



National  
Qualifications  
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## 2016 English

# Reading for Understanding, Analysis and Evaluation

## Higher

# Finalised Marking Instructions

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## General Marking Principles for Higher 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) We use the term “or any other acceptable answer” to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of the candidates answers.

Detailed Marking Instructions for each question

Question		Expected Answer(s)	Max Mark	Additional Guidance
1.		<p>For full marks there should be comments on at least two examples.</p> <p>Marks awarded 1+1</p>	2	<p>Possible answers:</p> <ul style="list-style-type: none"> <li>emphatic/categorical nature of opening sentence conveys the topic in an unequivocal manner</li> <li>“hugely important” conveys the gravity of the topic</li> <li>use of question/repeated use of questions invites the reader to think about the topic</li> <li>humorous tone created eg mockery of their lack of basic political awareness</li> <li>use of stereotypical teenage concerns leads the reader to agree or disagree with the writer</li> <li>climactic nature of final sentence</li> </ul>
2.	(a)	<p>Candidates must attempt to use their own words. No marks for straight lifts from the passage.</p> <p>2 marks may be awarded for detailed/insightful comment.</p> <p>1 mark for more basic comment.</p> <p>(Marks may be awarded 1+1 or 2)</p>	2	<p>Possible answers:</p> <p><b>Writer’s viewpoint:</b></p> <ul style="list-style-type: none"> <li>assumption that today’s teenagers will be just like her generation (“my younger self”)</li> <li>no idea how to make important decisions/lack of awareness or knowledge (“clueless”)</li> <li>preoccupied with relationships with contemporaries (“increased obsession with their peer group”)</li> <li>distracted/influenced by technology (“unpatrolled access to social media”, “constant barrage of entertainment”)</li> </ul> <p><b>Scientific research:</b></p> <ul style="list-style-type: none"> <li>the teenage brain is not fully formed (“undeveloped teenage brain”)</li> <li>(inadequate frontal lobes means) higher order thinking/judgements are challenging for teenagers (“think in the abstract...impulses”)</li> <li>teenagers’ inability to make personal choices precludes them from influencing issues affecting other people (“life-changing decisions for themselves”)</li> </ul>

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	(b)	<p>For full marks there should be comments on at least two examples.</p> <p>2 marks may be awarded for detailed/insightful comment plus quotation/reference.</p> <p>1 mark for more basic comment plus quotation/reference.</p> <p>0 marks for quotation/reference alone.</p> <p>(Marks may be awarded 2+2, 2+1+1, 1+1+1+1)</p>	4	<p>Possible answers:</p> <ul style="list-style-type: none"> <li>• the delaying of the final clause of the first sentence (“when I would have agreed ... status quo”) suggests the plausibility of the case against lowering the voting age</li> <li>• “clueless” suggests an inability to make responsible decisions</li> <li>• “(increased) obsession” suggests an irrational fixation with social standing</li> <li>• “unpatrolled” suggests the potential damage of unlimited access/malign influence of social media on young people</li> <li>• “constant” suggests the unremitting distraction of media products</li> <li>• “barrage”, an intense military bombardment, suggests the destructive influence of the media</li> <li>• the list “social media... entertainment” suggests range of lifestyle features on which they place greater importance</li> <li>• “disengagement” suggests an apathetic attitude towards politics</li> <li>• “smartphone-fixated” suggests the supposedly trivial/self-absorbed nature of the teenagers’ concerns</li> <li>• “undeveloped” suggests that the brain is not fully functioning/is not capable of fully undertaking a task</li> <li>• the list “enables us to think in the abstract ... control our impulses” suggests the seeming amount/variety of mental processes teenagers can’t properly engage in</li> </ul>

Question	Expected Answer(s)	Max Mark	Additional Guidance
3.	<p>2 marks may be awarded for detailed/insightful comment.</p> <p>1 mark for more basic comment.</p> <p>(Marks may be awarded 1+1 or 2)</p>	2	<p>Possible answers:</p> <p>The example of Malala's achievements at such a young age is used to show that young people should be allowed to vote/challenge the view that young people are too irrational or immature</p> <p>Someone with Malala's qualities could not vote in the UK elections merely because of age shows how ridiculous the age restriction is/ adults with ridiculous views can vote, yet someone like Malala would not be allowed to</p> <p>Candidates could approach this question in a number of ways (eg Malala reference acts as a link between negative views of young people and more positive views).</p>

Question	Expected Answer(s)	Max Mark	Additional Guidance
4.		<p>For full marks candidates must deal with both word choice and sentence structure, but not necessarily in equal measure.</p> <p>2 marks may be awarded for detailed/insightful comment plus quotation/reference.</p> <p>1 mark for more basic comment plus quotation/reference.</p> <p>0 marks for quotation/reference alone.</p> <p>(Marks may be awarded 2+2, 2+1+1, 1+1+1+1)</p>	<p>4</p> <p>Possible answers:</p> <p><b>Word Choice:</b></p> <ul style="list-style-type: none"> <li>• “scarcely (exempt)” suggests a scathing condemnation of adult failings</li> <li>• “limited brain power/inadequately brained” suggests adults’ lack of intelligence</li> <li>• “incivility” suggests the rude behaviour exhibited by adults</li> <li>• “tantrums” suggests immature outbursts of temper</li> <li>• “profanity” suggests the offensive nature of the language used by adults</li> <li>• “prejudice” suggests the intolerance displayed by adults</li> <li>• “time-wasting” suggests a lack of commitment/desire to shirk work</li> <li>• “unedifying” suggests setting a poor example</li> <li>• “illiterate” suggests lack of sophistication in opinion</li> <li>• “non-taxpaying” suggests devious, unwilling to accept civic responsibilities</li> <li>• “ignorant” suggests ill-mannered/ lack of awareness</li> </ul> <p><b>Sentence Structure:</b></p> <ul style="list-style-type: none"> <li>• parenthesis “as politicians must hope” emphasises/isolates the writer’s point about political hypocrisy</li> <li>• list “incivility, tantrums, .... tabloid websites” emphasises the variety/scale of the unacceptable behaviour exhibited by adults ( a comment on the anti-climactic nature of the list, introducing a mocking tone is also possible)</li> <li>• parallel sentence structure of the lists “sport, music, creating computer software” and “incivility, tantrums, ... tabloid websites” to emphasise the negative behaviour of adults in comparison to teenagers</li> <li>• parallel sentence structure of the lists “incivility, tantrums, ... tabloid websites” and “inadequately brained, illiterate, non-taxpaying or ignorant” to reinforce the negative behaviour exhibited by adults</li> <li>• Climactic nature of final sentence culminating in condemnatory use of “chilling”</li> </ul>

Question	Expected Answer(s)	Max Mark	Additional Guidance
5	<p>2 marks may be awarded for detailed/insightful comment.</p> <p>1 mark for more basic comment.</p> <p>(Marks may be awarded 2+1 or 1+1+1)</p>	3	<p>Possible answers:</p> <ul style="list-style-type: none"> <li>• from their earliest years they have been exposed to technological advances</li> <li>• they have the capacity to absorb a variety of sources to establish their own outlook on important issues</li> <li>• they have enough knowledge of how the media works not to be taken in by those who try to deceive them</li> </ul>
6.	<p>For full marks there should be comments on at least two examples.</p> <p>2 marks may be awarded for detailed/insightful comment plus quotation/reference.</p> <p>1 mark for more basic comment plus quotation/reference.</p> <p>0 marks for quotation/reference alone.</p> <p>(Marks may be awarded 2+2, 2+1+1, 1+1+1+1)</p>	4	<p>Possible answers:</p> <ul style="list-style-type: none"> <li>• sequence “No ... Yes ... But” builds to climactic turnaround emphasising the positive qualities of teenagers</li> <li>• positioning of “But” in the paragraph/sentence to indicate change to positive view of teenagers</li> <li>• parenthesis of “idealism ..... open-mindedness” to identify/clarify the “more loveable teenage qualities”</li> <li>• list of “loveable teenage qualities” to emphasise the scale/variety of qualities.</li> <li>• “idealism” suggests lack of cynicism/belief in making the world a better place</li> <li>• “energy” suggests passion and commitment to making a difference</li> <li>• “sense of injustice” suggests their desire to right wrongs in the world</li> <li>• “open-mindedness” suggests their tolerance and lack of prejudice</li> <li>• “starved” suggests that at the moment politics is in dire need of/sorely lacks/is deprived of the positive qualities young people exhibit</li> </ul>

Question			Expected Answer(s)	Max Mark	Additional Guidance
					<ul style="list-style-type: none"> <li>“inject some life” suggests the rejuvenating effect of young people on political debate OR the sudden force/strength/ impact of their introduction into political debate</li> </ul>

Question	Expected Answer(s)	Max Mark	Additional Guidance
7.	<p>For full marks candidates must deal with both tone and contrast, but not necessarily in equal measure.</p> <p>2 marks may be awarded for detailed/insightful comment plus quotation/reference.</p> <p>1 mark for more basic comment plus quotation/reference.</p> <p>0 marks for quotation/reference alone.</p> <p>(Marks may be awarded 2+2, 2+1+1, 1+1+1+1)</p>	4	<p>Possible answers:</p> <p>Tone:</p> <ul style="list-style-type: none"> <li>• conversational tone of “Naturally” suggests shared understanding between writer and reader about validity of teenage concerns</li> <li>• tongue-in-cheek tone. “If voting has to be rationed ...” Writer uses humour to approach the topic in a subversive manner</li> <li>• ironic tone of “only have a year to wait” builds on previous examples of irony e.g. the reference to “epistocracy”/the irony of the powers of old and teenage voters, to mock the opposing viewpoint</li> <li>• blunt, matter-of-fact tone of “We could compromise” suggests the initial plausibility of this solution</li> <li>• incredulous tone created by listing the responsibilities currently conferred (“after they have already married ... fight for their country”) highlights the absurdity/inconsistencies of current policy</li> <li>• scathing tone of “believe they know so much better” underlines the arrogance of adults</li> <li>• sarcasm/mockery of the final sentence (“doing our young people a great big favour”) to suggest the absurdity of not recognising a teenager’s right to vote</li> </ul> <p>Contrast:</p> <ul style="list-style-type: none"> <li>• development of old vs young argument - old allowed to vote but not around to live with the consequences, young not allowed to vote but have to live with the consequences</li> <li>• list of fairly trivial things (“fireworks”) contrasted with life-changing decisions (“donated an organ”) - stresses random/illogical nature of what people are and are not allowed to do</li> </ul>

Question	Expected Answer(s)	Max Mark	Additional Guidance
			<ul style="list-style-type: none"> <li>• final sentence emphasises the contrast between adults who consider themselves superior set against the young people whose rights are being denied</li> </ul>

Question	Expected Answer(s)	Max Mark	Additional Guidance
8.		5	<p>The following guidelines should be used:</p> <p>Five marks - identification of three key areas of disagreement with detailed/insightful use of supporting evidence</p> <p>Four marks - identification of three key areas of disagreement with appropriate use of supporting evidence</p> <p>Three marks - identification of three key areas of disagreement</p> <p>Two marks - identification of two key areas of disagreement</p> <p>One mark - identification of one key area of disagreement</p> <p>Zero marks - failure to identify any key areas of disagreement and/or misunderstanding of the task</p> <p><b>NB</b> A candidate who identifies only two key areas of disagreement may be awarded up to a maximum of four marks, as follows:</p> <ul style="list-style-type: none"> <li>• two marks for identification of two key areas of disagreement</li> </ul> <p><b>plus:</b></p> <p style="text-align: center;"><b>either</b></p> <ul style="list-style-type: none"> <li>• a further mark for appropriate use of supporting evidence to a total of three marks</li> </ul> <p style="text-align: center;"><b>or</b></p> <ul style="list-style-type: none"> <li>• a further two marks for detailed/insightful use of supporting evidence to a total of four marks</li> </ul> <p>A candidate who identifies only one key area of disagreement may be awarded up to a maximum of two marks, as follows:</p> <ul style="list-style-type: none"> <li>• one mark for identification of one key area of disagreement</li> <li>• a further mark for use of supporting evidence to a total of two marks</li> </ul>

Areas of Disagreement		Passage 1	Passage 2
1.	Intellectual ability	Teenagers are capable of intellectual maturity, for example reference to Malala	Young people may have political knowledge but not the intellectual development of an adult, for example the writer refers to her daughter
2.	Areas of political debate	Teenagers would focus on issues of relevance to them like student debt, minimum wage	Debate will continue to focus on traditional areas of concern like the economy and the NHS
3.	Independence of thought	As part of iGeneration, they have developed an independent political stance	Influenced by parents to turn out to vote
4.	Response to manipulation	Too media aware to be taken in by politicians/spin doctors	Susceptible to media manipulation by cynical politicians
5.	Commitment	Potential to sustain long term commitment to political issues, for example the environment	Give up on voting very quickly
6.	Responsibilities/rights	Teenagers already have a large number of rights/responsibilities and therefore should be allowed to vote	Teenagers have a limited number of rights/responsibilities and therefore should not be allowed to vote
7.	Impact of teenage voters	Teenager voters would invigorate/energise political life	Teenage voters would be detrimental/would make no difference to the political process

[END OF MARKING INSTRUCTIONS]