

Rothesay Academy

Easter Revision Classes

Close Reading



The task for this morning!

What will we do?

Today we are aiming to focus on particular types of close reading questions in order to try to polish our skills in preparation for the May exam.

Why are we doing this?

There are several reasons for doing this:

- To improve our exam performance.
- To make these questions less daunting for us.
- To prove that there is a formula for answering these questions.
- To practice applying this formula to past paper questions in order to develop our close reading skills.

What must we do to complete this booklet?

In each section we are looking at there is one example with the marking criteria included. The class and your teacher will do this together as a worked example.

You will then complete all other questions in each particular section by modelling the answer to the worked example.

Once you have completed each section you and your partner will take a marking booklet and attempt to mark each others' work. Your teacher will be on hand to help you with this.

There is an easier way to tackle close reading, don't be scared!!!!!!

Imagery Questions.

Worked Example.

NAB *Bottom of the Barrel*

Question 4b: (4 marks)

No one with expertise in the field is in any doubt that the global production of oil will peak before long. The only question is how long. The most optimistic projections are the ones produced by the US Department of Energy, which claims that this will not take place until 2037. But the US Energy Information Agency has admitted that the government's figures have been juggled with: it has based its projections for oil supply on the projections for oil demand, perhaps in order not to sow panic in the financial markets.

Other analysts are less sanguine. One petroleum geologist calculates that global

extraction will peak before 2010. Another expert told *New Scientist* that he was "99% confident" that the date of maximum global production will be 2004. Even if the optimists are correct, we will be scraping the oil barrel within the lifetimes of most of those who are middle-aged today.

The supply of oil will decline, but global demand will not. Today we will burn 76m barrels; by 2020 we will be using 112m barrels a day. After that, projected demand accelerates. If supply declines and demand grows, we soon encounter something with which the people of the advanced industrial economies are unfamiliar: shortage. The price of oil will go through the roof.

As the price rises, the sectors which are now almost wholly dependent on crude oil – principally transport and farming – will be forced to contract. Given that climate change caused by burning oil is cooking the planet, this might appear to be a good thing. The problem is that our lives have become hard-wired to the oil economy. Our sprawling suburbs are impossible to service without cars. High oil prices mean high food prices: much of the world's growing population will go hungry.

- (b) Discuss the effectiveness of any two examples of imagery in lines 27 – 60 in clarifying the writer's point of view.

Marking Scheme for Worked Examples

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4 A/E

Marks will depend on the quality of comment. An insightful comment on one image could be worth up to 2 (or, exceptionally, 3) marks; a weaker comment will be worth up to 1 mark. Evaluation may well be implicit in a sophisticated analysis. Reward answers which point out the clichéd nature of some of the imagery.

Mere identification of the image: 0.

Where an answer deals with more than two images, assess all and award the two highest marks.

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.

Possible answers:

- | | | |
|---|-----------------------|---|
| 1 | “peak” | <i>just as the peak of a mountain or graph is the highest point from which you can only go down, so there will come a point when oil production will start to decline</i> |
| 2 | “juggled (with)” | <i>just as a juggler moves/manipulates objects in a confusing/eye-deceiving manner, so the agency has deliberately distorted the (implications of the) figures</i> |
| 3 | “sow (panic)” | <i>just as the act of sowing involves planting in the expectation of later growth, so the projections might cause panic to arise later</i> |
| 4 | “scraping ... barrel” | <i>just as scraping the bottom of a container involves trying to secure every last drop, so we will soon be reduced to looking for the last drops of oil/idea of going to extremes</i> |
| 5 | “accelerates” | <i>[not really an image, but if candidate sees it as such, an acceptable answer is possible, eg:] just as applying the accelerator to a car increases speed, so the projected demand will increase at an even faster rate</i> |
| 6 | “go through the roof” | <i>just as “through the roof” would involve going beyond the conventional “top”/limit of a building, so the price of oil will rise to extreme levels</i> |

Worked Example 2

NAB *Bottom of the Barrel*

Question 8: (4 marks)

25 So too was their livelihood. By now the
US's physical and economic infrastructure is
so highly dependent on the motor car that it
is pathologically addicted to oil. Without
billions of barrels of the precious black
30 sludge being pumped into the veins of its
economy every year, the nation would
experience painful and damaging withdrawal
symptoms.

- 8 To what extent do you find the imagery in lines 24 – 32 effective in conveying the writer's point of view about the US and oil?

4 A/E

Marking Scheme for Worked Examples

- 8 To what extent do you find the imagery in lines 24 – 32 effective in conveying the writer’s point of view about the US and oil?

4 A/E

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.

Marks will depend on the quality of comment. For full marks an answer should acknowledge the extended metaphor in at least two of “dependent ... addicted ... veins ... withdrawal symptoms ...” and possibly pick up on “hooked” (line 11) and/or “like a junkie needs heroin” (lines 47 – 48), although there are no marks for merely picking out the words.

Possible elements of the deconstruction:

- 1 *the comparison is with drug addiction ...*
- 2 *... in which oil is the narcotic ...*
- 3 *... and the nation’s economy is the “body” requiring the drug*

Possible implications

- 4 *it will be hard to give up*
- 5 *it suggests a sense of hopelessness*
- 6 *it suggests an ever-increasing need/craving*
- 7 *it is a bad thing/damaging*
- 8 *they/the US will do anything to get oil*

References to “sludge” as an image should be accepted, but it will be hard to score well on this alone.



Now over to you



2005 Past Paper

Question 2c: (4 marks)

15 A lot has been learned about the nature of cosmic
collisions and this new knowledge has given a
remarkable twist to the story of our origins. We
now recognise that comet and asteroid impacts
may be the most important driving force behind
evolutionary change on the planet. Originally,
such objects smashed into one another to build
20 the earth 4.5 million years ago. After that, further
comet impacts brought the water of our oceans
and the organic molecules needed for life. Ever
since then, impacts have continued to punctuate
the story of evolution. On many occasions,
25 comets slammed into earth with such violence
that they nearly precipitated the extinction of all
life. In the aftermath of each catastrophe, new
species emerged to take the place of those that had
been wiped out.

(c) How does the language of lines 18–29 highlight the writer's ideas? You should refer to at least two of the following techniques: structure, word choice, imagery.

2005 Past Paper

Question 9b: (2 marks)

Many details referred to in our story are still controversial. Debate is particularly heated as regards the role of impacts in directing the course of human history. All of this is very exciting. The whole topic is in a state of ferment, a symptom that something significant is brewing.

(b) Show how effective you find the writer's use of imagery in lines 106–112 in conveying the excitement of the "debate".

2 A/E

2003 Past Paper

Question 5b: (2 marks)

Yet at the heart of this ever more draconian approach to immigration policy lie a number of misconceptions. The UK is not a group of nations swamped by a tidal wave of immigration. Relatively speaking, Europe contends with a trickle of refugees compared with countries who border areas of famine, desperate poverty, or violent political upheaval. The countries of origin of the highest numbers coming here change from year to year, depending on the hotspots of global conflict. A significant proportion of refugees want nothing more than to be able to return to that homeland when conditions allow.

But, whether they are transient or would-be settlers, they face an uphill battle trying to find legal employment. People with real skills and talents to offer us find themselves in the black economy, or unemployed, because of a sluggish system of processing applications, allied to regulations which preclude the legal marketplace.

- (b) Discuss how effective you find the writer's use of imagery in lines 51-70 in making her point clear. You may refer in your answer to one or more examples.

(2)

E

2003 Past Paper

Question 9b: (2 marks)

There's a melancholy little game that staff at the Refugee Council sometimes play. They show visitors press cuttings about refugees and asylum seekers from the 1900s, 1930s and today, and ask them to guess when they were published. Most people get it wrong. They assume that Jewish refugees were welcomed, at least in the 1930s, with a tolerance that has traditionally been seen as a beacon of Britishness. They're shocked to discover that rabid intolerance has a strong British pedigree.

- (b) Select one example of imagery from these lines and explain how the writer uses it to make her point clear.

(2) A

Meaning through context questions:

Worked example

2005 Paper, Q12: (2 marks)

Others are, however, convinced that it is only a matter of time before we face Armageddon. 30 Liberal Democrat MP and sky-watcher Lembit Opik, says: "I have said for years that the chance of an asteroid having an impact which could wipe out most of the human race is 100 per cent." He has raised his worries in the 35 Commons, successfully campaigned for an all-party task force to assess the potential risk and helped set up the Spaceguard UK facility to track near-earth objects. He admits: "It does sound like a science fiction story and I may sound like one of those guys who walk up and 40 down with a sandwich-board saying the end of the world is nigh. But the end is nigh."

12. Show how lines 28–42 help you to understand the meaning of the word "Armageddon" (line 29).

2

U

Marking Scheme for Worked Examples

12. Show how lines 28-42 help you to understand the meaning of the word "Armageddon" (line 29).

2 U

One mark for meaning: eg total destruction; an event of such decisiveness and on such a scale that survival is most unlikely, ...

One mark for reference to and/or explanation of how the context led the candidate to this understanding:

1 "wipe out most of the human race"

2 "the end of the world is nigh"

3 the force of final short sentence "But the end *is* nigh."

4 "face" suggests an ordeal and may gain some credit

NB If there is clearly no understanding of the meaning of the word, then there can be no credit for a reference to context which would otherwise score a mark.



Now over to you



2003 Paper

Question 1: (2 marks)

If you hail from Glasgow you will have friends or relatives whose roots lie in the Irish Republic. You will have Jewish friends or colleagues whose grandparents, a good number of them Polish or Russian, may have fled persecution in Europe. You will eat in premises run by Italian or French proprietors. It is a diverse cultural heritage enriched now by a large and vibrant Asian population and a smaller but significant Chinese one.

It was not always thus.

1. Look at the first paragraph (lines 1-10)

(a) By referring closely to these lines, show how you are helped to understand the meaning of the expression "diverse cultural heritage" (line 7).

(2)

U

2002 Paper

Question 7: (2 marks)

Odd, this business of going out to “see” a band. My
parents, when they were younger, would probably
have talked about going to hear a band or going to
dance to one, and would not have recognised or
5 understood the ritual that evolved with rock:
clumps of people solemnly gathering to face the
stage.

7. Explain the significance of the word “ritual” (line 5) in the context of lines 1–7.

2 U

Sentence Structure Questions

Worked Example

2005 Paper

Question 5: (2 marks)

For more than two centuries the possibility that the earth might be struck by comets has been debated and three questions have been raised from the start: will a comet again hit the earth; might comet impact lead to the extinction of mankind; is it possible that the flood legends from so many world cultures could be explained by past comet impact in the oceans which triggered enormous tsunamis? In recent years most scientists have come to accept that the answer to the first two questions is probably yes.

5. How does the writer's use of punctuation in lines 51–59 (“For more . . . tsunamis?”) help you to understand what he is saying?

Marking Scheme for Worked Examples

5. How does the writer's use of punctuation in lines 51-59 ("For more ...tsunamis?") help you to understand what he is saying?

2 A

No marks for mere identification of a punctuation mark, or its function completely divorced from the context (eg "There is a colon followed by an explanation." - 0).

Any of the following for up to two marks depending on the sophistication of the explanation:

- 1 The mention of "three questions" followed by a colon leads to expectation that three questions (about the possibility/implications of comet impact) will appear after the colon.
- 2 The use of two semicolons to separate the three questions helps us to isolate each of the questions (about the possibility/implications of comet impact).
- 3 The use of the question mark at the end of the sentence helps to remind us of the fact that we are dealing with a series of questions (about the possibility/implications of comet impact).



Now over to you



2003 Paper

Question 7 (2 marks)

Yet Ireland has managed to attract its young entrepreneurs back to help drive a burgeoning economy. We must try to do likewise. We need

immigrants. We cannot grow the necessary skills
105 fast enough to fill the gap sites. We need people with energy and commitment and motivation; three characteristics commonly found among those whose circumstances prompt them to make huge sacrifices to find a new life.

7. Show how the writer uses sentence structure or tone to demonstrate her strength of feeling in lines 101-109.

(2)

A.

2002 Past Paper

Question 2b: (4 marks)

At our end of the corridor there is a musical cacophony, at theirs a profound and disheartening
15 silence. At our end of the corridor there are a thousand different voices demanding to be heard, demanding our attention. Music has become more than a backdrop—it has become a blaring
20 soundtrack for practically every event in our lives, whether we are travelling, eating, shopping, exercising, making love or being cremated. We are even given music to “listen to” in the womb. Knowledge and information overwhelm us. At
25 their cold and gloomy end of the corridor, however, only a trickle of learning and culture survives from classical times, mainly through hearsay and deduction.

- (b) Show how the writer’s sentence structure and imagery emphasise the contrasting musical environments of people in the Dark Ages and people today. You should refer to lines 13–27 in your answer.

Final Question/Comparison of both passages.

Worked example

NAB: Bottom of the Barrel

Question 12: (5 marks)

Question on both Passages

- 12 Which passage, in your opinion, makes a more convincing case that we should change our attitude to oil and cars?

Justify your choice by close reference to the **ideas and/or style** of both passages.

5 E

Marking Scheme for Worked Examples

Question on both Passages

- 12 Which writer, in your opinion, presents his/her case more effectively?

Justify your choice by close reference to the **style** of both passages.

5 A/E

Note that candidates are instructed to focus on style. Reference to the ideas of the passage is, of course, unavoidable and will in many cases strengthen the candidate's response.

The mark for this question should reflect the overall quality of the response and may not be directly related to the length of the response or to the number of points/references made. A succinct, sophisticated response should be worth more than a series of fairly trivial points and obvious references. "Ticking and adding up" is not appropriate (or fair) here.

For full marks there must be reference to both passages (although not necessarily a balanced treatment) and convincing evaluative comment. Where reference is made to one passage only, the maximum mark is 3.

The following guidelines should be used:

<i>5 marks</i>	<i>clear and intelligent understanding of style in both passages; effective references; evaluative comment is convincing</i>
<i>4 marks</i>	<i>clear understanding of style in both passages; sensible references; evaluative comment is reasonably convincing</i>
<i>3 marks</i>	<i>understanding of style in both passages; adequate references; discernible evaluative comment</i>
<i>2 marks</i>	<i>some understanding of style; limited reference; at least one appropriate evaluative comment</i>
<i>1 mark</i>	<i>one or two relevant but unconvincing comments</i>

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

Passage 1

- o largely factual/informative tone, but uses a variety of devices for effect*
- o structure: starts factually – ends with passionate plea*

Passage 2

- o very personal throughout*
- o constant ridiculing of drivers*
- o possibly over-done*
- o more serious tone in final paragraph*



Now over to you



2005 Past Paper

Question 16: (5 marks)

Question on both Passages

16. Which passage do you find more effective in making you think about the implications for the human race of comet and asteroid impact? Justify your choice by referring to the **ideas and style of both passages**.

5

E