



National
Qualifications
2014

2014 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) 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.
- (d) 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 Answer(s)	Max Mark	Additional Guidance
1.			<p>Candidates should paraphrase “wretchedly indulgent”</p> <p>Examples in additional guidance column should not be seen as exhaustive</p>	2	<ul style="list-style-type: none"> eg appallingly/dreadfully/extremely/shamefully - ie appreciation of the intensifying function of “wretchedly” (1) eg (over-) tolerant/libertarian/lenient/non-disciplinarian (accept colloquial “soft”)(1) Award 1 mark for reference to “revisiting one’s own childhood” (eg comparing one’s own childhood)
2.			<p>Candidates should identify the structural link, but may do so in either direction</p> <p>Selection (1) + identified reference (1) from examples in additional guidance - no “mix and match”</p> <p>OR</p> <p>Selection identified as looking back (1)</p> <p>Selection identified as looking forward (1)</p> <p>Selection alone gets maximum of one mark</p>	2	<ul style="list-style-type: none"> “When I was little” (1) looks back to (idea of) “one’s own childhood” (1) “given no choices” (1) looks forward to (list of words suggesting) idea of compulsion/(comparative) deprivation (1) “I could only choose what to read” (1) looks forward to “we had all the books we could read” (1)

Question		Expected Answer(s)	Max Mark	Additional Guidance
3.		<p>Candidates should draw inferences from the writer's use of language to show appreciation of this important idea</p> <p>Examples (1 + 1), analyses (1 + 1) from options stated in additional guidance</p> <p>Answers do not have to cover more than one aspect of language use, but while most will select and comment on two disparate expressions, watch for conflated answers dealing with more than one aspect of the same expression</p>	4	<p>Word choice</p> <ul style="list-style-type: none"> • "only once" suggests rarity of eating out • "motorway café" implies moderately-priced venue • "wincing" suggests pained reaction to perceived expense • "wincing" or "stomach-churning" suggests repellent nature of comestibles • "spag bol" suggests cheap option • "From the children's menu" suggests limitation of choice • "mainly spent "wooding" for winter fuel" suggests lack of facilities/choice/spartan nature of activity • "on rainswept hillsides" suggests spartan nature of activity • "(father would invariably book) cheap (overnight ferry crossings)" suggests thrift/parsimony • "He would never shell out for a cabin" suggests thrift/parsimony • "there was nothing to do for weeks on end except rake leaves" suggests lack of facilities/choice/spartan nature of activity <p>Sentence structure</p> <ul style="list-style-type: none"> • (idea of) minor sentence or brevity of "From the children's menu" complements idea of lack of choice/adds emphasis • (idea of parenthetical) insertion of "mainly spent "wooding" for winter fuel on rainswept hillsides" illustrates/develops/exemplifies idea of lack of facilities/choice

Question			Expected Answer(s)	Max Mark	Additional Guidance
4.			Candidates should offer a gloss of both words and a correct analytic comment	3	<ul style="list-style-type: none"> • “benign” (eg kind/caring/compassionate/well-meant) (1) • “neglect (eg ignoring/leaving alone/not paying attention to, but synonym should not have critical connotation) (1); • (idea of) paradox/oxymoron/contrast (1) <p>Accept “tough love” for (2) as condensed answer paraphrasing both adjectives</p> <p>Accept for (1) reference to contrast in the writer’s life</p>
5.			<p>Candidates will make selections and offer correct explanations of their effect - these require the drawing of inferences from connotations and/or nuances</p> <p>With reference to three examples, (1) each, + correct analysis (1 + 1 + 1)</p>	6	<ul style="list-style-type: none"> • “manic (mum)” suggests/ indicates excess/(near-) insanity • “(calls herself a) Tiger Mother” suggests excessive competitiveness/ambition • “produce” suggests parenthood being analogous to a manufacturing process • Any part of “straight-A ...superkids” suggests excessive ambition • “pushy” suggests assertiveness/forcefulness • “anxious” suggests over-concern/worry/angst • “helicopter parents” or “hover” suggests excessive proximity/involvement • “mothers pulled out their sons because the weather forecast was ‘rainy’” suggests over-protectiveness/feather-bedding • “traumatic” suggests deleterious effect of parental involvement • “over-involvement” states excess/inappropriateness of parental attachment • “mummies and daddies” allows the inference that (eg) parental view of relationship is inappropriate

Question			Expected Answer(s)	Max Mark	Additional Guidance
6.			<p>Comment may express approval or disapproval.</p> <p>Evaluation may be implicit.</p>	2	<p>Candidates may comment on expression of</p> <ul style="list-style-type: none"> • Diversity • High achievement • Preternatural quality • Hyphenation • The effect of a list <p>One mark may be awarded to answers which are more vaguely or poorly expressed.</p> <p>Negative comment, eg on stereotyping of high achievers, should be rewarded.</p> <p>Pattern is selection of feature or extract (1) comment (1)</p>
7.			<p>Candidates have to select and comment upon aspects of the writer's use of language, to show (inferred) understanding of the father's attitude.</p> <p>Any two points from options given in additional guidance illustrating both sides</p>	4	<p>Apparent attitude:</p> <ul style="list-style-type: none"> • Uses the word "great" OR an exclamation mark OR "cried"(1) to suggest enthusiasm (1) <p>Actual attitude:</p> <ul style="list-style-type: none"> • "did not miss a beat" (1) suggests calmness (1) • "astutely" (1) suggests wisdom (1) • "if he approved the plan, I would never carry it out" (1) shows (inferable) disapproval (1)

Question		Expected Answer(s)	Max Mark	Additional Guidance
8.		Candidates have to identify two similarities, either by specific reference or expression of more generalised comparisons.	2	<p>Possible examples include:</p> <ul style="list-style-type: none"> • undergoing training/going on courses/taking classes in it • childcare vouchers • aims imposed by government/ rules • professional advice/support eg online • sources of advice • idea of multiplicity of activities • idea of diversity of activities • idea of constantly being on duty • idea of bureaucratic vigilance <p>Note that “job” alone is too vague/loose</p>
9.		<p>Candidates have to recognise and restate key points.</p> <p>Any five points given in additional guidance, with at least one from each side. Repetition of points made in (eg) questions 4 and 5 is acceptable.</p>	5	<p>Then</p> <p>Glosses of</p> <ul style="list-style-type: none"> • “we were given no choices” eg children were not given options/consulted • “There was not so much stuff” eg children had fewer possessions • “we made our own fun” eg children entertained themselves • “Our parents provided us with the essentials” eg care was basic , parents were not so generous • “then got on with their own lives” eg parents were more remote/hands-off • “there was not the expectation of having every wish granted” eg children did not anticipate being given everything they wanted • “My parents were so hard-up” eg reference to spartan holiday travel and activities • “Keeping children busy and happy was not a parental priority” eg parents’ first concern was not their children’s pleasure • Lack of school “involvement”

Question			Expected Answer(s)	Max Mark	Additional Guidance
					<p>eg skimpy attention paid to reports, non-attendance at meetings</p> <ul style="list-style-type: none"> • “It was the complete opposite in my day” eg lack of involvement pre-tertiary education • “Becoming a mother or father is no longer something you just are” eg people discovered what to do as they went along <p>Now</p> <p>Glosses of</p> <ul style="list-style-type: none"> • “wretchedly indulgent state of modern parenting” eg parents are excessively lenient/lax/soft • “many of my son’s 15-year-old friends have iPods, iPads, MacBooks ... Pay Pal, eBay and iTunes accounts” eg children have many/a variety of modern devices • “unlimited access to their parents’ credit cards” eg children are given a great deal of/excessive financial extravagance • “I can’t repeat this sensible regime ...” eg parents are unable to be as removed as hers were • “examples of ‘wet parenting’ abound” eg there are many instances of excessive/over-indulgent/over-protective behaviour • “(traumatic level of) parental over-involvement just at the exact moment that mummies and daddies are supposed to be letting go” eg parents are too concerned/interfering/hands-on when their children are older • “Parenting is something you do ... has become subsidised and professionalised” eg parents now are more rule-bound/have more people telling them what to do

Question			Expected Answer(s)	Max Mark	Additional Guidance
					NB allow inferable opposites where appropriate, but please do not give credit twice for repetition of comment on the same aspect of parenthood

[END OF MARKING INSTRUCTIONS]