



2007 English

Intermediate 2 – Close Reading

Finalised Marking Instructions

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English – Intermediate 2
Close Reading

1. Explain what is odd or ironic about the expression “note scientific precision” (lines 1 – 2). **2 A**
- The writer uses “lots” (1) which is not precise/scientific (1).*
2. “It was nothing special, nothing exceptional, and it was very good, indeed” (line 7).
- (a) What is surprising about this statement? **1 A**
- It is a paradox/(apparently) contradictory.*
- (b) Show how the writer continues this idea in the next sentence (lines 8 – 9). **2 U/A**
- He repeats the idea of opposites (1) in “greatest pleasures” and “(the) absolutely ordinary” (1).*
3. Identify **two** techniques used in lines 10 and 11 which help convey the idea of speed described in the next two paragraphs (lines 12 – 17). **2 A**
- Very short sentences; single word/very short paragraphs; colloquialism; monosyllable(s); exclamation mark; (idea of) minor sentence; onomatopoeia.*
- Any two.*
4. (a) What is the author suggesting about the bird when he says “It turned itself into an anchor” (line 14)? **1 U/A**
- It changed its shape/resembled/adopted the shape of an anchor/looked like an anchor.*
OR
It descended vertically/swiftly.
- (b) Why is the comparison of the bird to a “thunderbolt” (line 15) an effective image or metaphor? **2 E**
- It suggests suddenness/destructiveness/coming from the sky/speed.*
- Any two.*

5. Explain with clear reference to the whole sentence why the writer uses a colon in line 19. 2 A
- “reasonable numbers” (following the colon) expands/explains (1)
the idea of their being “not rare” (1).*
- More generalised answer relating to the pre-expansion function of colon = 1*
6. “The sight of a hobby-hawk makes no headlines in the bird-watching world” (lines 20 – 21). Explain **in your own words** what is meant by “makes no headlines”. 1 U
- It is an ordinary event/it is not newsworthy or unusual/no-one makes a fuss.*
7. Write down the word from later in the paragraph which continues the idea introduced by “trainspotting” (line 25). 1 U
- Obsession.*
8. In what way does the author’s use of “quite literally” (line 27) help to make his meaning clear? 1 U/A
- Points out that meaning is dreaming in the real sense/not figurative/not in the sense of wishing or imagining or aspiring.*
9. (a) What does “trivial” (line 34) tell us about the writer’s attitude to golf? 1 U
- (He thinks) it is a waste of time/worthless/pointless/unimportant.*
- (b) Explain how an expression later in this sentence makes it clear that the author is aware that others do not share his opinion. 2 U/A
- “legion” (1) suggests it has many devotees (1)
OR
“addicts” (1) suggests (the intensity of) the hold of the game (1)
OR
“pure joy” (1) conveys (the intensity of) the pleasure of the game (1)’.*
- (c) Why are the comparisons the writer uses in the rest of this paragraph appropriate? 2 A/E
- They refer to birds (1)
which illustrates idea of flying/is relevant to the gist of the passage (1).*

10. The writer mentions a variety of sports between lines 29 and 43. What challenge does he think these activities have in common? **1 U**
- Getting the better of gravity (lift acceptable).*
11. The writer refers to equestrianism (“horsey events”, line 41), as related to the pursuit of flight. What is the difference between this and all the other sports he mentions? Answer **in your own words**. **1 U**
- It involves a creature/animal other than the human participant (gloss of “joining up with another species”).*
12. Why is it appropriate to introduce the paragraph consisting of lines 44 to 49 with the expression “And birds fly in all kinds of ways”? **2 A/E**
- The paragraph exemplifies different types of/a variety of birds (1) and their different styles of/competences at flying (1).*
- Birds alone = 0.*
- Reference to linking function with previous paragraph = 1*
(Idea of) topic sentence = 1
13. The writer refers to “wizards and witches throughout history” (lines 51 – 52). Explain by referring to either **word choice** or **structure** how the rest of the sentence continues this idea. **2 U/A**
- Word choice:**
“(persecuted) sorcerers”/“players of the game of quidditch” (1) continues idea of wizards (1);
OR
“Dark Ages” / “sorcerers” and “quidditch” (1) reprise the idea of “throughout history” (1).
- Structure:**
“from ... to” construction (1) reprises the idea of “throughout history” (1).
14. What do the writer’s examples of “a basic urban moment” (line 54) have in common? **1 U**
- Either (Cause) – non-operation/breakdown/standstill/hold-up (in transport).*
Or (Effect) – (bringing) frustration/boredom.

15. What is the effect of the inverted commas round “just” in line 56? **1 A**

Give the idea of irony/acknowledgement of looseness of meaning/indication that they are not insignificant.

16. Explain fully why the last paragraph (lines 62 – 66) provides an appropriate or effective conclusion to the passage. **2 E**

Recaps/summarises (1) idea of joy/pleasure/hope/human incapacity to fly (1).

OR

Repeats the idea of looking up (1) given at the outset (1) – ie answer recognises cyclical structure of passage.

OR

Echoes (1) uplifting tone seen throughout the passage or substantiated by apt quotation (1).

U = 6; U/A = 8; A = 8; A/E = 4; E = 4

Total 30 Marks

[END OF MARKING INSTRUCTIONS]