



2010 English

Higher Close Reading

Finalised Marking Instructions

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2010 English Higher

Close Reading

Some important general principles

The marking of Close Reading is not a straightforward, mechanical task, but one which requires from the marker a considerable element of judgement in all but the most straightforward questions – and these are rare. In a typical allocation there will be over 200 different answers to every question. In order to award the correct mark to each answer, you must be guided by the detailed instructions which follow, by the exemplification given at the Markers' Meeting of how to apply these instructions, and by your own professional judgement.

If the standards and methods set out in these Instructions and at the Markers' Meeting differ from those you are in the habit of applying in your own marking, then you must adapt your approach to that which is required in order to maintain the national standard.

Each response must be read carefully and the points being made by the candidate considered against the Marking Instructions. Be alert to apparently insignificant words such as "even", "just", "really", "too" etc which often make the candidate's thinking clearer.

The quality of candidates' expression is not being assessed in this part of the examination. You must not, therefore, mark down an answer which is expressed clumsily – indeed you should be as sympathetic as possible to the candidates, who are working under extreme pressure. Conversely, you must not be seduced by fluent emptiness.

Answers to questions testing "**Understanding**" (coded "U") must be expressed using "own words as far as is reasonably possible". Where candidates simply quote from the passage, they gain no marks. In order to earn marks they must attempt, however inelegantly, to "gloss" the key word or words.

Answers to questions requiring "**Analysis**" (coded "A") are the most difficult to mark accurately and consistently. Markers must adhere to the statements in the Marking Instructions ("Reference alone: 0") about not awarding marks for mere quotation or mere identification of a feature of sentence structure. Nor should any marks be awarded for quotation plus repetition of the question (plus any amount of empty waffle). Inappropriate marking of this type of question (eg the mechanical ticking of quotations) can lead to serious over-rewarding of candidates. Only genuine comment by the candidate is eligible for marks. The comment need not be all that mature or sophisticated, even to score full marks in a question. The brilliant answer is easy to spot, but less luminous responses might also be worth full marks.

Answers to questions on "**Evaluation**" (coded "E") will involve evaluation of the writers' ideas ("U/E") or the writers' styles ("A/E"). Be guided by the points above and by the specific guidance in the Marking Instructions.

As in the past, some use is made of half marks in the marking of Analysis questions. This allows for more sophisticated discrimination and can reward candidates for making weakish but nevertheless acceptable points which might otherwise not gain credit. Half marks should not, however, be awarded where they are not deserved; conversely, they should not be used in order to deny full marks to all but the exceptional answer. Half marks are not used in the marking of Understanding questions.

Administrative matters

- Enter marks in red ink in the examination booklet as neatly and clearly as possible.
- According to your own preferences, use ticks, crosses and lines within an answer to help clarify your marking, but **do not write any words or comments in any part of the booklet**. Necessary comment on a specific answer or on the work of a candidate in general can be made only by means of referral to PA or as part of a referral under the heading of Special Arrangements (in the case of suspected malpractice). For details of how to make such referrals, please refer to the General Instructions to Markers.
- Total the marks and enter the total (rounded up if necessary) to the “Others” box under “Total Marks” on the front cover.
- Check this total at least once.

Close Reading Marking Instructions

Questions on Passage 1

Marks Code

1. Read lines 1-6.

- (a) Explain which groups of people are being attracted to cities.

2 U

There must be some attempt to use own words. Lifts: 0.

Gloss on the following two terms for 1+1:

“the dispossessed” people who are homeless, displaced, driven from their own land, alienated from their own society, poor people, people with few possessions

“the ambitious” people with a strong desire to succeed, to get on in life, to better themselves, to make money (undeveloped variants of “ambitious” – eg “people with ambitions”: 0)

- (b) Show how any two examples of word choice in this paragraph emphasise the impact of the growth of cities.

2 A

Marks will depend on the quality of comment on the chosen words. For full marks, two examples must be dealt with.

Reference alone: 0.

Possible answers:

- | | | |
|---|---------------------------|--|
| 1 | “flooding into” | suggests a force which is powerful, massive, unstoppable, out of control, coming at great speed, impossible to contain, ... |
| 2 | “swollen” | suggests something bloated, unnatural, disfigured, ... |
| 3 | “out of all recognition” | suggests essential nature of the cities has been massively altered, ruined, compromised, ... |
| 4 | “struggling (to cope)” | suggests dealing with this influx is difficult, challenging, a battle, ... |
| 5 | “reconfiguring” | suggests fundamental change |
| 6 | “at breakneck speed” | suggests speed of change involved is reckless, dangerously fast, likely to lead to disaster, ... |
| 7 | “(industrial) powerhouse” | suggests something very forceful, strong, energetic has been created (“powerful” alone: 0)
or
suggests something which will make a great impact on, influence, benefit, dominate its surroundings |

2. Referring to lines 7-14, explain two ways in which “That version of London would seem like a village now” (lines 10-11).

2 U

There must be some attempt to “explain”; extensive lifting without explanation: 0.

The following points for 1 + 1:

- 1 officially, London is now a city of almost 8 million **and/or** in reality, London is now a city of 18 million, much larger than the “version” referred to (which had a population of two million)
- 2 (because it is now spread over a vast area) London is more sprawling, less definable, less cohesive than the “version” referred to.

3. Show how the writer’s use of language in lines 15-20 conveys the Victorians’ disgust at the city they had created. You should refer in your answer to such features as imagery, word choice, sentence structure...

4 A

Marks will depend on the quality of comment. Insightful comment on one feature could be worth up to 3 marks. For full marks, there must be reference to more than one feature.

Reference alone: 0. Mere identification of an image or a feature of sentence structure: 0.

When dealing with imagery, answers must show recognition of the literal root of the image and then explore how the writer is extending it figuratively.

Candidates may well choose to deal with the points listed here under “Imagery” as word choice.

Possible answers:

Imagery:

- | | | |
|---|--------------------|--|
| 1 | “reeled back” | “to reel” is to stagger, sway or recoil, from the impact of a blow or in shock or disbelief. This suggests a deep-seated, almost physical revulsion, a desire to step back from what they found, a sense of them losing control and being shaken to their very foundations |
| 2 | “(hideous) tumour” | a tumour is a growth or a mass of diseased cells which can lead to serious illness or death. This suggests the Victorians felt that London was unhealthy, malignant, evil, increasingly invasive, destructive to the country as a whole |

[continued ...]

- | | | |
|---|---------------------------|---|
| 3 | “sucking the life out of” | the comparison here is with a blood-sucking creature (or even a vampire). This suggests the Victorians felt that London was essentially parasitic, feeding off and likely to damage or destroy the countryside, while having no positive value of its own |
|---|---------------------------|---|

Word choice:

- | | | |
|----|---|---|
| 4 | “in horror” | shows their deep-seated shock and fear |
| 5 | “cholera-ridden” | disease was dominant, pervasive, deep-seated, ... |
| 6 | “hideous (tumour)” | London was deeply unpleasant, repellent, ghastly, ... |
| 7 | “polluted” | they felt the city was unwholesome, impure, contaminated, ... |
| 8 | “squalor” | they felt the city was sordid, dirty, unhealthy, ... |
| 9 | “feared” | suggests intensity of loathing |
| 10 | “controlled/eliminated” | such was their disgust that containment/total destruction were the only solutions |
| 11 | use in general of words to do with illness and disease: “cholera-ridden”, “tumour”, “polluted”, “squalor” | to them London was synonymous with infection, death, despair, ... |

Sentence structure:

- | | | |
|----|--|---|
| 12 | balance of opening sentence (“Having invented . . . Britain promptly reeled back”) | emphasises their instantaneous rejection of their own creation |
| 13 | accumulation of disturbing adjectives in second sentence (“cholera-ridden”, “hideous”, “polluted”) | emphasises the Victorians’ all-consuming, pervasive sense of horror |
| 14 | list at the end of the second sentence (“squalor, disease and crime”) | emphasises the scale and diversity of the problems which disturbed them |

[continued ...]

- | | | |
|----|---|---|
| 15 | positioning of “In their eyes” at beginning of final sentence | underlines how personal and immediate this problem was |
| 16 | list at end of final sentence (“feared, controlled and, if possible, eliminated”) | brings the paragraph to a climax in which he sums up their revulsion through their desire to take action against their creation |
| 17 | insertion of “if possible” | creates a dramatic pause before the menacing punchline of “eliminated” and/or suggests a sense of desperation/determination |
| 18 | the relative punchiness of the final sentence (after the rather labyrinthine nature of the second sentence) | drives home the absolute negativity/certainty of their attitude |

4. In lines 21-25, the writer tells us that for the first time in history more people are now living in cities than in the countryside. Show how the writer's use of language in this paragraph emphasises the momentous nature of this change.

2

A

Marks will depend on the quality of comment on appropriate language feature(s).

A single insightful comment will be worth up to 2 marks; more basic comments will be worth up to 1 mark each.

Reference alone: 0. Mere identification of a language feature: 0.

Possible answers:

- | | | |
|----|------------------------|---|
| 1 | “finally” | suggests this moment was one the world had been waiting for impatiently |
| 2 | “swallowed the world” | (use of personification) presents “the city” as some kind of all-conquering monster: brutal, ravenous, insatiable, greedy, unstoppable, ... |
| 3 | “swallowed” | suggests an all-engulfing consumption; the change is abrupt, final and irreversible |
| 4 | “the world” | hyperbole stresses the huge scale of the change |
| 5 | “overtook” | suggests a race in which those in the city are moving forward at pace, leaving their rivals trailing behind |
| 6 | “left behind” | (continuation of “race” imagery) suggests people in the country are not making progress, inferior |
| 7 | “in the fields” | associates people living in the country with a very basic, almost primitive way of life |
| 8 | “fundamental” | stresses essential, primary nature of the change |
| 9 | “species change” | suggests an evolutionary shift |
| 10 | “like ... agriculture” | use of comparison to another fundamental moment in man's evolution to stress great importance |

5. Read lines 26-31.

Explain in detail why the writer thinks the city is “mankind’s greatest single invention” (line 31).

2 U

There must be some attempt to use own words. Blatant lifts: 0.

Marks will depend on the quality of explanation. A clear explanation will be worth 2 marks; a more basic explanation will be worth 1 mark.

Possible answer for 2 marks:

The city is “mankind’s greatest invention” because it encompasses all aspects of life from fundamental issues (such as utilities, finance, transportation, law and order) to less vital issues (such as leisure facilities).

6. Read lines 32-37.

Give any two reasons why cities “must be counted as a positive force”.

2 U

There must be some attempt to use own words. Blatant lifts: 0.

Any two of the following for 1 mark each:

- 1 they help people/incomers to improve themselves (“engine of growth”, “sustaining generation after generation of newcomers”)
- 2 they help (poor) people to become financially better off (“prosperity”)
- 3 they help to liberate people (“freedom”)
- 4 (as exemplified by London) they have a cohesive, individual strength (“a far stronger sense of ... its identity”)
- 5 (as exemplified by London) they develop in a natural, progressive, methodical, organised way (“layer on layer”, “sustaining generation after generation of newcomers”)

7. Read lines 38-46.

- (a) Explain how any one of the examples in these lines illustrates the surprising nature of the way London has changed over time.

2

U

There must be some attempt to use own words. Blatant lifts: 0.

Marks will depend on the quality of the explanation. A clear explanation will be worth 2 marks; a more basic explanation will be worth 1 mark.

Possible answers:

- | | | |
|---|---|---|
| 1 | “chapel...synagogue...mosque” | religious diversity: over time, one building has been used as a centre of worship for three major religions (Christianity, Judaism, Islam) |
| 2 | “residential (core)...banking (centre)”
and/or
“sheltering in...world’s biggest” | living/housing area became business/financial area

from protected, insular, inward-looking to globally pre-eminent |
| 3 | “market halls and power stations...art galleries and piazzas” | shift from the functional (suppliers of food and energy) to catering for a more cultural, aesthetic, sophisticated, leisure-related lifestyle |
| 4 | “clerks of the Great Western Railway...largest Sikh community outside India” | shift in culture, religion, ethnicity |

- (b) **Show how the sentence structure of the paragraph as a whole emphasises the idea of change.**

2

A

Marks will depend on the quality of comment. A single insightful comment will be worth 2 marks; more basic comments will be worth up to 1 mark each. Mere identification of a feature of sentence structure: 0.

For full marks, candidates should focus on:

- | | | |
|---|--|--|
| 1 | parallel openings (“Its old residential core”, “Its market halls and power stations”, “Its simple terraced streets”) | any/all of these features are used to stress the repetitive nature, widespread scale and perhaps the inevitability of change |
| 2 | repeated “before and after” formula | |
| 3 | similar verb pattern “has made the transition”, “have become” (twice) | |

Comments on other features of sentence structure could be rewarded if there is some attempt to link them to the paragraph “as a whole”.

- 8. Show how the image of the “à la carte menu” illustrates the point the writer is making in lines 47-51.**

2 A

Marks will depend on the quality of comment on the image. An insightful comment could score up to 2 marks; a more basic comment will be worth up to 1 mark.

Answers must show recognition of the literal root of the image and then explore how the writer is extending it figuratively.

Possible answer:

an “à la carte menu” allows diners to make an individual choice from a varied, extensive list of dishes; by using it here, the writer is suggesting that people in London are able to make a series of individual lifestyle choices from a very wide variety of activities, jobs, cultures, pursuits.

NB A candidate who focuses exclusively on ideas of sophistication, class or quality implied by the image may also score up to 2 marks.

- 9. Read lines 52-65.**

- (a) According to the writer, what is the key difference between successful cities and unsuccessful cities?**

1 U

There must be some attempt to use own words. Blatant lifts: 0.

Possible answers:

- 1 successful cities take a flexible approach, whereas unsuccessful cities are inflexible
- 2 successful cities are open to change and innovation, whereas unsuccessful cities are set in their ways
- 3 successful cities offer a lot of choice, whereas unsuccessful cities offer little or no choice
- 4 successful cities are receptive to the needs of their people, whereas unsuccessful cities treat their citizens in a domineering way
- 5 successful cities encourage the unexpected, whereas unsuccessful cities are unadventurous/predictable

An answer need not state both sides of the issue. A clear articulation of one element will inevitably imply an understanding of the other.

NB Answers which become so bogged down in detail and exemplification – so that the fundamental difference is hard to discern – are unlikely to gain the mark.

- (b) **Show how the writer’s use of language in these lines emphasises this difference.**

2 A

Marks will depend on the quality of comment on appropriate language feature(s). A single insightful comment will be worth up to 2 marks; more basic comments will be worth up to 1 mark each.

There will be a variety of acceptable approaches to this question. Some candidates may choose to make fairly broad comments covering the sweep of the three paragraphs; others may choose to exemplify a chosen feature by much tighter analysis of a smaller part of the text.

Reference alone: 0. Mere identification of a language feature: 0.

Possible answers:

Contrast/Balance/Juxtaposition:

- | | | |
|---|---|---|
| 1 | frequent switches between aspects of successful and unsuccessful cities throughout the three paragraphs | rapidfire approach allows strengths to be set against weaknesses time and time again to persuasive effect |
| 2 | “options open”, “possibility of change” as opposed to “stuck”, “rigid”, “no way out” | flexibility versus rigidity |
| 3 | “allow people to be ...” as opposed to “force them to be ...” | (parallel construction highlights) freedom of choice versus coercion |
| 4 | “room for more than the obvious”, “open to new ideas” as opposed to “closed its mind to the future” | innovation versus rigid adherence to the status quo |

Repetition:

- | | | |
|---|---|---|
| 5 | repetition of words to do with flexibility, opportunity, innovation etc | drives home relentlessly the positive aspect of the writer’s argument |
| 6 | repetition of words to do with rigidity, lack of opportunity, coercion etc | drives home forcefully the negative aspect of the writer’s argument |
| 7 | brutally repetitive openings to the sentences – “The cities that work”, “The cities that are stuck”, “A successful city is”, “A city that has been trapped” etc | stress the writer’s belief that there is a stark contrast between the two |

[continued ...]

- | | | |
|---|--|---|
| 8 | repetitive “successful city”/ “unsuccessful city” formula (often involving the use of parallel construction) | renders unequivocal the positive/negative distinctions the writer is making |
| 9 | repetition in general of various contrasts between successful and unsuccessful cities | hammers home his points, bludgeons the reader into submission |

Climax:

- 10 possible climax in the final paragraph: the detailed, varied portrait of what “a successful city” has to offer is captured in a complex sentence; this is followed by the short, abrupt, definitive dismissal of “an unsuccessful city”

Word choice:

- 11 For full marks on word choice alone the difference must be demonstrated by referring to and commenting appropriately on at least one example from each of the lists given below.

For “a successful city”, answers should make acceptable comment on the positive connotations of any of the following:

“options open ... possibility of change ... open to new ideas ... room for surprises ... room for more than the obvious ... the unexpected ... generating the spark ... a life shared with strangers”

For “an unsuccessful city”, answers should make acceptable comment on the negative connotations of any of the following:

“stuck ... overwhelmed ... rigid ... state-owned ... no way out ... slums ... poverty ... trapped ... traps ... gentrification ... trouble generating the spark ... force(s) ... ban ... closed its mind”

Questions on Passage 2

10. Read lines 1-8.

- (a) **Explain why, according to the writer, Glasgow was in the past an important world city.** 1 U

There must be some attempt to use own words. Blatant lifts: 0.

Any one of the following for 1 mark:

- 1 important for industry/manufacture
- 2 second only to London as Imperial symbol
- 3 important for international commerce

- (b) **Explain why Glasgow could be considered important now.** 1 U

There must be some attempt to use own words. Blatant lifts: 0.

Any one of the following for 1 mark:

- 1 important contribution to the arts/heritage/vibrant lifestyle
- 2 important as a shopping/commercial centre
- 3 continues to be “role model”/have impact, sway on other cities

- (c) **Show how the writer’s use of language in lines 3-8 (“This is a city ... the moon.”) emphasises Glasgow’s importance.** 2 A

Marks will depend on the quality of comment on appropriate language feature(s). A single insightful comment will be worth up to 2 marks; more basic comments will be worth up to 1 mark each.

Reference alone: 0. Mere identification of an image or a feature of sentence structure: 0.

Possible answers:

Word choice:

- | | | |
|---|-----------------------------|--|
| 1 | “pull” | suggests strong attraction |
| 2 | “buzz” | gives a sense of business and activity |
| 3 | “excitement” | suggests a sense of stimulation |
| 4 | “style” | suggests elegance, class |
| 5 | “sense of...own importance” | suggests self confidence, awareness of status in the world |

[continued...]

6	“potent”	suggests powerful, important and far-reaching
7	“reach”	suggests the extent of Glasgow’s effect
8	“influence”	suggests extent to which it is used by other cities as model, trend-setter
9	“global”	suggests influence is worldwide, far-reaching, beyond the parochial

Imagery:

10	“reach”	the sphere of Glasgow’s influence is like a human arm stretching to affect things far away
11	“weaves ... threads ... tapestry”	extended image from the making of decorative cloth suggesting the complex connections between Glasgow and other parts/aspects of the Empire (NB individual words in the extended image could be dealt with as discrete images)

Sentence structure:

12	list beginning “pull, buzz ... (and ... and ... own importance)”	has the effect of showing a number of vibrant ideas associated with Glasgow, (added to again and again by the repetition of “and” and reaching a climax in the words “own importance”)
13	colon plus explanation	“global urban tapestry” is expanded to illustrate the geographical extent and the sheer number of cities influenced by Glasgow
14	list of names after dash	illustrating the variety and far-flung nature of Glasgow’s renown
15	single short declarative sentence beginning with “And”	gives a final unexpected and extreme example clinching the notion of Glasgow’s fame

11. Read lines 9-16.

- (a) What does the writer mean by the words “radical” (line 13) and “derivative” (line 14) in his discussion of city development? 2 U

gloss on “radical” for 1 mark – eg original, drastic, far-reaching, fundamentally different, ...

gloss on “derivative” for 1 mark – eg unoriginal, imitative, copied, ...

- (b) Show how the writer’s use of language in lines 9-16 suggests his doubts about the alleged “success story” of Glasgow. 4 A

Marks will depend on the quality of comment on appropriate language feature(s).

Reference alone: 0. Mere identification of an image or a feature of sentence structure: 0.

Possible answers:

Word choice:

- | | | |
|---|--------------------------|---|
| 1 | “constant” | suggests an exaggerated insistence on the success |
| 2 | “proclamation” | suggests a deliberately insistent declaration – possibly unjustified |
| 3 | “felt” | suggests the illusory nature of the innovations |
| 4 | “derivative” | suggests that Glasgow is second best – a mere copy of other earlier city developments |
| 5 | “diminishing returns” | suggests that routinely the advantages of the makeover have been becoming relentlessly smaller as time passes |
| 6 | “celebrity” | suggests taking advantage of passing or fleeting popularity rather than tried and tested expertise |
| 7 | “(reduced to a) formula” | suggests that the developments are merely copying other cities’ attempts with no vestige of originality |

[continued ...]

Imagery:

- | | | |
|---|--------------------------------|--|
| 8 | “wind coming out of the sails” | just as a sailing vessel’s progress is halted by its losing the wind which propels it, so Glasgow’s supposed progress as a new and changed city is coming to a halt |
| 9 | “makeover path” | just as the instant changes wrought on people and houses are often striking but not lasting or of any real worth, the attempts to change the city have been too artificial and possibly too speedy to be really satisfying/the end of a natural or organic process |

Sentence structure:

- | | | |
|----|--|---|
| 10 | list after the colon | provides an extension of the artificial inflation of the alleged advantages (as above in points 1 and 2) |
| 11 | repetition of “will” | highlights/derides the over-insistence/over-confidence of the Establishment’s stance |
| 12 | “But ...” | signals a move in the direction of overt criticism of the city’s attempts |
| 13 | sentences beginning “What felt ...” and “When every ...” | delay the principal idea to the end of the sentence(s) for greater impact on negative ideas such as “diminishing returns” or “reduced to a formula” |

12. Read lines 17-26.

- (a) **“There are several problems with this.” (lines 19-20). Explain briefly what these “problems” are.** 3 U

There must be some attempt to use own words. Blatant lifts: 0.

The following points for 1 mark each:

- 1 gloss on the idea of “deep inequalities ... sharp divisions” (in the socio-economic sphere) – eg extensive unfairness, discrimination, separation, ...
- 2 gloss on “unsustainable” in the financial sphere – eg the impossibility of continuing on the present financial course, ...
- 3 the idea of the deadening monotony and sameness of tourist cities

- (b) **Explain fully how the structure of lines 19-26 (“There are ... room for distinctiveness.”) helps to clarify the writer’s argument.** 2 A

Marks will depend on the quality of comment. A single insightful comment will be worth up to 2 marks; a more basic point will be worth 1 mark.

Mere identification of a feature: 0.

Possible points and comments:

- | | | |
|---|--|---|
| 1 | simple declarative sentence
“There are several ...” | sets up clearly and plainly the expectation of a number of examples of the problems in the remainder of the paragraph |
| 2 | “One ... Another ... And yet another” | to signal each of the three problems separately allowing each to be readily identified |
| 3 | cumulative effect of “One ... Another ... And yet another” | culminates in the “problem” which has been the subject of the article up to this point in the passage |
| 4 | increasing length and detail devoted to each problem | highlights the most important problem (so far) |
| 5 | parenthesis/list (lines 25-26) | allows writer to demonstrate/mock the type of tedious, predictable, formulaic campaign of which he is so dismissive |

13. Read lines 27-35.

- (a) **What is the writer’s main criticism of the way the “politicians and the Establishment” run Glasgow?**

1 U

There must be some attempt to use own words. Blatant lifts: 0.

Any of the following for 1 mark:

- 1 their hypocrisy
- 2 their methods are paternalistic/“nanny knows best”
- 3 the solutions are imposed from on high/any consultation is sham
- 4 they have low expectations of what can be achieved

- (b) **Show how the writer’s use of language in this paragraph creates a tone of disapproval.**

2 A

Marks will depend on the quality of comment on appropriate language feature(s). A single insightful comment will be worth up to 2 marks; more basic comments will be worth up to 1 mark each.

Answers may not necessarily make explicit reference to tone, but there should be some recognition of the pejorative nature of the writer’s use of language.

Word choice:

- | | | |
|---|-----------------------------------|---|
| 1 | “talk the language” | suggests that there is something artificial or pretended about what these people say – they are using “jargon” rather than sincere language |
| 2 | “(do not) really (believe)” | suggests that in their heart of hearts they do not mean what they actually say |
| 3 | “impose” | suggests an opposition to “choice” etc rather than the flexibility which their “language” suggests |
| 4 | “set menu” | suggests a lack of choice, contrary to their declared intentions |
| 5 | “confident (that they know best)” | suggests an overweening adult superiority over those who they have said should be allowed to make choices |

[continued ...]

- | | | |
|----|-----------------------------|--|
| 6 | “rhetoric” | suggests overblown, artificial and exaggerated language intended to persuade or browbeat |
| 7 | “old-fashioned” | suggests they are out of touch with the ideals of modern democracy |
| 8 | “top-down (approach)” | suggests that they are “on top” in matters of decision making and such things should not be left to those lower down in the heap |
| 9 | “institutional” | suggests the rigid, authoritarian, hide-bound views which permeate an organisation despite individual attempts to change it |
| 10 | “experts and professionals” | suggests that ordinary citizens are too ignorant to know what is best because they are not professionally qualified |

Imagery:

- | | | |
|----|---------------------------|--|
| 11 | “set menu ... à la carte” | the reference to the choice or lack of choice offered in a restaurant illustrates the writer’s disapproval of the establishment not offering any choice to the people of Glasgow despite their statements that there is to be “choice” |
|----|---------------------------|--|

Punctuation:

- | | | |
|----|---|--|
| 12 | the use of inverted commas round “opportunity”, “choice” or “diversity” | shows that the writer does not believe that these concepts are on offer, or are really meant and that he disapproves of the people who are misleading the public |
|----|---|--|

14. Read lines 36-42.

Explain the approach the writer would prefer to see in the way Glasgow is run.

2

U

There must be some attempt to use own words. Blatant lifts: 0.

Any of the following for 1 or 2 marks depending the on the quality of understanding demonstrated:

- 1 gloss on “this unity...be mobilized in a more sustained way”
- 2 gloss on “bridge the gap between the city and its people” eg diminish the gulf between the governed and the governors/the people and the establishment
- 3 people should be allowed more say/more choice in the way the city is run/not have one model imposed on them

Question on both Passages

- 15. Which passage do you think offers the more thought-provoking ideas about the nature of cities?**

Justify your choice by close reference to the ideas of both passages.

5 U/E

Note that the question is on “ideas”, not language or style. While some candidates might make judicious use of some reference to stylistic matters to support a valid point about ideas, the thrust of a successful answer must be clearly about the writers’ ideas.

The mark for this question should reflect the overall quality of the response and may not be directly related to the length of the response or to the number of points/references made. A succinct, sophisticated response should be worth more than a series of fairly trivial and obvious references. “Ticking and adding up” is not appropriate (or fair) here.

For full marks there must be reference to both passages (although not necessarily a balanced treatment) and convincing evaluative comment. Where reference is made to one passage only, the maximum mark is 3.

The following guidelines should be followed:

- | | |
|---------|---|
| 5 marks | clear and intelligent understanding of both passages; evaluative comment is thoughtful and convincing |
| 4 marks | clear understanding of both passages; evaluative comment is reasonably convincing |
| 3 marks | understanding of both passages; there is some evaluative comment |
| 2 marks | some understanding of both passages; at least one appropriate evaluative comment |
| 1 mark | one or two relevant but unconvincing comments |
| 0 marks | irrelevant, or too generalised; or excessive quotation/reference without comment |

The following points could be referred to by way of justifying the candidate's preference:

Passage 1

Generally unbiased and optimistic for the future.

- large scale of growth in cities
- strong Victorian view that cities represented danger
- in 2008, the number of urban dwellers exceeded the number of rural dwellers greatly
- the future success of individual cities depends on how serious issues and less serious issues are dealt with
- cities must be a “positive force” – offering the less affluent country people a chance of success and more opportunity
- examples of growth and change in London
- London's success is attributed to the width of choice; in contrast a village discourages diversity
- successful cities embrace change
- unsuccessful cities adopt a more rigid, conservative approach and do not consider the future.

Passage 2

Generally biased and more critical.

- Glasgow has always undergone change
- Glasgow is exciting, vibrant and important
- Glasgow has international status
- the city's development plan claims success in business, education and tourism but in reality has adopted a formulaic approach
- “official” Glasgow promotes a reputation for “conspicuous consumption” but it is still a city of “deep inequalities”
- establishment claims of offering “opportunity”, “choice” and “diversity” are unconvincing
- establishment claims lack of success due to the poor attitudes of the people
- division between the “powerful” and the “powerless” is the nub of the problem
- unity between the city and the people is the way ahead.

[END OF MARKING INSTRUCTIONS]