

**2006 English**

**Higher – Close Reading**

**Finalised Marking Instructions**

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## 2006 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.

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 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).
- 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.

**2006 English Higher**

**Close Reading Marking Instructions**

*Marks Code*

**Questions on Passage 1**

**1. Read the first paragraph (lines 1-7).**

- (a) Explain briefly how the concerns of “right-thinking people” have changed over time.**

**1 U**

A brief reference to the change from concern about (the effects of) too little food to concern about (the effects of) too much

Straight lifts: 0.

- (b) Identify two ways by which the sentence structure in these lines emphasises the change.**

**2 A**

1 mark for each “way” that is identified.

Note that the question calls for identification only; no comment or analysis is required.

Possible answers include:

1. Parallelism/balanced construction
2. Series of contrasts (“when/now” ... “fat/thin” ... “feed the hungry/ obesity”)
3. Repetition of “rich...poor...right-thinking”
4. Two compound sentences with co-ordinate clauses in which the attributes are reversed

In some answers, what the candidate defines as two separate features may seem very similar; be generous, unless the two features are very obviously identical.

Quotation alone: 0.

2. “Evolution is mostly to blame.” (line 8)

**How does the writer go on to explain this statement? You should refer to lines 8-15 and use your own words as far as possible.**

2 U

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

Any two of the following for 1 mark each:

1. acceptable gloss on “has designed mankind”
2. humans have the ability to survive shortages by storing reserves
3. in a period of continuous prosperity people become increasingly bigger

3. Read lines 16-34.

(a) **Why, according to lines 16-26, have the “pessimistic economists ... gone rather quiet”?**

1 U

1 mark for either of the following:

1. they have been proved wrong
2. (although the population of the world has risen) the number of people who are hungry has fallen

Straight lifts: 0.

(b) **“This is mostly a cause for celebration.” (lines 26-27)**

**What evidence does the writer provide in lines 27-34 to support this statement?**

2 U

For full marks, evidence must be provided for “mostly” and for “cause for celebration”.

“cause for celebration”      there is now, according to the writer, sufficient food for mankind.

“mostly”      the drawback is that we now have another problem.

Straight lifts: 0.

**(Question 3 continued)**

- (c) **How effective do you find the imagery of lines 27-34 in illustrating the writer's line of thought? You must refer to two examples in your answer.** 4 A/E

Marks will depend on the quality of comment on the images selected. A fully developed comment on one image may be worth up to three marks.

Reference alone: 0.

For full marks, there must be a clear understanding of the root of each image discussed and an appropriate connection made to the writer's line of thought. The evaluative comment may be implicit.

Possible answers:

- |                     |  |
|---------------------|--|
| 1. "won ... battle" | idea of struggle, succeeding in a difficult situation                              |
| 2. "offspring"      | idea of product, source ... importance of survival of the genetic line             |
| 3. "silver lining"  | idea of shining/bright side, redeeming aspect of an otherwise unpleasant situation |
| 4. "cloud"          | dull or dark spot, sense of threat   |
| 5. "plague"         | idea of deadly epidemic, potential devastation caused by problem                   |
| 6. "host"           | idea of large number, threat, army (+ possible link to "won ... battle").          |

**4. How does the writer’s language in lines 35-45 stress the seriousness of the health problem?**

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

**4 A**

Marks will depend on the quality of the comment on the language features chosen. Insightful comment on one feature could be worth up to 3 marks. For full marks, there must be reference to at least two features.

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

It is often hard to separate tone from the techniques which help establish it. Markers should be sympathetic to apparent overlap, but should not reward obvious repetition.

Possible answers:

Sentence structure:

- |  |  |
|--|--|
| 1. generic statement/<br>assertion (lines 35-37) | appears to brook no argument   |
| 2. single dash                                   | used to explain/exemplify the opening statement by introducing the main risk                           |
| 3. semi-colons                                   | used to separate items in a list which emphasises the serious/life-threatening consequences of obesity |
| 4. listing                                       | emphasises the number and/or cumulative effect of health-related problems                              |
| 5. second sentence                               | provides a summation of the dire effects of obesity  |

Word choice:

- |                             |  |
|-----------------------------|--|
| 6. “no doubt”               | emphatic                               |
| 7. “biggest”                | use of superlative                     |
| 8. “main cause”             | idea of strength/power                 |
| 9. “kills”                  | idea of deadly threat                  |
| 10. “principal risk factor” | idea of statistical approach to danger |
| 11. “heavily implicated”    | idea of blame                          |
| 12. “labelled”              | idea of superficiality, pejorative tag |
| 13. “epidemic”              | idea of a disease out of control       |

**(Question 4 continued)**

14. “fearful consequences” idea of a frightening, menacing future
15. “thick and fast” idea that the extent/volume/speed of the reaction is almost out of control

Tone:

16. any acceptable suggestion, eg relentlessly serious, slightly melodramatic, possibly ironic ... – supported by appropriate reference and explanation

Other features:

17. mark on the merit of the comment

- 5. Identify from lines 46-61 one cause for hope and one cause for concern. Use your own words as far as possible.**

**2 U**

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

Cause for hope (1 mark) – any one of the following:

1. gloss on “public health warnings” and “media pressure”
2. reduction in smoking
3. increase in sale of health foods
4. (slight) reduction in weight of Americans

Cause for concern (1 mark) – either of the following:

5. it will require a lengthy period of time for people to shed so much excess weight
6. meanwhile, there is an increase in weight throughout the more prosperous parts of the world

- 6. In lines 62-133 the writer moves on to discuss the arguments for and against government intervention in the food industry.**

- (a) According to lines 62-77, what was the purpose of government intervention in the past, and what is a further purpose of its intervention now?**

**2 U**

In the past: to assure quality of food/make food safer/guarantee regular availability of food (1 mark)

Now: gloss on “changing their behaviour”, eg to transform eating habits (1 mark)

Blatant lifts: 0.

**Question 6(b)**

*Marks Code*

**(b) Read carefully lines 80-133.**

**Summarise the key points of the “one bad reason” and the “two good reasons” (lines 80-81) for government intervention in food policy. You must use your own words as far as possible.**

**6 U**

Up to 2 marks per “reason”, depending on clarity and depth of understanding.

Blatant lifts: 0.

**“bad reason” (lines 80-98)**

The crux of the paragraph is in lines 89-98 (“But ...”). A clear explanation of the writer’s objections in terms of the “nanny state”, intrusion into personal freedom, discouragement of personal responsibility, etc should score 2 marks. A more basic explanation should score 1 mark.

Accept for 1 mark (maximum) a paraphrase of one or more than one of the points made in lines 81-89.

**“first good reason” (lines 99-120)**

The crux of the paragraph is the government’s role in the protection of children, who are vulnerable/at risk for biological and/or social and/or commercial reasons. A clear explanation of this point should score 2 marks. A more basic explanation should score 1 mark.

Accept for 1 mark (maximum) an answer which paraphrases one or more than one of the interventions detailed in lines 100-120.

**“second good reason” (lines 121-133)**

The crux is in the financial argument about the “unfairness”/imbalance in terms of contributions to and burdens upon the NHS. An answer which covers this clearly should score 2 marks. A more basic explanation should score 1 mark.

Reference to the taxing of fatty foods alone: 0.

7. **In the final paragraph (lines 134-144) the writer makes clear that he disapproves of too much government intervention.**

**Show how the writer uses particular features of language to demonstrate his strength of feeling.**

4 A

Marks will depend on the quality of the comment on the language feature chosen. Strong comment on one feature could be worth up to 3 marks. For full marks, there must be reference to at least two features.

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

It is often hard to separate tone from the techniques which help establish it. Markers should be sympathetic to apparent overlap, but should not reward obvious repetition.

Possible answers:

Sentence structure:

1. bluntness of opening “It might”
2. parenthesis for “(or might not)” – throwaway remark
3. use of “But” at start of sentence – clear indication of contradiction to come
4. repetition of “legitimate interest” – rhetorical device to squash his earlier case
5. delayed “let them” at end of paragraph – dismissive

Word choice:

6. formality of word choice (“constitute ... intrusion on liberty ... gain in equity and efficiency ... legitimate interest”) – bombastic, legalistic overtones
7. informality of word choice (“stick its nose ... grossness ... early grave”) – blunt, direct

Tone:

8. contemptuous – informality/vulgarity of “stick its nose ... grossness ... early grave”
9. elevated, rather hectoring – “constitute ... intrusion on liberty ... private sphere”

Contrast

10. contrast in register and/or tone (see 6, 7, 8 and 9 above)

Sound:

11. alliteration in “grossness ... grave” – harsh, contemptuous

(30)

## Questions on Passage 2

## 8. “The school was well-meaning – just misguided.” (line 16-17)

## (a) How do lines 1-15 demonstrate this?

2 U

For full marks, answers should show an understanding of “well-meaning” and of “misguided” and at least imply the contradiction, eg:

The school thought it was healthy to ban sweets (1), but they caused the sweets to become even more attractive in the pupils’ eyes (1).

## (b) Show how the writer’s word choice in lines 7-15 makes clear the children’s attitude to the school’s ban.

2 A

The attitude – one of defiance/rebellion/anti-authoritarianism – will almost certainly be implied, but there is no credit for this alone.

Marks will depend on the quality of comment. A single insightful comment on one of the following will be worth 2 marks; more basic comments will be worth up to 1 mark each. Reference alone: 0.

Possible answers:

- |                                     |  |
|-------------------------------------|--|
| 1. “(away from the teachers’ eyes”  | suggests avoidance of authority of the all seeing classroom eye  |
| 2. “traded”                         | suggests an illicit, appealing bargaining  |
| 3. “(marks of) rebellion”           | exaggerates the significance of the swapping, but leaves the idea of the anti-authoritarian behaviour                                    |
| 4. “(statements of) independence”   | suggests the dawning awakening of action not sanctioned by authority   |
| 5. “suspected”/“rather they didn’t” | suggests a confused delight in thwarting the wishes of adults  |
| 6. “ever so much more”              | suggests the excessive importance placed on a few relatively unimportant sweets  |
| 7. “enticing”                       | suggests the illicit, forbidden fruit idea   |
| 8. “not just food but”              | suggests that the sweets had become an anti-authoritarian symbol   |
| 9. “food plus attitude”             | suggests the sweets acquired a significance in the adoption of a stance against authority which soared beyond their importance as sweets |

**9. Read lines 25-44.**

**Identify what, according to the writer, is the “motivation” referred to in line 29, and show in your own words how it is illustrated in lines 36-44.**

**3 U**

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

Motivation (1 mark): money-making/financial advantage/economic growth.

Illustrated by (up to 2 marks depending on clarity of explanation):

Those who are likely to make money (eg slimming clubs, chemists, doctors, campaigning organisations) will make it sound like an illness so they can be paid to treat it.

**10. Show how the sentence structure in lines 45-51 highlights the writer’s views about the obesity debate.**

**2 A**

Marks will depend on the quality of comment on sentence structure. A single insightful comment on one of the following will be worth 2 marks; more basic comments will be worth up to 1 mark each.

Mere identification of feature: 0.

Possible answers:

- |                                  |  |
|----------------------------------|--|
| 1. “So...”                       | introduces a sentence which sums up the argument so far  |
| 2. the use of short sentences    | gives each idea an importance of its own for us to digest and recognise; sense of stating simple indisputable fact |
| 3. “fitness, not fat, ...”       | the balance/contrast is highlighted by the separation by commas or by the alliteration                             |
| 4. “You...”                      | direct address, inclusive lead-in to final point   |
| 5. the list in the last sentence | short, punchy, climactic; helps us to reach an easily understood conclusion  |

**11. “A corrective to the scare tactics is needed.” (lines 61-62)**

- (a) Show how the language of lines 52-60 supports the connotation(s) of the expression “scare tactics”.**

**2 A**

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

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

Possible answers:

Word choice/imagery:

- |                   |  |
|-------------------|--|
| 1. “danger”       | suggestion of threat                                     |
| 2. “mimic”        | suggestion of unthinking acceptance                      |
| 3. “dogma”        | suggestion of irrational, unbending, obstructive views   |
| 4. “demonisation” | suggestion of threat from evil forces, a satanic process |
| 5. “hysteria”     | suggestion of irrational fears being exploited           |

Sentence structure:

- |  |   |
|--|---|
| 6. “who profits and who hurts”               | summing up, simplifying the argument, bringing it to a head and emphasising “hurts” |
| 7. climax (after pause created by semicolon) | as for point 6  |

Tone:

- |  |  |
|--|--|
| 8. any sensible suggestion such as scathing, critical, dogmatic, hectoring ... – supported by appropriate reference and explanation. |  |
|--|--|

- (b) Explain in your own words how lines 62-72 suggest a “corrective” to the scare tactics.**

**2 U**

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

For 2 marks answers should show a clear understanding that the “corrective” is for us to be aware of the distorting effects of the alteration to the BMI – that it makes the numbers of obese people seem greater or that it has caused quite ordinary-sized people to be classed as obese/overweight.

Less secure answers might score 1.

12. How does the writer’s language in the final paragraph (lines 78-87) highlight her belief that action is required on this issue?

2 A

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

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

Possible answers:

Sentence structure:

- |  |  |
|--|--|
| 1. Short sentence –<br>“There is a lot to be done” | sets up an unmistakable agenda which acts as the topic for the rest of the paragraph   |
| 2. Repetition of “We need”                         | harps on the necessity for doing something, sets up a badgering, hectoring tone  |
| 3. Use of<br>“And” to begin the final sentence     | by separating the final point into a distinct sentence we focus on who should be blamed for this confusion – the commercial interests  |
| 4. Climactic nature of the paragraph               | repetition of “We need” followed by the final “And we need” sets up a climax which is also emphasised by the use of short sentences followed by longer ones making us focus on the exploitative industries |

Word choice:

- |                            |   |
|----------------------------|---|
| 5. “emotional lives”       | the idea that we are too captive to our feelings  |
| 6. “transform”             | the change needs to be more than minor – transformation suggests a profound and far-reaching change             |
| 7. “culture (of thinness)” | suggests that thinness as an ideal has become deeply embedded in the way of life and assumptions of society     |
| 8. “deeply (confused)”     | the problems are profound and will need a huge effort to eradicate them   |
| 9. “cynically” (promoted)  | our anxieties are being exploited for gain  |
| 10. “selling (us)”         | suggests that there needs to be a salesman who will exaggerate the problems associated with the idea of obesity |

**(Question 12 continued)**

11. “(obesity) epidemic” suggests that the situation is out of control like an infectious disease which cannot be stopped

Tone:

12. any sensible suggestion such as hectoring, pleading, impatient ... – supported by appropriate reference and explanation, probably to one or more of 1-11 above

Other language feature:

13. mark on the merit of the comment

**(15)**

**Questions on both Passages**

- 13. Consider lines 1-45 of Passage 1 and 1-51 of Passage 2.**

**In these lines each writer presents the opening stages of an argument about obesity.**

- (a) Briefly state an important difference between the two points of view as set out in these lines.**

**1 U**

Passage 1: obesity is the greatest danger, a major danger, a serious problem ...

Passage 2: obesity is not such a big problem as is being suggested and/or people are making money from exaggerating the problem

NB: The difference may be established implicitly, eg “Passage 2 thinks obesity is not a big problem”.

- (b) **By comparing the style of these lines, show which you find more effective in capturing your interest.**

4 A/E

Note that the question asks for concentration on style of writing, although there is reference to the “opening stages of an argument”. Implicit understanding of each writer’s point of view will certainly be a feature of good answers.

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 points 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 2.

The following guidelines should be followed:

|         |  |
|---------|--|
| 4 marks | clear understanding of both styles; sensible references; evaluative comment is reasonably convincing |
| 3 marks | understanding of both styles; adequate references; appropriate evaluative comment                    |
| 2 marks | some understanding of style; limited reference; at least one discernible evaluative comment          |
| 1 mark  | one or two relevant but unconvincing comments  |
| 0 marks | entirely irrelevant or inappropriate comments  |

Candidates should try to focus on the **presentation/introduction** of the ideas and not on the ideas themselves. Reference outwith the stipulated lines should be treated with caution: it might be possible to make appropriate use of such a reference to support or expand a point about the effectiveness of the “opening stages”.

The following points could be made, but all points which candidates propose will have to be judged on their merits:

**Passage 1:**

- the wordplay in paragraph 1, use of repetition, parallelism
- the short sentence to highlight main cause: evolution
- word choice such as “expanding bellies”, “fearful consequences” ...
- the use of statistics/selection of dramatic, serious illnesses
- imagery such as “battle”, “plague” ...
- wordplay in “every silver lining has a cloud” ...
- climactic nature of sentence structure (lines 35-45)

**Passage 2:**

- the nature of the introductory anecdote/human interest story
- word choice such as “food plus attitude”, “swamping”, “trumpet”, “serious money” ...
- exaggeration such as “endless”, “destabilise”, “swamping”, “millions” ...
- language of business/money such as “commercial”, “industry”, “market”, “profit” ...
- sentence structure of lines 45-51

**Total (50)**

[END OF MARKING INSTRUCTIONS]