



2007 English

Higher – Close Reading

Finalised Marking Instructions

© Scottish Qualifications Authority 2007

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from the Assessment Materials Team, Dalkeith.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's Assessment Materials Team at Dalkeith may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes.

2007 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 of Analysis questions. 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.

2007 English Higher

Close Reading Marking Instructions

Marks Code

Questions on Passage 1

1. Read lines 1-7.

- (a) **What two contrasting emotions does the writer have about the plan to put the great university libraries online? Use your own words in your answer.**

2 U

Acceptable gloss on “ecstatic” (1) – eg joyous, thrilled, excited, delighted ...; “happy” by itself is not acceptable – there must be some idea of intensity

Acceptable gloss on “nostalgic” (1) – eg looking back fondly, wistful, regretful, reflective, ... “sad/unhappy” by itself not acceptable – there must be some idea of something connected with past OR the idea that he is apprehensive, fearful (at possible loss/demise of libraries) (1)

- (b) **How does the writer’s word choice in these lines help to convey his view of the importance of “physical libraries” (line 5)? Refer to two examples in your answer.**

2 A

Marks will depend on quality of comment on the chosen words. For full marks, two examples must be dealt with.

Reference alone: 0.

Possible answers:

- | | | |
|---|-------------------|---|
| 1 | “book-lined” | suggests large number/area of books, implying organised, impressive nature... |
| 2 | “cathedral-quiet” | connotations of solemnity, reverence, devotion, large hushed space... |
| 3 | “cherished” | suggests cared for emotionally (rather than just practically), warmth... |
| 4 | “civilisation” | connotations of that which marks us out from less sophisticated societies |
| 5 | “lose” | sense of being deprived, bereft... |
| 6 | “cultural” | suggests traditions, heritage, civilised society,... |
| 7 | “peril” | suggests threat, risk, menace, danger (to something precious) |

2. **In your opinion, does the writer think Glasgow Council gave the library in Drumchapel a high priority? Justify your answer by close reference to lines 8-14.**

2 U/E

Candidates could argue either way or on both sides. Marks will depend on the quality of explanation. A single basic point will be worth 1 mark; a more developed justification will be worth 2 marks.

Reference alone: 0.

Possible answers:

“High priority”:

- | | |
|---|---|
| 1 | use of “remembered” suggests that the library, although initially overlooked, was indeed a priority |
| 2 | despite the fact they “neglected shops and amenities”, they still put in a library, which suggests that it was considered more important than these |

“Low priority”:

- | | |
|---|---|
| 3 | the high number (60,000) of potential users contrasted with the smallness of the facility (a “shed”) suggests inadequacy |
| 4 | use of “remembered” suggests it was an afterthought, a last-minute idea |
| 5 | the fact it was a “wooden shed” suggests it was basic, cheap, unsophisticated, temporary and therefore considered of little importance |
| 6 | the use of “somehow” indicates that nobody was sure why the decision had been taken; it just happened |
| 7 | tone of “– actually, a wooden shed” as if a rather amused, sarcastic aside suggesting an afterthought, a wry admission of its inadequacies... |

3. Show how the writer uses imagery and word choice in lines 15-24 to convey the “wonder of the library as a physical space”.

4 A

Marks will depend on the quality of comment. An insightful comment on one technique could score up to 3 marks; alternatively, a candidate could make more basic comments for up to 1 mark each. For full marks there should be comment on both imagery and word choice, but markers should be sympathetic to areas of overlap.

Answers on imagery must “deconstruct” the image, ie show an understanding of the literal root of the image and then explore how the writer is extending it figuratively.

Answers on word choice must deal with the connotative areas of the words chosen, exploring why the choice of word is effective.

Reference alone: 0. Mere identification of an image: 0.

Possible answers:

Imagery:

1	“stretching”	gives the impression of something being pulled or elongated with connotations of never-ending, upward movement, aspiring
2	“cocooned”	as larvae are protected and self-contained in their cocoons, so each floor in the library is separate and shelters the students within their specialised knowledge areas
3	“worlds of knowledge”	the number of floors is so great and they are so separate that they are like different, independent planetary systems, each specialising in a particular area of knowledge
4	“planets”	the separation into large, distinct learning areas, each self-contained like the isolation and individualism of each planet in space

Word choice:

5	“wonder”	connotations of awe, freshness, childlike amazement, admiration ...
6	“skyscraper (library)”	slightly exaggerated description suggests size and magnificence (be sympathetic to candidates who choose to see “skyscraper” as an image)
7	“vast”	gives the impression of an enormous extent of space
8	“atrium”	idea of large, impressive central area – with connotations of classical ideas/learning

- 9 “devoted” connotations of love, reverence, dedication ...
- 10 “chatting, flirting, doodling, panicking” (any of these) – suggestions of human foibles, ordinary behaviour contrasted with the extraordinary nature of the library
- 11 “exploring” suggests excitement of new discovery, sense of quest, hint of size,...
- 12 “unique” suggestions of something very special, to be marvelled at ...
- NB words from 1-4 above could be the subject of appropriate comments as word choice.

4. Read lines 25-34.

- (a) Show how the writer’s language in lines 25-29 conveys his attitude to the “MTV Generation”. You should refer in your answer to such features as sentence structure, word choice, tone...

3 A

Marks will depend on the quality of comment. An insightful comment on one feature could score up to 2 marks; alternatively, a candidate could make more basic comments for 1 mark each. For full marks there should be reference to more than one feature.

The writer’s attitude may be implicit in the candidate’s answer.

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

Possible answers:

Sentence structure:

- | | | |
|---|-------------------------------------|---|
| 1 | climactic nature of second sentence | building up from an abrupt start to the negative attitude by “chatter...at a thousand decibels” or (possibly) presenting a positive attitude in admiring their ability to communicate loudly or their ability to carry out more than one task at a time |
| 2 | use of questions | could suggest a positive attitude by backing up the idea that young people are modern and that they do not approve of subsidising libraries or combined with a mock-scornful tone could suggest that he believes the answer to the questions is that we do need libraries rather than the slick media world of the MTV generation – ie a negative attitude |
| 3 | structure of the first sentence | a case might just be made that the colon is used to introduce a demonstration of the writer’s attitude that he prefers the past to the present and therefore will be critical of the MTV generation |

Word choice:

- | | | |
|---|-----------------|--|
| 4 | “multi-tasking” | suggests positive attitude in that these people are seen as talented in their ability to perform several tasks simultaneously or suggests a negative attitude in that in trying to do so many things at once, due attention is not given to the important matters |
|---|-----------------|--|

5	“cheap books”	suggests positive aspects in that these books are readily available to all without recourse to a library or negatively, the books are cheap in the sense of not worth much intellectually
6	“chatter”	negative in that the word suggests inconsequential communication or positive in that it suggests easy personal interaction
7	“thousand decibels”	probably negative in that it suggests that the noise is too loud for real thought
8	“old-fashioned”	probably negative in that it suggests he thinks the MTV generation is too readily dismissive, or too keen to believe libraries are outdated

Tone:

9	derogatory	backed up by any of the comments suggested above
10	admiring	backed up by any of the comments suggested above
11	mock-scornful/sarcastic	backed up by any of the comments suggested above

(b) Explain the “downward spiral” (line 34) to which the writer refers. 1 U

A basic understanding that diminishing use of libraries leads to diminishing levels of provision, which leads to diminishing use ...

5. (a) **In your own words, as far as possible, give four reasons the writer presents in lines 35-46 in favour of maintaining traditional public libraries.**

4 U

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

Any four of the following for 1 mark each:

- 1 idea of accessibility (ie acceptable gloss on “strategically situated”)
- 2 idea of free access (ie acceptable gloss on “too expensive ... to buy”)
- 3 idea that resources are more sophisticated (ie acceptable gloss on “too complex to find online”)
- 4 idea of supporting democratic responsibilities (ie acceptable gloss on “informed citizenship”)
- 5 idea of community awareness/cohesion (ie acceptable gloss on “civic pride”)
- 6 idea of professional support (ie acceptable gloss on “trained librarian”)
- 7 idea of informed/refined selection (ie acceptable gloss on “honed and developed by experts”)
- 8 idea of high standard of material (ie acceptable gloss on “quality ... of information”)
- 9 idea of authenticity (ie acceptable gloss on “veracity of information”)
- 10 idea of selectivity of information (in contrast with junk online)

- (b) **Show how the writer’s word choice in lines 41-46 emphasises the contrast between his attitude to libraries and his attitude to the internet.**

2 A

No marks for attitude(s) alone; these will probably be implied in the candidate’s answer.

Marks will depend on the quality of comment on the words selected. For full marks the contrast must be demonstrated by referring to at least one word from each of the lists given below.

Reference alone: 0.

For libraries, answers should make acceptable comment on the positive connotations of any of the following:

“trained ... honed ... developed ... experts ... guarantee ... quality ... veracity”

For the internet, answers should make acceptable comment on the negative connotations of any of the following:

“Achilles’ heel ... (of course) nonsense ... cluttered ... false ... (plain) junk ... never”

6. Read lines 47-54.

- (a) Twice in this paragraph the writer refers to libraries as “custodians”. What does this word mean?

1 U

Any acceptable gloss, eg guardians, protectors, those who keep something safe, ...

- (b) Show how the language of lines 47-54 suggests that the writer has some reservations about the entertainment aspect of present day libraries and museums.

2 A

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

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

Possible answers:

Word choice:

- | | | |
|---|---|---|
| 1 | “(become the) fashion” | connotations of transience, shallowness, ... |
| 2 | “entertainment centres”/“audio-visuals” | connotations of pandering to popular taste, lack of seriousness, ... |
| 3 | “gimmicks” | connotations of cheap trickery, merely to capture attention, ... |
| 4 | “popularising” | connotations of dumbing down, aiming for lowest common denominator, ... |
| 5 | “reduced” | connotations of loss of quality, depth, sophistication, ... |
| 6 | “child’s view” | connotations of naiveté, lack of sophistication, limited perspective, ... |

Tone:

- | | | |
|---|----------|--|
| 7 | grudging | “some (enthusiasm)” suggests reluctance to welcome the idea fully |
| 8 | scornful | appropriate comment based on any of 1-6 above |
| 9 | didactic | appropriate comment on lines 52-54 (“cannot always be reduced”, “duty”, “future generations”, “invest”, “culture”) |

Structure:

- | | | |
|----|--|--|
| 10 | list (“audio-visuals, interactive displays and gimmicks”) ending in the anti-climax (“gimmicks”) | reduces the other items to meaningless technical tricks |
| 11 | structure of “While I have ... universe” | limited concession emphasises the dismissiveness of what follows |

7. **How effective do you find the ideas and/or language of the final paragraph (lines 55-61) as a conclusion to the passage as a whole?**

3 E

Marks will depend on the quality of comment on the ideas and/or language. For full marks the concept of “the passage as a whole” must be addressed.

Reference alone: 0.

Possible answers:

Ideas:

- 1 Google and the Bodleian Library are brought together again in this paragraph
- 2 The idea of large numbers (one million books) on Google/the vastness of libraries leading to an understanding of the enormous amount of material which can never be known
- 3 The differentiation between information and wisdom is what the passage has been leading up to

Language:

- | | | |
|----|--|---|
| 4 | “Of course” | strategic concession/idea of bringing reader onside/of being reasonable – in preparation for conclusion |
| 5 | “Yet here’s” | conversational tone – leading the reader to come on board and share his ideas |
| 6 | “daunting” | strong word suggesting the enormous and frightening amount of knowledge |
| 7 | “even a fraction” | suggests, in contrast, the very small proportion with which one person can come to grips |
| 8 | “Ever.” | emphatic, one word sentence closing the door on the possibility of conquering all knowledge |
| 9 | “merely imbibing” | in contrast with wisdom, suggesting that information acquired simply as quantity, without understanding or context, is as mechanical as drinking |
| 10 | word order in last sentence | the inversion of normal order places the realisation very close to the “ever” which gives it more impact, and leaves the important word “wisdom” to follow its verb and take a central place in the last sentence |
| 11 | dash plus final statement in last sentence | the pause created by the dash puts emphasis on the last words (“merely imbibing information”) throwing them into stronger contrast with “the beginning of wisdom” which is the thrust of the passage as a whole |

Questions on Passage 2

Marks Code

8. Read lines 1-17.

(a) Briefly describe the mood created in lines 1-3 (“I have...girl.”).

1 U

Any one of the following for 1 mark:

- 1 (very) happy
- 2 idyllic
- 3 carefree
- 4 nostalgic
- 5 calm, peaceful
- 6 any other answer which conveys a positive feeling or the importance of the memory to the writer

(b) Show how the writer’s use of language in lines 3-9 (“We are ... waiting.”) conveys a sense of awe.

3 A

Marks will depend on the quality of comment. An insightful comment could score up to 3 marks. More basic comments will be worth up to 1 mark each.

Reference alone: 0.

Possible answers:

- | | | |
|----|---|---|
| 1 | “We are surrounded by eight million books.” | the very short, declarative, unembellished sentence emphasises the simple, breathtaking fact |
| 2 | “eight million books” | overwhelming sense of quantity |
| 3 | “on every side” | awe-inspiring because books are inescapable, almost intimidating |
| 4 | “hundreds of yards deep” | the sheer scale of the collection |
| 5 | “at the rate of two miles a year” | impressive growth rate |
| 6 | “surrounded by”, “Behind”, “beneath” | directional details – use of a variety of prepositions and adverbial phrases of place to convey the omnipresence of books |
| 7 | “reach into the sky” | idea of towering beyond the normal, aspirational, connotations of heavenly, ... |
| 8 | “(in compact) ranks” | image of armed forces which suggests the highly organised positioning of the books |
| 9 | “subterranean” | sense of dark, mysterious, alluring |
| 10 | “subterranean stacks” | alliteration suggests hushed reverence |

11	“entombed in words”	image of burial suggests the all-encompassing presence of books		
12	“unimaginable (volume)”	beyond the power of the mind to conceive		
13	“cold storage”	sci-fi idea of some potential waiting to be revived		
14	“quiet and vast and waiting”	climactic description to suggest the overpowering, slightly menacing, nature of such an enormous collection		
(c)	How effective do you find the repetition of “perhaps” (lines 10-17) in conveying the writer’s recollections about libraries?		2	A/E

Marks will depend on the quality of the comment. Reference alone: 0.

Evaluation may be implicit.

Possible answer:

The repetition of “perhaps” conveys the writer’s wistful uncertainty and makes the reader aware that he has a wealth of happy memories from which to choose.

9. **By referring to one example, show how the writer’s imagery in lines 18-23 conveys the importance of libraries.**

2 A

Marks will depend on the quality of comment on one image. An insightful comment could score up to 2 marks; a weaker comment will be worth up to 1 mark.

Mere identification of the image: 0.

If more than one image is discussed, mark all and award the better/best mark.

Answers on imagery must “deconstruct” the image, ie show an understanding of the literal root of the image and then explore how the writer is extending it figuratively.

Possible comments:

- 1 “temple” just as a temple is a place of worship and reverence, a library deserves our utmost respect (because of the accumulation of knowledge which it contains)
- 2 “core” just as the core is the heart, the essential part, a library is central to our lives and society
- 3 “citadel” just as a citadel is a fortress, a library provides a stronghold to safeguard all that we consider most precious

10. **Read lines 24-38.**

In your own words as far as possible, explain:

- (a) **what, according to the writer, the potential disadvantage of the online library is;**

1 U

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

It could signal the end of conventional libraries, (which will no longer be used) (1 mark) – ie a basic understanding of “could finally destroy traditional libraries, which will become mere warehouses for the physical objects, empty of people and life” (lines 28-30).

A gloss on “destroy” which suggests merely the physical demolition of libraries: 0.

- (b) **what, according to the writer, the advantages of the online library are.**

3 U

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

Any three of the following for 1 mark each:

- 1 a single catalogue will ensure that everything is stored in one place
- 2 democracy – knowledge will be available to all
- 3 it will be impossible to wipe out knowledge (by destroying books)
- 4 totalitarian states will not be able to keep knowledge to themselves/deny it to the masses.

11. Read lines 39-54.

- (a) Explain what the writer means by “there is no aesthetic substitute for the physical object” (lines 42-43). 2 U

Marks will depend on the clarity of the explanation.

Clear explanation: 2 marks; less assured explanation: 1 mark.

Either or both of the following:

- 1 there is visual beauty in the book itself
- 2 there is sensual pleasure in holding the actual book

- (b) Using your own words as far as possible, explain why the writer believes libraries will “survive” (line 45). 2 U

Marks will depend on the clarity of the explanation.

Clear explanation: 2 marks; less assured explanation: 1 mark.

Blatant lifts: 0.

Any one or more of the following:

- 1 acceptable gloss on “central to our understanding of what it is to be human” – libraries allow us to find out about life and our position in it
- 2 acceptable gloss on “sociable thinking, exploring and exchanging ideas” – function of libraries as a meeting place for discussion
- 3 acceptable gloss on “recreational” – libraries as places of relaxation or even romance

12. **How effectively does the writer use the reference to the film *Desk Set* to conclude the passage in a pleasing way? Refer in your answer to the ideas and language of line 55-62.**

3 E

For full marks there must be reference to ideas and language, with some evaluative comment.

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

Ideas:

- 1 the film illustrates the conflict between libraries and new technology – the two main characters represent the two sides
- 2 the passage ends on a positive note – libraries and online catalogue can happily co-exist

Language/Style:

- 3 literal and metaphorical marriage
- 4 “smooching” – jocular, informal reference to easy, affectionate, slightly old-fashioned relationship
- 5 play on words – “everyone reads happily ever after”
- 6 single sentence final paragraph sums up the link between the film and the co-existence of libraries and an online catalogue

13. Which of the two writers do you think presents the more persuasive argument in favour of public libraries?

Justify your choice by referring to the ideas and style of both passages.

5 E

Note that the question is on “ideas and style”.

The mark for this question should reflect the overall quality of the response and may not be directly related to the length of 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 an appropriate (or fair) marking approach here.

For full marks there must be a reference to both elements (ie ideas and style) and 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 3.

The following guidelines should be followed:

- | | |
|---------|---|
| 5 marks | clear and intelligent understanding of both passages; sensible comments on style; evaluative comment is thoughtful and convincing |
| 4 marks | clear understanding of both passages; sensible comments on style; evaluative comment is reasonably convincing |
| 3 marks | understanding of both passages; acceptable comment(s) on style; there is some evaluative comment |
| 2 marks | some understanding of both passages; acceptable comment(s) on style; at least one appropriate comment |
| 1 mark | one or two relevant but unconvincing comments |

Some of the points listed on page 20 could be made, but all points which candidates propose will have to be judged on their merits.

Note

1. Some candidates may choose to argue that the passages are equally persuasive, focusing in (part of) their answers on similarities in ideas, style and length. This could be a legitimate approach and such answers should be judged on their merits.
2. Some candidates may make use of the writers’ criticisms of the internet to imply support for libraries. This is broadly acceptable, provided it contributes effectively to a line of thought about the writers’ views.

Ideas – Passage 1:

- libraries are a part of civilisation
- libraries aid learning
- libraries as a physical space can have an important/positive impact on people
- libraries allow shared learning experiences
- libraries allow people to socialise
- libraries encourage people to explore other areas of knowledge
- libraries allow easy and affordable access to books/knowledge
- librarians offer vital expertise
- libraries are user-friendly
- (as opposed to the internet) people can have confidence in the authenticity/validity/reliability of material in libraries
- libraries safeguard important books/documents/materials
- libraries as a physical space emphasise the extent of human knowledge

Ideas – Passage 2:

- libraries encourage young people's interest in reading
- libraries are linked to civilised values
- libraries make the acquisition of knowledge a sociable activity
- libraries are symbolic representations of civilisation/knowledge/man's finer points
- libraries allow easy access to books as physical objects (which the writer thinks is important)
- people are reading more books than ever
- (however, libraries are vulnerable guardians of knowledge)

Style – Passage 1:

- use of varied personal memories as platform for ideas/observations
- detailed, evocative use of language to convey love of libraries
- variation in tone to match flow of argument (humorous, nostalgic, assertive, dismissive, conversational, etc)
- use of statistics
- forceful ending to stress importance of ideas

Style – Passage 2:

- use of varied personal memories as platform for ideas/observations
- use of sensual language to convey emotional nature of engagement
- use of various stylistic devices to convey his awe/reverence for libraries (facts and figures; extended imagery; accumulative style)
- use of historical perspective to contextualise the importance and evolving nature of libraries
- use of humour, especially in the rather playful ending

[END OF MARKING INSTRUCTIONS]