

2004 English

Higher – Close Reading

Finalised Marking Instructions

2004 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 on pages 4 to 16, 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.

As in the past, use is made of half marks in the marking. 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. The use of half marks is currently under review.

Answers to questions testing “**Understanding**” (coded “**U**”) must be expressed “as far as possible in your own words”. 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.

Administrative matters

- Enter marks 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).)
- Do **not** transfer marks to the back cover of the booklet.
- 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.

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Close Reading

Questions on Passage One

	<i>Marks</i>	<i>Code</i>
1. How does the story told in the first paragraph (lines 1-8) help you to understand the meaning of the word “paranoid”?	2	U

1 mark for an acceptable gloss of “paranoid” (be fairly generous here – the “true” meaning of the word has become obscured recently) eg:

- 1 (unnecessarily) fearful, worried, concerned, (over) anxious
- 2 suspicious of everyone/everything
- 3 always fearing the worst
- 4 unable to leave the children to their own devices

plus 1 mark for appropriate reference to parents’ questions, worries, concerns

NB If there is clearly no understanding of the meaning of the word, then there can be no credit for a reference to context which would otherwise score 1 mark.

2. Read the story the writer tells in lines 9-31.

(a) State briefly the main point of this story in conveying the writer’s argument.	1	U
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Answers which merely paraphrase the tale should not be looked on favourably.

The story shows that:

- 1 an apparently serious incident had an innocent explanation
- 2 people are too ready to rush to judgement
- 3 rushing to judgement is wrong
- 4 teacher/social workers/authorities misinterpreted the situation
- 5 teacher/social workers/authorities were made to look foolish
- 6 it is a further example of “paranoia”
- 7 it is a feature of our age
- 8 other appropriate answer

2 (b) **How does the writer’s word choice in these lines make clear her attitude either to the teacher or to the social workers?**

2 A

Marks will depend on the quality of comment. An insightful comment on one word could score 2 marks; alternatively, a candidate could make two more basic comments for 1 mark each.

Reference alone: 0. Attitude alone: 0.

Where both the teacher and the social workers have been dealt with, assess answers on both, and award the higher mark, but see point 9 below.

Possible answers:

Teacher:

- | | | |
|---|---------------------|---|
| 1 | “zealous” (18) | suggests over-enthusiastic, fanatical, driven by personal agenda, ... |
| 2 | “ever alert” (19) | slightly mocking, suggesting keenness to find fault, ... |
| 3 | “omnipresence” (19) | exaggeration |
| 4 | “one look” (20) | emphasises precipitate action |
| 5 | “hissed” (22) | suggests vicious, spiteful, animal-like, ... |
| 6 | “clearly” (22) | shows certainty, lack of any doubt, ... |

Social Workers:

- | | | |
|---|---------------|--|
| 7 | “rushed” (23) | speed, lack of deliberation, ... |
| 8 | “quiz” (24) | suggestion of intrusive questioning, ... |

Either:

- | | | |
|---|------------------------|---|
| 9 | “once upon a time” (9) | suggests living in fantasy/fairy-tale world |
|---|------------------------|---|

3. “It matters not.” (line 32)

Explain in your own words why the writer believes it is not important whether this story is true or not.

2 U

2 marks for:

1. a clear understanding of “A fairy tale’s power lies in its ability to express authentic fears” – eg the impact of such a story comes from the way it can articulate real worries

and/or

2. a clear understanding of: “...this one reveals the paranoia that now prevails ...” - eg such a story exposes the irrational fears which are widespread

and/or

3. a clear understanding of “urban myth” as an articulation of real fears

A weaker explanation, or one which concentrates too much on this particular story and misses the generalisation, may be worth 1 mark.

An answer which relies unduly on lifts from the passage should score 0.

4. Read lines 37-55.

- (a) How does the writer’s language in lines 37-45 emphasise her belief that “parental paranoia has reached absurd heights” (lines 37-38)?

2 A

Marks will depend on the quality of comment on an appropriate language feature(s). A single insightful comment could score 2 marks; alternatively, a candidate could make two more basic comments for 1 mark each.

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

Possible answers:

Word choice:

- | | | |
|---|---|--|
| 1 | “permanently ... worse still...
every ... immediately ...
perpetual ... everyone” | concentration of
intensifying words |
| 2 | “threat ... bad ... suspicion” | connotations of danger, evil |

Sentence structure:

- | | | |
|---|---|--|
| 3 | repetition of “we”/“we live” | rhetorical/emotional device;
sense of inclusiveness;
demonstrates extent of
problem |
| 4 | positioning of “Collectively” | to intensify universality |
| 5 | the two sentences from “Collectively ...” to “... us.” contain a number of relevant features (eg climax, balancing round semi-colon, ...) and appropriate comment could be made on any of these | |

Sound:

- | | | |
|---|--|--------------------------------------|
| 6 | alliteration of “Collectively” and “convinced” | contains a hint of
(self-)mockery |
|---|--|--------------------------------------|

Imagery:

- | | | |
|---|------------------|--|
| 7 | “absurd heights” | it will not be easy to make
appropriate comment since
this is in the question, but it
might be possible |
|---|------------------|--|

4. (b) (i) **What is the writer’s attitude to “the expert doom-mongers” (line 55)?** 1 U

contempt, mockery, disapproval, anger, ...

- (ii) **How does her language in lines 46-55 make this attitude clear?** 2 A

Marks will depend on the quality of comment. A single insightful comment could score 2 marks; alternatively, a candidate could make two more basic comments for 1 mark each.

Reference alone: 0

There are many possible approaches, and markers must be alert to genuine comment on linguistic features.

Possible answers include:

- | | | |
|----|-------------------------------------|---|
| 1 | “paranoia” (46) | implies their behaviour is irrational, ... |
| 2 | “artful” (46) | implies they’re self-serving, sly, ... |
| 3 | “something terrible” (47) | ironic tone – examples are fairly innocuous |
| 4 | inverted commas at “dangerous” (49) | to point up falseness, exaggeration, implication they’re not dangerous at all |
| 5 | “sirens/blue lights” (49-50) | over-reaction, trivializing as a spectacle, assumption of guilt |
| 6 | “industry” (52) | suggests organized nature, large scale, empire-building, profit-making |
| 7 | “(bout of) self-importance” (53) | accuses them of taking themselves too seriously |
| 8 | “Mee-maw, mee-maw.” (54) | imitation of the sound suggests they are childish, ... |
| 9 | “Clear the area, please.” (54) | paints them as authoritarian, overbearing, pushy, ... |
| 10 | “expert” (55) | perhaps people who call themselves “experts” are not to be trusted |
| 11 | “doom-mongers” (55) | as if tragedy/injury is their living, they thrive on it, ... |

5. “... as genetically weakened as battery hens ...” (lines 69-70)

2 U

- (a) **Why, according to the writer, are modern children in danger of becoming like this? Refer to lines 56-70 and use your own words as far as possible in your answer.**

A good gloss of “devoid of freedom, decision-making, and the opportunity to take their own risks” will be worth 2 marks.

Alternatively, a more general summary of the paragraph along the lines of “They are being denied experiences from the ‘real’ world” will also be worth 2.

Excessive use of the concrete (eg references to helmets, sledging, cycling, trees, etc) rather than the abstract will constitute a weakness.

Blatant lifts: 0

- (b) **How effective do you find the image of “battery hens” in conveying the writer’s view of the way children are currently being brought up?**

2 A/E

Candidates are free to approve or criticise the effectiveness of the image; marks will depend on the skill with which it is deconstructed.

For full marks an answer must make clear the root and the implication of the image (that the unnatural, restricted, unhealthy, cruel (?) environment in which battery hens are raised is being compared with the way children today are being denied real, healthy, risky experiences) and make some (possibly implicit) evaluative comment.

6. Read lines 71-92.

(a) (i) Identify the tone of lines 71-79. 1 A

anger, contempt, frustration, ...

Do **not** accept: tired, bored, weary, ...

(ii) Explain how this tone is conveyed. 2 A

Marks will depend on the quality of comment. A single insightful comment could score 2 marks; alternatively, a candidate could make two more basic comments for 1 mark each.

Where an answer to 6(a)(i) has not been accepted, it will still be possible to score up to 2 marks.

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

Answers based on references to lines 80-92 should be accepted.

Possible answers:

- | | | |
|---|---|--|
| 1 | repetitive structure of “I’m fed up ... I am weary ... I am sick ...” | drives home the point forcefully |
| 2 | word choice in “fed up ... weary ... sick” | exaggerated connotations of illness, depression, ... |
| 3 | word choice in “scaremongers”/“lurk” | connotation of threat |
| 4 | use of intensifiers: “never ... everywhere ... never” | emphatic, strong personal commitment |
| 5 | balancing of “on the one hand ... at the same time” | points up the contradictory, illogical attitude |

6. (b) **How does the language of lines 80-92 emphasise the writer’s feelings about the “army of professionals” (lines 80-81)?**

In your answer you should refer to at least two techniques such as sentence structure, tone, word choice...

4 A

Marks will depend on the quality of comment. Insightful comment on one technique could score up to 3 marks; alternatively, a candidate could make lesser comments for up to 1 mark each.

Reference or identification of feature alone: 0.

NB For full marks at least two techniques must be addressed. Allow, however, for overlap between tone and word choice, and between tone and sentence structure.

Possible answers:

Sentence structure:

- | | | |
|---|--|--|
| 1 | positioning of “Everywhere” (80) | emphatic exaggeration |
| 2 | the parenthesis about the media (81) | sneering tone |
| 3 | the string of sentences beginning “Don’t ...” (83-92) | emphasises their negative, authoritarian attitude |
| 4 | the repeated structure of command followed by reason (83-91) | as above, or emphasises the weak justifications (in writer’s eyes) |
| 5 | “And on and on it goes.” (92) | deliberately glib, repetitive, ... |

Tone:

- | | | |
|----|-------------------------------|---|
| 6 | “ably abetted” (81) | sarcastic, sneering |
| 7 | “hard at work” (81-82) | ironic – she doesn’t value their work at all |
| 8 | “brain themselves” (87-88) | use of colloquialism for humour |
| 9 | “sizzle their brains” (90-91) | use of exaggeration, colloquialism for humour |
| 10 | “And on and on it goes” (92) | (mock) weariness, distaste, ... |

Word choice:

- | | | |
|----|----------------|--|
| 11 | “army” (80) | large numbers, organised, overwhelming, threatening, ... |
| 12 | “abetted” (81) | suggests underhand activity, criminality, ... |

7. **Why, according to the writer in lines 93-100, are teachers and youth workers “turning their backs on children” (lines 96-97)? Use your own words as far as possible in your answer.**

2 U

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

Any two of the following for 1 mark each (but be prepared to award 2 for a particularly sophisticated treatment of one point):

- 1 they are frightened of accusation (from parents and/or children)
- 2 they are unable to give their best
- 3 the atmosphere is not conducive to helping young people

8. **How effective do you find the personal anecdote in lines 101-117 in supporting the writer’s point of view in the passage so far?**

3 U/E

This has to be “mark on merit”, but for full marks, candidates will have to show a clear grasp of the key idea that despite the worries of some (paranoid) parents, the trip was a success, and show, with appropriate reference, how effectively (or not) this supports the thrust of her argument in the article thus far.

Note that the question refers to ideas, not style or language, although it is possible that these may be used appropriately to support candidates’ comments on the anecdote.

9. By referring to one technique, show how the writer demonstrates in the final paragraph (lines 118-126) the intensity of her feelings on the subject.

2 A

Marks will depend on the quality of comment on a particular technique. A single insightful comment could score 2 marks; alternatively, a candidate could make two lesser comments for 1 mark each. Where more than one technique is dealt with, mark both and award the higher mark.

Reference or identification of feature alone: 0.

Possible answers:

Word choice/imagery (as appropriate):

- | | | |
|---|------------------|--|
| 1 | “pit” | suggestion of low, dark, murky, infernal, ... |
| 2 | “exaggerated” | suggestion of illogical, unfounded, ... |
| 3 | “irrational” | suggestion of mental weakness, ... |
| 4 | “spiral” | suggestion of being out of control, ... |
| 5 | “overwhelmingly” | suggestion of something devastating, crushing, ... |
| 6 | “utterly” | very emphatic, hint of despair, ... |
| 7 | “catastrophic” | as big a disaster as can be imagined, ... |

Sentence structure:

- | | | |
|----|---|---|
| 8 | “But so deep are we ...” | inversion for rhetorical effect, emphasis on “deep” |
| 9 | balance of “might go wrong ... <i>will</i> go wrong” | rhetorical (also use of italics just in case the point is missed) |
| 10 | the brevity of “It is a dangerous spiral” and/or “It is utterly catastrophic” | emphatic |
| 11 | the repetition of “It is ...” | preachy, hectoring, ... |
| 12 | the listing of “... death, disease, accident, or injury ...” | to emphasise the range of threats nowadays reduced |
| 13 | the intrusive parenthesis in “For .. dangerous” delaying the main clause | dramatic, rhetorical, ... |
| 14 | brevity of “It is utterly catastrophic.” | emphatic conclusion |

Tone:

- | | | |
|----|------------------------------------|--|
| 15 | anger, despair, moral superiority, | established by almost any of the above |
|----|------------------------------------|--|

Questions on Passage Two

10. Read lines 1-24.

- (a) **Explain how the image in the opening paragraph (lines 1-4) supports the writer's point.** 2 A

A straightforward explanation that a pendulum swings from one extreme/side to the other, as have views on how to care for children, should score 2 marks.

- (b) **How does the context in which it is used help you to understand the meaning of the word "cossetting" (line 9)?** 2 U

1 mark for meaning: eg pamper, over-protect, spoil, ...

plus 1 mark for appropriate reference to or explanation of context, eg

- 1 "excessively protective"
- 2 "always worrying (about germs)"
- 3 "obsession with our child's safety"
- 4 "playing areas covered with rubber"
- 5 "*Paranoid Parenting*"

NB If there is clearly no understanding of the meaning of the word, then there can be no credit for a reference to context which would otherwise score 1 mark.

- (c) (i) **Explain in your own words what Furedi thinks about modern play areas.** 1 U

Any of the following:

- 1 they are not dangerous enough
- 2 they shouldn't be protected (with rubber)
- 3 they are too safe

- (ii) **What is the writer's attitude to Furedi's point of view and how is this made clear by the tone of lines 18 ("Should they ...") -24?** 2 A

1 mark for defining attitude, eg it is wrong, stupid, dangerous, ...

1 mark for observing/illustrating that the (humorous) exaggeration makes the tone sarcastic, mocking, ...

Identification of tone alone: 0.

11. “Alas for Furedi’s campaign...” (line 33)

Explain in your own words how the UNICEF report contradicts Furedi’s point of view.

2 U

Good answers will be brief and will not lift extensively from the passage. For full marks, both sides of the contradiction must be dealt with explicitly. Blatant lifts: 0.

1 mark for: Furedi wishes a reduction in car journeys to school or thinks that it is bad for children to be driven to school.

1 mark for: UNICEF figures show that this actually makes them safer.

12. Show how the writer’s attitude to Furedi’s views is conveyed in lines 43-54.

4 A

Mechanical marking by ticking points and references will not be appropriate here. Candidates who pick up on the mocking, derisory attitude developed through the wild exaggeration or tongue-in-cheek tone should score well, provided they support their answers with appropriate (ideally succinct) references. Note that identification of the attitude may be implicit.

Answers which deal mechanistically with lists, parentheses, word choice, etc, but which miss the real point may be worth some credit – 2 marks at most.

Candidates who merely paraphrase or quote extensively without comment should score 0.

13. Explain in your own words the main points the writer makes in her concluding paragraph (lines 55-64).

2 U

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

The following two points should be made for one mark each:

1 parents who look after or are concerned for their children aren’t doing anything wrong

2 those who criticise parents for being protective are adding to parents’ worries

Question on both Passages

14. Which writer’s response to Furedi’s views are you more inclined to agree with?

You must refer closely to the ideas of both passages as evidence for your answer.

5 U/E

Note that the question is on “ideas”, not language or style. While it will not be wholly inappropriate for candidates to refer to, for example, Reid’s rhetoric and/or Bennett’s humour, the thrust of the answer must address the writers’ ideas about Furedi and his beliefs.

For full marks there must be reference to both passages (although not necessarily a balanced treatment) and convincing evaluative comment.

Where there is reference to one passage only – maximum 3.

Be reasonably sympathetic to candidates who do not make an explicit distinction between Furedi’s ideas and those of the two writers, although uncertainty in this area would preclude full marks.

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 thoughtful and convincing |
| 4 marks | clear understanding of both passages; evaluative comment is reasonably convincing |
| 3 marks | understanding of both passages; there is some convincing evaluative comment |
| 2 marks | some understanding of both passages; at least one appropriate comment |
| 1 mark | one or two relevant but unconvincing comments |

[END OF MARKING INSTRUCTIONS]