



2012 English

Standard Grade

Foundation, General and Credit – Reading

Finalised Marking Instructions

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QUESTIONS

Marks

Write your answers in the spaces provided.

Look at Paragraphs 1 and 2.

1. Give a reason from Paragraph 1 why the telephone call might be inconvenient for the writer.

'past midnight'/in bed/asleep (2)Lift or gloss acceptable.

2 0

2. "The woman on the other end of the phone is hysterical." (Paragraph 2)

Write down two other words from Paragraph 2 which continue this idea.

crying/screamingsobs/frenzied

2 1 0

Any two (1) + (1)

3. Give two pieces of evidence that the writer left in a hurry to help the woman.

'still in pyjamas'/'grab'/'rush'Any two (1) + (1)

2 1 0

Look at Paragraphs 3 and 4.

4. Name three places where snakes hide in houses.

(i) in schoolbags(ii) in cupboards(iii) under beds

2 1 0

All three (2) Any two (1) One (0)

5. Explain fully why houses "fit the bill perfectly" as shelters for snakes. (Paragraph 3)

cool in summer (1)warm during winter (1)

2 1 0

		Marks		
6.	Give two reasons why the writer finds it difficult to drive in Paragraph 4.			
	<u>rain/muddy track/steering with one hand/holding mobile phone</u>			
	<u>listening to Sanele's begging</u>	2	1	0
	<u>Any two (1) + (1) Lift or gloss acceptable</u>			
Look at Paragraphs 5, 6 and 7.				
7.	Write down an expression from Paragraph 5 which shows that Sanele is in great danger when the writer arrives.			
	<u>'perilously (close)'/ 'fatal (mistake)'/ 'deadly (accuracy)'/</u>	2		0
	<u>'close enough to kill you' (2)</u>			
8.	Give two pieces of advice from the writer about what to do if you see a snake.			
	<u>do not attack/do not get too close/stay still/ 'keep calm'</u>			
	<u>Any two (1) + (1) Lift or gloss acceptable</u>	2	1	0
9.	What can snakes not do very well?			
	<u>see (2)</u>	2		0
10.	What is the only reason why a snake might attack a human?			
	<u>'senses threatening movement' (2)</u>			
	<u>Lift or gloss acceptable.</u>	2		0
Look at Paragraphs 8 and 9.				
11.	What is surprising about the name 'black mamba'? (Paragraph 8)			
	<u>it is not (all) black/it is brown/olive/grey (2)</u>	2		0
12.	If a mamba is cornered, what is the first thing it does and why does it do this?			
	<u>opens its jaws/mouth (1)</u>			
	<u>to show (bold) colour/warning (to keep distance) (1)</u>	2	1	0
	<u>Lift or gloss acceptable</u>			

			Marks		
13.	Name three other things a mamba does when it is cornered.				
(i)	<u>lifts head off the ground</u>				
(ii)	<u>flattens neck into slight hood</u>				
(iii)	<u>hisses</u>		2	1	0
All three (2) Any two (1) One (0) Lift or gloss acceptable					
14.	Read the following statements. Tick (✓) the correct box to show whether each statement is TRUE, FALSE or CANNOT TELL from the Passage.				
		True	False	Cannot Tell	
Black mambas try to escape quickly if disturbed.		✓			2 0
Black mambas stare at prey to hypnotise them.			✓		2 0
Black mambas are aggressive if defending young.				✓	2 0
Black mambas are faster than people on horses.			✓		2 0
Look at Paragraphs 10 and 11.					
15.	Explain fully what <i>Antivenom Swazi</i> will do with the money it raises.				
<u>create a bank of anti-venom (1)</u>			2	1	0
<u>for treating snake bite victims/in two places/accessible to everyone/</u>					
<u>accessible within two hours OR quickly (1)</u>					
Lift or gloss acceptable.					
16.	Why, at first, might someone bitten by a mamba not think it was serious? Give two reasons.				
<u>not very painful (1)</u>					
<u>little/no swelling (1)</u>			2	1	0
Lift or gloss acceptable.					
17.	Write down two separate expressions showing that mamba venom is fast-acting or deadly.				
<u>'(first symptoms are felt) within fifteen minutes'/'breathing difficulties develop</u>					
<u>rapidly'/'death within a few hours'/'two drops of venom are fatal'/'</u>			2	1	0
<u>one bite can contain ten times fatal dose/'enough venom to kill up to 14 adult</u>					
<u>humans'</u>					
Any two (1) + (1) Lift or gloss acceptable.					

Look at Paragraphs 12 and 13.

18. Give **one** reason why farms "...are ideal mamba habitat." (Paragraph 12)

dense fields (of sugar cane and maize)/full of prey

2 0

19. Explain fully why 80% of people in Swaziland "rely on traditional healers" instead of using anti-venom.

'not easily available' (1)

'so expensive'/'locals can't afford it' (1)

Lift or gloss acceptable.

2 1 0

Look at Paragraph 14 to the end of the passage.

20. In Paragraph 14, the writer receives another call for help.

Write down two words which show that the family is panicking when she arrives

frantic/drag/pushed

Any two (1) + (1)

2 1 0

21. "We freeze." (Paragraph 15)

Give **one** way the writer has made this sentence stand out.

short/beginning of paragraph (2)

2 0

Think about the passage as a whole.

22. What is the message of this passage? Tick (✓) **one** box.

Snakes are dangerous and should be killed.	
Snakes can be dangerous and should be treated carefully.	✓
Snakes are not dangerous and can be tamed.	

(1)

Give **one** piece of evidence from the passage to support your choice.

accept any appropriate evidence eg advice about staying still.

Ref. to venom etc (1)

2 1 0

[END OF MARKING INSTRUCTIONS]

QUESTIONS

Marks

Write your answers in the spaces provided.

Look at Paragraphs 1 and 2.

1. "It's so easy when they're puppies" (Paragraph 1)

What, according to the writer, is "easy" about caring for a puppy?

walks/easily tired/ref. to conversations with people (2)

2 0

2. Why is it more difficult to care for an older, bigger dog?

Use your own words in your answer.

gloss of 'want proper walks' eg need more exercise (1)

gloss of 'want sticks thrown' eg need to be entertained (1)

2 1 0

Look at Paragraphs 3, 4 and 5.

3. "... well, let's call it..." (Paragraph 3)

What style of language is the writer using in this expression?

informal/chatty/colloquial (2)

2 0

4. Describe the writer's "vision" of how dogs should behave in pubs and hotels.

Use your own words in your answer.

gloss of 'affable' eg friendly/relaxed (1)

gloss of 'laid out under the table, snoozing' eg (lying down) asleep/
unobtrusive/no trouble

2 1 0

5. "Wilf isn't like that." (Paragraph 5)

What does Wilf do that isn't "like that"?

(i) runs riot/eats crisps people have dropped/

(ii) sneaks into a neighbour's room/sniffs luggage (for food)

(iii) Any three (2) Any two (1) One (0) Lift or gloss acceptable

2 1 0

6. Do the other guests object to Wilf's behavior? Tick (✓) **one** box.

Yes	
No	✓

(1)

Write down an expression which supports your answer.

'they laugh'/'(You're a) lovable (chap)' (1)

2 1 0

7. Identify the contrast between the way Wilf and his owner pass the night in the hotel.

Wilf sleeps soundly (1)

Owner disturbed sleep (because anxious) (1)

Lift or gloss acceptable.

2 1 0

Look at Paragraphs 6 and 7.

8. Why is every hour of daylight "precious"? (Paragraph 6)

ref. to time of year/ref. to limited daylight/

ref. to making the most of available time (2)

2 0 0

9. Give **two** reasons why the sheep should be safe from Wilf.

ref. to stock-training (1)

ref. to Wilf's being small (1)

2 1 0

10. Explain how the writer's word choice creates a clear picture of Wilf's behaviour in Paragraph 6.

'bounding'/'(as if he's) on springs' (1)

appropriate explanation eg full of energy (1)

2 1 0

11. Identify **three** positive features of the first barn.

- | | | |
|---|---|---|
| 2 | 1 | 0 |
|---|---|---|

2	1	0
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2	1	0
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2	1	0
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2	1	0
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		Marks		
16.	The walkers have problems with food in Paragraphs 11 and 12.			
(a)	Why do they not eat the only tinned food they have left?			
	<u>it is dog food/Wilf will not share (2)</u>	2		0
(b)	Describe the difficulties they face getting fish and chips.			
	<u>have to find a phone box/get a taxi/</u> <u>ref. to expensive taxi fare(s) Any two (1) + (1)</u>	2	1	0
Look at Paragraphs 13, 14 and 15.				
17.	The views are “brief and brilliant”. (Paragraph 13)			
	Identify the technique used in this expression.			
	<u>alliteration (2)</u>	2		0
18.	“Snow clouds are hovering...” (Paragraph 13)			
	How does the writer show the changing weather conditions in this part of the walk?			
(i)	<u>sunlight/clouds closing in/</u>			
(ii)	<u>flurries of snow/</u>			
(iii)	<u>whiteout</u>	2	1	0
	Any three (2) Any two (1) One (0) Lift or gloss acceptable			
19.	At the end of Paragraph 13, how does the writer use word choice and sentence structure to show their panic when Wilf disappears?			
	<u>Word choice ‘horror’ (1)</u>			
	<u>Sentence structure parenthesis/short sentence (‘We all stop.’)/</u>	2	1	0
	<u>Climax (‘over the edge’) (1)</u>			

20. Which word is closest in meaning to “tentative”? (Paragraph 14.)
Tick (✓) **one** answer.

Hurried	
Cautious	✓
Panicking	
Terrified	

(2)

2 0

Look at Paragraph 16 to the end of the passage.

21. “Conditions are now quite testing.” (Paragraph 16)

How does the writer continue this idea later in the passage?

‘(rising) cold wind’/‘(driving icy) snow into our faces’

‘bridge being washed away’ Any two (1) + (1)

2 1 0

22. Explain fully why Wilf “seemed to prick up his ears”. (Paragraph 19)

proud/feeling positive (1)

ref to ‘He was a breed’/comments of passer by (1)

2 1 0

23. Why did the writer feel positive about his family’s **and** Wilf’s achievements on the walk?

Writer’s family: ref. to challenge/‘rite of passage’/‘fell terriers’/

covered 30 miles/climbed 7,500 feet (1)

Wilf: ref. to 100 miles/scaled Mount Everest/relative size (1)

2 1 0

Think about the passage as a whole.

24. What seems to be the main purpose of the passage? Tick (✓) **one** box.

To criticise barn camping.	
To give information about the Lake District.	
To describe the challenges they faced on their trip.	✓ (1)

Give **one** piece of evidence to support the answer you have chosen.

ref to appropriate evidence eg Weather/anecdotes about Wilf/
difficulties encountered/miles covered (1)

2 1 0

[END OF MARKING INSTRUCTIONS]

PAGE
TOTAL

QUESTIONS

Marks

Write your answers in the spaces provided.

Look at Paragraph 1.

1. What was the art dealer's aim when he approached the J. Paul Getty Museum?

Sell the statue to them/trick them (2)

2 0

2. "He had in his possession, he said, a marble statue dating from the sixth century BC." (Paragraph 1)

What does the expression "he said" add to the meaning of the sentence?

Doubt (2)

2 0

3. "It was an extraordinary find." (Paragraph 1)

- (a) Quote the words which show the contrast between this kouros and most others.

'(badly) damaged'/'(in) fragments' (1)

'(almost) perfectly preserved' (1)

2 1 0

- (b) Give **two** other reasons why the find was "extraordinary".

only about two hundred in existence/light-coloured glow/

close to seven feet tall Any two (1) + (1)

Lift or gloss acceptable

2 1 0

Look at Paragraphs 2 and 3.

4. "The Getty moved cautiously." (Paragraph 2)

How does the rest of the paragraph continue this idea?

took on loan (1)

began thorough investigation/ref. to questions asked in investigation/

involved legal dept. Lift or gloss acceptable.

2 1 0

5. What details suggest that the geologist's tests were thorough?

spent two days examining surface/removed core sample/list of procedures/

ref. to high-tech equipment used Any two (1) + (1)

Lift or gloss acceptable

2 1 0

PAGE
TOTAL

		Marks		
6.	Explain why the “thin layer of calcite” was “significant”. Use your own words as far as possible.			
	<u>ref. to extremely long time taken for calcite to form (1)</u> <u>suggests age of statue/suggests statue was genuine (1)</u>	2	1	0
Look at Paragraphs 4 to 8.				
7.	Why does the writer mention the “front page story” in the “New York Times”? (Paragraph 4)			
	<u>(shows) importance of find/(shows) wide interest in find (2)</u>	2		0
8.	“However, the kouros had a problem.” (Paragraph 5) Show how this sentence acts as a link between Paragraphs 4 and 5.			
	<u>‘However (the kouros)’ suggests change of direction (from acceptance in Paragraph 4) (1)</u>			
	<u>‘problem’ introduces the idea that statue was not ‘right’, to be developed in Paragraph 5 (1)</u>	2	1	0
9.	Federico Zeri could not “immediately articulate” what was wrong with the statue. Explain in your own words what this means.			
	<u>put into words (1) straight away (1)</u>	2	1	0
10.	“...seemed wrong...” (Paragraph 5) Quote an expression from later in Paragraph 5 which has a similar meaning.			
	<u>‘instinctive sense that something was amiss’ (2)</u>	2		0
11.	“He swished the cloth off the top of it...” (Paragraph 5)			
(a)	What technique is used in this expression?			
	<u>onomatopoeia (2)</u>	2		0
(b)	What does “swished” suggest about the way the cloth was removed?			
	<u>Proudly/dramatically (2)</u> <u>Less sophisticated answer eg quickly (1)</u>	2	1	0

		Marks		
12.	Explain why “fresh” was “not the right reaction to the statue”. <u>suggests something new (1) statue was supposed to be old (1)</u>	2	1	0
13.	Explain how Hoving’s experience led him to feel that the statue looked wrong. Use your own words as far as possible. <u>he had been involved in digs (1)</u> <u>statue did not look as if it had been buried (1)</u>	2	1	0
14.	What is the effect of the writer’s use of direct speech in Paragraphs 6 to 8? <u>immediacy/realism/drama (2)</u>	2		0
Look at Paragraphs 9 to 11.				
15.	“...convened a special symposium...” (Paragraph 9) Show how the context helps you understand the meaning of “symposium” <u>Meaning: conference (involving experts) (1)</u> <u>Context: ref. to ‘sculpture experts’/‘chorus of dismay’/ consensus among...attendees’/‘world’s foremost experts’ (1)</u>	2	1	0
16.	Show how the metaphor “... a wave of intuitive repulsion” (Paragraph 10) is an effective description of the expert’s reaction to the statue. <u>(‘wave’) suggests overwhelming/sudden (feeling) (2)</u>	2		0
17.	In your own words explain the contrast between the Getty’s investigation and the reaction of the experts in Paragraph 10. <u>Careful/over long time/scientific (1)</u> <u>Instinctive/sudden (1)</u>	2	1	0

Marks		
Look at Paragraph 12.		
18.	“...- in a single glance - ...” (Paragraph 12)	
	Comment on the writer’s use of dashes in this expression.	
	Parenthesis/adding extra information (1)	
	About exactly how short a time it took (1)	
	2	1 0
19.	“Did they know why they knew? Not at all. But they <i>knew</i> .” (Paragraph 12)	
	Identify and explain two techniques used in these sentences.	
	(i) question + answer = highlights the issue/short sentences = dramatic/	
	(ii) repetition = emphasises inexplicable knowledge/italics = emphasises their certainty Any two (1) + (1)	
	2	1 0
Look at Paragraph 13 to the end of the passage.		
20.	Using your own words as far as possible, explain when we use the “adaptive unconscious”.	
	sudden decisions/first impressions (2)	
	2	0
21.	“...ten second videotapes...five seconds...just two seconds...” (Paragraph 14).	
	Comment on the writer’s use of time in these expressions.	
	decreasing numbers of seconds (1)	
	(Indicate) how short a time is needed (to form accurate judgement) (1)	
	2	1 0
22.	Using your own words , explain fully what Nalini Ambady’s research showed about students’ views of teachers.	
	first impressions as accurate (1)	
	as those formed over long period of time (1)	
	2	1 0
<div>PAGE TOTAL</div>		

Think about the passage as a whole.

23. Explain fully how the final paragraph forms an effective conclusion to the passage.

**Identification of appropriate feature eg Short/use of questions/direct
address to reader/ref. to 'two seconds' (1)
Plus appropriate comment (1)**

2 1 0

[END OF MARKING INSTRUCTIONS]