

**SECOND, THIRD AND
FOURTH LEVELS ENGLISH**



READING FOR UNDERSTANDING, ANALYSIS AND EVALUATION

ASSESSMENT QUESTIONS AND PAPERS



Rachel Alexander

Contents

How to use this pack

vi

Section 1 – Understanding

Revision notes			1
<i>How To Be Me</i>	Level 2	fiction	4
<i>Are Video Games Good For Us?</i>	Level 2	non-fiction	7
<i>I Am Thunder</i>	Level 2	fiction	10
<i>Dog Training</i>	Level 3	non-fiction	13
<i>The Last Wild</i>	Level 3	fiction	16
<i>Unicycling</i>	Level 3	non-fiction	20
<i>Old Elephants Teach New Tricks</i>	Level 4	non-fiction	23
<i>To All The Boys I've Loved Before</i>	Level 4	fiction	25
<i>How Not To Lose It: Mental Health</i>	Level 4	non-fiction	28

Section 2 – Analysis

Revision notes			30
<i>Meet The Terror Crocodiles Who Ate Dinosaurs For Lunch</i>	Level 2	non-fiction	36
<i>The Boy At The Back Of The Class</i>	Level 2	fiction	39
<i>Parrots Develop New Language</i>	Level 2	non-fiction	43
<i>Where The World Ends</i>	Level 3	fiction	46
<i>Malala: We Are Displaced</i>	Level 3	non-fiction	49
<i>Run, Riot</i>	Level 3	fiction	53
<i>The Bomb That Changed The World</i>	Level 4	non-fiction	57
<i>Greyfriars Bobby</i>	Level 4	fiction	60
<i>Mary King's Close</i>	Level 4	non-fiction	63

Section 3 – Evaluation

Revision notes			66
<i>My Headteacher Is A Vampire Rat</i>	Level 2	fiction	67
<i>The Art Of Being Normal</i>	Level 3	fiction	69
<i>Born A Crime</i>	Level 4	non-fiction	73

Section 4 – Full papers

<i>Attenborough's Life On Our Planet</i>	Level 2	non-fiction	75
<i>Fleshmarket</i>	Level 2	fiction	79
<i>Take A Ride Through Bike History</i>	Level 2	non-fiction	83
<i>No Ballet Shoes In Syria</i>	Level 2	fiction	87
<i>The Taste Of Summer</i>	Level 2/3	non-fiction	92

Copyright: Sample material

<i>How A Warrior Became A Legend</i>	Level 3	non-fiction	96
<i>Pet</i>	Level 3	fiction	100
<i>A Dreamer Who Inspired The World</i>	Level 3	non-fiction	104
<i>The Boy With The Butterfly Mind</i>	Level 3	fiction	108
<i>The Bombing That Couldn't Break Britain</i>	Level 3/4	non-fiction	112
<i>Step Inside A Tropical Paradise</i>	Level 4	non-fiction	116
<i>Hello Mum</i>	Level 4	fiction	119
<i>The Amazing Aztecs</i>	Level 4	non-fiction	122
<i>It's Kind Of A Funny Story</i>	Level 4	fiction	125
<i>Fingers In The Sparkle Jar</i>	Level 4/N5	non-fiction	129

Answers

Understanding	132
Analysis	136
Evaluation	140
Full papers	142

How to use this pack

Structure of the pack

The first half of the pack is organised according to RUAE skill: understanding, analysis and evaluation. Each of these sections begins with revision notes about how to tackle each of the three skills. The bulk of each section then consists of passages and questions that will allow pupils to put what they have learned about each skill into practice.

The second half of the pack is made up of full papers, which all include an appropriate mix of understanding, analysis and evaluation questions. As a rough guide, this follows the pattern for National 5 and beyond: understanding questions accounting for at least half of the marks; analysis for almost half of them; and an evaluation question often (but not always) present.

Finally, answers to all questions are provided, along with a marking spreadsheet where teachers can record pupils' test scores and easily highlight any areas that may need further work.

Progression through the levels

Each section of the pack gets more challenging as you move through it. This means longer passages or the introduction of more challenging ideas and/or language. Largely, it means harder questions, with less structure and support given.

To break it down by level:

- At Second Level, spaces are given for answers in order to support pupils. There are no marks indicated beside questions and some of the questions are multiple choice.
- At Third Level, the spaces for answers remain but the available marks are introduced beside each question. There are a few multiple-choice questions present, especially where a question is more challenging.
- At Fourth Level, marks are indicated next to questions, there are no spaces to guide answers and there are no multiple-choice questions.

Fiction and non-fiction

Although National 5 RUAE (Reading for Understanding, Analysis and Evaluation) uses only non-fiction passages, this pack is put together for BGE (Broad General Education) and you will see that almost half of the passages are fiction. This is largely because the CfE (Curriculum for Excellence) benchmarks make reference throughout to 'fiction and non-fiction' texts. It is also with pupil engagement in mind and in the hope that some of these extracts from fiction will perhaps serve as a taster of some new and interesting voices and stories.

The Art Of Being Normal

- 1 My party guests are singing 'Happy Birthday'. It does not sound good.
- 2 My little sister Livvy is barely even singing. At eleven, she's already decided family birthday parties are tragically embarrassing, leaving Mum and Dad to honk out the rest of the tune, Mum's reedy soprano clashing with Dad's flat bass. It is so bad Phil, the family dog, gets up from his basket and slinks off mid-song in vague disgust. I don't blame him; the whole party is fairly depressing. Even the blue balloons Dad spent the entire morning blowing up look pale and sad, especially the ones with 'Fourteen Today!' scrawled on them in black marker pen. I'm not even sure the underwhelming events unfolding before me qualify as a party in the first place.
- 3 'Make a wish!' Mum says. She has the cake tipped at an angle so I won't notice it's wonky. It says 'Happy Birthday David!' in blood-red icing across the top, the 'day' in 'birthday' all scrunched up where she must have run out of room. Fourteen blue candles form a circle around the edge of the cake, dripping wax into the butter cream.
- 4 'Hurry up!' Livvy says.
- 5 But I won't be rushed. I want to do this bit properly. I lean forward, tuck my hair behind my ears and shut my eyes. I block out Livvy's whining and Mum's cajoling and Dad fiddling with the settings on the camera, and suddenly everything sounds sort of muffled and far away, a bit like when you dunk your head under water in the bath.
- 6 I wait a few seconds before opening my eyes and blowing out all the candles in one go. Everyone applauds. Dad lets off a party popper but it doesn't 'pop' properly and by the time he's got another one out of the packet Mum has opened the curtains and started taking the candles off the cake, and the moment has passed.
- 7 'What did you wish for? Something stupid, I bet,' Livvy says accusingly, twirling a piece of golden brown hair around her middle finger.
- 8 'He can't tell you, silly, otherwise it won't come true,' Mum says, taking the cake into the kitchen to be sliced.

- 9 'Yeah,' I say, sticking my tongue out at Livvy. She sticks hers out right back.
- 10 'Where are your two friends again?' she asks, putting extra emphasis on the 'two'.
- 11 'I've told you, Felix is in Florida and Essie is in Leamington Spa.'
- 12 'That's too bad,' Livvy says with zero sympathy. 'Dad, how many people did I have at my eleventh?'
- 13 'Forty-five. All on roller skates. Utter carnage,' Dad mutters grimly, ejecting the memory card from the camera and slotting it into the side of his laptop.
- 14 The first photo that pops up on the screen is of me sitting at the head of the table wearing an oversized 'Birthday Boy' badge and pointy cardboard party hat. My eyes are closed mid-blink and my forehead is shiny.
- 15 'Dad,' I moan. 'Do you have to do that now?'
- 16 'Just doing some red-eye removal before I email them over to your grandmother,' he says, clicking away at the mouse. 'She was gutted she couldn't come.'
- 17 This is not true. Granny has bridge on Wednesday evenings and doesn't miss it for anyone, least of all her least favourite grandchild. Livvy is Granny's favourite. But then Livvy is everyone's favourite. Mum had also asked Auntie Jane and Uncle Trevor, and my cousins Keira and Alfie. But Alfie woke up this morning with weird spots all over his chest that may or may not be chicken pox, so they had to give their apologies, leaving the four of us to 'celebrate' alone.
- 18 Mum returns to the living room with the sliced cake, setting it back down on the table.
- 19 'Look at all these leftovers,' she says, frowning as she surveys the mountains of picked-at food. 'We're going to have enough sausage rolls and fondant fancies to last us until Christmas. I just hope I've got enough cling film to wrap it all up.'
- 20 Great. A fridge full of food to remind me just how wildly unpopular I am.
- 21 After cake and intensive cling-film action, there are presents. From Mum and Dad I get a new backpack for school, the Gossip Girl DVD box set and a cheque for one hundred pounds. Livvy presents me with a box of Cadbury Heroes and a shiny red case for my iPhone.

- 22 Then we all sit on the sofa and watch a film called *Freaky Friday*. It's about a mother and daughter who eat an enchanted fortune cookie that makes them magically swap bodies for the day. Of course everyone learns a valuable lesson before the inevitable happy ending, and for about the hundredth time this summer I mourn my life's failure to follow the plot of a perky teenage movie. Dad drops off halfway through and starts snoring loudly.
- 23 That night I can't sleep. I'm awake for so long, my eyes get used to the dark and I can make out the outlines of my posters on the walls and the tiny shadow of a mosquito darting back and forth across the ceiling.
- 24 I am fourteen and time is running out.

Questions

Think about the passage as a whole.

- 1 This extract is from a novel written in the first person. Do you think this is an effective way to tell this story? Give a reason for your answer. (1)

- 2 There are several examples of humour in this extract. Give one example and explain why it is funny. (2)

- 3 Have a think about the character of Livvy in this extract. Is this a realistic depiction of a younger sibling? In your answer, you should refer to something that she says or does. (2)

- 4 Throughout the extract, there are several points where the reader is supposed to feel sympathy for the main character. Do you think the writer has been successful in this? Use an example from the extract to support your answer. (2)

Read paragraphs 23–24.

- 5 Look again at the last two paragraphs. Does this ending make you want to read on? Give a reason for your answer, using evidence from the text. (2)

Hello Mum

- 1 My room wasn't a room, it was a cupboard. If I stood in the middle of it and stretched my arms out, I could touch both walls. As I got taller, the room got smaller.
- 2 There wasn't even space for drawers or a wardrobe, and I was so fed up having to stuff my clothes and old teddies on them wonky shelves you put up on the walls. (Yeah, yeah, in a heap, whatever.)
- 3 'Tidy your room, Jerome,' you'd moan, as if you lived in it and not me. Like, what's the point making my bed in the morning when it's gonna get messed up again at night? Pure madness!
- 4 When Delmar came round, I had to hide the teddies in that baggy woollen jumper you bought for me last birthday. Mum, no one wears jumpers.
- 5 Oh and before I forget, say hello to Barnaby the One-Eyed Bandit for me! You'll find him in the jumper. LOL! That means laugh out loud. LMAO means laughing my arse off. You know what? We lived in the same flat but we didn't even speak the same language. You was always going on at me, 'Why don't you speak properly any more, Jerome?'
- 6 Mum, you had no idea what my life was like. No way could I speak all la-di-dah like Harry Potter and survive in this hood. Every time I opened my mouth I'd get beaten up.
- 7 My bedroom's still the same, isn't it? My things are still there, aren't they? You haven't thrown them away? That's like throwing me away.
- 8 I bet you have. You have, haven't you? I bet you've given my room to Shontelle and taken down my *Scarface* poster. The wickedest film ever made, man. Al Pacino playing the great gangsta Tony Montana. He was my hero and everyone else's too. Why? Obvious! He was a nobody who became a somebody. He did what he had to do and by the way, you're the only person in the world who hated that film. I swear!
- 9 Remember how I liked to watch MTV *Cribs* on the telly? All those rappers' Hollywood-style homes with big white walls and massive posters of *Scarface*, yeah? They'd have fridges the size of our kitchen and bathrooms bigger than our sitting room. Chill-out room, games room, recording studio, study – with no books in it (ya get me?). Gardens the size of a football pitch. Garages with enough cars lined up outside. BMW, Mercedes, Rolls-Royce Phantom, Lamborghini Roadster. Hummer H2, Mercedes-Benz SLR McLaren, Porsche GT3, Aston Martin DB9, Ferrari 360.

- 10 I wanted it all. 'Course I did. Everyone does. That's a fact. Get rich or die trying, as my man 50 Cent said. Big house, plenty dollar, expensive cars. *That's* what I'm talking about!
- 11 We didn't even have a flat-screen telly, which was embarrassing when Delmar came round.
- 12 And another thing, Mum, you was always going on at me to work harder at school but you hated my lyrics. Like, if I'd have called it poetry you'd have told the whole world. Put on that posh voice you used at Parents' Evening at school.
- 13 'Jerome writes poetry. Isn't my boy clever?'
- 14 You was well proud of me when I came top of the class my last year at primary school. I think that was the last time I did anything you liked. I didn't mind you putting the trophy over the fireplace then, but it was embarrassing when I got older. Not cool, Mum. Not cool. By the end of my first year at secondary school I stopped being the class creep and dropped down to No. 17 out of twenty-nine pupils. You went ballistic.
- 15 Typical school report: 'Jerome can do well when he puts his mind to it, but he's easily distracted.'
- 16 Check this, Mumsy. You can't be a nerd at secondary school and be liked by the people who count. You can't waste your time reading books when you're a teenager, either. That's for when I'm old, like you. Oh, I forgot, happy birthday for last Sunday. You might be thirty-four but you don't look a day over forty. Jokes, man. Jokes! I did make you laugh, though. Mos def (most definitely). Don't lie. I did.
- 17 Anyway, you can talk. If you hadn't left university 'cos you was pregnant with me, you could've become a schoolteacher like you wanted. Then we'd live in a proper house with a garden and everything.
- 18 If I had to write a school report for you it would go like this: 'Kimisi Cole-Wallace could have done well, but she was easily distracted.' LMAO!

Questions

Read paragraphs 1–2.

- 1 **a** Using your own words as far as possible, describe the size of Jerome's room. (1)
- b** How does the writer's word choice reflect Jerome's dissatisfaction with his room? Look at two examples in your answer. (2)
- 2 Explain who Jerome is addressing when he says 'you' and give evidence to support your answer. (2)

Read paragraphs 3–4.

- 3 Using your own words, explain two reasons why Jerome doesn't believe he needs to tidy his room. (2)
- 4 In your own words, explain what Jerome did when Delmar came over and why. (2)

Read paragraphs 5–6.

- 5 Using your own words as far as possible, explain what Jerome means when he says, 'We lived in the same flat but we didn't even speak the same language.'? Refer to an example in your answer. (2)
- 6 Quote two words from paragraph 6 that demonstrate the contrast between the language Jerome uses and what he thinks his mum wants. (2)

Read paragraphs 7–8.

- 7 **a** What do you notice about the sentence structure of paragraph 7? (1)
- b** What is the effect of this use of language? (1)

Read paragraphs 9–11.

- 8 Jerome used to watch *MTV Cribs* and get an insight into the lives of wealthy celebrities. Give three examples of what he saw that demonstrate this wealth. (3)
- 9 Using your own words, explain what three things Jerome wants and believes others want too. (3)

Read paragraphs 12–14.

- 10 Using your own words, explain how Jerome's feelings about his success in the final year of primary school have changed. (2)

Read paragraphs 15–16.

- 11 There is a lot of use of informal language in this extract. Quote one example from these two paragraphs. (1)

Read paragraphs 17–18.

- 12 What makes the last paragraph an effective conclusion to this extract from the story? (1)

(25 marks)