

2003 English

Higher – Close Reading

Finalised Marking Instructions

2003 English and Communication Higher

Close Reading

Questions on Passage 1

Marks Code

1. Look at the first paragraph (lines 1-10)

- (a) By referring closely to these lines, show how you are helped to understand the meaning of the expression "diverse cultural heritage" (line 7).

(2) U

2 marks for an answer which shows understanding of both "diverse" and "cultural/heritage" and makes appropriate though not necessarily extensive reference.

1 mark for an answer with understanding of one only. 1 mark for an answer without appropriate reference.

Reference alone: 0

- (b) Referring to one example of effective word choice in this paragraph, show how the writer makes clear her positive attitude to the people she is describing.

(2) A

Marks will depend on the quality of comment on the connotations(s) of the chosen word. Remember that "positive" is in the question, so does not on its own qualify for any credit as an answer.

Reference alone: 0

Possible answers:

- | | | |
|---|--------------------------------|---|
| 1 | "enriched" | sense of improving, adding quality, ... |
| 2 | "vibrant" | suggests they are lively, dynamic, spirited, ... |
| 3 | "significant" | they are important, impressive, constructive, ... |
| 4 | "friends/relatives/colleagues" | unpromising choices, but might be used successfully |

- 2. Comment on the impact of line 11 in helping the writer to develop her line of thought.** (2) A

1 mark for appropriate comment on the structural impact (eg dramatic, emphatic, ...) which derives from:

- 1 the brevity of the sentence
- 2 the fact that it constitutes a paragraph in itself
- 3 its near-monosyllabic nature

and 1 mark for acknowledging the "now and then" contrast between the first and third paragraphs.

No marks for merely identifying a feature without comment on its impact.

- 3. From lines 12-26, identify briefly and in your own words as far as possible:**

- (a) two similarities between Jewish and Asian immigrants to Glasgow;** (2) U

- 1 they were initially few in number (1).
- 2 they have been (very) successful in business or commerce (that they became rich alone is insufficient for a full mark) (1).
- 3 they contributed to the community (financially and/or culturally). (1)

Blatant lifts: 0

- (b) one similarity between Italian and Chinese immigrants to Glasgow.** (1) U

they introduced new food/eating habits
or
they changed attitudes to food/eating

Reference to food alone is insufficient for a full mark.

Blatant lifts: 0

4. Read lines 27-50.

- (a) Explain in your own words the "two things" which, according to the writer, "all of these immigrant populations ... have in common" (lines 27-28). (2) U

1 gloss on "economic (migrants)" (1).

2 gloss on "beneficial" (1).

Accept also any of the following for 1 mark each:

3 they have been vilified by some politicians

4 they have been exposed to discriminatory treatment

5 they have been exploited by those who arrange illegal entry

- (b) Show how the writer's word choice in the sentence "That is ... and work" (lines 31-34) makes clear her attitude to certain politicians. Refer to two examples in your answer. (2) A

Marks will depend on the quality of comment on the connotation(s) of the chosen word; reference alone: 0

Possible answers:

1 "lesson" implies need for instruction/improvement

2 "hysteria-prone" sense of frenzied behaviour, implication of stirring up others' emotions

3 "ponder" implies their normal course of action lacks thought

4 "devise" sense of scheming

5 "(ever more) unfriendly" antagonistic attitude

6 "ever more" sense of their relentlessness

7 "would do well" judgemental tone

- (c) **How does the writer's language make clear her disapproval of any one of the proposed measures referred to in lines 35-50?** (2) A

Marks will depend on the quality of comment on the language feature(s) chosen; reference alone: 0

Possible areas for comment:

word choice/imagery

- | | | |
|---|----------------------------|--|
| 1 | "clamp down" (lines 36-37) | violent, aggressive, restrictive, ... |
| 2 | "immediate" (line 40) | sudden imposition of restraint ... |
| 3 | "preventing" (line 40) | negative connotations of holding back ... |
| 4 | "denied" (line 42) | negative connotations of refusal |
| 5 | "stem" (line 44) | idea of blocking up, preventing natural movement/growth |
| 6 | "clinging" (line 45) | emphasises dangerous nature of action to which they are driven |
| 7 | "obscene" (line 47) | extreme distaste |

tone

- | | | |
|----|--------------------|--|
| 8 | sympathetic | justified by, eg: "preventing natural integration", "harmonising effect", ... |
| 9 | angry | justified by, eg: "risk their lives", "obscene sums", "traffickers of human misery", ... |
| 10 | ironic/euphemistic | justified by, eg: use of inverted commas around "accommodation centres", ... |

structure

- | | | |
|----|--|-------------------------|
| 11 | "This week ... At the same time ... Meanwhile ..." | sense of immediacy, ... |
| 12 | climactic structure of final sentence | |

NB Answers using other technique(s) identified by the candidate should be assessed on their merits.

5. (a) **Referring to specific words or phrases, show how the sentence "Yet ... misconceptions" (lines 51-53) performs a linking function in the writer's line of thought.** (2) U

Four elements are required:

- 1 "this (ever more draconian) approach" ...
- 2 ... refers to the (harsh) proposals in the previous paragraph;
- 3 "(a number of) misconceptions" ...
- 4 ... leads into the muddled ideas to be looked at in this paragraph

Alternatively, candidates could refer to "Yet" as the indicator of movement from the restrictive measures to the muddled ideas for 1 mark, or just possibly 2 marks.

Answers which do not follow the requirement to refer to "specific words or phrases" cannot score more than 1 mark.

- (b) **Discuss how effective you find the writer's use of imagery in lines 51-70 in making her point clear. You may refer in your answer to one or more examples.** (2) E

Marks will depend on the quality of comment on the image(s) selected; reference alone: 0

For full marks there must be clear understanding of the image(s), an appropriate connection made to the point the writer is making. The evaluative element may be implicit.

Reward candidates who notice the rather clichéd nature of some of the images.

Possible references:

- 1 "heart" (line 51)
- 2 "swamped by a tidal wave" (line 54)
- 3 "trickle" (line 56)
- 4 "hotspots" (line 60)
- 5 "uphill battle" (line 65)
- 6 "legal marketplace" (line 70)

6. Read carefully lines 71-100.

Using your own words as far as possible, outline three important points which are made in these paragraphs to develop the argument about immigration. (3) U

Any three of the following for 1 mark each. Blatant lifts: 0

- 1 we should permit/encourage immigration
- 2 this is in line with our humane/inclusive tradition
- 3 it would be to our own economic advantage
- 4 the economy of the Highlands and Islands would benefit/it would solve the shortage of suitable workers
- 5 we should encourage new residents not just from England/seek greater diversity
- 6 Scots have emigrated to many places in the past

7. Show how the writer uses sentence structure or tone to demonstrate her strength of feeling in lines 101-109. (2) A

Marks will depend on the quality of comment and may be gained by one fully developed comment or two briefer ones; reference alone: 0

It may be difficult to separate tone and sentence structure here, since much of the tone is generated by features of sentence structure. Be generous to candidates who might appear to have transgressed the "or".

Possible references/comments:

sentence structure:

- | | | |
|---|---|--|
| 1 | repeated pattern in "We must ...",
"We need ..." | passionate, rhetorical, exhortatory, ... |
| 2 | repetition of "we" | sense of collective responsibility,
involvement |
| 3 | expanding length of second to
fifth sentences | suggests increasing passion, anger, ... |
| 4 | use of "... and ... and ..." | build up of enthusiasm, commitment, ... |
| 5 | use of short sentence(s) | impact, urgency, bluntness, rhetoric, ... |

tone:

- | | | |
|---|---|--|
| 6 | admiring, uplifting, urgent hectoring ... | "energy...commitment...motivation...sacrifice" |
|---|---|--|

- 8. The writer concludes with a reference to Scottish students and the "gap year". How effective do you find this illustration as a conclusion to the passage as a whole?** (2) E

Candidates are free to argue that the conclusion is effective or ineffective.

For full marks there must be reference to the main thrust of the passage as a whole, but marking will have to be largely "on merit".

Candidates could refer to one or more of the following:

- 1 relevance to themselves as young people/students
- 2 topicality
- 3 contrast between the ease with which these Scottish students are accepted abroad and the difficulties faced by many coming to UK/Scotland
- 4 the informal tone contrasted with the serious/concerned impassioned tone earlier
- 5 the caustic tone of the final sentence
- 6 the effective use of a specific example
- 7 the way the illustration turns the tables on ourselves/points up our hypocrisy
- 8 the sudden leap to an apparently new topic
- 9 any other valid point

(26)

Questions on Passage 2

9. Look at the opening paragraph (lines 1-10).

- (a) What is the purpose of the "little game that staff at the Refugee Council sometimes play"?

(1) U

Any of the following:

- 1 to show that racism/prejudiced press coverage is not new
- 2 to make people re-think their attitude to racism
- 3 to subvert visitors' preconceptions about (press coverage of) race
- 4 to show people they have wrong ideas (about immigration/race)

- (b) Select one example of imagery from these lines and explain how the writer uses it to make her point clear.

(2) A

1 mark for "understanding" of the image; 1 mark for relevant comment on how it is being used. It will sometimes not be easy to separate the two, and markers should be lenient in cases where the comment is such that understanding is implied.

Possible references/comments:

- | | | |
|---|----------------------------------|--|
| 1 | "beacon of Britishness" (line 9) | idea of pride, shining light, guiding light, ... |
| 2 | "rabid intolerance" (line 10) | implying that it is frightening, virulent, diseased, ... |
| 3 | "pedigree" (line 10) | suggesting a distinguished history, that ironically we're proud of it, ... |
| 4 | "game" (line 1) | unpromising choice, but might just be used with some success |

10. Look at lines 11-26

- (a) **Using your own words as far as possible, explain briefly how the writer illustrates the idea that "the press has persisted in peddling incorrect figures about immigration" (lines 11-12).** (2) U

The key is " ... how the writer illustrates ...".

Answers could deal with one or more of the following for 1 or 2 marks depending on quality of the explanation.

- 1 the "incorrect figures", which are illustrated by the reference to the number of Jews in Britain and/or the failure to acknowledge both the tiny percentage of refugees who come to Britain and Britain's true position relative to other EU countries.
- 2 the idea of "has persisted", which is illustrated by referring to "1938" and to "today" or "current".
- 3 the tone of "peddling", which suggests underhand, dishonest dealing and is developed in, for example, "assertion ... depiction ... loose talk". [This should be rewarded appropriately, even if there is overlap with (b) below.]

Wholesale and/or unfocussed lifting: 0.

- (b) **Show how the writer's language in lines 11-26 demonstrates her disapproval of the press.** (2) A

Marks will depend on the quality of comment – a perceptive comment on one word/feature could be worth 2 marks; reference alone: 0.

Comment could be on any of the following:

- 1 "persisted"
- 2 "peddling"
- 3 "assertion"
- 4 "plain wrong"
- 5 "(totally) misleading"
- 6 "loose talk"
- 7 "swamping" [connotation and/or use of inverted commas]
- 8 "floods" [connotation and/or use of inverted commas]
- 9 "stunned"
- 10 other choices, or answers on features such as sentence structure, punctuation or alliteration, should be assessed on their merits.

11. " ... a composite, almost mythical figure" (lines 27-28).

- (a) Explain this expression in your own words. (2) U**

gloss on "composite" (1).

gloss on "mythical" (1).

- (b) Explain why, according to lines 27-31, the asylum seeker is now regarded in this way. (1) U**

The key point is "most British people have never actually met one" – accept lift of that clause on its own; otherwise there must be some attempt to use own words.

12. (a) In lines 32-55, the writer tells the story of a "real asylum-seeking" family.

Discuss how successful you think the writer has been in convincing you that this is a "real" story. In your answer you should refer closely to specific features of the writing.

(4) A/E

For full marks there must be clear identification (and, where appropriate, exemplification) of more than one technique which, in the candidate's eyes, allows the writer to present Arberore's story as a plausible piece of narrative.

Mechanical marking will not be appropriate here; markers should judge how well an answer addresses the overall demands of the question. Lengthy and/or unfocussed quotation or paraphrase will be a serious fault, as will over-reliance on Arberore's words rather than on the writer's techniques.

Mere identification of features: maximum of 1

Reference could be made to:

- 1 use of real, named people – Arberore, Petrit, Norik
- 2 use of specific places – Pristina, Kosovo
- 3 use of exact ages, in the style of newspapers
- 4 use of specific year – 1995
- 5 giving details of job/occupation – travel agent, student
- 6 use of dialogue/direct quotation
- 7 use of present tense – "says"
- 8 use of sequential narrative – "they arrived ... upon arrival ..."
- 9 any other appropriate feature

- (b) **By referring to tone or to sentence structure in lines 56-68, show how you are made aware of how strongly Arberore feels about the press cuttings.**

(2) A

Marks will depend on the quality of comment – a perceptive comment on one word/feature could be worth 2 marks; reference alone: 0.

Where both tone and sentence structure have been tackled, markers should assess both and award the higher mark only.

Possible references:

Tone:

- 1 "vermin" (line 60) – outraged, ...
- 2 "all human beings" (line 64) – dignified, ...
- 3 "who knows when" (line 64) – accusatory, ...
- 4 "freedom" (line 68) – sincere, ...

Sentence Structure:

- 5 preponderance of simple, heartfelt sentences
- 6 "But ..." (line 63)
- 7 structure of sentence beginning "We left ..." (lines 65-67)
- 8 the repetition: "we", "makes me feel"
- 9 the accusatory question "Who wrote that?" (line 61) [not rhetorical]
- 10 the rhetorical question (lines 64-65)

- 13. Show how the final paragraph (lines 69-86) brings the passage to an emotional conclusion.** (3) A

For full marks candidates must address the idea of "emotional" and, implicitly at least, the idea of "conclusion". Reference could be to ideas, or language/style, or both. Reference or mere paraphrase alone: 0.

Ideas:

- 1 mention of the Holocaust
- 2 the writer's revelation of her own background
- 3 Rabbi Gryn's statement
- 4 the depth of her sympathy for asylum seekers

Language/style:

- 5 intensity of "shocking ... stupefied ..." (lines 73, 81)
- 6 harsh connotations of "dispossesses ... destitute ... hate" (lines 77-78)
- 7 rhetorical flourish in "so short ... so blatant ..." (lines 81-82)
- 8 harsh alliteration in "bigotry so blatant" (line 82)
- 9 prayer-like "let us learn" (line 76)
- 10 use of (rhetorical) questions (lines 84-86)
- 11 other valid point (19)

Question on both Passages

- 14. Which passage has given you a clearer understanding of key issues concerning immigration and asylum-seeking? You should refer in your answer to the main ideas of both passages.**

(5) U/E

Note that the question is on "issues" and "ideas", not language or style. While it will not be wholly inappropriate for candidates to refer to, for example, emotional language, the thrust of the answer must address the writers' ideas.

There must be comparison between the passages, but candidates may choose to focus more on the ideas of one passage.

Do not penalise a candidate who feels unable to make a definitive choice.

While this has to be a "mark on merit", the following guidelines may be useful:

5 marks - clear and intelligent understanding of both passages; evaluative comment is sensitive and convincing

4 marks - clear understanding of both passages; evaluative comment is reasonably convincing

3 marks - understanding of both passages; there is some acceptable evaluative comment

2 marks - some understanding of both passages; at least one appropriate comment

1 mark - one or two relevant but unconvincing comments

(50)

NB If a candidate refers to one passage only, maximum of 3 marks.

[END OF MARKING INSTRUCTIONS]