

X115/302

NATIONAL
QUALIFICATIONS
2009

FRIDAY, 15 MAY
9.00 AM – 10.45 AM

ENGLISH
HIGHER
Close Reading Questions

Answer all questions. **Use your own words whenever possible and particularly when you are instructed to do so.**

50 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.



Questions on Passage 1

Marks Code

- | | | |
|---|---|-----|
| 1. (a) Referring to lines 1–6, give in your own words two reasons why the writer finds it surprising that politicians are “telling us not to travel”. | 2 | U |
| (b) Show how the writer’s sentence structure and word choice in lines 1–12 convey the strength of her commitment to air travel for all. | 4 | A |
| 2. Referring to specific words and/or phrases, show how the sentence “So, before . . . as a whole?” (lines 13–14) performs a linking function in the writer’s argument. | 2 | U |
| 3. Read lines 15–23. | | |
| (a) What, according to the writer, is the result of “Clamping down on one form of movement”? Use your own words in your answer. | 1 | U |
| (b) Explain how the writer uses the example of the London congestion charge to demonstrate her point. | 2 | U |
| 4. In the paragraph from lines 24 to 28, the writer states that “The only solution . . . is for none of us to go anywhere.” (lines 24–25) | | |
| (a) Why, according to the writer, is this “solution” undesirable? | 2 | U |
| (b) Show how, in this paragraph, the writer creates a tone which conveys her disapproval of the “solution”. | 2 | A |
| 5. Read lines 29–47. | | |
| (a) Why, according to the writer, would “never leaving your house” still involve some “ecological guilt”? | 1 | U |
| (b) Using your own words as far as possible, summarise the benefits of technology as described in lines 35–43. | 3 | U |
| (c) Show how the writer uses sentence structure in lines 35–43 to strengthen her argument. | 2 | A |
| (d) What, according to the writer in lines 44–47, would be the outcome of the restrictions proposed by politicians? | 2 | U |
| 6. Read lines 48–68. | | |
| (a) What does the phrase “doomsday scenario” (line 51) mean? | 1 | U |
| (b) In your own words, outline the “doomsday scenario” predicted by Thomas Malthus. | 2 | U |
| (c) In your own words, give any two reasons why Malthus’s theory proved incorrect. | 2 | U |
| 7. How effective do you find the writer’s use of language in the final paragraph (lines 69–74) in emphasising her opposition to placing restrictions on people’s way of life? | 2 | A/E |

(30)

Questions on Passage 2

Marks Code

- | | | |
|--|------|-----|
| 8. (a) Explain the cause of the writer's "depression" (line 4). | 2 | U |
| (b) Show how the writer's use of language in lines 1–8 creates an emotional appeal to the reader. | 2 | A |
| 9. Read lines 9–24. | | |
| (a) Explain the "irony" referred to in line 11. | 1 | U |
| (b) Show how the writer's use of language in lines 13–19 conveys his unsympathetic view of the speakers at the conference. In your answer you should refer to at least two features such as sentence structure, tone, word choice . . . | 4 | A |
| (c) How effective do you find the writer's use of imagery in lines 20–24 in conveying the impact that flying has on the environment? | 2 | A/E |
| 10. Explain why the writer believes that "flying will simply have to become more expensive" (line 30). | 2 | U |
| 11. Show how the writer, in lines 35–39, creates a dismissive tone when discussing possible remedies. | 2 | A |
| | (15) | |

Question on both Passages

- | | | |
|---|-----|---|
| 12. Which passage is more effective in engaging your interest in aspects of the environmental debate?
Justify your choice by referring to the ideas and style of both passages . | 5 | E |
| | (5) | |

Total (50)

[END OF QUESTION PAPER]

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