

# X270/11/01

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NATIONAL  
QUALIFICATIONS  
2014

WEDNESDAY, 30 APRIL  
1.00 PM – 2.00 PM

ENGLISH  
INTERMEDIATE 2  
Close Reading—Questions

Answer all questions.

30 marks are allocated to this paper.

A code letter (U, A, E) is used alongside each question to give some indication of the skills being assessed. The number of marks attached to each question will give some indication of the length of answer required.

**When answering questions coded “U—Understanding”, use your own words as far as is reasonably possible and do not simply repeat the wording of the passage.**



## QUESTIONS

*Marks Code*

- |  |   |   |
|--|---|---|
| 1. Having read the whole passage, explain how appropriate you find the opening paragraph (lines 1–2) as an introduction to the article.  | 2 | E |
| 2. Look at the sentence in lines 4–6, and then explain how the words after the colon (:) help us to realise the meaning of “detritus”.   | 2 | U |
| 3. Explain why the words “On the plus side” (lines 7–8) are <b>ironic</b> .  | 2 | A |
| 4. Explain what is suggested or implied by the word “actually” in the expression “the dirty washing basket actually contained some items of clothing” (line 11).   | 1 | U |
| 5. Explain any <b>one</b> reason for the effectiveness of the sentence “Like the one into which I wept” (line 19).   | 1 | A |
| 6. Explain the humour of “Ours is the type of home where visitors try to make ‘lived in’ into a compliment” (lines 20–21).   | 1 | A |
| 7. Look again at lines 27–32.<br>Explain <b>fully</b> and <b>in your own words</b> why the writer was “astounded”.   | 3 | U |
| 8. Explain why the sentence “Now, of course, I understand only too well where those feelings came from” (line 33) provides an effective link between paragraphs at this point in the passage.  | 2 | A |
| 9. Re-read lines 40–42, which tell us about worries parents have for their children.<br>How does a feature of <b>either</b> the <b>structure</b> or the <b>word choice</b> of the second sentence in this paragraph help convey the idea of worry? | 2 | A |
| 10. How effective do you find the comparison “as if your child is sticking two fingers up at you” (lines 44–45)?   | 1 | E |
| 11. Re-read lines 46–56, choose <b>one</b> example of the writer’s use of a colon (:) in these lines, and then explain fully why it is appropriate to use this punctuation mark at the point you have selected.                                    | 2 | A |
| 12. How effective do you find the “rope” metaphor used in lines 60–61?   | 2 | E |
| 13. What is the purpose of the words in dashes (parenthesis) in lines 65–66?   | 1 | A |
| 14. Re-read lines 68–73, and then explain <b>in your own words two</b> reasons why, according to Professor Byron, we are wrong to expect growing children “to show the same consideration and empathy as adults”.                                  | 2 | U |
| 15. Explain how effective you find any aspect of the sentence in lines 74–75.<br>Your answer could deal with a language feature such as <b>imagery</b> , <b>tone</b> or <b>structure</b> .   | 2 | E |

**QUESTIONS (CONTINUED)**

*Marks Code*

- 16.** Consider the expression “not to lose perspective” (line 81).

Now explain what this means: show how an expression from later in the paragraph helps make this meaning clear.

**2 U**

- 17.** Consider the passage **as a whole**.

The writer has set out to persuade her (adult) readers to accept her argument about teenagers’ lack of tidiness.

Identify, by means of example, at least one language feature or persuasive technique the writer uses, and show how well it helps her to achieve her purpose.

**2 E**

**Total (30)**

*[END OF QUESTION PAPER]*

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