



2011 English

Intermediate 2 Close Reading

Finalised Marking Instructions

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English – Intermediate 2
Close Reading
Marking Key

1. Look at the opening paragraph (lines 1 – 4).

- (a) Write down **one** expression from this paragraph which continues the idea introduced by “wrecking”.

1 U

*Any of “vandals”, “(what) Genghis Khan (did to his neighbours)”,
“destroying”, “pillaging”, “savaging”*

- (b) Identify a feature of the expression “pillaging our punctuation; savaging our sentences” which makes it effective.

1 A

*Idea of alliteration
OR similarity / balance of construction
e.g. both three-word phrases, both participial phrases,
both containing “our” (centrally)
OR
identification of (humorous effect of) hyperbole*

2. The writer tells us that “texting has been condemned” (line 5).

Explain fully how any **one** of the expressions he quotes in the rest of this paragraph conveys disapproval of text message language.

2 A

textese *suffix “-ese” is pejorative*

slanguage *(portmanteau) inclusion of “slang” is denigratory*

virus *(metaphor) suggests destructiveness / disease / being harmful or unwanted*

bleak *suggests (e.g.) poverty of language*

bald *suggests (e.g.) plainness of language*

sad *suggests regret about development or (more colloquial sense of) inadequacy*

drab *suggests (e.g.) dreariness / monotony of language*

shrinktalk *suggests impoverishment or (Orwellian) connotation of “-talk” suffix*

masks *suggests (unwelcome) concealment of (unpalatable) truth*

One mark for selection, one for comment.

3. Why does the writer mention “the telegraph, the telephone, and broadcasting” (line 11) at this point in his argument? **2 U**

They are examples of “(new) technology” / mediums of communication (1) which was/were originally unwanted / (needlessly) frightened people / proved to be non-harmful / beneficial (1)

Accept also answers which refer to the historical progression (1) showing it is a repeated phenomenon (1)

4. Look at the sentence “But...texting?” (lines 11 – 13).

- (a) In this sentence, what point is the writer making about attitudes to texting? **1 U**

They were varied / differing / contrasting / controversial / intense

- (b) Show how the writer’s **word choice or structure** helps to reinforce this point. **1 A**

Word choice *Comment may be on the varied / contradictory nature of words used: NB comment, not mere identification (may be exemplified, e.g. opposing nature of “antagonism” and “enthusiasm”) Or “such” suggesting intensity of reactions Or “phenomenon” suggests (e.g.) social concern Or “all at once” suggests disturbing / contradictory nature of reactions*

Structure *comment will be on **list** suggesting multiplicity or **question** being rhetorical or inviting agreement – must be more than mere identification of feature*

5. The writer tells us (line 17) that “all the popular beliefs about texting are wrong”.

Look at the remainder of the paragraph (lines 17 – 20), and then explain **in your own words** what **two** of these popular beliefs are. **2 U**

<i>Contradiction of “its distinctiveness is not a new phenomenon”</i>	<i>eg (the language) being different is new-fangled/modern/recent</i>
<i>Contradiction of “its use [is] restricted to the young”</i>	<i>eg only children/juveniles/teenagers use it</i>
<i>Contradiction of “it helps rather than hinders literacy”</i>	<i>eg it impedes/restricts/obstructs linguistic/verbal competence</i>
<i>Contradiction of “its long-term impact is negligible”</i>	<i>eg it will have a significant effect</i>
<i>Contradiction of “it is not a disaster”</i>	<i>eg it is a tragedy</i>

Any two.

6. How effective do you find the writer's use of "hysteria" (line 21) as an **image** or **metaphor**? **2 E**
- Just as "hysteria" suggests panic / extremity / irrationality (1)
So the reaction to (innovative) text message language has been excessive / needless / illogical (1)*
- (Extremity and illogicality are the two areas of correspondence.)*
- Accept also negative comment that the word is a cliché/inaccurate.*
7. The expression "swallowed whole" (line 22) suggests that people were too ready to believe what they had heard.
- Show how the writer continues this idea of gullibility in the remainder of the paragraph. **2 A**
- He uses "stories", "reports", "no one was ever able to track down the entire essay"
and "(probably a) hoax", "quoted incessantly"
Quotations of two of these, (1) each;
OR
quotation of one of these (1) + comment on its contribution to the sense of untruth and/or credulousness (1)
OR
he tells the (apocryphal) essay story / gives an example (1)
to show what people were willing to believe (1)*
8. Why is the writer correct when he tells us that "there is no real difference" between "lol" and "SWALK" (see lines 29 – 31)? **1 A**
- Both are acronyms / formed from initial letters / abbreviations.*
9. Re-read lines 32 – 36, and then explain **in your own words two** points the writer is making about abbreviations. **2 U**
- Glosses of **two** of "English has had abbreviated words ever since it began to be written down" – eg this is not new/has a long history (1)
And "attracted criticism" or "complained" – eg have always had a hostile reception/met with disapproval (1)
And "have effectively become new words" – eg have been accepted into the language in their own right (1)*
10. Explain how effective you find the author's inclusion of the names of Dickens, Twain, Scott and Lawrence (line 42). **2 E**
- They are proof of his point (1)
about literary respectability/long history of deviant forms (1)
OR
An assertion that the candidate has no/little idea who these people are (1)
And so this does not help his argument/make anything clear (1)*

11. Re-read lines 43 – 50, and then explain **in your own words** in what ways “The keypad isn’t linguistically sensible”. **2 U**
- The letters which are used most often (gloss of “frequently occurring”) (1)
are not the most easily/most quickly written (gloss of “access” or “input”) (1)
(Rate of incidence and manipulation are the two areas of correspondence.*
12. Explain why the sentence “Abbreviations were used as a natural, intuitive response to a technological problem” (lines 51) is an appropriate link at this point in the passage. **2 A**
- “Abbreviations” or “(intuitive) response” introduces/points **forward** (to the contractions/reactions covered in the remainder of the paragraph) (1);
“technological problem” refers **back** (to the difficulties of entering letters mentioned in the previous paragraph) (1).*
13. Explain fully why the writer’s use of “But” (line 55) is appropriate at this point in the structure of his argument. **3 U/A**
- It signals or introduces a contrast / contributes to a link (1)
Between the practical/technical reasons behind aspects of text language (he has been examining) (1)
And the other (psychological) ones (he goes on to explore) (1)*
14. What **tone** does the writer create by using the expression “supposed linguistic evils” (line 64)? **1 A**
- Doubt/disagreement/cynicism/contention/irony/sarcasm*
15. Look at lines 65 – 70, and then explain briefly **and in your own words** what the writer means when he refers to “literacy awareness” (lines 65). **1 U**
- Knowledge about/sensitivity to language*

16. Look at the final paragraph (lines 71 – 76), and then explain how well you feel this paragraph works as a conclusion to the passage as a whole.

2 E

Answers must relate some aspect of this paragraph (1)

To another feature or idea mentioned or used either (exemplified) (1)

eg

<i>Aspect from last paragraph</i>	<i>Reference to elsewhere</i>
<i>Idea of dislike of or bemusement at texting</i>	<i>reprises idea of aversion mentioned in eg opening paragraphs.</i>
<i>Idea of creativity or adaptability</i>	<i>reprises idea of flexibility of language, in eg its not being a new phenomenon.</i>
<i>“There is no disaster pending”</i>	<i>echoes reassurances given elsewhere, eg in “it is not a disaster”.</i>
<i>“We will not see a new generation of adults growing up unable to write proper English”/“The language as a whole will not decline”</i>	<i>repeats idea of children’s linguistic awareness.</i>
<i>“texting...is language in evolution”</i>	<i>reprises idea of development mentioned elsewhere, eg in adoption of new abbreviated forms.</i>
<i>Upbeat, positive tone of last paragraph</i>	<i>echoes optimistic, affirmative tone throughout the passage (may be exemplified).</i>

[END OF MARKING INSTRUCTIONS]