands of digital technology can be overwhelming **(1)** • 'it's increasingly difficult to devote your attention to the people you are actually with' glossed by eg (technology can) distract you from your immediate company **(1)**

Question			Expected response(s)	Max mark	Additional guidance
8.			Any **two** points.	**2**	**Possible answers** • 'risk losing touch with the experience of what it is to be truly alone with their thoughts' glossed by eg they won't know the benefits of solitude **(1)** • 'empty…hours…they'll miss' glossed by eg they will be deprived of pure relaxation time **(1)** • 'restless…hours…they'll miss' glossed by eg they will not have to think of things to do **(1)** • 'vaguely melancholic hours' glossed by eg they won't experience sadness/full range of feelings and emotions **(1)** • 'spent staring at clouds…they'll miss' glossed by eg they won't have opportunities to daydream **(1)** • 'lounging in trees, they'll miss' glossed by eg they will be denied the benefits of being close to nature/in the natural world **(1)**

Question			Expected response(s)	Max mark	Additional guidance
9.			Selection **(1)** Comment **(1)** **NB:** do not reward a response which simply says 'it sums up the main ideas of the passage etc' unless the candidate goes onto explain what the main ideas are.	**2**	**Possible answers** • 'But we will.' **(1)** repeats the idea of/earlier references to writer's generation, eg 'my generation had never known' (line 14) **(1)** • 'the innocents' **(1)** repeats the idea of eg 'the Last of the Innocents' (lines 38-39) **(1)** • 'the ones who recall the emptiness and boredom' **(1)** repeats the idea of eg 'mind-numbing hours' (line 31) **(1)** • 'lost hours' **(1)** repeats the idea of eg 'empty, yawning hours and days of doing nothing much at all' (lines 43-44) **(1)** • 'got to know ourselves' **(1)** repeats the idea of eg 'richness of our…intellect' (lines 51) **(1)** • 'free to play' **(1)** repeats the idea of eg 'days drifting around' (line 28) **(1)** • 'unbridled imaginations' **(1)** repeats the idea of eg 'richness of our imagination' (line 51) **(1)** • 'laze' **(1)** repeats the idea of eg 'spent staring at clouds and lounging in trees' (lines 61-62) **(1)** • 'wander' **(1)** repeats the idea of eg 'days drifting around' (line 28)/'restless' (line 61) **(1)** • 'dull and uneventful (at times)' **(1)** repeats the idea of eg 'empty yawning hours' (line 43)/refers back to title. **(1)** • 'all humanity's wonders' **(1)** repeats the idea of eg 'the brilliance of Pixar films' (line 32)/'the richness of our…intellect' (line 51) **(1)** • 'the internet' **(1)** repeats the idea of eg 'digital culture' (line 41) **(1)** • 'a person, a thought, a daydream' **(1)** repeats the idea of eg 'spying faces in the clouds' (lines 28-29) **(1)**

[END OF MARKING INSTRUCTIONS]