



**2009 English**

**Higher – Close Reading**

**Finalised Marking Instructions**

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## 2009 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.

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.

**2009 English Higher**

**Close Reading Marking Instructions**

**Questions on Passage 1**

*Marks Code*

1. (a) Referring to lines 1-6, give in your own words two reasons why the writer finds it surprising that politicians are “telling us not to travel”.

**2 U**

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

Any two of the following for 1 mark each.

Acceptable gloss on/understanding of:

- |   |  |   |
|---|--|---|
| 1 | “absence of world war”                   | there is no world war/global conflict (to make travel difficult, dangerous)             |
| 2 | “(unprecedented) prosperity”             | people are well-off, wealthy (as never before)  |
| 3 | “just as working people ... generations” | travel has become democratic, available to all, no longer the sole preserve of the rich |
| 4 | “enjoy”                                  | travel is fun, pleasurable, ...   |
| 5 | “other cultures ... other climates”      | travel allows people to experience different ways of life                               |
| 6 | “liberating possibilities”               | travel broadens the mind, gives people greater insights into the world                  |

- (b) **Show how the writer’s sentence structure and word choice in lines 1-12 convey the strength of her commitment to air travel for all.**

4 A

Marks will depend on the quality of comment. An insightful comment on one feature could score up to 3 marks; alternatively a candidate could make more basic comments for up to 1 mark each. For full marks, there must be comment on both sentence structure and word choice.

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

Possible answers:

Sentence structure:

1	use of questions	first question is what politicians are asking the public to consider; second question shows the writer’s incredulous response/immediate opposition <b>and/or</b> a case might be made that the repetition of the questions and/or the use of questions to open the passage indicates the combative, populist, anti-restriction stance of the writer
2	use of parenthesis in first paragraph (“the experience ... climates”)	to identify/exemplify the benefits/freedoms of travel
3	use of list (“other cultures ... climates”)	to identify/exemplify the multiplicity of these benefits
4	repetition of “other”	to emphasise the multiplicity/variety of the experiences travel affords and/or to emphasise the very different nature of other countries
5	balanced structure of the “Just as ... their reach” sentence	describing the many benefits of air travel in the first half of the sentence makes the negative thrust of its conclusion all the more forceful
6	use of “And” at start of second paragraph	unusual placement of conjunction is an eye-catching, forceful indication of the start of her personal opposition
7	use of parenthesis in second paragraph (“most of them comfortably off”)	(rather sneering aside) to remind us that politicians are part of the rich elite who will still be able to travel/be unaffected by the restrictions

[continued ...]

- |   |   |  |
|---|---|--|
| 8 | balanced structure/<br>contrast of the “Maybe<br>Tommy ... social<br>revelation” sentence | the writer concedes that there is a negative aspect to the democratisation of travel but shows the relative unimportance of this in the second half of the sentence via her sweeping affirmation of the large-scale benefits of travel |
|---|---|--|

## Word choice:

- |    |                                  |  |
|----|----------------------------------|--|
| 9  | “freedoms”                       | suggests that travel offers people independence, broadens their horizons, ...                          |
| 10 | “experience”                     | suggests something life-enhancing  |
| 11 | “liberating<br>(possibilities)”  | suggests that travel allows people a freer, less constrained life-style                                |
| 12 | “enlightenment”                  | suggests travel can result in a fundamental increase/transformation in people’s knowledge or happiness |
| 13 | “pleasure”                       | suggests enjoyment, gratification, ...   |
| 14 | “(I reach for my)<br>megaphone”  | suggests strident, highly vocal, intense, I’m-standing-on-a-soapbox-and-you’d-better-listen opposition |
| 15 | “thousands (of<br>people)”       | suggests sheer number who have benefited from travel   |
| 16 | “(would never have)<br>ventured” | suggests limited nature of parents’ experience as compared with current possibilities                  |
| 17 | “(social) revelation”            | suggests life-changing benefit   |

NB Some candidates may choose to argue that the writer is not fully committed to air travel for all. In doing so, they may consider sentence structure point 8 above, or they may consider the (potentially) negative connotations of “Tommy Tattoo”, “mates”, “cheap flights”, “binge-drinking opportunities”. This would be an acceptable approach and such answers should be marked on their merits.

2. Referring to specific words and/or phrases, show how the sentence “So, before ... as a whole?” (lines 13-14) performs a linking function in the writer’s argument.

2 U

Four elements are required:

- 1 “eco-lobby’s anti-flying agenda” ...
- 2 ... refers back to the restrictive air travel proposals discussed in the opening two paragraphs;
- 3 “their strategy as a whole”/“can we just review”
- 4 ... leads into the discussion of the eco-lobby’s proposed restrictions on travel as a whole/on energy use in general

Answers which do not follow the requirement to refer to “specific words and/or phrases” cannot score more than 1 mark.

3. Read lines 15-23.

- (a) What, according to the writer, is the result of “Clamping down on one form of movement”? Use your own words in your answer.

1 U

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

acceptable gloss on “creates intolerable pressure on the others” eg it puts (unbearable) stresses and strains on other forms of transport

- (b) Explain how the writer uses the example of the London congestion charge to demonstrate her point.

2 U

Marks will depend on the clarity of explanation.

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

The nub of the answer lies in the information in lines 21-23: the congestion charge discouraged many commuters from driving into London and as a result London’s train and tube services are now intolerably busy/putting prices up to reduce numbers.

4. In the paragraph from lines 24 to 28, the writer states that “The only solution...is for none of us to go anywhere.” (lines 24-25).

(a) Why, according to the writer, is this “solution” undesirable? 2 U

Marks will depend on the clarity of the explanation.

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

Blatant lifts: 0.

Either or both of the following:

- 1 mobility allows people to come together for a variety of beneficial reasons – for work, for pleasure and for people from different backgrounds to share knowledge/understand one another better (for full marks for this point alone, candidates will have to show reasonable understanding of “social/professional/cultural interactions”)
- 2 many shared activities – which are only possible thanks to mobility – have made cities vital in the advancement of learning (for full marks for this point alone, candidates will have to show reasonable understanding of “centres of intellectual progress”)

(b) Show how, in this paragraph, the writer creates a tone which conveys her disapproval of the “solution”. 2 A

Identification of tone alone: 0. Some candidates may identify a negative tone (angry, scathing, dismissive, sarcastic, caustic ...) or they may just assume the tone is one of “disapproval”. Some candidates, however, may focus on the more positive, celebratory tone adopted by the writer in the second half of the paragraph which also conveys her disapproval of the anti-mobility “solution”.

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 | “and I am just waiting” | suggests writer’s world-weary mistrust of politicians and the inevitability of their actions |
| 2 | “none/anywhere”         | emphasising the extreme nature of the “solution”   |
| 3 | “craven retreat”        | suggests the “solution” would be a cowardly, unworthy, retrograde step                       |
| 4 | “Renaissance”           | positive reference to a very enlightened, progressive, civilised period                      |

[continued ...]

5	“intellectual progress”	suggests society/civilisation moving forward in very considered, enlightened manner
6	parenthesis (“and I am ... explicitly”)	knowing aside to the readers about the bandwagon-joining propensities of politicians
7	“Stay at home and save the planet.”	this parody of facile, instant sloganeering shows the writer’s contempt for the quick-fix solutions of the eco-lobby
8	“social, professional and cultural”	accumulated list of benefits made possible by mobility
9	structure of the final sentence	<p>the positioning (and the bluntness) of “But that” presages her explicit rejection of the “solution”</p> <p><b>and/or</b></p> <p>the dash (followed by “and”) is used to introduce an additional point to the argument, effectively building the sentence to a resonant, powerful, pro-mobility climax</p>

## 5. Read lines 29-47.

- (a) Why, according to the writer, would “never leaving your house” still involve some “ecological guilt”? 1 U

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

Candidates need to show a basic understanding of “you’d still be making liberal use of the technology that has transformed domestic life”: eg people would still use a lot of energy in their houses.

- (b) Using your own words as far as possible, summarise the benefits of technology as described in lines 35-43. 3 U

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

The following three key ideas for 1 mark each:

- 1 (heating) has reduced/nearly eradicated certain (respiratory) diseases
- 2 (hot water/more effective cleaning) reduced/nearly eradicated disease-carrying pests/parasites/insects
- 3 (the car) has given people independence, broadened their horizons, made it easier for people to move about (“freedom”)  
or (the car) has allowed people to be much more adaptable/less rigid, to have more choice in their lives (“flexibility”)

- (c) Show how the writer uses sentence structure in lines 35-43 to strengthen her argument. 2 A

Marks will depend on the quality of comment. A single insightful comment will be worth 2 marks; more basic comments will be worth up to 1 mark each. Mere identification of a feature of sentence structure: 0.

Possible answers:

- 1 repetition of “Never mind ...” stresses her vehement, outraged opposition to so many of the restrictive measures (described previously)  
**and/or**  
the cumulative effect of having three sentences all starting with “Never mind” shows that she is opposed to the eco-lobby for a variety of reasons/on a variety of fronts

[continued ...]

2	repetition in “the very young and the very old”	stresses that it is the most vulnerable members of society who would be put most at risk by such restrictions
3	parenthesis (dashes)	allows her to name two particularly frightening/dangerous diseases, thus underlining the vital importance of heating/extreme dangers in cutting down on heating
4	parenthesis (brackets)	allows her to show the horrific threat posed by these pests, “plague” being associated with widespread, uncontrollable death
5	parenthesis (commas)	the insertion of “Green Public Enemy Number One” allows the writer to slip in a satirical jab at (what she perceives as) the silly, over-the-top scaremongering of the eco-lobby

**(d) What, according to the writer in lines 44-47, would be the outcome of the restrictions proposed by politicians?**

2

U

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

Marks will depend on the clarity of explanation.

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

It would bring back a very divided society, a society split into rich and poor, a society of haves and have-nots (“reconstructing a class divide”) which would be very bad/disastrous/detrimental to the poor, the have-nots, the less fortunate, the disadvantaged.

6. Read lines 48-68.

- (a) What does the phrase “doomsday scenario” (line 51) mean? 1 U

Any acceptable gloss, eg (a hypothesis that suggests) the end of the world, global disaster, human annihilation, ...

- (b) In your own words, outline the “doomsday scenario” predicted by Thomas Malthus. 2 U

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

The following two points for 1 mark each:

- 1 it would not be possible to grow enough food to deal with the world’s ever-increasing population
- 2 the only things which would prevent large-scale starvation would be comparably terrible events.

- (c) In your own words, give any two reasons why Malthus’s theory proved incorrect. 2 U

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

Any two of the following points for 1 mark each:

Acceptable gloss on/understanding of:

- |   |   |  |
|---|---|--|
| 1 | “complexity of human behaviour”   | people don’t always conform to a pattern, behave as expected   |
| 2 | “Population...responded to economic and social conditions”                | the rate of population growth was determined by people’s environment/particular circumstances          |
| 3 | “force of ingenuity”, “inventiveness and innovation”                      | people were smarter/more resourceful than he imagined  |
| 4 | “intensive farming ... invention of pesticides ...”                       | new farming methods and scientific advances dramatically increased the amount of food                  |
| 5 | “simple, fixed relation between numbers of people and amount of resource” | his basic assumptions were wrong: the ratio of people to food became more complex than he had imagined |

	<i>Marks</i>	<i>Code</i>
<b>7. How effective do you find the writer’s use of language in the final paragraph (lines 69-74) in emphasising her opposition to placing restrictions on people’s way of life?</b>	<b>2</b>	<b>A/E</b>

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

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

1	“Warnings of catastrophe come and go”	suggests such warnings are transient, unimportant, not unusual; not worthy of the current over-reaction (a case might be made that the shortness of this sentence suggests a blunt, unequivocal dismissal on the writer’s part)
2	“Whatever their validity”	suggests writer’s scepticism
3	“we cannot and should not”	Rhetorical repetition and cadence to emphasise, assertive, decisive opposition
4	“more restricted way of life”	suggests loss of freedom
5	“anyway”	dismissive tone, rejecting underlying concept of restrictions
6	“impracticable”	highlights fundamental flaws in the proposals
7	“grotesquely unfair”	suggests a monstrous, outlandish travesty of justice
8	“socially divisive”	suggests an attack on the very fabric of society
9	repetition of the “If” structure in the final two sentences	could be argued that this brings the passage to a climax: the penultimate sentence an emphatic summing-up of her objections, the final sentence an affirmation of her belief in human resourcefulness
10	repetition of “we” throughout paragraph	suggests writer is taking a stand for all of us; underlines her belief that this is something we can solve together as opposed to being dictated to by government
11	general use of pairs as a rhetorical device: “cannot and should not”, “grotesquely unfair and socially divisive”, “innovate and engineer”	candidates may find the repetitive use of this device gives the paragraph a persuasive certainty. On the other hand, they may find it somewhat repetitive, wearisome, contrived, mechanical, . . .

**Questions on Passage 2**

8. (a) **Explain the cause of the writer’s “depression” (line 4).** 2 U

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

Answers should show an understanding of:

“how to square this urge... responsible citizen” eg the writer loves travelling/wants to fly but also wants to act sensibly/do the right thing/be free of guilt.

- (b) **Show how the writer’s use of language in lines 1-8 creates an emotional appeal to the reader.** 2 A

Marks will depend on the quality of comment. 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:

Word choice:

1	“I”, “my”	suggests the personal impact on his life
2	“desperate”	exaggerated sense of urgency, panic, distress
3	“loved”	suggests strong/deep personal attachment
4	“descended”	indicates the downward turn his life has taken
5	“near-permanent depression”	exaggerates dire consequences
6	“young (daughters)”	slightly manipulative reference to the young as innocent/vulnerable/representatives of future generations
7	“abstinence”	implies a sense of personal sacrifice

[continued ...]

Sentence structure:

- |    |   |  |
|----|---|--|
| 8  | “Please someone...”                     | exaggerated sense of direct plea to anyone; (mock) melodramatic                  |
| 9  | rhetorical question “who doesn’t?”      | to justify his argument by implying that his love of travel applies to everybody |
| 10 | parenthetical “and ... young daughters” | sets himself up as caring family man; drives home extent of implications         |
| 11 | use of questions                        | to highlight uncertainty/insecurity  |
| 12 | repetition of “I”, “my”                 | as point 1   |

Use of contrast:

- |    |                      |   |
|----|----------------------|---|
| 13 | “at least”/“at best” | use of superlatives to highlight ultimate scenarios |
|----|----------------------|---|

## 9. Read lines 9-24.

- (a) Explain the “irony” referred to in line 11. 1 U

There must be some indication that the candidate understands the term “irony”. A “two-pronged” answer is required, in candidate’s own words as far as possible.

The key point is that the conference is connected to “how damaging” flying is to the environment, yet delegates have “flown from around the world” to be there.

- (b) Show how the writer’s use of language in lines 13-19 conveys his unsympathetic view of the speakers at the conference. In your answer you should refer to at least two features such as sentence structure, tone, word choice ... 4 A

Marks will depend on the quality of comment. An insightful comment on one feature could score up to 3 marks; alternatively a candidate could make more basic comments for up to 1 mark each. For full marks, there must be comment on at least two features.

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

Possible answers:

Sentence structure:

- |   |   |  |
|---|---|--|
| 1 | repetition (“speaker after speaker”)        | to emphasise the sheer number of delegates of like mind, claiming victimisation of the industry ...                      |
| 2 | use of colon                                | to introduce so-called justification for their case by singling out what they claim are even greater causes of pollution |
| 3 | use of questions in the final two sentences | designed to divert attention from their culpability  |

Word choice:

- |   |  |   |
|---|--|---|
| 4 | “bemoaned”, “cried”                        | use of negative language to emphasise the self-pitying, whingeing nature of the delegates |
| 5 | “somehow”                                  | suggests it has happened by chance/ not based on logic                                    |
| 6 | “...in perspective”                        | assumed rationality followed by obfuscation   |
| 7 | “singled out”, “chase after”, “picking on” | presenting themselves as harassed victims   |

[continued ...]

8	“efficiency savings”	delegates’ euphemism to disguise effects on other industries
9	“gives so much to the world”	sanctimonious self-justification
10	“economically fragile”	supposed claims of being delicate, vulnerable, frail, ...

Tone:

11	mocking, satirical, pejorative, belittling ...	supported by sensible comment such as: <ul style="list-style-type: none"> <li>- the use of reported speech (eg “Why ... singled out?”) to replicate sound of whingeing complaints</li> <li>- presentation of themselves as victimised underdogs</li> <li>- colloquial language (“small fry”, “singled out”, “chase after”, “picking on”) to present delegates as juvenile, shallow</li> <li>- “they cried ... they said” creates sense of constant complaint ...</li> <li>- or appropriate comment using any of points 1-10 above</li> </ul>
----	--	--

(c) **How effective do you find the writer’s use of imagery in lines 20-24 in conveying the impact that flying has on the environment?**

2 A/E

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

Mere identification of an image: 0.

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 in his line of thought.

Possible answers/comments:

1	“etched (over one another)”	just as etching involves cutting into a surface, using acid or a sharp implement, so the Earth will be permanently damaged by a crisscrossing indentation of flightpaths
2	“scarred”	just as a scar is a mark left by a wound, there will be permanent disfigurement to the Earth

10. Explain why the writer believes that “flying will simply have to become more expensive” (line 30).

2 U

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

A gloss of the key points in lines 31-33 for 1 mark each, ie:

- 1 to offset environmental cost (“the polluter must pay”)
- 2 to reduce numbers of people flying (“to drive down demand”)

11. Show how the writer, in lines 35-39, creates a dismissive tone when discussing possible remedies.

2 A

Marks will depend on the quality of explanation. A single point well explained and supported by suitable reference could score up to 2 marks. A more basic comment will score 1 mark.

Reference alone or mere identification of feature: 0.

Possible answers:

- |   |                                     |   |
|---|-------------------------------------|---|
| 1 | “nice cuddly idea”                  | suggests something childish, spuriously comforting<br><b>and/or</b><br>use of colloquial language is incongruous when juxtaposed with scientific terminology beforehand |
| 2 | “on the surface”                    | suggests superficial thinking   |
| 3 | references to Thailand and Honduras | selection of worthy activities/distant locations to convey relatively low-impact options  |
| 4 | “handing out”                       | suggests a mere distribution exercise, an easy option, something rather patronising   |
| 5 | “job done”                          | flippancy of short-term fix idea  |
| 6 | “(simply) carry on flying”          | clichéd, complacent attitude of those indifferent to looking for remedies   |
| 7 | “regardless”                        | the last word in passage highlights irresponsibility  |

**Question on both Passages**

- 12. Which passage is more effective in engaging your interest in aspects of the environmental debate? 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. When reference is made to one passage only, the maximum mark is 3.

The following guidelines should be used:

- 5 marks clear and intelligent understanding of both passages; sensible comment 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
- 0 marks irrelevant, or too generalised; or excessive quotation/reference without comment

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.

### **Ideas – Passage 1:**

- to save limited natural resources, threat of restrictions to freedom to travel
- opportunities to experience new places being denied
- advantages of air travel as “a social revelation”
- green taxes affect London road transport and rail fares, as well as air travel
- importance of travel to allow social, professional and cultural interaction
- proposed restrictions on scarce resources would also extend to our homes
- benefits of modern technology in preventing disease and providing freedom
- reconstruction of a new class divide would result from politicians’ environmental restrictions
- possibility of mortal danger from global warming
- dire environmental warnings from the past have not been realised
- instead of unfair restrictions, we must devise a method of managing the predicted environmental crisis

### **Ideas – Passage 2**

- conflict between desire to fly and duty to be a responsible citizen
- concern for the future and necessity of restricting flying
- map evidence of extent of current flightpaths
- presentation of stark choice between status quo or cutting back on air travel
- personal view that flying must become more expensive to reduce demand
- other remedies to offset the damage would merely mask the continuing problem caused by flying

### **Style – Passage 1**

- use of questions to stimulate debate
- use of passionate language to convey strength of feeling about restricted travel
- introduction of exaggerated illustration
- reasoned debating style
- use of London congestion charge as an illustration
- use of a disapproving tone to ridicule proposed travel restrictions
- rhetorical, exhortatory repetition to convey view that removal of modern advances would be ludicrous
- introduction of historical example

### **Style – Passage 2**

- use of conversational tone
- use of personal anecdote
- use of others’ views to convey misconceptions about the damage caused by air travel
- introduction of emotionally charged comment to convey strength of feeling
- use of questions to convey the alternative sides of the debate

[END OF MARKING INSTRUCTIONS]