



National
Qualifications
2019

2019 English

Higher

**Reading for Understanding,
Analysis and Evaluation**

Finalised Marking Instructions

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General marking principles for Higher English: Reading for Understanding, Analysis and Evaluation.

Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a 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.
- (c) We use the term 'possible answers' to allow for any variation in candidate responses. Award marks according to the accuracy and relevance of the candidate's response.

Marking instructions for each question

Passage 1

Question		Expected response	Max mark	Additional guidance
1.		<p>For full marks two reasons must be identified.</p> <p>Candidates must attempt to use their own words. No marks for straight lifts from the passage.</p> <p>Award marks 1+1</p>	2	<p>Possible answers include:</p> <ul style="list-style-type: none"> • the fact that this medium lasted for so long ('For the next 500 years') • most widely used method (of conveying facts) ('main form') • the facts were presented in a set layout ('fixed format') • it helped people to accept that objective facts existed ('stable and settled truths')

Question	Expected response	Max mark	Additional guidance
2.	<p>For full marks there should be comment on at least two examples.</p> <p>Award 2 marks for detailed/insightful comment plus quotation/reference.</p> <p>Award 1 mark for more basic comment plus quotation/reference.</p> <p>Award 0 marks for quotation/reference alone.</p> <p>Award marks 2+2, 2+1+1, 1+1+1+1</p>	4	<p>Possible answers include:</p> <ul style="list-style-type: none"> • 'dizzying' suggests disorientating/confusing nature of the changes, relating to the developing role of the Internet • 'caught' suggests being trapped in an inescapable situation • 'confusing' suggests how puzzling and bewildering the times are • 'battles' suggests aggressive/dangerous conflict • 'opposing forces' suggests confrontation between hostile factions • the repetition/rhythm of 'between...and...' emphasises the indecision/doubt when confronted by polarisation • the list of contrasts 'between truth and falsehood...a misguided mob' suggests the variety/quantity of conflicts • 'falsehood' suggests the potential for duplicity • 'rumour' suggests the potential for misinformation • 'cruelty' suggests the potentially malign use of the Internet • the polarising emotive language used to characterise the contrasts ('truth and falsehood', 'connected... alienated', 'open...gated enclosure', 'informed public...misguided mob') suggests deterioration in society • 'gated enclosures' suggests exclusivity/insularity • 'misguided (mob)' suggests the mistaken ideas shared online • '(misguided) mob' suggests the potential threat of online groups

Question		Expected response	Max mark	Additional guidance
3.		<p>Award 2 marks for detailed/insightful comment.</p> <p>Award 1 mark for more basic comment.</p> <p>Candidates must attempt to use their own words. No marks for straight lifts from the passage.</p> <p>Award marks 2 or 1+1</p>	2	<p>Possible answers include:</p> <ul style="list-style-type: none"> • stature of truth has been lessened ('the diminishing status of truth') • we cannot decide on what is true ('we cannot agree on what these truths are') • there is no accepted way to find out what is true ('no consensus about...achieve this consensus') • this leads to division/lack of communication within society/social breakdown ('chaos soon follows')
4.		<p>Award 2 marks for detailed/insightful comment.</p> <p>Award 1 mark for more basic comment.</p> <p>Candidates must attempt to use their own words. No marks for straight lifts from the passage.</p> <p>Award marks 2+1 or 1+1+1</p>	3	<p>Possible answers include:</p> <p>It supports the idea that:</p> <ul style="list-style-type: none"> • a false story can cause damage ('consequences are enormous') • an untrue story is taken as fact ('rumours') • news travels at considerable pace ('speed'/'quickly') • news is widely shared ('reach') • stories can become exaggerated ('the Louvre...Pompidou...French President') • it is not easy to counter such stories ('difficult to correct')

Question	Expected response	Max mark	Additional guidance
5.	<p>For full marks there should be comment on at least two examples.</p> <p>Award 2 marks for detailed/insightful comment plus quotation/reference.</p> <p>Award 1 mark for more basic comment plus quotation/reference.</p> <p>Award 0 marks for quotation/reference alone.</p> <p>Award marks 2+2, 2+1+1, 1+1+1+1</p>	4	<p>Possible answers include:</p> <ul style="list-style-type: none"> • 'panic' suggests the hysterical reaction created by online news • 'malice' suggests the vindictiveness of those who spread untruths • 'deliberate manipulation' suggests premeditation in the curating of false news • repetition of 'sometimes' /list • 'panic...malice...manipulation' emphasises range/quantity of negative reasons for spreading false news • 'falsehoods and facts' balancing of contrasting ideas/alliteration suggests a conflation of the two • '(information) cascade' suggests an overwhelming outpouring of information • 'false, misleading or incomplete' list suggests the range/quantity of negative features of information • 'misleading' suggests the internet causes people to believe something that is not true • 'cycle' suggests recurring damaging actions • 'unstoppable' suggests the inevitability/power of the process • 'momentum' suggests the ever-increasing/uncontrollable speed/power of the process

Question	Expected response	Max mark	Additional guidance
6.	<p>Award 2 marks for detailed/insightful comment.</p> <p>Award 1 mark for more basic comment.</p> <p>Candidates must attempt to use their own words. No marks for straight lifts from the passage.</p> <p>Award marks 2+1 or 1+1+1</p>	3	<p>Possible answers include:</p> <ul style="list-style-type: none"> • we are unaware of social media manipulation ('invisibly crafted') • filter bubbles are designed to confirm our convictions ('to reinforce our pre-existing beliefs'/'designed...want to see') • filter bubbles isolate us from alternative viewpoints ('less likely...worldview.') • filter bubbles prevent us from experiencing information that would provide a corrective to lies ('less likely...shared.') • technological change has increased the negative influence of filter bubbles ('has become more extreme') • we have no control over filter bubbles because they are an integral part of the workings of some social media ('hardwired')

Question	Expected response	Max mark	Additional guidance
7.	<p>For full marks candidates must deal with both imagery and sentence structure, but not necessarily in equal measure.</p> <p>Award 2 marks for detailed/insightful comment plus quotation/reference.</p> <p>Award 1 mark for more basic comment plus quotation/reference</p> <p>Award 0 marks for quotation/reference alone.</p> <p>Award marks 2+2, 2+1+1,1+1+1+1</p>	4	<p>Possible answers include:</p> <p>Imagery</p> <ul style="list-style-type: none"> • 'junk-food news' suggests the worthlessness of the news/guilty pleasures of consuming the news • 'gorged' suggests the guilty/uncontrolled consumption of these stories even though we know they are false/destructive • '(fake news) farms' suggests the large scale production of the news stories/harvesting of these stories by those who seek to use them for their own ends • 'gangs' suggests intimidatory nature/pack mentality of those involved <p>Sentence structure</p> <ul style="list-style-type: none"> • 'clicks, advertising or profit' list suggests the range/quantity of dubious motives behind the creation of the news • 'But' at start of sentence signals renewed criticism of modern social media • '- and often more widely -' parenthesis emphasises the extent of false news • repetition of 'or'/list using 'or' emphasises the variety/quantity of positive properties which have been lost • sequence of 'fitting...reinforcing...driving' suggests escalation of the problem

Question	Expected response	Max mark	Additional guidance
8.	<p>Award 2 marks for detailed/insightful comment plus quotation/reference.</p> <p>Award 1 mark for more basic comment plus quotation/reference.</p> <p>Award 0 marks for quotation/reference alone.</p> <p>Award marks 2+1 or 1+1+1</p>	3	<p>Possible answers include:</p> <ul style="list-style-type: none"> • 'It need...this.' (short, emphatic statement/positioning) suggests forceful rejection of the current situation • (repetition/elaboration of) 'struggle...worth it.' suggests the challenge/value of achieving truth • 'must' suggests necessity to carry out her suggested programme • 'search for truth' suggests quest for something of value • 'at the heart of everything' suggests that truth is a core value • 'building' suggests creating something significant • contrast of 'informed...powerful' with 'not...vulnerable' suggests the virtuous effects/positive outcome of her proposal • 'embraced' suggests need to openly accept the value of how news was gathered in the past • 'celebrated' suggests need to praise the news-gathering methods of the past • list of 'reporting...statements.' suggests the (range/number of) quality aspects of journalism open to us • 'to discover what really happened' suggests the intrinsic value of truth • 'taking responsibility'/'we' suggests that the writer encourages us to get actively involved in her vision • 'kind of world we want to live in.' suggests the obviousness/attractiveness of her alternative vision

Passage 2

Question	Expected response	Max mark	Additional guidance
9.	Key areas of disagreement are shown in the grid.	5	<p>Candidates can use bullet points in this final question or write a number of linked statements.</p> <p>The following guidelines should be used:</p> <p>Award 5 marks for identification of three key areas of disagreement with detailed/insightful use of supporting evidence.</p> <p>Award 4 marks for identification of three key areas of disagreement with appropriate use of supporting evidence.</p> <p>Award 3 marks for identification of three key areas of disagreement.</p> <p>Award 2 marks for identification of two key areas of disagreement.</p> <p>Award 1 mark for identification of one key area of disagreement.</p> <p>Award 0 marks for failure to identify any key areas of disagreement and/or misunderstanding of the task.</p> <p>NB: A candidate who identifies only two key areas of disagreement may be awarded up to a maximum of four marks, as follows:</p>

Question	Expected response	Max mark	Additional guidance
			<ul style="list-style-type: none"> • two marks for identification of two key areas of disagreement plus: <p>either</p> <ul style="list-style-type: none"> • a further mark for appropriate use of supporting evidence to a total of three marks <p>or</p> <ul style="list-style-type: none"> • a further two marks for detailed/insightful use of supporting evidence to a total of four marks <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"> • one mark for identification of one key area of disagreement, plus a further mark for use of supporting evidence to a total of two marks

	Area of disagreement	Passage 1	Passage 2
1	attitude towards/threat posed by the Internet	something of immediate concern/something we can deal with	not something to cause concern 'Bring on the fake news'
2	our ability to control our experience online	our online experience is controlled by other factors, for example 'personalised search functions'	we can exert control by learning how to 'think for ourselves'
3	are the challenges presented by the Internet different/unprecedented?	yes: the certainty provided by printing has been replaced by the confusion of online communication	no: each technological development has brought challenges which we have surmounted for example car, post, telephone
4	impact on individuals	impact of social media is potentially damaging to the individual: 'attacks the vulnerable'	suggests we need to become more resilient: 'protecting people from nastiness...learning to take no notice.'
5	impact on society	divisions within society, caused by Internet communication, will lead to social breakdown/positive action must be taken	'impossible to predict' need to keep things in perspective/society tends to cope
6	value of Internet content	comparison with 'junk-food' suggests little value in much of the online content	'there's plenty that's useful' suggests there is much to be valued; possible positive effects of gaining privileged access to the thoughts of others
7	discernment	enticing nature/scale of fake news makes discernment impossible for many people	discernment is open to all: 'let us learn to navigate'
8	responsibility/regulation	media organisations must prioritise search for truth/self-regulate	regulation is impossible/it is the individual's responsibility 'oceans of nonsense...good deal of poison'

[END OF MARKING INSTRUCTIONS]