



**2008 English**

**Higher – Close Reading**

**Finalised Marking Instructions**

© Scottish Qualifications Authority 2008

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.

## 2008 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). For details of how to make such referrals, please refer to the General Instructions to Markers.
- 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.

**2008 English Higher**

**Close Reading Marking Instructions**

*Marks Code*

**Questions on Passage 1**

**1. Read lines 1-7.**

**Explain in your own words why the writer seems surprised that there is so much coverage of the “countryside debate”. (line 1)**

**2 U**

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

A full gloss on either of the following for 2 marks **or** a less detailed gloss on both for 1+1:

1. “one could be forgiven for thinking that we still live in small peasant communities dependent upon the minutest shift in agricultural policy” – idea that we are still a rural society (1) affected by farming laws (1)
2. “it has seemed almost as if we were still in the early nineteenth century when we relied on the countryside to survive” – as if we were still living in the past (1) when we were more rurally dependent (1)

2. (a) **Show how the word choice and sentence structure in lines 8-14 emphasise the strong feelings of those who feel the countryside is under threat.**

4 A

Marks will depend on the quality of the comment. Insightful comment on one feature could be worth up to 3 marks. For full marks, there must be reference to both word choice and sentence structure.

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

Possible answers:

Word choice:

1	“cried constantly”	suggests a state of permanent outrage
2	“mortal danger”	suggests extreme peril, life-threatening
3	“greedy”	suggests they are over-eager for monetary gain
4	“only motive is profit”	suggests single-minded quest for gain
5	“kept on roaring”	suggests persistent expression of anger, aggression
6	“killing every wild thing in sight”	use of hyperbole to express scale of destruction
7	“threatening the very soil”	intensive, emphasising extent of menace
8	“overuse”	suggests injury by excessive use
9	“continually ... ululating”	suggests constant loud lamentations

Sentence structure:

10	listing (lines 12-14)	emphasises the range of alternatives which provoke protest
11	repetition of “or”	suggests determination to find a source of complaint
12	Tripartite structure of “One faction has cried”, “another has kept on roaring” and “still another ... ululating” in three sections separated by semi-colons building to a climax of noisy dissent.	

- (b) **Show how the writer’s use of language in lines 15-20 conveys his disapproval of the “action groups”.**

2 A

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

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

Possible answers:

Word choice:

1	“proliferation”	suggests excessive increase in numbers
2	“dedicated”	suggests obsessiveness, misplaced devotion
3	“multifarious”	suggests an inappropriate or confusing variety
4	“have become accustomed”	suggests force of habit rather than genuine concern
5	“expending”	suggests consumption to little purpose
6	“their time and energies”	suggests an all-consuming obsession
7	“countless other aspects”	suggests needless involvement in every area

Sentence structure:

8	list of features (lines 15-16)	range of objections conveys excessive nature of protests
9	list of projects (lines 18-20)	excessive concern about a wide range of aspects of nature

Tone:

10	“moorlands, uplands, lowlands”	dismissive tone – as if “any old lands”
11	any of 1-9 above could be discussed in terms of a dismissive, scathing, contemptuous tone	

## 3. Read lines 21-29.

- (a) **By referring to specific words or phrases, show how lines 21-24 perform a linking function at this stage in the writer's argument.** 2 U

For full marks answers must refer to specific words or phrases and explain the precise nature of the link to what precedes or follows.

Two elements are required, eg:

- 1 "returned to the central position" refers to the aim of the action groups mentioned in lines 15-20 (no credit for the quotation unless the reference back is identified)
- 2 "worrying aspect" points forward to concerns the writer has (no credit for the quotation unless the reference forward is identified)

- (b) **Referring to lines 25-29, explain in your own words what the writer believes to be a "particularly worrying aspect of the new rural mania" (line 23).** 2 U

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

Any two of the following for 1 mark each, although an effective handling of a single point (eg point 1) might be worth 2 marks:

- 1 acceptable gloss on "identification . . . of the countryside in general and the landscape in particular with the past", eg that rural features are the only way of understanding our history
- 2 desire to preserve what is perceived as "our heritage"
- 3 difficulty in defining what is meant by the term "our heritage"

4. **“This view is palpably nonsensical.” (lines 32-33)**

- (a) **Explain, using your own words as far as possible, what “this view” is. Refer to lines 30-32 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, although an effective handling of a single point will be worth 2 marks:

- 1 acceptable gloss on “our living link with our history” eg tangible, actual, real, visible connection with the past
- 2 acceptable gloss on “the visible expression of our British roots” eg outward display, evidence of our heritage, identity
- 3 failure to preserve the landscape will cause the connection to be lost

- (b) **Give in your own words one of the writer’s reasons in lines 33-38 (“... ideas.”) for believing that the view is “palpably nonsensical”.**

2 U

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

Any of the following for up to 2 marks, depending on the clarity of understanding. Accept reasonable overlap.

- 1 who we are by race, our sense of belonging, does not stem from the physical setting in which we live
- 2 there is no one connecting link between the countryside of today and the countryside of the past
- 3 many diverse influences have joined to create a landscape which has suited the creators’ own purposes

- (c) **Show how the writer’s use of language in lines 38-41 reinforces his criticism of the conservationists’ ideas.**

2 A

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

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

Possible answers:

- |   |  |  |
|---|--|--|
| 1 | “simply”   | pejorative, reductive view   |
| 2 | <i>“as it is now”</i>  | use of italics stresses the conservationists’ total rejection of change                                |
| 3 | beginning sentence “Far from affirming history”              | emphasises mistaken approach   |
| 4 | “affirming”, “denies”  | juxtaposition of opposites reinforces the weakness of the conservationists’ position                   |
| 5 | “actually”   | reinforces the contrast between affirmation and denial   |
| 6 | “the continuous change without which history does not exist” | final climactic assertion of writer’s belief in direct opposition to the ideas of the conservationists |

5. Read lines 42-53.

**Give, in your own words as far as possible, any three reasons why it is difficult to define the “traditional” British landscape.**

**3 U**

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

Any three of the following for 1 mark each:

- 1 it is impossible to define a point in time for the start of “tradition”
- 2 conifers, which are unpopular nowadays, were significant in the past
- 3 our more iconic species of trees (oak and elm) arrived much later
- 4 animals (reindeer, rhinoceros, bison, hippopotamus, elephant) which have now vanished used to be abundant
- 5 when man first appeared in Britain, the landscape was Arctic ice and tundra

6. “This presented a serious challenge to Stone Age man ...” (lines 58-59)

- (a) Explain in your own words what the “challenge” was. Refer to lines 54-61 (“... trees.”) 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:

- 1 hunting became more difficult ...
- 2 ... as the grazing animals started to die out/became difficult to find ...
- 3 ... because of increased afforestation

- (b) Explain in your own words how Stone Age man responded to the challenge. Refer to lines 61-69 in your answer.

2

U

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

Any of the following for 1 mark each:

- 1 Stone Age man relied more on farming than on hunting
- 2 he improved the efficiency of his farming tools
- 3 he created space for grasslands for animals and/or crops
- 4 crops were increasingly grown to serve man’s needs

**Questions on Passage 2**

*Marks*    *Code*

7.    (a)    **By referring to lines 1-3, explain in your own words why the writer believes that the English middle classes are being “hypocritical”.**

**2**        **U**

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

the middle classes are not really worried about the countryside (1);  
what really concerns them is: gloss on “(the threat to) their own pleasure”  
**or** on “(the threat to) the value of their own property” (1)

- (b) **Show how the writer’s use of language in lines 4-10 creates a self-mocking tone.**

2

A

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

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

Possible answers:

- |    |  |  |
|----|--|--|
| 1  | “heavy heart”                                    | deliberate exaggeration of the extent of his remorse   |
| 2  | “class traitor”                                  | inflated description suggesting his opinions constitute some terrible act/betrayal   |
| 3  | “middle-class, middle-aged property owner”       | writer deliberately casts himself as an archetype, clichéd representative of his class   |
| 4  | “smugly watched”                                 | suggests the writer is complacent, self-satisfied, gloating  |
| 5  | “soar in value”                                  | suggests a smug belief that his own success is both effortless and impressive  |
| 6  | “inordinately proud”                             | suggests a pride which is hard to justify, excessive, out of all proportion  |
| 7  | “my view”  | suggests smug possessiveness   |
| 8  | “from an upstairs window”                        | lampoons/undercuts the writer’s pride in his view by suggesting the view is limited, inaccessible, awkward...  |
| 9  | “motorway flyover in between”                    | suggests something man-made, ugly, functional – ridiculing the writer’s pride in his view  |
| 10 | parenthesis (lines 7-8)                          | apparently a throwaway qualification, but in reality used by the writer to highlight the overblown nature of his pride/undercut his argument   |
| 11 | repetition of “(And I” at the start of sentences | suggests self-absorbed, egotistical, pompous nature of middle classes  |
| 12 | repetition of “I” followed by active verb        | suggests an inflated belief in the importance of his actions/opinions  |
| 13 | contrast   | the ghastliness of his self-satisfied pride (“smugly watched”, “soar in value”) is heightened by the contrast with the desperation of the “young househunters” (In developing this point some candidates might choose to comment on the balance of “more and more”/“fewer and fewer”.) |

**8. Show how the writer's use of language in lines 11-19 emphasises the extreme nature of the English middle classes' view of the threat to the countryside.**

**In your answer you should refer to specific language features such as: imagery, word choice, register...**

**4 A**

Marks will depend on the quality of comment. Insightful comment on one feature could be worth up to 3 marks. For full marks, there must be reference to more than one feature.

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

When dealing with imagery, answers must show recognition of the literal root of the image and then explore how the writer is extending it figuratively.

Candidates may well choose to deal with some of the points listed here under "Imagery" as word choice.

Possible answers:

Imagery:

- |   |                           |  |
|---|---------------------------|--|
| 1 | “cherished credo”         | A “credo” is a religious belief. This suggests the reverence and/or depth of the middle classes’ devotion to the countryside.  |
| 2 | “forever sacrosanct”      | Something “sacrosanct” is sacred and untouchable. This implies an almost religious conviction that the countryside should remain unaltered, suggests the countryside is holy ground and changing it would be sacrilegious. |
| 3 | “ ‘Stalinist’ decision”   | Stalin is considered to be an oppressive, ruthless dictator. This portrays the Government as dictatorial, evil, brutal, cruel, heartless ...   |
| 4 | “choked (by concrete)”    | Being “choked” involves strangulation, difficulty in breathing. This suggests the countryside is being destroyed, having the life squeezed out of it, unable to flourish, under attack.                                    |
| 5 | “rapacious housebuilders” | A “rapacious” act is a predatory one involving, for example, a bird of prey. This suggests the builders are aggressive, plundering, greedy, self-interested, voracious, gluttonous...                                      |
| 6 | “devour whole landscapes” | To “devour” something is to eat it up greedily. This suggests the builders are greedy, insatiable, all-consuming, indiscriminate...  |
| 7 | “sprawling outward”       | To “sprawl” is to sit or lie in an awkward, ungainly way. This suggests the outward movement of the cities would be haphazard, unattractive, disorderly...   |
| 8 | “will be swept away”      | “swept away” could refer to brushing or tidal movement. Either way, it suggests a rapid, extensive, conclusive end to the green belts.   |

**[continued...]**

## Word choice:

9	“verdant hills and dales”	idealised, Eden-like vision of the countryside as lush, fertile
10	“forever”	intensifies belief in inviolable nature of the countryside
11	“impose”	suggests compulsion, force, authoritarian government
12	“most hideous”	superlatively repulsive, despicable, morally offensive
13	“threat”	suggests pain, injury, a menacing, bullying enemy...
14	“our way of life”	suggests a set of shared, traditional, important values
15	“since the Luftwaffe ... in 1940”	(comparing the effect of more houses to the damage caused by German bombers) suggests they fear huge destruction, regard the builders as an evil, destructive, aggressive enemy
16	“cherished green belts”	the countryside is loved and treasured
17	“14 great rings”	majestic, impressive, powerful, important

## Register:

- 18 candidates should be rewarded who make a sensible attempt to identify a register (inflated, over-the-top, exaggerated, mock-reverential, faux-outraged) and then – through appropriate reference and analysis – show how the writer’s use of this register pokes fun at, attacks, exemplifies the views of the middle classes; any of the listed examples of imagery and word choice might be used to support such an answer

9. Show how the writer's sentence structure or word choice in lines 20-24 emphasises his view that the threat to the countryside is much less serious than the English middle classes suggest.

2 A

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

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

If a candidate attempts both sentence structure and word choice, mark both and award the higher of the two marks.

Possible answers:

Sentence structure:

1. the positioning of "Yet" at the start of the opening sentence sets up the rebuttal of the preceding argument
2. contrast/balance in opening sentence of "sweep away"/"look at" moves argument forward
3. structure of opening sentence places emphasis on principal clause at its conclusion
4. short, (apparently) concessory 2nd sentence, introduced by "Yes", is immediately qualified/contradicted by 3rd sentence
5. positioning of "But" at start of 3rd sentence sets up qualification/contradiction to 2nd sentence
6. repetition of "seem crowded" following "crowded" also underlines 3rd sentence's qualification/contradiction
7. short, punchy, declarative final two sentences drive home writer's point
8. positioning of "Just" at start of final sentence underlines (surprisingly small) statistic
9. candidates may comment on the writer's general sign-posting at the start of sentences: "Yet", "Yes", "But", "Just" to flag up the oppositional nature of his argument

[continued...]

## Word choice:

10	“sweep away”	suggests previous argument is “rubbish” and can be dealt with/dismissed very quickly
11	“apoplectic”	suggests uncontrolled, irrational anger
12	“froth”	suggests something insubstantial, trivial...
13	“self-interested”	suggests middle classes only concerned with themselves, not the countryside
14	“posturing”	suggests middle classes’ concern is exaggerated, contrived, fake, affected ...
15	“look at the reality”	suggests truth is clear and incontrovertible
16	“recedes dramatically”	suggests rapid movement, significant diminution of threat
17	“overwhelmingly green”	emphasises full extent of Britain’s rural make-up
18	“classified”	official nature of term reinforces accuracy, validity of statistic
19	use of personal pronouns (“you ... we ...us ...our”)	clear attempt to make the reader share his point of view/involve the reader personally

10. (a) According to lines 25-27, why does the writer believe “a quarter of the green belt around London” should be used for housing?

2 U

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

The following two points for 1 mark each:

- 1 gloss on “wasteland, largely devoid of landscape beauty”: eg it is a wilderness, it is not attractive, it serves no purpose, it has no redeeming features
- 2 there is a desperate shortage of housing in London (for reasons of space and/or cost)

- (b) How does the writer’s use of language in lines 27 (“Because...”) -32 cast doubt on the belief that green belts benefit everyone?

2 A

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

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

Possible answers:

Word choice

- |   |                             |   |
|---|-----------------------------|---|
| 1 | “myth”                      | suggests belief is untrue, fictitious, irrational, fanciful   |
| 2 | “Well, lungs they might be” | suggests reluctant, grudging, conditional acceptance of claim |
| 3 | “not at all”                | definitive, categorical negative                              |

Sentence structure:

- |   |                                      |  |
|---|--------------------------------------|--|
| 4 | “Well, lungs they might be”          | inversion places emphasis on writer’s doubt/scepticism   |
| 5 | “But”                                | position at start of sentence introduces idea of rebuttal  |
| 6 | parenthesis (line 30)                | used to point out slyly that the middle classes benefit commercially as well as environmentally  |
| 7 | progressive nature of final sentence | using semi-colons, the writer divides final sentence into three sections to stress the diminishing benefits of green belts<br><b>and/or</b><br>the diminishing benefits are also signposted structurally by the use of “chiefly”, “and then” and “and not at all” at the start of each section |
| 8 | climax of final sentence             | writer uses colon to introduce, direct attention to those who are not advantaged by green belts  |

[continued...]

Tone:

- |    |                                   |   |
|----|-----------------------------------|---|
| 9  | “Well, lungs they might be”       | dismissive, sceptical tone stresses his lack of belief  |
| 10 | “nice houses”, “leafy suburbs”    | use of clichés creates a rather mocking tone towards those enjoying a comfortable, carefree existence |
| 11 | “(not least ... values sky-high)” | ironic aside underlines writer’s scepticism towards middle classes                                    |

Other language features:

- |    |  |
|----|--|
| 12 | any other acceptable suggestion supported by appropriate reference and explanation |
|----|--|

11. In lines 33-43 the writer criticises two further arguments put forward by the “green-belt protectionists”.

Choose either the argument discussed in lines 33-37 or the argument discussed in lines 38-43, and answer both of the following questions on the paragraph you have chosen.

**NB** Marks can be gained for reference to one of the paragraphs only. If in answering (a) or (b) a candidate refers to both paragraphs, mark all of the response, but award only the higher mark gained.

**First option (lines 33-37):**

- (a) Explain why, in the writer’s opinion, the green-belt protectionists’ argument is flawed. 2 U

Marks will depend on the quality of explanation of the flawed nature of the argument. A clear explanation will be worth 2 marks; a more basic explanation will be worth 1 mark.

Blatant lifts: 0.

Possible answer:

green-belt protectionists believe they are protecting land which has been unchanged for centuries when in reality each generation has changed the land as required

- (b) How effective do you find the writer’s use of language in conveying his attitude to their argument? 2 A/E

Marks will depend on the quality of comment on appropriate language feature(s). A single insightful comment will be worth up to 2 marks; more basic comments will be worth up to 1 mark each. Evaluation may be implicit.

Reference alone: 0.

Possible answers:

Word choice:

- |   |   |  |
|---|---|--|
| 1 | “claim”                                   | suggests doubt/dubiety   |
| 2 | “rampant advance”                         | suggests insatiable demands; uses hyperbole to make their claims seem absurd, over the top, fanciful                                 |
| 3 | “bulldozers” (used to symbolise builders) | connotations of indiscriminate destruction, demolition; again suggests protectionists’ claims are deliberately exaggerated, alarmist |
| 4 | “exactly what”                            | suggests claims lack detail  |
| 5 | “imagine”                                 | suggests green-belt protectionists are removed from reality, living in a dream world   |

[continued...]

6	“Primordial forest”, “Boadicea”, “the Romans”	deliberate reference to very distant times/people stresses the unlikelihood of the green-belt campaigners’ claims <b>or</b> implicit comparison of their claims to Boadicea’s heroic life-or-death battle against a genuine aggressor highlights their pretension, self-importance, lack of perspective
7	“Hogwash”	categorical condemnation – claims are worthless, false, ridiculous, “garbage”
8	“making and remaking”	suggests change is ongoing, inevitable process

Sentence structure:

9	repetition of questions	hectoring, nagging, confrontational
10	single-word sentence	highlights his utter rejection of their claims
11	fluent, formal final sentence (in comparison to previous sentence)	controlled, certain, assured, rational

Tone:

12	scornful/dubious – “claim”
13	satirical – “rampant advance”
14	dismissive/incredulous – “exactly what”, “imagine”
15	humorous – “primordial”, “Boadicea thrashed the Romans”
16	dismissive, contemptuous – deliberate informality of “Hogwash”
17	authoritative, certain – created by formality of final sentence (in contrast to the previous sentence)
18	some candidates may comment on the overall variety of tones in the paragraph; sensible comment on this feature should be rewarded.

[Second option (lines 38 – 43)...]

**Second option (lines 38-43):**

- (a) **Explain why, in the writer’s opinion, the green-belt protectionists’ argument is flawed.**

Marks will depend on the quality of explanation of the flawed nature of the argument. A clear explanation will be worth 2 marks; a more basic explanation will be worth 1 mark.

Blatant lifts: 0.

Possible answers:

green-belt protectionists think the government is imposing change/being authoritarian but current planning laws are equally harsh/dictatorial

**and/or**

green-belt protectionists oppose the government’s plans to build houses/change green belt planning but the existing planning laws have worked out poorly/been calamitous or are very protective of the countryside

- (b) **How effective do you find the writer’s use of language in conveying his attitude to their argument?**

Marks will depend on the quality of comment on appropriate language feature(s). A single insightful comment will be worth up to 2 marks; more basic comments will be worth up to 1 mark each. Evaluation may be implicit.

Reference alone: 0.

Possible answers:

Word choice:

- |   |                        |  |
|---|------------------------|--|
| 1 | “fond”                 | suggests green-belt protectionists are self-indulgent, enjoy being critical                            |
| 2 | “deriding”             | suggests their arguments are cruel, contemptuous, destructive  |
| 3 | “monstrous”            | deliberate exaggeration to make their claims seem excessive  |
| 4 | “Soviet-style diktats” | comparison to authoritarian state suggests green-belt protectionists’ views are alarmist and excessive |
| 5 | “imagine”              | suggests their ideas are fanciful, unrealistic...  |
| 6 | “disastrous”           | suggests horrific, life-threatening, widespread effects of existing laws                               |
| 7 | “impact”               | suggests powerful, negative, destructive force of existing laws  |

**[continued...]**

## Sentence structure:

- |    |                            |   |
|----|----------------------------|---|
| 8  | “Good grief”               | positioning at start of sentence establishes exasperated tone of diatribe to follow                         |
| 9  | “...and often disastrous,” | adds additional layer of criticism  |
| 10 | rhetorical question        | stylistic device inviting reader to share the writer’s beliefs  |
| 11 | “not just ... but”         | this construction allows the writer to expand his argument into other areas, build his argument to a climax |
| 12 | listing “on ... on ...on”  | repetitive structure suggests scale, variety of problems caused by current laws                             |

## Tone:

- |    |   |
|----|---|
| 13 | scornful – “fond”   |
| 14 | satirical – “monstrous, Soviet-style diktats”   |
| 15 | exasperated, frustrated, angry, incredulous – “Good grief”, “what on earth do they imagine” |
| 16 | passionate, increasingly angry – “on employment ... on economic growth?”                    |

12. **How effective do you find lines 44-49 as a conclusion to the writer's attack on the attitudes of "middle-class homeowners"?**

2 E

Candidates are free to argue that the conclusion is effective or ineffective. Evaluation may be implicit. For full marks there must be some attempt to deal with these lines as a "conclusion" to the writer's argument. Candidates may refer to ideas or style or a combination of the two. Reference could be made to one or more of the following:

Ideas:

- 1 writer brings argument back to shortage of housing – a key issue introduced in the opening paragraph and referred to throughout the passage
- 2 writer focuses again on the selfishness, aggression, insularity, idealised views of the middle classes – themes discussed at various points throughout the passage.
- 3 writer looks at those affected ("young and poor") by the middle classes' campaigns and the problems they have (lack of housing, inability to advance themselves, long distances to travel to work) – attempting to damn the middle classes' opposition.

Style:

- |    |                           |   |
|----|---------------------------|---|
| 4  | "And ... on homelessness" | link to or climax of argument from previous paragraph, returning argument to its primary concern                            |
| 5  | "homelessness"            | somewhat sensationalised term, a deliberate (and misleading?) attempt by the writer to evoke our sympathy                   |
| 6  | "Every time"              | wearisome inevitability of middle class campaigning   |
| 7  | "bunch"                   | suggests a gang or a loose grouping lacking authority or credibility; derogatory term continues criticism of middle classes |
| 8  | "fights off"              | criticism of middle classes' combative, aggressive stance   |
| 9  | " 'intrusion' "           | use of inverted commas reiterates misguided nature of middle class objections   |
| 10 | "cherished landscape"     | satirical tone, once again poking fun at the middle classes' idealised, possessive vision of the countryside                |
| 11 | "young and poor"          | attempt to tug at the readers' heartstrings and emphasise the cruelty of the middle classes' opposition                     |

[continued...]

- |    |  |   |
|----|--|---|
| 12 | “reasonable proximity”,<br>“somewhere to live” | the reasonable, understated goals of those seeking houses stand in contrast to the middle classes’ unyielding, isolationist, unhelpful position |
| 13 | “pulling up drawbridge ... castle”             | extended metaphor again suggests the insular/selfish, feudal, old-fashioned, elitist, uncaring, NIMBYist nature of the middle classes.          |

Candidates may well make valid comment on the use of the metaphor to conclude the passage, eg as memorable, colourful, appropriate, clichéd...

Some candidates may also make valid comment on its importance in relation to the title of the passage.

## Question on both Passages

13. In Passage 1 David Sinclair refers to the claims of conservationists as “palpably nonsensical” and in Passage 2 Richard Morrison states that their views are “hogwash”. Which writer is more successful in convincing you that these conservationists’ claims are seriously flawed?

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

5 E

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

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 3.

The following guidelines should be used [NB: references to comments on style will not apply if answer is on ideas alone]:

- |         |   |
|---------|---|
| 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 evaluative comment                  |
| 1 mark  | one or two relevant but unconvincing comments   |
| 0 marks | irrelevant, or too generalised, or excessive quotation/reference without comment  |

[continued...]

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

### **Passage 1**

#### **Ideas**

- surprise that there is such wide coverage of the countryside debate
- balance of ideas both past and present day
- awareness of the wide extent of claims put forward by conservationists
- strong feelings of those who feel the countryside is under threat
- writer's disapproval of action groups
- conservationists' view of our national identity is discredited
- concept of our national identity and the complexities involved
- history requires "continuous change"
- difficulties in establishing the "traditional British landscape"
- the landscape is determined by human influence not the environment

#### **Style**

- impersonal
- language used to highlight the strong feelings of conservationists: "so extensive ...", "so fierce the passions ..."
- repetition of "so"
- mocking tone
- word choice focusing on alleged dangers to the countryside: "mortal danger", "threatening", "killing", "overuse of machinery"
- tone of disapproval
- word choice to discredit claims: "It might be thought", "widely assumed", "assumptions", "wildly overused term is seriously misleading"
- the short sentence to refute the claims: "This view is palpably nonsensical."
- imagery such as: "single thread", "bewildering array"
- balance of past/present
- impact of title/headline

### **Passage 2**

#### **Ideas**

- the hypocrisy of the English middle classes regarding the countryside
- extreme nature of their view of the threat to the countryside
- the threat is much less serious than has been suggested
- some of the green belt around London should be used for housing
- the theory about green belts as "lungs" is a myth
- the flawed arguments of the "green-belt protectionists"
- green belts benefit property owners not those on inner city estates
- middle class homeowners react to any encroachment on their land and this makes it more difficult for the young and the poor to find suitable housing

**[continued...]**

## Style

- personal involvement of the writer
- self-mocking tone regarding his own middle class position
- word choice to show extreme nature of the alleged threat to the countryside: “choked by concrete”, “rapacious housebuilders”
- imagery in lines 11-19
- statistics in lines 20-24
- imagery in lines 25-32
- one-word sentence to dismiss claims made by conservationists: “Hogwash.”
- conclusion: imagery of castle, drawbridge, ...
- impact of title/headline

[END OF MARKING INSTRUCTIONS]