



National
Qualifications
2018

2018 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 answer(s)	Max mark	Additional guidance
1.		Any two points.	2	<p>Possible answers</p> <ul style="list-style-type: none"> • 'Mini Master' glossed by eg he seems very important/seems to be the boss (1) • 'photogenic' glossed by eg he is attractive/nice to look at (1) NB Do not accept any references to looking good in a photo • 'spirit of the place' glossed by eg he is the heart and soul of the shop/ immediately associated with the shop/seems to embody its essence (1) • 'gives you approximately five seconds to impress him'/'to impress him, otherwise he goes right back to sleep' glossed by eg you don't have much time to engage his interest (1)
2.		Any five points.	5	<p>Possible answers</p> <ul style="list-style-type: none"> • '(keep you in check by) making you work for their love' glossed by eg ensuring you have to try hard to gain their affection (1) • 'apex (of domesticated pets)' glossed by eg they are at the very top (of the rank order of pets)/they are the very best (1) • 'co-owner'/'manager' glossed by eg cat seems to be in charge/the boss (1) • 'security' glossed by eg cats seem to offer protection (1) • 'abiding conscience (of the place)' glossed by eg they seem to have a moral compass/know the difference between right and wrong (1) • '(seem) above it all' glossed by eg they are proud/aloof/superior (1) • 'force you to contemplate things' glossed by eg they make you think (1) NB 'force' must be glossed • 'they just seem smarter than they're letting on' glossed by eg they are more intelligent than they appear (1) NB Do not accept idea that cats are clever on its own • 'know everything but won't tell' glossed by eg they are aware of all that's going on but they can keep a secret (1) NB Do not accept idea that cats are clever on its own

Question	Expected answer(s)	Max mark	Additional guidance
3.	Any four points.	4	<p>Possible answers</p> <ul style="list-style-type: none"> • 'ancestors were worshipped as gods'/'the popular idea that Egyptians worshipped them' glossed by eg cats used to be treated as religious icons/treated with the utmost respect/were the subjects of adoration/were praised (1) NB Do not accept loved on its own without further qualification • 'we grovelled in caves and painted our bodies blue' glossed by eg humans seemed primitive in comparison with cats/inferior (1) • 'if you even accidentally killed a cat, you'd be sentenced to death' glossed by eg harming a cat/ending a cat's life (by mistake) would have serious consequences/was punished severely (1) NB Do not accept lifts of 'killed' or 'death' • 'Cats were often adorned with jewels' glossed by eg cats were decorated with/were dressed/wore precious stones (1) NB Do not accept jewellery • '(fed) meals ...well, tinned cat food' glossed by eg cats were given fancy/quality food (1) • 'They were sometimes mummified' glossed by eg bodies of cats were preserved/cats were accorded same burial rites as important people (1) • 'grieving owners shaved off their eyebrows' glossed by eg death of cats was marked in special ways/ affected their owners deeply (1) • 'Bastet, the deity,...Egyptians worshipped them.' glossed by eg even the gods aspired to be cats (1)

Question		Expected answer(s)	Max mark	Additional guidance
4.		Any one pair, OR two correct selections covering different directions.	2	<p>Possible answers</p> <ul style="list-style-type: none"> • '(sort of) treatment' OR 'time of pharaoh' looks back (1) to 'Egyptian society' OR 'adorned with jewels' OR 'fed meals ...' OR 'sometimes mummified' OR 'worshipped them' OR paraphrase of any of the above (1) • '(cats) haven't really moved on' looks forward (1) to 'carry themselves in a stately manner' OR 'demand you treat them with a certain amount of reverence' OR '(doing a good job of) petting them' OR 'what they like and what displeases them' OR paraphrase of any of the above (1) • '(sort of) treatment' OR 'time of Pharaoh' looks back (1) '(cats) haven't really moved on' looks forward (1)
5.		Reference/identification of structural technique (1) Comment (1)	2	<p>Possible answers</p> <ul style="list-style-type: none"> • 'My cats certainly do.' /short sentence (1) demonstrates emphatic nature of cats' intentions (1) • 'shooting me a look, letting out a sad meow, and then instigating a showdown' /three-part structure/ climactic construction/list (1) emphasises different things cats do to show their displeasure (at being moved) (1) • 'And their favourite places in my house? Among my books.' /question and answer construction (1) emphasises fact that cats decide where they want to be/position themselves (1) • 'And their favourite places in my house?' /question (1) emphasises that cats choose for themselves (1) • 'Among my books.' /minor sentence (1) emphasises the place cats like best (1)

Question		Expected answer(s)	Max mark	Additional guidance
6.		Reference (1) Comment (1) x2 NB Candidates must make two distinct selections. This distinction could be made through either presentation or comment.	4	Possible answers <ul style="list-style-type: none"> • 'trained' (1) suggests eg cats were taught (what to do) (1) • 'pests' (1) suggests eg cats got rid of destructive creatures (1) • 'lost' (1) suggests eg without cats knowledge would have disappeared (1) • '(four-legged) protectors' (1) suggests eg cats looked after Egyptian writing/were the guardians of the writing (1) • 'guarding (the temples)' (1) suggests eg cats defended Egyptian writing (1) • 'intruders' (1) suggests eg cats stopped invaders (1)
7.		Reference (1) Comment (1) x2	4	Possible answers <u>Word choice</u> <ul style="list-style-type: none"> • 'cartoonesque'/'Tom and Jerry' (1) suggests eg he disagrees with the stereotypical/unrealistic/representation of cats (1) • 'dumb (cat)' (1) suggests eg that the writer has the opposite view/is used in an ironic sense (1) • '(always) foiled' (1) suggests eg that writer thinks whatever the cat does it cannot win (1) • 'tiny adversary' (1) suggests eg ridiculous elevation of mouse/is used in an ironic sense (1) • '(little) pests' (1) suggests eg mice should be considered as undesirable creatures (1) • 'gnawing'/'gnawing on our possessions' (1) suggests eg continuous destruction/suggests that mice ruin our things (1) • 'spreading'/'spreading disease' (1) suggests eg mice are causing harm everywhere/are dangerous (to our health) (1) • 'unfair' (1) suggests eg cats are unjustly treated (1)

Question			Expected answer(s)	Max mark	Additional guidance
					<p><u>Sentence structure</u></p> <ul style="list-style-type: none"> • 'It's unfair.' /short sentence (1) emphasises eg writer's opinion that cats are treated without due respect (1) • Contrast of long and short sentences (1) gives eg emphatic weight to writer's opinion that treatment of cats is unjust (1) <p><u>Tone</u></p> <ul style="list-style-type: none"> • Reference (1) to appropriate tone (1) eg 'like we're supposed to' (1) creates a mocking tone (1)

Question		Expected answer(s)	Max mark	Additional guidance
8.		Any five points.	5	<p>Possible answers</p> <ul style="list-style-type: none"> • 'Look to Russia' glossed by eg it all started in Russia OR 'decree issued by Empress Elizabeth' glossed by eg (cats were subject to) a special order (1) • 'to protect the treasures contained within (the Museum) from rats' glossed by eg cats were employed to stop rats from ruining the valuables (of the museum) (1) NB Both 'protect' and 'treasures' must be glossed here • 'Europeans still sure that rats caused the Black Death' glossed by eg rats were blamed for the Plague OR 'rat catchers unable to stop rodents from overrunning' glossed by eg the rat population was out of control (1) NB 'caused' must be glossed • 'the British government started to encourage libraries to keep cats in order to bring down populations of (book-loving) vermin' glossed by eg the use of cats was recommended in UK libraries to deal with the rats (1) NB 'encouraged' must be glossed • 'It made sense that bookshop owners would also employ the four-legged security guards ...' glossed by eg cats were then brought in to protect bookshops too (1) • 'Cats were easy to find' glossed by eg it was straightforward to come by cats OR 'all you had to do was feed them as compensation' glossed by eg cats don't require any special treatment/much looking after (1) NB 'easy' must be glossed • '(And once cats were invited ...) they never really left.' glossed by eg cats stayed on in libraries/ bookshops (1)

Question		Expected answer(s)	Max mark	Additional guidance
9.		<p>Selection (1) Comment (1)</p> <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>	2	<p>Possible answers</p> <ul style="list-style-type: none"> • 'cats are quiet and want to be left alone'/'long for solitude' (1) repeats the idea of eg 'goes right back to sleep' (1) • 'It began as a working relationship' (1) repeats the idea of eg 'cats were trained' (1) • 'became something more than that'/'something deeper' (1) repeats the idea of eg 'Cats held a special place in Egyptian society' (1) • 'became integral to the bookshop experience' (1) repeats the idea of eg 'the photogenic spirit of the place' OR repeats the idea of eg 'Why do cats love bookshops?' / the title (1) • 'a small part of why...local shop (than buy online)' (1) repeats the idea of the presence of cats in bookshops (1) • 'cat prowling around' (1) repeats the idea of eg 'four-legged protectors' (1) • 'a big part of what makes these stores great'/'main attraction' (1) repeats the idea of eg 'five seconds to impress him'/'apex of domesticated pets' etc (1) • 'along with, you know' (1) repeats humorous tone of paragraph one (1) • 'if you asked a cat' (1) repeats the idea of eg 'once cats were invited into bookshops' /writer's humanisation of cats/second person address engages reader OR repeats the idea of eg 'Why do cats love bookshops?' /the title (1) • 'god-like status' (1) repeats the idea of eg 'Egyptians worshipped them'/'the sort of treatment they received in the time of pharaoh' (1)

[END OF MARKING INSTRUCTIONS]