



2011 English

Intermediate 1 Close Reading

Finalised Marking Instructions

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English – Intermediate 1
Close Reading
Marking Key

1. Look at lines 1 – 7 and then explain **in your own words as far as possible** why we “may be surprised” nowadays when on a motorway. **2 U**
- an HGV / freight / wagon / truck driver (1)*
could well be female / a lady (1)
(some attempt to gloss “women lorry drivers (are increasing in number)”;
Accept an answer relating to challenging stereotypes (1)
with reference to truck-driving (1)
Straight lift = 0
2. Look at lines 8 – 12, and then explain fully **in your own words** what the “recruitment problem” (line 11) is. **2 U**
- shortfall in / insufficiency of / lack of (gloss of “demand outstrips supply” or “deficit”) (1)*
experienced / trained / certified drivers (gloss of “qualified”) (1)
3. Look at lines 13 – 16, and then explain why what Kaz says helps to make clear why she prefers lorry-driving to her old job. **2 A**
- She likes being on her own OR the variety of (what she sees when she is) driving (lift or gloss of “solitude” or “Every day is different”) (1)*
which is the opposite of the tedium / sameness / monotony of what she used to do (lift or gloss of “bored”) (1)
Both elements must be present for 2 marks
4. Explain why the sentence in lines 17 – 18 works well as a link between paragraphs. **2 A**
- “hawthorn” or “lambs” (1)*
refers back to the previous paragraph (1)

5. Look at the sentence in lines 21 – 23, and then explain how any feature of this sentence helps to get across the writer’s argument.

Your answer may concentrate on **content** or on any other feature such as **word choice, structure or tone**.

2 A/E

<i>Content</i>	<i>Reference to 99% of freight being road-borne OR reference to (potential absence of) food (1)</i>	<i>(effectively) shows how dominant / important road haulage is (1)</i>
	<i>Reference to being stuck behind a lorry (1)</i>	<i>(effectively) shows writer’s awareness that lorries can be irksome / acknowledges reality (1)</i>
<i>Word choice</i>	<i>(idea of) imperative “remember” (1)</i>	<i>(effectively) is forceful / personal (1)</i>
	<i>OR “workforce” (1)</i>	<i>suggests (e.g.) unity of drivers (1)</i>
	<i>OR reference to the alliteration (1)</i>	<i>emphasises / draws attention to the expression (1)</i>
<i>Structure</i>	<i>Positioning of opening clause (1)</i>	<i>(effectively) underlines the Importance of the statistic (1)</i>
	<i>OR length of sentence (1)</i>	<i>complements the idea of a long queue (1)</i>
<i>Tone</i>	<i>The forceful / severe / admonitory tone (1)</i>	<i>(effectively) underlines the importance of lorry drivers (1)</i>
<i>Register</i>	<i>Use of second person “you” / direct addressing of the reader (1)</i>	<i>(effectively) involves the reader / shows relevance of the argument to the reader (1)</i>
<i>Typography</i>	<i>Use of figures (1)</i>	<i>(effectively / dramatically) clarifies argument (1)</i>

6. Comment on the effectiveness of the expression “militarily neat” (line 24) as an **image** or **metaphor**. **2 E**
- So the cab is orderly / well-organised / tidy / systematic / efficiently laid out (1)*
 OR
The bunk beds (1)
are redolent of a barrack-room (1)
(And so the image is appropriate – evaluation may be implicit)
7. Look at lines 26 – 30.
- (a) Explain the writer’s use of inverted commas round the expression “Chelsea tractors” (line 26). **1 A**
- To acknowledge slang term / (idea of) neologism / quotation of what other people call the vehicle / The car is not really a tractor*
- (b) Explain the appropriateness of “burbling” in line 27. **1 A**
- Meaning: conveys sense of rambling / vacuity / continuity / lack of attention being paid to it / being at a low volume*
- Sound: (idea of) onomatopoeia / alliteration*
- (c) Explain why the writer calls herself “just a tourist” (line 28). **1 U/A**
- she is only visiting this lifestyle temporarily / for a limited period / she is not full time (time)*
superficially (depth)
She only sees the good things about the job
She is just a passenger, not the driver
- Any one idea / correspondence*
8. In line 31, Kaz Horrocks says that she has “never felt unsafe” Explain **in your own words** why this is the case. **2 U**
- (The majority of) her (male) colleagues (1)*
are affable / nice / just interested (1)
(gloss of “curiosity” or “(most of) the guys are really friendly”)
 OR
There is only the odd (1)
mean / nasty / unpleasant / cutting / hurtful comment
(gloss of “the occasional snide remark”) (1)
 OR
She is resilient / hard (gloss of “tough cookie”) (1)
And therefore unlikely to be scared (1)

9. We read in line 34 that “The lifestyle is solitary by nature, but even more so for women”.
Explain **in your own words** why this is so. **2 U**
- She is barred from / prohibited from / not allowed in to / kept out of
(gloss of “excluded”) (1)
(masculine) bonding / comradeship / society / fellowship
(gloss of “camaraderie”) (1)*
10. In line 38, the writer tells us that she feels “free” on the open road.
Write down the expression from later in the paragraph that sums up her feeling about the experience of driving. **1 U**
- Detachment*
11. Why does the writer use dashes in lines 43 – 44? **1 A**
- The words are in parenthesis / they explain / exemplify (what the “realities” are) / indicate the addition of extra information*
12. Look at lines 43 – 54, and then explain what the writer means when she refers to her “chequered driving-test record” (line 54). **2 U**
- She was unsuccessful in her test (1)
many times / more than once (1)
Some attempt to gloss “someone who failed her driving test four times years ago”
Complete lift = 1*
13. Look at lines 55 – 60.
Identify **one** example of **contrast** in the writer’s word choice. **2 A**
- (1) “thrust” and “ease” or “tentatively”
(2) “in principle” and “in practice”
(3) “excitement” and “fear”
(4) “in the grip” and “in control”*

14. Look at lines 61 – 62, and then show how **one** example of the writer’s **word choice** illustrates a point about how her driving improved.

2 A

<i>Within 30 minutes (1)</i>	<i>suggests speed of learning (1)</i>
<i>soaring (1)</i>	<i>suggests (e.g.) confidence (1)</i>
<i>nifty (1)</i>	<i>suggests (e.g.) adroitness (1)</i>
<i>even (1)</i>	<i>indicates particular difficulty of mastered manoeuvre (1)</i>
<i>managing (1)</i>	<i>suggests (new) accomplishment / ability (1)</i>
<i>reverse into a tight parking space (1)</i>	<i>indicates nature of mastered manoeuvre (1)</i>

Quotation (1) + comment (1)

15. The driving instructor claims that women “are better pupils” (lines 64–65). What piece of evidence in the next paragraph goes some way towards proving his point?

1 A

Superior pass rate.

16. Think about the passage **as a whole**. Explain with reference to the text which of these you think is the main purpose of this article.

2 E

- (a) To entertain and inform;
(b) To argue or persuade.

No marks for choice. Credit is given for a full answer which gives a valid substantiated point to support the choice, e.g.:

To entertain and inform

uses informal register to connect with reader (1) + example (1)

use of humour / stereotypes (1) + example (1)

use of dramatic description (1) + example (1)

provides many facts (1) + example (1)

quotes / uses appropriate figures / statistics (1) + example (1)

cites evidence from experts (1) + example (1)

To argue or persuade

obvious stance / commitment / conviction (1) + example (1)

use of supporting figures / statistics (1) + example (1)

use of expert witnesses (1) + example (1)

quotes direct testimony / opinions of lady driver (1) + example (1)

uses emotive language (1) + example (1)

forceful tone appropriate to argument (1) + example (1)

[END OF MARKING INSTRUCTIONS]