



2012 English

Higher Close Reading

Finalised Marking Instructions

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2012 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.

Answers to questions testing “**Understanding**” (coded “**U**”) must be expressed using “own words as far as is reasonably possible”. 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.

As in the past, some 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. Half marks are not used in the marking of Understanding questions.

Administrative matters

- Enter marks in red ink in the examination booklet as neatly and clearly as possible. The total mark for each question must be entered in the right-hand margin at the end of the answer. Nothing else should be entered in the right-hand margins.
- 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.

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Close Reading Marking Instructions

Questions on Passage 1

Marks Code

1. Read lines 1-6.

- (a) Give any two reasons why, according to the writer, people watch sport.

2 U

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

Acceptable gloss on any two of the following for 1 mark each:

- 1 "out of loyalty" – eg from a sense of allegiance to a team or an individual
- 2 "for the pure joy of seeing titanic wills in opposition" – eg to enjoy the conflict between competitors with a colossal desire to succeed
- 3 "in search of a narrative" – eg to find a storyline
- 4 "in search of mythic resonance" – eg to find overtones of epic struggles
- 5 "in search of beauty" – eg to find something aesthetically pleasing

- (b) Show how the sentence structure in this paragraph suggests the difficulty of answering "the question everyone asks" him about sport.

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

Possible answers:

- | | | |
|---|---|---|
| 1 | simple sentence "This never ... simple answer" | straightforward declaration of how complex the answer is |
| 2 | introductory statement "For a start ... to consider:" | announces wide range of possible answers |
| 3 | colon | introduces detailed explanation of the "sub-categories" which shows complexity of problem |
| 4 | list (items separated by semicolons) | emphasises the significant variety of possibilities and/or the absence of one definitive answer |
| 5 | repetition of "you can ..." | emphasises the apparently endless range of options |

2. Show how the writer's use of language in lines 7-12 clarifies his definition of "big sporting events".

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 language feature: 0.

Possible answers:

- | | | |
|---|--|---|
| 1 | "(really big) beasts" | suggests something powerful, ferocious, dominant, ultra-competitive, primeval, on a grand scale ... |
| 2 | "huge overlap" | suggests overwhelming number of shared aspects |
| 3 | imagery of "Venn diagram" | just as the intersecting circles of a Venn diagram show common elements, so the writer sees his two types of sporting event as having many shared aspects |
| 4 | use of "two categories ... One category ... the other" | clear division of events into those of large concern to participants and those of large concern to spectators |
| 5 | repetition of "matter hugely" | reinforces the significance of these events in people's lives |
| 6 | use of "feast" | idea of a large, perhaps excessive, display offering delight to the mind and senses; also idea of celebration |
| 7 | "feast of really big beasts" | use of sound effects (alliteration, rhyme) hints at exotically pleasurable, sensual nature of the event ... |
| 8 | repetition of "really big beasts" | reinforces writer's feelings about scale, as if it's awe-inspiring, and/or positioning at end of paragraph creates a powerful, emphatic climax |

3. Referring to lines 13-19, explain the writer's "revelation" (line 13).

2

U

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

Both of the following for 2 marks.

Point 1 only: 1 mark.

Point 2 only: 0 marks..

- 1 a key moment in the lives of sportspeople/the culmination of years of preparation could be seen...
- 2 ...wherever he went/happening at the same time/in a large number of places/as part of the same overall event.

4. Show how the writer's use of language in lines 20-28 highlights the scale of the media operation at the Sydney Olympic Games.

In your answer you should refer to such features as sentence structure, word choice, imagery ...

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 should 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 the points listed here under "Imagery" as word choice.

Possible answers:

Sentence structure:

- | | | |
|---|--|--|
| 1 | minor/non-sentence "That and the size of it." | as if incapable of expanding on the description, suggests awe, amazement |
| 2 | parenthesis " – no exaggeration –" | to point out truthfulness, despite the apparently incredible quantity of equipment |
| 3 | list "of desks, phones ... paper" | emphasises the range and quantity of the equipment |
| 4 | repetition of "endless" | emphasises the idea of limitless quantities |
| 5 | series of three sentences beginning with "And" | emphasises the seemingly never-ending number of places |
| 6 | use of summative direct speech | conveys awestruck reaction to witnessing the large size of the operation |

[continued ...]

Word choice:

- | | | |
|----|-------------------------|--|
| 7 | “aircraft hangar” | suggests a huge, cavernous, industrial-type enclosed space |
| 8 | “thousands” | use of a large, indeterminate number to stress the vastness of the coverage |
| 9 | “endless yards” | exaggeration, use of vague, indeterminate length to suggest something going on as far as the eye can see |
| 10 | “mysterious places” | suggestion that there are not only the visible, explicable areas but, in addition, another category of rather mystifying parts ... |
| 11 | “something like 10,000” | vagueness to suggest difficulty of being precise about such huge, overwhelming numbers |
| 12 | “muttered” | (perhaps) suggests colleague is awe-struck, incapable of normal speech |

Imagery:

- | | | |
|----|-----------------------|--|
| 13 | “(made his) landfall” | just as an explorer finds the sighting of land a source of plenty after the deprivations of a life at sea, so the journalist’s arrival in the press centre gave him immediate access to a range of media possibilities |
| 14 | “domain” | just as a lord has control over a large estate, so the photographers rule over their extensive part of the Olympic Games coverage; connotations from IT – “domain name” – could also be explored |

5. Explain why, according to lines 29-34, few people in Britain realise the true scale of the Olympic Games.

2

U

There must be some attempt to use own words in order to “explain”; extensive lifting without explanation: 0.

Any two of the following points for 1 mark each:

- 1 television coverage of the Olympic Games is restricted to a small selection of sports/competitions (“Most of us see the Olympic Games through the keyhole of television.”)
- 2 coverage of the Olympic Games is often too focused on competitions in which British athletes are prominent (“We see the events which feature our local heroes ... medal hopes.”)
- 3 minority sports are often ignored by the British media (“We seldom see the handball ... synchronised swimming.”)

6. Read lines 35-40.

Explain how the writer’s reference to curling helps to clarify his main point in this paragraph.

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 “There are so many things that matter ... so much so that the form in which the mattering takes place becomes irrelevant.” – observers are drawn to the element of competition rather than the actual sport (in this case curling) they are watching
- 2 “An audience of 5.9 million ... It wasn’t the curling we stayed up to watch, it was the Olympic Games.” – curling is a sport which does not usually attract vast audiences but an Olympic final involving a British team is captivating

7. Show how the writer's use of language in lines 41-46 conveys the extreme pressure on competitors in the Olympic Games.

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.

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

Possible answers:

Word choice:

- | | | |
|---|---------------------------|---|
| 1 | “nothing” | implies that a terrible void awaits athletes who fail |
| 2 | “extraordinary intensity” | suggests unusually high focus required by competitors |
| 3 | “not just about” | suggests that an added element/something extra is required to win |
| 4 | “perfect” | suggests competitors must have no flaws, make no mistakes |
| 5 | “now” | suggests immediacy, urgency of Olympic competition/athletes are put “on the spot” |
| 6 | “unforgiving” | suggests harshness of arena, demanding nature of taking part, no room for error |
| 7 | “dominates” | suggests all-consuming nature of Olympic Games |
| 8 | “hearts and minds” | suggests that Olympic Games affects every part of the athletes who are competing |

Imagery:

- | | | |
|---|-----------------|---|
| 9 | “present tense” | just as the present tense can only be used to report what is happening at a single moment in time, so athletes have only one opportunity to perform, having no opportunity to redo or correct |
|---|-----------------|---|

[continued ...]

Sentence structure:

- | | | |
|----|--|---|
| 10 | repetition of "You ask..." followed by athletes' names | mention of two successful athletes along with direct address/invitation lends credence to writer's argument about "mattering" |
| 11 | (quasi)repetition of "mattering ... matters." | stresses importance of Olympic Games in the minds of competitors to the exclusion of everything else |
| 12 | repetition of "nothing" | emphasises the risk of utter failure, absolutely no reward to show for effort |
| 13 | short, blunt, minor sentence "Nothing for four years." | emphasises bleakness which comes with failure in competition |
| 14 | declarative sentence beginning with "And that ..." | emphasises writer's previous point about failure and time pressures on athletes |
| 15 | pattern of repetition: "nothing ... Nothing", "perfect ...perfect...", "now ... now" | seems to mimic pressured thoughts of Olympic competitors |
| 16 | final question "If not now, when?" | short, blunt question has a pleading quality which reflects desperation, impatience of athletes |

Tone:

- 17 Candidates could argue that the writer's use of basic sentence structures throughout this paragraph creates a hectoring, urgent, challenging, demanding tone which, in itself, reflects the pressures of Olympic competition.

NB Several of the points in 1-16 above may be the subject of comment on the writer's tone. Mere identification of a tone should not be rewarded. Candidates must show how their chosen tone conveys the "extreme pressure on competitors".

8. Show how the writer's use of language in lines 47-56 emphasises his belief that the Olympic Games is more significant than any other sporting event.

In your answer you should refer to such features as imagery, word choice, contrast, sentence structure ...

4

A

Marks will depend on the quality of comment on appropriate language features. 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.

Possible answers:

Imagery:

- | | | |
|---|------------------------------|--|
| 1 | “biodiversity” | just as biodiversity is the incredible range of life on planet Earth (a variety which is both beautiful and essential for our continued existence), so the writer believes that the sporting variety of the Olympic Games is extremely valuable to mankind as it is life-enhancing and a wonderful spectacle |
| 2 | “a monoculture” | just as a monoculture is the growth and harvest of only one type of crop, so the writer believes that the football World Cup is monotonous/lacks vitality when compared to the variety of the Olympic Games |
| 3 | “horizon-to-horizon prairie” | just as a prairie is a vast agricultural plain containing one crop which stretches as far as the eye can see in an uninteresting and dull landscape, so the writer believes that the football World Cup is dull when compared to the varied scenes/events offered by the Olympics |
| 4 | “single crop” | just as a single crop yields only one type of plant, so the football World Cup offers only one sport unlike the “biodiversity”, or sporting variety, contained within the Olympic Games |
| 5 | “individual species” | just as an individual species is a particular form of life with attributes and qualities which make it unique and interesting, so the Olympic Games consists of different sports – all with unique qualities |

[continued ...]

Word Choice:

NB Candidates may choose to deal with the points 1-5 as word choice.

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|----|------------------|---|
| 6 | “greatest glory” | suggests grandeur/elevated status of the Olympic Games |
| 7 | “unique” | suggests incomparable nature/something very special |
| 8 | “best of all” | superlative suggests special position, there are many good things about the Olympic Games |
| 9 | “rainforest” | comparison with an environment of primary importance and/or infinite variety conveys the vital and varied nature of the Olympic Games |
| 10 | “capture” | implies that the Olympic Games has a particular quality which the writer needs to identify and bring to life for his readers |
| 11 | “immensity” | suggests vast, almost limitless, scale and influence |

Contrast:

- | | | |
|----|----------------|---|
| 12 | use of numbers | numbers given for the football World Cup (“32 nations, one sport and one sex”) are much smaller than numbers given for Olympic Games (“202 nations, 29 sports...two sexes”), suggesting greater significance of Olympic Games |
|----|----------------|---|

Sentence Structure:

- | | | |
|----|--|--|
| 13 | colon: “unique feature: its biodiversity.” | allows writer to introduce and emphasise significant difference between Olympic Games and other sporting events |
| 14 | inclusion of lists/parallel openings of 3rd and 4th sentences – “At the...At the...” | parallel openings draw attention to similar features of both sporting events; however, the juxtaposition of the lists highlights far greater significance of Olympic Games |
| 15 | balance/use of colon in 3rd sentence (“At the football ...”) | places emphasis on the lack of diversity at the football World Cup |
| 16 | parenthesis in 4th sentence – “and, best of all,” | short, enthusiastic/almost childlike aside allows writer to voice his support of the unique nature of the Olympic Games |
| 17 | positioning of “But” at start of final sentence | sets up the final dramatic statement implying that there is even more to the Olympic Games than already suggested |
| 18 | colon in final sentence | places emphasis on the climactic final point about the “immensity” of the Olympic Games |

Questions on Passage 2

9. (a) Give any two reasons from lines 1-9 why “the Greeks are so proud of staging the 2004 Olympics” (line 2).

2

U

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

Any two of the following for 1 mark each:

- 1 the Olympics cast the country in a good light, make the country look attractive, impressive, beautiful (“glinting in the fierce sunlight”)
- 2 the Olympic stadia are impressive, well-built (“stadia glinting in the fierce sunlight”, “superb sports architecture”)
- 3 the Olympics re-connect the Greeks with aspects of their mythological, Olympian past (“soil of Zeus”)
- 4 the Greeks believe they are going to give visitors an unforgettable, wonderful experience (“best days of your life”)
- 5 the Olympics have allowed the Greeks to re-discover their heritage, national identity (“delved into their past”)
- 6 the Olympics have allowed the Greeks to re-discover their finest qualities (“found the best of themselves”)
- 7 the Olympics will provide a wonderful spectacle, will be full of impressive pomp and circumstance (“breath-taking ceremony”)

(b) Show how the writer's use of language in lines 5-9 conveys his negative view of the Olympic Games.

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 be worth up to 1 mark each.

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

Possible answers:

- | | | |
|----|---|--|
| 1 | repetition/use of questions | establishes his oppositional viewpoint, his inability to empathise with the Greeks |
| 2 | use of questions at start of paragraph | immediately counteracts, undermines the Greeks' optimistic attitude towards the Olympics (established in opening paragraph) |
| 3 | "so hard" | use of intensive "so" stresses difficulty in sharing the Greeks' enthusiasm (comment on "hard" alone: 0) |
| 4 | "fervently" | could suggest the Greeks' enthusiasm is over-zealous, over-the-top, irrational |
| 5 | "potentially ruinous cost" | the Olympics are too expensive, staging the Olympics can destroy a country's economy |
| 6 | (parenthetical) "or your heart" | stresses the difficulty of believing in the Olympics on a deeper emotional level |
| 7 | juxtaposition of "hands/heart" | seems to suggest that it is difficult to believe in the Olympics on any level (from superficial to deeply-felt, from transient to permanent) |
| 8 | "stupendous (lie)" | suggests the massive, breathtaking scale of deceit |
| 9 | "never-ending (lie)" | suggests a deceit that goes on forever, is endless |
| 10 | (repetition of) "lie" | stresses that the Olympics are based on a fundamental deceit |
| 11 | structure of "on a lie, the stupendous, never-ending lie" | candidates may choose to comment on the powerful movement from the simplicity of "on a lie" to the massive amplification of "stupendous, never-ending lie" |

[continued ...]

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|----|------------------------------|---|
| 12 | “no amount of” | stresses the deceit at the heart of the Olympics cannot be covered up, no matter how great the efforts to do so |
| 13 | general use of “you”, “your” | writer adopts an inclusive approach to make the reader feel part of, share in his pessimistic emotions |
| 14 | use of contrast | candidates may choose to comment on the impact created by the contrast between the Greeks’ positivity (“warmth”, “joy”, “fervently”, “breath-taking”, “superb”) and the writer’s negativity (see points 1–13) |

10. Read lines 10-21.

- (a) **Why do some people believe that there is “a duty to believe in the Olympics” (line 11)?** 2 U

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

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

Gloss required on: “sport as a metaphor for some of the most inspiring qualities in life”

Possible answer: sport is a symbolic representation of some of people’s greatest virtues; greatness in sporting achievement symbolically represents people’s finer, more admirable attributes (and the Olympic Games are the supreme forum for demonstrating this)

- (b) **Explain why the writer finds the drug-cheating of Jovano Gonzalez particularly difficult to comprehend.** 2 U

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

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

- 1 unlike high-profile sports such as athletics and cycling, Gonzalez’s sport of canoeing is not known for drug-cheating; a medal in such a sport would not have led to great financial reward
- 2 even if the medal afforded him personal glory or prestige within his family, he would be aware that this glory, prestige was undeserved, fraudulent, based on a lie

(c) Show how the writer's use of language in lines 10-21 emphasises his feelings about drug cheats.

In your answer you should refer to such features as tone, sentence structure, imagery, word choice ...

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 a tone, of a feature of sentence structure or of an image: 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.

Possible answers:

Tone: angry, cynical, hectoring, confrontational, dismissive, contemptuous, incredulous, dispirited, world weary...supported by sensible comment such as:

- | | | |
|---|---|---|
| 1 | “where have you been...?” | an angry direct challenge to Olympic idealists |
| 2 | “– or, for that matter, the last 30 hours?” | a contemptuous punchline, a scathing reminder that the cheating is ongoing |
| 3 | “smorgasbord” | darkly humorous allusion to the wide variety of cheats |
| 4 | juxtaposition of “Olympic flame” and “ancient gods” with “smorgasbord of drug cheats” | darkly humorous effect created by counterpointing the divine with the venal |
| 5 | the naming of nationalities and sports “Irish runner ... American sprinter ... Swiss cyclist ... Spanish canoeist ... Kenyan boxer” | sense of the writer becoming more and more angry, disbelieving, dispirited, incredulous as the list of sports and nationalities involved goes on and on |
| 6 | “But a canoeist!” | Lawton’s “But for Wales!” moment of sheer disbelief, a cry of exasperation and despair, an outburst which mixes anger, frustration and incredulity |

[continued ...]

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|---|------------------------------|---|
| 7 | “Why, Jovano Gonzalez, why?” | somewhat stylised, melodramatic, direct appeal creates tone of despair, anguish, incomprehension about Gonzalez’s motives |
| 8 | “For what then?” | suggests the writer’s increasing contempt for Gonzalez’s actions, which he dismisses as futile and pointless |

Sentence structure:

- | | | |
|----|--|---|
| 9 | overall structure of “If you think...30 hours?” sentence | uses first two clauses to build up the idealistic view of the Olympics, then uses the questions as a crushing rebuttal |
| 10 | use of questions in opening sentence | to give Olympic idealists a reality check, a sharp reminder that drug-cheating has been a factor for a long time and cannot just be ignored, overlooked |
| 11 | juxtaposition of “30 years/30 hours” | stresses drug-cheating is a problem of the past and the present |
| 12 | conclusion, punchline, telling afterthought of “– or, for that matter, the last 30 hours?” | serves as a dramatic reminder that drug-cheating is an ongoing, immediate problem |
| 13 | list (“an Irish...Kenyan boxer”) | stresses the scale of the abuse, the variety of countries and sports involved |
| 14 | repeated ‘We know...We know’ | suggests world-weary acceptance of the inevitability of drug-cheating |
| 15 | short, explosive outburst of “But a canoeist!” | suggests he can no longer contain his feelings, rational argument gives way to an outburst of despair, frustration and incomprehension |
| 16 | direct address of “Why, Jovano Gonzalez, why?” | suggests the writer feels personally betrayed and would like some answers |
| 17 | further question “For what then?” | suggests his growing distaste, contempt, bewilderment as he struggles to find any rationale for Gonzalez’s drug-cheating |

[continued ...]

- | | | |
|----|--|---|
| 18 | parenthetical “and their children” | suggests a deceit that goes on through time and generations |
| 19 | positioning of “false” at the conclusion of the paragraph | stresses definitively the pointlessness of Gonzalez’s actions |
| 20 | Some candidates may attempt to comment on some of the structural features Lawton uses to create the impression of an ongoing dialogue with Gonzalez (points 16–18, for example). This dramatic device creates the impression of Lawton challenging Gonzalez directly, showing the illogicality of Gonzalez’s actions. A candidate who pursues this line is likely to find it profitable. | |

Imagery:

Candidates may well choose to deal with the points listed here under “Imagery” as word choice.

- | | | |
|----|-----------------------|---|
| 21 | “smorgasbord” | just as a smorgasbord is a varied selection of food, Lawton believes there is a wide and varied selection of sports and nationalities involved in drugs cheating |
| 22 | “carving vast chunks” | just as “carving vast chunks” involves butchery on a grand but rather imprecise scale, so Lawton suggests that drug-cheating allows athletes to improve performance on a huge and dramatic scale (so great that precise measurement is almost irrelevant) |
| 23 | “impurities” | just as an impurity is a substance that taints something, so Lawton is suggesting that athletics has been diminished, tarnished by drugs cheating |

Word choice:

- | | | |
|----|-----------|--|
| 24 | “bleak” | suggests his dark, hopeless, pessimistic view |
| 25 | “latest” | suggests these are just part of a long line of such cases |
| 26 | “carving” | suggests the drug-cheating allows athletes to make deep, aggressive cuts into records |
| 27 | “chunks” | suggests that drug-cheating allows athletes to break records by incredibly large amounts |

[continued ...]

- | | | |
|----|------------|---|
| 28 | “shocks” | suggests a huge and traumatic blow |
| 29 | “serial” | suggests an ongoing succession of drug-related incidents, both inevitable and endless |
| 30 | “scandals” | suggests these are deeply shocking, outrageous events |
| 31 | “false” | suggests any gains from drugs cheating are fundamentally wrong and pointless |

11. Read lines 22-28.

- (a) Explain why, according to the writer, competitors choose to take drugs.

1 U

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

Either of the following for 1 mark:

- 1 it is an accepted part of what goes on in their sport
- 2 to remain competitive, to give themselves an opportunity to win, to remain on an equal footing with their fellow competitors

- (b) Show how the writer's mood of disillusionment is conveyed by his word choice in these lines.

2 A

Marks will depend on the quality of comment on the chosen word(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.

Possible answers:

- | | | |
|---|-----------------------------|---|
| 1 | “abandoned” | stresses that these ethical questions have been entirely forgotten, totally rejected |
| 2 | “culture (of sports drugs)” | suggests that drug-cheating is a way of life for some athletes, something which is embraced and widely accepted |
| 3 | “deepens the unease” | suggests his sense of dissatisfaction with the Olympics is more profound, more firmly established |
| 4 | “for so long” | suggests his patience and enthusiasm have been tested too often |
| 5 | “deceived (so many times)” | suggests (a repetitive cycle of) betrayal |
| 6 | “one Games too many” | suggests the Olympics are being sustained when their time has really passed |
| 7 | “of all places” | stresses that Greece/Athens is the very last place that should be witness to this betrayal |

[continued ...]

- | | | |
|----|----------------------------|---|
| 8 | “party” | suggests that we are all complicit in this betrayal |
| 9 | “played out” | suggests that the Olympic ideal is now completely tarnished, exhausted, no longer relevant in the culture of modern sport |
| 10 | “killer” | stresses that this is the fatal blow, the total elimination of his belief in the Olympics |
| 11 | “dragging (of the spirit)” | suggests he is weighed down by depression, that it has become more and more difficult to feel any enthusiasm for the Olympics |
| 12 | “spirit” | suggests he is affected at a very deep level |

12. Read lines 29-44.

- (a) Referring to specific words and/or phrases, show how the sentence “But nowadays ... false.” (lines 35-36) performs a linking function in the writer’s argument.

2

U

Four elements are required for full marks; point 1 without point 2 : 0; point 3 without point 4: 0.

- 1 “digs into the past” ...
- 2 ... refers back to the previous paragraph where the writer has selected, relived some of his greatest Olympic memories
- 3 “without questioning” / “what was true and what was false” ...
- 4 ...leads into the discussion of Ben Johnson whose extraordinary performance turned out to be based on a lie, which casts a shadow over, calls into question all great Olympic performances

NB The words “But nowadays ...” could be used to show that the argument is moving from past acceptance to present doubt. Maximum for this alone: 1.

- (b) Why, according to lines 35-44, was Ben Johnson’s cheating so significant?

2

U

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

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

Possible answers:

- 1 it has made us reconsider every sporting achievement and question its legitimacy
- 2 his cheating was of an order which was unprecedented in Olympic history
- 3 it seemed that Johnson had truly scaled the heights of Olympian greatness in his performance – inspirational, record-breaking, unforgettably athletic – thus making all the greater the shock that his performance was based on cheating
- 4 there was such an enormous gulf between the apparent supremacy of his athletic performance and the pathetic, reduced figure he cut when exposed as a drugs cheat

- (c) Show how the writer's word choice in lines 38-44 ("He took us...caught.") creates a powerful contrast between Johnson in triumph and Johnson in disgrace.

2

A

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

Reference alone: 0

Possible answers for "Johnson in triumph":

- | | | |
|---|--------------------------------|---|
| 1 | "(he took us to the) stars" | suggests Johnson produced a stellar, out-of-this-world, superhuman performance, a sublime performance beyond the reach of mere mortals. |
| 2 | "etched disbelief" | suggests Johnson's performance completely shocked Lewis, left an indelible mark on him |
| 3 | "shattered (the world record)" | suggests Johnson didn't just beat the world record, he destroyed it |
| 4 | "(you would) never forget" | suggests Johnson's performance was supremely memorable |
| 5 | "coiled power" | suggests Johnson had a huge amount of latent energy and strength which he could call into action, strike with at any time |
| 6 | "released" | suggests Johnson could unleash his power quite naturally, fluently, easily |
| 7 | "so astonishingly" | suggests his performance defied belief, exceeded all expectations |

Possible answers for "Johnson in disgrace":

- | | | |
|----|---------------|--|
| 8 | "grey dawn" | establishes a downbeat mood of disappointment, perhaps somewhat sinister and murky |
| 9 | "exposed" | suggests that Johnson has been shown to be living a lie, to have a shameful secret |
| 10 | "drugs cheat" | suggests Johnson is a fraud, that his success is based on deceit |

[continued ...]

11	“hustled (to the airport)”	suggests that Johnson was manhandled like a criminal, that he was removed from sight as quickly as possible, that he was no longer the one in control
12	“stunned”	suggests Johnson was completely shocked by what happened to him, that he was no longer in control of the situation
13	“inarticulate”	suggests Johnson was so shocked by what had happened he was rendered more or less speechless, was unable to defend his actions
14	“rest of his life”	suggests Johnson’s disgrace was permanent
15	“halting (voice)”	suggests Johnson was so traumatised that he could barely express himself, had lost all confidence
16	“forever invaded by bitterness”	suggests that Johnson’s life had been utterly taken over, transformed, that his anguish and despair would be permanent

13. **How effective do you find the final paragraph (lines 45-49) as a conclusion to the writer’s exploration of the “Olympic lie” in the passage as a whole? You may refer in your answer to ideas or to language or to both.**

2 E

Marks will depend on the quality of comment on 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 Ben Johnson’s case symbolises the corruption of the Olympic ideals, a theme the writer has been developing throughout the passage.
- 2 The writer stresses that drug-cheating has become so prevalent that the Olympics are now irretrievably corrupted. He feels we can never really believe in the Olympic ideals again, harking back to ideas introduced early in the passage.
- 3 The writer stresses again the irony of the Olympics returning to Athens in such a debased form.
- 4 The writer stresses once again the disparity between appearance and reality: things appear glorious but something rotten lies beneath.

Language:

- | | | |
|----|--|---|
| 5 | “We should have known then” | inclusive nature of the opening suggests that the writer and the readers are very like-minded (Lawton takes this inclusive approach throughout the passage) |
| 6 | “finally” | prepares us for his assertion that the Ben Johnson case was the defining moment in the demise of the Olympics |
| 7 | “never” | categorical impossibility of victory in the battle against the drugs cheats (a topic discussed throughout the passage) |
| 8 | “truly” | it might appear otherwise but the battle was fundamentally lost |
| 9 | general cadence of the opening sentence – using the accumulating impact of “then”, “finally”, “truly” – helps to convey the gravity and impact of the Ben Johnson case | |
| 10 | “outrun” | the Olympics were in a race with the drug cheats which was impossible to win |

[continued ...]

- | | | |
|----|---|--|
| 11 | “sin” | Johnson had committed a fundamental crime against the Olympic ideals |
| 12 | “The truth is...” | suggests a categorical, incontrovertible matter of fact (about how devalued the Olympics have become) |
| 13 | “flagrant” | drugs cheating is conspicuous and outrageous |
| 14 | “battle is unwinnable” | it is impossible to prevail in the contest to control the drugs cheats, the situation is impossible to retrieve |
| 15 | balance of the sentence “The truth ... unwinnable” | writer uses the second half of the sentence to make his already stark message even simpler and more chillingly clear |
| 16 | “such little uplift” | there is almost no room for optimism, enthusiasm, hope (Lawton’s position throughout the passage) |
| 17 | ironic use of positive terminology “the Olympics come home”, “stretches below you”, “glory”, “dazzling stadia” to underscore his ideas about optimistic appearance versus deeply pessimistic reality (a potted re-run of paragraphs one and two) | |
| 18 | repetition of “That is why...” | suggests the writer’s certainty, his conviction that he can fully explain the true nature of the situation |
| 19 | self assurance in general of the openings to the sentences “we should have known”, “the truth is”, “that is why”, “that is why” – the writer, in this concluding paragraph, wants to give the impression that he has absolutely no doubts about the veracity of his case, he wants to persuade the reader that his evidence is unassailable | |
| 20 | “(such a) chill in the sunlight” | oxymoron stresses the negativity undercutting the surface optimism (heightened by the intensifying “such a”) |
| 21 | candidates may comment more generally on how the writer uses the final paragraph to bring the passage full circle, back to the description of the city and the stadia glinting below. The writer goes back to the motifs of heat and light which are so prominent in the opening paragraphs, all as a preparation for the crushing symbolism of the concluding “chill in the sunlight”. | |

Questions on both Passages.

- 14. Consider the attitude displayed by each writer towards the Olympic Games. Identify key areas of agreement and disagreement in their points of view. You should support your answer by referring to important ideas in the passages.**

You may present your answer to this question in continuous prose or in a series of developed bullet points.

5 U/E

The mark for this question should reflect the quality of the response in two areas:

1. identification of the essential areas of agreement/disagreement in attitude/ideas
2. reference to/treatment of the ideas which inform the writers' attitudes

A response which clearly identifies essential areas of agreement and disagreement in attitude and has at least some supporting evidence will score a minimum of 3 marks.

These essential areas of agreement and disagreement are:

Agreement

At least one of:

- both believe that the Olympics is a large-scale/impressive event
- both believe that the Olympics is an event of enormous significance for spectators/national pride
- both believe that the Olympics is an event of enormous significance for the competitors
- both believe that the Olympics have led to extraordinary sporting achievements

Disagreement

- the status/credibility of the Olympics: Barnes believes in them as the supreme sporting contest; Lawton believes they have been destroyed/devalued by drugs cheating

Where a candidate has identified satisfactorily the essential disagreement and at least one essential agreement, then the decision to award 3, 4 or 5 marks will depend on the sophistication of her/his treatment of the ideas which inform each writer's attitude.

The following guidelines should be used:

[continued ...]

5 marks	identification of essential areas of agreement and disagreement, with an intelligent use of supporting evidence
4 marks	identification of essential areas of agreement and disagreement, with sound use of supporting evidence
3 marks	identification of essential areas of agreement and disagreement, with some supporting evidence
2 marks	identification of only one essential area of agreement or disagreement with reasonable supporting evidence
1 mark	identification of only one essential area of agreement or disagreement with minimal or no supporting evidence
0 marks	failure to identify any essential area of agreement or disagreement and/or complete misunderstanding of the task

The following main ideas could be used in support, but some other points might be used successfully:

Barnes

- the Olympics is the most important sporting event on the planet
- because participating and winning means so much (“matters”) to so many spectators **and** participants
- because it is vast in scale/number of events/number of participating nations/extent of Press coverage
- because the Olympics only happens every four years – chances of success don’t come around very often
- because the Olympics involves both sexes
- because no other sporting event has such a variety of types of contest

Lawton

- staging the Olympics is a matter of pride to the host nation (and by implication to all nations) – they are important (“matter”)
- the writer cannot share this pride – he is disillusioned, cannot trust that the competition is fair
- the writer believes that drugs cheating has destroyed the Olympic ideal

[END OF MARKING INSTRUCTIONS]