

2002 English & Communication

Intermediate 1

Close Reading & Textual Analysis

Finalised Marking Instructions

Marking Key

1. How does the first sentence suggest that the tone of the passage will be humorous? **2 A**
*Sensible comment on the bathos = 2 (ie list/dash/pause (1) before punchline/joke (1))
Image/joke suggested by reference to the weather = 1*
2. According to lines 3 – 4, Marco’s job has “taught him who his friends are”.
How would Marco expect his **true** friends to behave if they saw him at work? **1 U**
*They would talk to him/not ignore him/not be embarrassed/not feel sorry for him (1)
(Accept appropriate generalised comment eg “treat him with respect” (1))*
3. Look again at lines 6 – 12.
- (a) Write down a word which **contrasts** with the expression “hi-tech” (line 7). **1 A**
“primitive” (1)
- (b) Write down the expression which suggests that sandwich board carriers are not paid much. **1 U**
“modest (fee)” (1)
- (c) “human signposts still turn heads” (line 7).
Write down the expression, **used later in the passage**, which conveys the same idea more **formally**. **1 A**
*“attracts attention” (line 11) (1)
“attracts more focused attention” (lines 16-17) (1)
“the human factor works” (line 12) (1)
Any one*
- (d) Explain **in your own words two** possible reasons for the success of “the human factor” (line 12) given in lines 6 – 12. **2 U**
Gloss of any two of: Amusement (they make people smile/laugh) (1); Curiosity (attract interest) (1); Sympathy (make people feel sorry for/pity the carriers) (1)
NB There must be some attempt to gloss. (Straight lifts = 0)
4. Give **two** ways in which line 19 might be considered effective in emphasising the writer’s point. **2 A**
*Any two from:
(Unusual that) a single sentence is in a paragraph of its own (1)
It begins with “and”(and this is unusual) (1)
The simplicity/directness of the vocabulary (1)
It succinctly rounds off the preceding part of the article (1)
Brevity of sentence (1)*

5. “It is a shady area of advertising” (Line 20)
Explain why “shady” is an appropriate word to use here. **2 E**

*Connotations of “shady” (underhand, obscure, unclear, murky, etc) (1)
suit the underhand tactics of the employers discussed in the rest of the paragraph (1)*

6. In what **two** ways do **you** think “signpost holding” (line 33) could be “more environmentally friendly than handing out leaflets” (lines 37 – 38)? **2 E**

*Use fewer resources (fewer trees/less paper) (1)
Produce less pollution (litter) (1)*

7. The writer uses four different terms for the kind of advertising which is the subject of this passage: sandwich boards, Ad people, signpost holding and point-of-sale advertising.

Giving **at least two** reasons for your answer, explain which one **you** think describes it best. **2 E**

Any of the choices is acceptable. The two marks should be awarded for clear explanation of how the choice selected is appropriate.

Full development of one point = 2 (eg “Sandwich boards is best because the employees are like the filling in a sandwich and the advertising boards are like the bread.”

Less full comment on two points = 2 (1 + 1) eg “Sandwich boards describe it best because it gives a clear picture (1) of people with adverts on their chest and their backs”(1)

8. Look at the final section of the passage, lines 54-72.

- (a) Why has the editor added this section to Sarah Roe’s article? **1 U**

To give the legal background/explain the law/give the facts (1)

- (b) Explain exactly what is meant by the expression “legal loophole” (line 70). **2 U**

Gloss of legal = 1; gloss of loophole = 1 [eg a gap in/way round (1) the law (1)]

- (c) What is the particular “legal loophole” that “human adverts” exploit? **2 U**

Lift or gloss of “Human adverts regulation-free environment” (line 65) (2)

OR

Lift or gloss of “It’s almost impossible ... stand” (lines 70 – 71) (2)

- (d) Why might “The board game” be regarded as an appropriate sub-heading for this section of the passage? **2 E**

Any two points from

The pun on “board” (playing area/sandwich) (1)

The pun on “game” (something played by rules/someone ignoring rules) (1)

Connotations of “board game” (entertainment/competition/process of playing) (moves) (1)

Think about the passage as a whole

9. (a) Explain **the pun** in the title of this passage. **2 A**

“Ever been Ad” = ever been an advertisement (1)

“Ever been ’ad” = ever been cheated/hoodwinked/deceived/conned (by adverts) (1)

OR

Ad = advertisement (1) Ad = had (1)

- (b) What point is being made by the cartoon? **2 U**

(The irony that) though people mock/look down on sandwich board carriers (1) they are very willing to cover themselves in/wear designer logos (1)

10. In this passage the writer makes use of informal, colloquial language from time to time.

Write down an example of informal or colloquial language used in the passage and then explain why it is appropriate in its context. **3 E**

Any acceptable quotation (1)

Clear explanation of how this register is appropriate to any situation, purpose, subject or audience = 2.

Less clear explanation = 1

Total 30

Scorpions

1 Read lines 1 – 7

- (a) *The scorpions react in **three different** ways to the actions of human beings. In your own words say what these ways are.* **3**

They hide under stones (if something upsets/comes too near them) (1)

They move out as if to attack (if threatened/molested/annoyed) (1)

They bite in (self defence when they have no escape route) (1)

There must be some attempt to gloss the phrases

Straight lifts (0)

- (b) *Choose **one** of these reactions and show how word-choice makes the description effective.* **2**

Most obvious are scuttle/dart (and) threaten/cornered/deadly/venom. Any one (1)

Connotative comment about word chosen/comment on sound (1)

2. *How does the sentence in brackets in lines 7 – 8 contrast with the description in the opening two lines?* **2**

Power suggested by phrase (ie gloss of “some can fell a horse”) (1) contrasts with meek/weak/won’t fight back (1).

It would be possible to gain one mark for one side of the contrast.

3. Read lines 9 – 12.

- (a) *What do the places where the scorpions live have in common?* **1**

They are all harsh/hidden/uninhabited/poor Any one (1)

- (b) *Choose **one** example in these lines where sound is used effectively. Quote the expression and say why you think its sound is effective in helping you to appreciate it.* **2**

Any of the alliterations (the term does not have to be used) (1)

Comment on the sound quality emphasised by the repetition of the letter, eg hard “c” for harsh places; heaviness of “d” downbeat, doom-laden, depressing (1)

4. *The poet says in lines 18 – 19:*

“They are survivors.”

- (a) *What evidence is there in lines 19-24 to prove this? You should use your own words as far as possible.* **3**

without water

without food

extreme heat

extreme cold

(Any 3 for 1 mark each)

- (b) *Show how any **one** of the words or expressions used in these lines exaggerates or emphasises the extreme conditions in which they can survive.* **2**
- months/forty days (plus)/plus/iceblocks/ovens/all the time (1)
comment linking word(s) to idea of “extreme” (1)
- (c) *Why do you think the poet splits up lines 18-19 in this way?* **2**
- So that you notice/emphasise/highlight “survivors” (1) because it is the most important thing about the scorpions (1)
For emphasis (0)
5. *Read lines 24 – 31*
- (a) *What is the most important thing scorpions can do which no other species can do?* **1**
- stand atomic radiation/pollution/amble across poisoned deserts (1)
- (b) *How does the poet emphasise the fact that they are the only creatures able to do this?* **2**
- Repetition (1) of “they” (1)
or
Use of “alone” (1) in an important stressed position (1)
Quotation of “ they and they/they and they alone/they alone” (1)
- (c) *Why is “amble” (line 29) an appropriate word to use here?* **1**
- Suggests carelessness/lack of fear/casual approach to danger.
6. (a) *What is the poet trying to get across to the reader in the final 5 lines of the poem?* **2**
- That man is ruining the world (1) scorpions will survive/should be respected (1)
warning of man's extinction/scorpions' domination (1)
(Any two)
- (b) *How does the second last line (line 34) affect the overall meaning or tone of the poem?* **2**
- Meaning: stops it being certain that they will dominate (2)
Tone: makes what was certain, uncertain/doubtful (2)
7. *Read lines 26 – 27 and consider the poem as a whole.*
- (a) *What is the importance of the word “But”?* **2**
- Introduces the most important quality which the scorpions possess (1)
invulnerable to radiation (1)
Introduces the real climax of the poem (1) the “message” of the end (1)
signals that something important is going to happen (1)

- (b) *Why is the expression “(and this is the sting in the tale)” appropriate to this particular poem?*

3

If the idea of “sting” is related to the scorpions' literal sting (1)

Appropriate comment on structure (eg relating beginning to end of poem) (1)

If the pun on “tail” and “tale” is noticed (2)

If the pun is explained (3) depending on the quality of the comment

If both literal and metaphorical aspect of "sting" covered (2)

If there is comment on the structure of the poem, with reference to the ending and the metaphorical “sting” in the message (3).

However, a good answer could be constructed which deals well in general terms with the phrase.

Total 30

[END OF MARKING INSTRUCTIONS]