



2013 English

Standard Grade Reading

Finalised Marking Instructions

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QUESTIONS

Write your answers in the spaces provided.

Look at Paragraph 1.

1. "It was always better going to Sean's for tea." (Paragraph 1)

Why does Leo think this in Paragraph 1?

no little brother (1) to annoy him/them (1)

2. Write down an expression from Paragraph 1 which shows how Leo and Sean tried to keep David out of the room

barricaded (the door) (2)

3. "'I'll be good," he would promise." (Paragraph 1)

Write down **three** ways that David broke this promise.

(i) diving (on us/them)

(ii) bombarding (us/them with pillows)

(iii) wanting to play

All 3 = 2 Any 2 = 1 1=0

Look at Paragraph 2.

4. What did Sean's mum tell the boys when they went out?

(i) be careful (1)

(ii) don't get into trouble (1)

Look at Paragraphs 3 and 4

5. Where exactly was the "long line of empty tenement properties"? (Paragraph 4)

over the railway (bridge) (1) at the end of (Sean's) estate (1)

Marks

2	1	0
2		0
2	1	0
2	1	0

PAGE
TOTAL

6. (a) What **two** things were the council planning to do at Clyde Terrace?

(i) pull houses down (1)

(ii) build (new) houses (1)

(b) "...this prime spot". (Paragraph 4)

Write down an expression from this paragraph which shows why Clyde Terrace was a "prime spot".

spectacular view (right over the Clyde) (2)

7. "They looked impregnable." (Paragraph 4)

What does this tell us about the buildings? Tick (✓) **one** box.

They had been partly knocked down.	
They seemed impossible to get into.	✓
They appeared well built.	
They were very high.	

(2)

Look at Paragraphs 5 to 8

8. "...like an SAS commando on a mission." (Paragraph 6)

What technique is the writer using in this expression. Tick (✓) the correct box.

Metaphor	
Punctuation	
Simile	✓
Alliteration	

(2)

2	1	0
2		0
2		0
2		0

9. "I had to smile." (Paragraph 6)

Explain fully why Leo "had to smile" at Sean's actions.

**Sean was crouching/keeping out of sight/being careful/looked ridiculous (1)
nobody could see him (1)**

2 1 0

10. "It was such a waste." (Paragraph 8)

Why did Leo think this about the empty houses?

reference to "could have been a great place for people to live" (2)

2 0 0

Look at Paragraph 9

11. Write down **one** word from this paragraph which shows that Leo moved as carefully as Sean.

stealthily

(2)

2 0 0

12. "I was almost ready to give up" (Paragraph 9)

(a) Why did Leo feel like this?

**couldn't get in/all entries sealed up/having no luck
Any 2 (1) + (1)**

2 1 0

(b) What made him change his mind?

**reference to "spotted" (1)
reference to way in eg one of window corners/panels bent out (1)**

2 1 0

Look at paragraphs 10 to 14.

13. "... I squeezed inside." (Paragraph 12)

Explain fully why Leo went into the building on his own.

no battery power to text Sean/reference to "no sign of my mate"/he thought Sean had found a way in/he thought Sean had tried to text him (and failed)/he thought Sean had gone in by himself.

Any 2 (1) +(1)

2 1 0

Marks

14. (a) Write down **two** things which show that vandals had not been in the kitchen.

(i) no graffiti (1)

(ii) no pipes/wires pulled out (1)

(b) Explain fully why Leo was surprised by this.

houses had been lying derelict for months/a long time (1) usually only took days/short time for vandals to move in (1)

Look at Paragraphs 15 to 20.

15. "A pioneer explorer in a new land." (Paragraph 15)

Write down **one** other expression from the passage which has a similar meaning.

(I was)the first one (here) OR (Boldly going) where nobody had gone before (2)

16. In Paragraph 15, what reminded Leo that "this had been someone's house"?

Picture(1) followed by either: on a wall OR shows that this was once someone's home (1)

No reference to picture = 0

17. Write down **three** things which Leo thought might have been left under the floorboards

(i) (box of) money/life savings

(ii) (stolen) jewellery

(iii) a body

All 3 = 2 Any 2 = 1 1=0

Look at Paragraph 21 to the end of the passage.

18. "This was definitely time for a mint." (Paragraph 21)

Explain fully why Leo ate a mint sweet at this point.

(to help him) calm down/ concentrate/think about what he's found/think about what to do next/think about what might be under the floorboard (2)

	2	1	0
	2	1	0
	2		0
	2	1	0
	2	1	0
	2		0



19. "...I remembered Sean..." (Paragraph 23)

(a) What, at first, did Leo feel he should do when he remembered Sean?

Go back OR outside/find Sean/help him squeeze inside/discover secret together

Any 2 (1) + (1)

2 1 0

(b) Write down **two** reasons why he did not go back for Sean.

(i) "maybe nothing there" / "too late" / "I couldn't wait" / "he'd understand"

(ii) Lift or gloss acceptable

Any 2 (1) + (1)

2 1 0

20. "I reached out and lifted the floorboard free." (Paragraph 26)

Why does the writer end the passage with this sentence?

suspense/makes you want to read on (2)

2 0 0

Think about the passage as a whole

21. Write down **two** pieces of evidence from the passage which show that Leo is an adventurous boy.

(i) reference to eg "where we could explore next" (paragraph 3) / "only a challenge (paragraph 4) / had brought torch/goes into building by himself/reference to "pioneer explorer"(paragraph 15) OR "Boldly going where nobody had gone before."/ not afraid of being alone or in the dark or silence/decides to lift floorboard on his own

(ii) Any 2 (1) + (1)

2 1 0

[END OF MARKING INSTRUCTIONS]

General Reading

QUESTIONS

Write your answers in the spaces provided.

Look at Paragraph 1.

1. "A letter that had been lost a long time..." (Paragraph 1)

Where exactly had the letter been for half a century?

(forgotten) postal bag/in (dim) attic/in (ordinary) house

Any 2 (1) + (1)

2. Why does the writer use a list after "that mailbag:..." in Paragraph 1?

Reference to (large) amount (1) reference to variety (of content) (1)

3. "...thwarted messages..." (Paragraph 1)

What do you think "thwarted" means in this expression? Tick (✓) **one** box.

Unreadable	<input type="checkbox"/>
Carefully hand-written	<input type="checkbox"/>
Hindered and delayed	<input checked="" type="checkbox"/>
Friendly and chatty	<input type="checkbox"/>

(2)

Look at Paragraph 2.

4. "I'm being romantic..." (Paragraph 2)

Explain fully how Evie had become romantic.

She had spent years (1) reading nineteenth century novels (1)

Marks

2	1	0
2	1	0
2	1	0
2	1	0

PAGE
TOTAL

5. (a) What was Arthur Tyrell's job?

Postman (2)

2 0

(b) **Using your own words as far as possible**, explain what he did on Christmas Eve 1941.

gloss of "fallen into a slumber" eg fell asleep (1) / gloss of "instead of finishing his mail round" eg failed to deliver all his letters (1)

2 1 0

6. "...one of his daughters unearthed it..." (Paragraph 2)

What does the word "unearthed" tell the reader about the bag?

reference to bag being found OR uncovered/reference to bag being hidden / reference to length of time

2 1 0

Any 2 (1) + (1)

Look at Paragraphs 3 and 4.

7. "You probably heard about it when it happened..." (Paragraph 3)

How does the writer continue this idea?

in all the papers/reference to TV news/ reference to TV special/ tells of different ways (you could have heard about it)

2 1 0

Any 2 (1) + (1)

8. "A TV channel even ran a special..." (Paragraph 3)

Using your own words as far as possible, explain what the special was about.

people who had received one (of the lost letters) (1) were asked to talk about their reaction to the letter/the content of the letter (1)

2 1 0

9. "It was a very good programme..." (Paragraph 3)

Why did Evie think it was a very good programme?

it was moving (in parts)/had happy and sad stories/had film of the war

2 1 0

Any 2 (1) + (1)

- 10 (a) "Mum didn't go on the show, though." (Paragraph 4)

What reason did Evie's mum give for not going on the show?

she didn't think she had anything to share with the nation OR letter was just an ordinary old clothing order OR letter not significant (2)

2 0

- (b) Explain fully why Evie knew that her mum was not telling the truth.

She saw her mother's reaction (1) and her reaction OR the letter was not ordinary (1)

2 1 0

Look at Paragraphs 5 to 7.

11. "...winter still had us by the throat..." (Paragraph 5)

Identify the technique used here.

Metaphor/personification (2)

2 0

12. "It was a morning in late February,..." (Paragraph 5)

Write down **one** thing that was **normal** and **one** thing that was **unusual** about that morning.

normal reference to preparing dinner/lunch/roast OR reference to icy flowerbeds (1)

unusual reference to post arrived on Sunday (1)

2 1 0

13. Why are the words "redirected mail" in inverted commas? (Paragraph 7)

to show these words were written on the envelope (2)

2 0

Look at Paragraphs 8 to 10.

14. "...from habit rather than what she expected..." (Paragraph 8)

Using your own words explain what Evie means by this.

Her mother's frowning was normal/usual/what she always did (1) rather than caused by what she might find in the letter (1)

2 1 0

Marks

15. What did Evie not see her Mother doing in Paragraph 9?
- (i) Opening mail/taking out small envelope/
- (ii) noticing stamp/turning envelope over/
- (iii) reading the name on the back
Any 3 = 2 Any 2 = 1 1=0 Lifts acceptable

2	1	0	
2	1	0	
2	1	0	
2	1	0	
2	1	0	

16. "I've imagined it many times since..." (Paragraph 10)
- Using your own words as far as possible describe two things Evie has imagined.**
- (i) gloss of "the colour draining instantly from her cheeks" eg went pale (1)
- (ii) gloss of "her fingers beginning to tremble" eg her fingers were shaking (1)

17. "What I don't have to imagine is the sound." (Paragraph 10)
- Write down two expressions which show that the sound was memorable for Evie.
- (i) guttural OR guttural gasp/ swamped the air/ rasping OR rasping sobs
- (ii) Any 2 (1) +(1)

Look at Paragraph 11 to the end of the passage.

18. "...she didn't say anything" (Paragraph 11)
- What did Evie's mum do in Paragraph 11 after she opened the envelope?
- stood rigidly/cried/clutched the (strange little) envelope/
disappeared upstairs/left instructions
Any 2 (1) +(1) Lift or gloss acceptable

19. "...a bruised silence..." (Paragraph 12)
- Explain fully what the writer means by this.
- suitable comment on "bruised" eg uncomfortable, damaged (1)
suitable comment on "silence" eg quiet, no sound (1)
atmosphere or mood has changed (1)
Any 2 (1) + (1)

20. Explain the use of dashes in the expression “- her upset and the shock of it-“ (Paragraph 12)

parenthesis/extra information (1) to show her mother’s feelings (1)

2 1 0

21. **In your own words** explain fully what Evie thought about for fifteen minutes after her mum left the kitchen. (Paragraph 12)

Who had sent the letter (1) what to do next (1)

Straight lift = 0

2 1 0

22. Give **one** reason why Paragraph 13 is an effective ending for the passage.

makes you want to read on/links back to opening sentence/suspense (2)

2 0 0

Think about the passage as a whole.

23. This passage is the opening of a novel. Write down **two** pieces of evidence which show that it is the opening of a novel

(i) **reference to:
opening sentence/
“whole thing might have turned out differently” (paragraph 2)/
“morning in late February” (paragraph 5)/**

(ii) **narrator introducing herself in paragraph 6/
“she told me later not then” (paragraph 11)/
last paragraph**

2 1 0

Any 2 (1) + (1)

[END OF MARKING INSTRUCTIONS]

Credit Reading

QUESTIONS

Write your answers in the spaces provided.

Look at Paragraph 1.

1. "In those days" (Paragraph 1)

Why do you think the passage opens with these words?

To show that the passage takes place in the past/some time ago/not in the present (2)

2. Comment on the writer's use of **word choice** to show the impact of the rain on:

(a) the glass roof

(nervy) rattle/(glass) echoed/(glass) shook (1) plus suitable comment eg loud noise, repeating noise, shuddering (1)

(b) the covered footbridge

(more modest) rumble (1) plus suitable comment eg low noise, deep noise, quieter

3. "...an awful martyred gurgling..." (Paragraph 1)

In your own words, explain what this means.

gloss of "awful" eg horrible OR terrible OR frightening /
gloss of "martyred" eg painful OR tormented OR suffering OR tortured/
gloss of "gurgling" eg bubbling OR irregular sound
Any 2 (1) + (1)

4. "...the locomotive's wheeze..." (Paragraph 1)

Identify **one** technique used in this expression and comment on why it is effective.

metaphor/personification (1) suggests engine struggling/compares engine to person out of breath (1)
OR onomatopoeia (1) suggests high pitch/weakness of sound (1)

Look at Paragraphs 2 and 3

5. "...the custom of years..." (Paragraph 2)

In your own words, explain what this means

habit/routine (1) over a long time (1)

Marks

2	0	0
2	1	0
2	1	0
2	1	0
2	1	0
2	1	0

6. Comment on the writer’s use of **word choice** and **sentence structure** to show what the driver did after the train arrived at the station.

(a) word choice “racing”/ “(quick) gulp”/ “scuttling”/ “hoisting”/ “reinvigorated”/ “haul” (1) plus suitable explanation eg reference to speed/effort/ renewed energy (1)

2 1 0

(b) sentence structure long sentence/many verbs/use of dash (1) relevant explanation eg indicates many actions /continuous action/speed of actions/different actions (1)

2 1 0

Version 1

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7. Why does the writer use the expression “as usual” twice in Paragraph 2?

to emphasise that this always happened/reference back to “custom of years”

2 0 0

8. What impression of Anne does the writer create in Paragraph 3?

Give **one** piece of evidence from Paragraph 3 to support your answer.

timid or scared (1) ref. to “trying not to feel frightened”/ref. to “Be brave” (1)
lonely or insecure(1) ref. to “hoping someone would have been sent to fetch her” (1)
small (1) ref. to “slight”/ “little Anne” (1)

2 1 0

Look at Paragraphs 4 to 7.

9. In Paragraph 4 why could Anne not see the boy’s face at first **and** what eventually made it visible?

he was in darkness/wrapped in a cape (1) the light from the lamp (1)

2 1 0

10. “His voice was rough and grudging.” (Paragraph 4)

(a) **In your own words**, explain what this expression means.

gloss of rough eg he spoke harshly/with a hard edge/coarsely (1)
gloss of grudging eg unwilling to speak/abrupt/sounds aggrieved/ unfriendly (1)

2 1 0

(b) How does the writer continue this idea later in Paragraphs 4 to 7?

short questions (paragraph 4)/short statements (paragraph 6)/shouting at the van (paragraph 7)/forced to come by his boss
Any 2 (1) + (1)

2 1 0



PAGE
TOTAL

11. "...his cheeks were traumatised by spots..." (Paragraph 4)

Explain what the writer means by "traumatised" in this expression.

eg damaged by/wounded by/suffered pain from (2)

2 0

12. What does the word "shambling" mean in Paragraph 7?

Give **one** reason why the writer uses this word.

ungainly/walking awkwardly (1) suggests Roland was embarrassed/he was trying to keep dry/ he was trying to do more than one thing (1)

2 1 0

13. Roland was not pleased about having to meet Anne.

Give **two** pieces of evidence from Paragraph 7 which show this.

reference to "gestured"/doesn't help with suitcases/gets annoyed with van Any 2 (1) + (1)

2 1 0

Look at Paragraphs 9 to 15.

14. "...pushed at the little windscreen-wiper." (Paragraph 9)

How does the writer show later in the paragraph that the windscreen wiper was not very effective?

(i) **"rubber worn away"/ "fragile"/ "motor only functioned in dry weather"/**

(ii) **"peering"/ "misty swathe"/ "intermittently"**

(iii) **Any 3 = 2 Any 2 = 1 1=0 Lifts or gloss acceptable**

2 1 0

15. **In your own words** explain what Anne was thinking in the last sentence of Paragraph 9.

**she didn't know what to speak to him about (1)
she thought it was ill-mannered (not to speak to him) (1)
she didn't want to take his attention away (from his driving) (1)
i.e gloss of "couldn't think what to say to him"**

2 1 0

**gloss of "rude"
gloss of "distract" Any 2 (1) + (1)**

Marks

16. **In your own words** explain what impression Roland created of Madame Bouin in Paragraphs 10 to 15.

won't spend money/strict/difficult to work for/inconsiderate/bossy
Any 2 (1) + (1)

2 1 0

Look at Paragraphs 16 to 18.

17. Explain fully why Anne put her suitcases on the mat in Paragraph 18.

reference to woman watching her (1) reference to cases dripping on (parquet) floor (1)

2 1 0

Look at Paragraph 19 to the end of the passage.

18. **In your own words** explain what is meant by the expression “not so much interrogative as menacing.” (Paragraph 19)

eg not asking a question (1) threatening (1)

2 1 0

19. Quote **two** expressions from Paragraph 19 which show a contrast in Madame Bouin’s personality.

(i) **“calm quality”/ “world-weariness” (1)**

(ii) **“menacing”/ “feline state of readiness” (1)**

2 1 0

20. “I’ve come to take the waitress job.” (Paragraph 20)

What was Madame Bouin’s opinion of Anne? Give **one** piece of evidence to support your answer.

reference to negative reaction eg disapproval/displeasure/anger (1)
reference to or quotation of question(s)/ reference to front door/
reference to “previous experience”/reference to “normal”/
should know better (1)

2 1 0

Lifts acceptable

21. Why did Anne tell a lie on the form about her surname? (Paragraph 25)

reference to had been advised to (1) because it was appearing in the newspapers (1)

2 1 0

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TOTAL

Think about the passage as a whole.

22. Tick (✓) the statement which you think best describes Anne in this passage.

She knows nothing about the job or place she has come to.	
She is very nervous and unsure of herself.	
She tries to appear friendly and confident.	

By referring closely to the passage give **two** pieces of evidence to support the statement you have chosen

No mark for ticking box

If first ticked – reference to eg questions to Roland/ distance from station to hotel/ reference to Anne using front door

If second ticked – reference to eg trying not to feel frightened/ uncertainty about speaking to Roland/reference to “Be brave”/ reference to hesitation: “I – I didn’t know the way in.”

If third ticked – reference to eg tries to engage Roland in conversation/ reference to paragraph 20 “I’ve come to take the waitress job”/ approach to filling in form (“handwriting determined and precise”)/ reference to “skilled” or “certainty”

**Any 2 (1)+(1)
Lifts acceptable**

2 1 0

[END OF MARKING INSTRUCTIONS]