

# Higher English

## **Introductory Homework Booklet**

*Getting familiar with the RUAЕ question types*



One of the most important things you can do to improve your skills in Higher English is to practise Reading for Understanding, Analysis & Evaluation (RUAЕ) question-types. These are the different kinds of questions that make up an RUAЕ paper – question types you can learn strategies for tackling.

This booklet is designed to help you do just that. You'll find advice on how to approach individual question types – those important strategies – as well as examples of each question to try out.

Complete the grid below with the homework dates your teacher gives you.

Question type	Submission date
<b>Own words</b>	
<b>Context</b>	
<b>Link</b>	
<b>Imagery</b>	
<b>Sentence structure</b>	
<b>Word choice</b>	
<b>Tone</b>	
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<b>Final comparative question</b>	



# Own words questions

These questions are designed to test your UNDERSTANDING of the passage. You do this by putting the writer's ideas into your own words.

## Your strategy is to ...

- Find the relevant line(s) in the passage and highlight them
- Put the line(s)/idea(s) into your own words
- Check you have given sufficient detail for the number of marks available

Certainly it's possible to describe as cultural tyranny the way in which Harry Potter has dominated popular taste for the past decade or so. An astonishing 325 million copies of the books have been sold around the world, which has little to do with the intrinsic merits of a jolly saga about a boy wizard battling evil, but everything to do with the power of the marketing industry, children who are both less literate and more overtly consumer-conscious than the previous generations, and parents clutching at a life raft in the sea of their busy lives. This is a thing peculiar to its time.

1. Explain in your own words what the author means by 'cultural tyranny'. (2 U)

The Welsh language has always had more political overtones than Scots. It has long been a potent symbol of identity; not least when the people of Wales felt particularly beleaguered. Early editions of the *Encyclopaedia Britannica* infamously instructed readers: 'For Wales – see England', which tells you all you need to know about the balance of linguistic power. Yet three out of four Welsh people still spoke their own tongue from choice at the end of the nineteenth century, in contrast to the 10% or so speaking Gaelic in Scotland and Ireland.

2. What point is the writer making by her reference to the early editions of the *Encyclopaedia Britannica*? (2U)

Culloden Moor is one of the bleakest places on the planet. I know, because I've been there. Wind-blasted, as featureless as a desert, it is made even more dismal thanks to the memory of the dreadful events that took place there on April 16, 1746. In less than an hour, King George II's men routed Bonnie Prince Charlie's army, and sent those who evaded capture fleeing for their miserable lives.

3. What two reasons does the author give for claiming that 'Culloden Moor is one of the bleakest places on the planet'? (2 U)

My children are probably fed up with me telling them that there were no means of recording TV programmes when I was their age; no video recorders or DVD players or Sky+. On the odd occasion that they respond, they look at me sympathetically, as if I were telling them that I was brought up in a workhouse on one bowl of gruel a day. But that's how it was. If circumstances prevented you from missing your favourite programme, circumstances sometimes as prosaic as your dad wanting to watch whatever was on the other 'side' (we never said channel in those days), then you were stuffed. There were programmes I missed in the 1970s that I'm only catching up on now, thanks to UK Gold and ITV4.

4. Explain what the writer believes is the main difference between watching television in the 1970s and now. (2 U)

Education is a wonderful idea – we should try it one day. Learning by bitter experience is getting us nowhere, as best I can tell, especially, where education policy is concerned. But what do I know? I have – somewhere, God knows how, or even why – and education.

5. What do you think Bell means by 'Education is a wonderful idea – we should try it one day.'? (2 U)

# Context

Context questions require you to work out the meaning of a given word from its context – the other words and phrases that surround it.

## Your strategy is to ...

- Discuss how the context of the word helps you to understand its meaning
- Arrive at a definition for the word

One of them is a belief in the grandeur of the everyday, where the ordinary is just the unique in hiding. As it says in *Docherty*, 'messiahs are born in stables'. That being so, as a boy I kept finding Bethlehem round every corner. So many things amazed me.

1. Show how the lines above help you to arrive at the meaning of "the ordinary is just the unique in hiding." (2 U)

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 understood the ritual that evolved with rock: clumps of people solemnly gathering to face the stage.

2. Explain the significance of the word 'ritual' in the context of the lines above. (2 U)

The Gulf Stream has not always flowed. As far as scientists can tell, it has stopped quite abruptly in the past – and in as little as a couple of years. Now it seems that global warming is recreating the very conditions which caused it to stall before, with the potential to plunge the whole of northern Europe into another Ice Age

3. Explain the meaning of 'stall' as it is used above. (2 U)

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.

4. By referring closely to the extract above, show how you are helped to understand the meaning of the expression “diverse cultural heritage”. (2 U)

Frank Furedi, reader in sociology at the University of Kent, has written a book, *Paranoid Parenting*, in which he explores the causes and far-reaching consequences of too much cosseting. ‘It is always important to recall that our obsession with our children’s safety is likely to be more damaging to them than any risks that they are likely to meet with in their daily encounter with the world,’ Furedi writes.

5. How does the context in which it is used help you to understand the meaning of the word “cosseting”? (2 U)

Others are, however, convinced that it is only a matter of time before we face Armageddon. 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 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 down with a sandwich-board saying the end of the world is nigh. But the end *is* nigh.’

6. Show how the extract above helps you to understand the meaning of the word “Armageddon”. (2 U)



# Link

Link questions also focus on your understanding of the text – in this case how arguments are joined together.

## Your strategy is ...

- Quote word(s) or phrase from the link sentence /paragraph and show how it links back to previous ideas
- Quote from the link sentence /paragraph and show how it links forward to ideas in the next section.

So that's the elitist argument against Rowling, if you like: that her work is part of a general dumbing down; that in a way the whole Potter phenomenon represents a missed opportunity to stretch children's imaginations and teach millions the use of supple, challenging, original writing.

**Where I really quarrel with Harry Potter is in the quality of the writing but in the marketing.** This Harry – Harry the brand – really is a monster of the first order. Somewhere along the line the author waved bye bye to her creation and saw it become a global money-making colossus, one which exploited the thrill of the chase and the tribal yearning to be part of something. It wasn't a book; it was a badge of belonging; a cult, Warner Bros. And more than 70 million Google entries.

1. By referring to certain specific words or phrases show how the first sentence performs a linking function (2 U)

The poor joke is that I was one of the lucky ones – one of the children who did get an education. Hundreds of good minds of my acquaintance went to waste like crops flattened by the great educational harvester. It is in no sense false modesty, not from this quarter, to say that too many people smarter than me did not survive a good pedagogical threshing. Lives were ruined, odds were slashed, chances denied. And why?

**The answer is straightforward:** screw this up and your parents will, no matter what they pretend, be disappointed. Screw this up and your life's course will, despite all the consoling lies, be altered. Screw this up and you can kiss all your hopes and dreams goodbye.

2. Explain the ways in which this clause performs an important function in the author's argument. (3 U)

Granny Wallon, who lived on our level, was perhaps the smaller of the two, a tiny white shrew who came nibbling through her garden, who clawed squeaking with gossip at our kitchen window, or sat sucking bread in the sun; always mysterious and self-contained and feather-soft in her movements. Behind this crisp and trotting body were rumours of noble blood. But she never spoke of them herself. She was known to have raised a score of children. And she was known to be very poor. She lived on cabbage, bread and potatoes – but she also made excellent wines.

**Whatever the small indulgences with which Granny Wallon warmed up her old life, her neighbour, Granny Trill, had none of them.** She was as frugal as a sparrow and as simple in her ways as a grub. She could sit in her chair for hours without moving, a veil of blackness over her eyes, a suspension like frost on her brittle limbs, with little to show that she lived at all save the gentle motion of her jaws. One of the first things I noticed about Granny Trill was that she always seemed to be chewing, sliding her folded gums together in a daylong ruminative cud.

3. Explain how the first sentence of the second paragraph forms a link between paragraphs one and two. (2 U)

American hospitality, long as I have enjoyed it, still leaves me breathless. The lavishness with which a busy man will give up his precious time to entertain a stranger to whom he is in no way bound remains for me one of the wonders of the world.

**No doubt this friendliness, since it is an established custom, has its false side.** The endless brotherhoods into which people brigade themselves encourage a geniality which is more a mannerism than an index of character, a tiresome, noisy, back-slapping heartiness. But that is the exception, not the rule.

4. Explain how this sentence provides a linking function in the development of the argument of the passage. (2 U)



We were given three tips by my father about our future reading. They were: you can have two books on the go at the same time, but not more; you should finish reading any book if you have not got bored with it by page 36; and you should make, in pencil, personal notes at the back.

**This last injunction will seem to many people outrageous.** A book should *never* be defaced by the reader's stupid comments. I disagree. I invariably sideline passages that I want to remember, and index them with references like 'Funny story, p216' or 'good quote, 143', so that when, years later, I pick up the book again, I can rediscover those passages, and if someone else reads my copy, they will be amused by my reactions.

5. Show how the opening sentence of the second paragraph, 'This last injunction ... outrageous', acts as a link. (2)



# Imagery

Imagery questions only ever refer to three techniques – similes, metaphors or personification. These are all comparisons – and you must analyse the people, objects or places that are being compared.

## Your strategy is ...

- Quote and name the comparison (unless the technique is in the question)
- Say what is being compared to what
- Use 'Just as ... so too ...'
- Explain what the comparison helps you understand (or whatever focus the question takes)

It wasn't that I didn't like music, just that I couldn't work up as much enthusiasm for the top 40 as those of my contemporaries who listened to the countdown every week as attentively and solemnly as folk during the Battle of Britain listened to Winston Churchill exhorting them to defend our island whatever the cost might be. Some of them even wrote down every entry, and started panicking when they missed one.

1. Show how the writer conveys in these lines the importance of Top of the Pops for young people in the 1970s. (2 A)

I can read, write, add and subtract almost as well as I could when I was 16. The rest – O Grades, Highers, Edinburgh's piece of paper – is chaff. Now and then, usually during the arts questions on University Challenge, a piece of debris will surface as proof that I didn't spend 16 years in a coma. But it's a very small return on the investment made.

2. Show how his use of imagery makes clear his unfavourable view of his education at school and university. (2 A)



Among the raft of ideas are genuine measures of encouragement, carrots alongside the stick: eco driving training, grants for low emission vehicles, investment incentives for low carbon vehicles, new funding for buses and taxis, incentives to shift freight off our roads. Other agricultural measures, and renewed efforts to bring in new energy technologies, all suggest Holyrood wants to explore all avenues in the bigger environmental picture.

- 3. Show how the writer's use of imagery helps to convey the 'genuine measures of encouragement'. Refer to more than one example in your answer. (4 A)**

At university, I discovered the wonder of the library as a physical space. Glasgow University has a skyscraper library, built around a vast atrium stretching up through the various floors. Each floor was devoted to a different subject classification.

Working away on the economics floor, I could see other students above or below—chatting, flirting, doodling, panicking—all cocooned in their own separate worlds of knowledge. Intrigued, I soon took to exploring what was on these other

planets: science, architecture, even a whole floor of novels. The unique aspect of a physical library is that you can discover knowledge by accident. There are things you know you don't know, but there are also things you never imagined you did not know.

- 4. Show how the writer uses imagery to convey the "wonder of the library as a physical space". (2 A)**

Veneration for libraries is as old as writing itself, for a library is more to our culture than a collection of books: it is a temple, a symbol of power, the hushed core of civilisation, the citadel of memory, with its own mystique, social and sensual as well as intellectual.

- 5. By referring to one example, show how the writer's imagery conveys the importance of libraries. (2 A)**



# Sentence Structure

Sentence structure questions may strike fear into your heart but they really needn't. Remember you're looking for one of three things: punctuation that develops understanding, sentence types that develop understanding or sentence patterns that – yes – develop understanding.

## Your strategy is ...

- Identify the sentence structure that is helping to make meaning (make sure it's clear what you're talking about)
- Suggest why the writer has used it
- Explain what it has helped you to understand

Mine is an older model. Some would swear by it still. On behalf of the less lucky members of our generation, I might be inclined to swear at it. They were chewed up and spat out, poor souls, on a kind of Darwinian survival course shaped around the knack of feeling well enough, resistant to nerves, and with all the easy fluency of a truculent parrot, at the moment someone said: 'You may turn over your paper.'

1. Show how the writer's use of sentence structure highlights his attitude towards the education system. (2 A)

I kept it up, in one form or another, until they were patting my head at the University of Edinburgh to certify that, truly, I had got away with it royally. But educated? Equipped? Rounded? Qualified for anything other than passing exams? On those questions the candidate fails.

2. Show how the writer's use of sentence structure draws attention to what he thinks education should involve. (3 A)

There can be little argument that Britain's appetite for agreeing to environmental targets outweighs its delivery record. We sign up to agreements, whether Kyoto or Brussels. We agree to specific dates to meet them. We have also announced we will go further than our promises. But the reality is that targets are not being met. And from the Scottish government's new plans, it is clear they want this regime of drift to change.

3. How does the sentence structure help emphasis the writer's argument? (2 A)

4.

There is no integrated transport system in Scotland, a scandal for a large and largely unpopulated European country. Look down any main street in Glasgow and other cities, and you could walk along the roofs of empty buses for hundreds of metres. Do our airports and train stations link in? No. Are the cycles given a share of our streets, as they are in Amsterdam? No. Do councils encourage out-of-town shopping complexes where the car is king? Yes. These are competing environmental issues that may first have to be resolved and accepted, to prepare the ground for the lifestyle changes we need to be prepared to make.

**5. Show how the writer's use of sentence structure draws attention to Scotland's lack of an integrated transport system. (2 A)**

Self-evidently, having a greater presence in the classroom and the media is important, but both ourselves and the Welsh could do worse than examine the lessons of Ireland, where attempted compulsion via immersion in schools, regional development policies, civil-service publications and standardisation of spelling and usage stubbornly failed to restore the primacy of Irish Gaelic.

**6. Show how the writer's use of sentence structure supports her point that compulsion via immersion in the classroom does not work. (2 A)**

Still the flip side of missing your favourite programmes was that, when you watched them, you were in the company of tens of millions. The modern proliferation of channels means that the collective viewing experience, whereby you just knew that Mrs Watson next door, Mr and Mrs Abbott at number 62, the Taylor family round the corner in Clovelly Drive, your primary school teacher Mr Petri-Brown, your grandma in London and possibly even the Queen and the Duke of Edinburgh, were all watching the same programme at the same time has gone for ever. But at least there is a collective nostalgia experience; if nothing else we now get together in pubs and talk about life before the remote control unit.

**7. Show how the writer's use of sentence structure conveys the idea of 'the collective viewing experience'. (2 A)**



# Word choice

Word choice questions ask you to examine the words used by the writer to either persuade you to a point of view, or to make you feel a particular emotion. That means they are generally the more unusual or 'stand out' words in the passage. You should think about how effective the author's word choice is and how the impact would be changed if different words were to be used instead.

## Your strategy is ...

- Identify the word you want to comment on
- Provide the connotations for the word
- Explain what it helps you to understand

There can be nothing more tedious, if you're young, than to have parents who constantly bleat about how much better *Blue Peter* used to be or why *Jackanory* was a Good Thing. Truly, there can be no greater burden for today's child than to hear those tales from the dawn of pre-history, when the *Woodentops*, *Champion the Wonderhorse*, and Watch with Mother stalked the earth.

Perhaps rightly, your children's eyes glaze over when we reminisce about role models such as John Noakes and Valerie Singleton, Johnny Ball and Bernard Cribbins: plain, middle-aged folk apparently liberated from post-war careers as schoolteachers and girl guide leaders, who spoke clearly and kindly to us, and taught us how to create desk tidies with washing up containers and empty toilet roll holders.

1 (a) Show how the writer's word choice conveys her sympathy for the young. (2 A)

(b) Show how the writer uses language to suggest that today's youngsters find stories about previous television presenters boring. (3 A)

I have to confess that I've really tried to like the Harry Potter books, but I'm constantly underwhelmed. I find the writing terminally unsatisfying – stiff, old-fashioned and utterly lacking in charm or elegance. The plots alarmingly jump from one scene to another without proper motivation. There's practically no characterisation. I try to concentrate yet find I'm glazing over.



**2. Show how the writer uses one example of word choice to convey her criticism of the Harry Potter books. (2 A)**

Held back by volley-firing, Clan Donald did not engage the right of the red coat line, and the men of Keppoch, Clanranald and Glengarry tore stones from the heathered earth and hurled them in impotent fury. The stubborn withdrawal from the charge become an hysterical rout, and the British marched forward to take ceremonial possession of a victorious field, bayonetting the wounded before them, and cheering their fat young general.

**3. Show how the writer uses word choice in these lines to convey the frustration of the Jacobites during the battle. (3 A)**

Dr Richard Dixon, the director of the environmental group World Wildlife Fund (WWF) Scotland, commended ministers for not shying away from tough choices. The proposals would bring widespread benefits, he argued. 'These policies show that tackling climate change can also help solve fuel poverty, reduce accidents on our roads and create a better living for farmers,' he said.

**4. Show how the word choices in Dr Richard Dixon's remarks makes clear his attitude towards the Government's policies. (2 A)**



The leaked report also suggests a series of more positive policies, including boosting the membership of city car clubs, giving motorists free training in 'eco-driving' and offering grants of £5,000 for buyers of low carbon vehicles. There are plans for major investments in improving bus and rail facilities, better travel planning and incentives to shift freight from road to rail and water. Facilities for cyclists and walkers could be brought up to similar standards to those in Sweden, Germany and Belgium, the report says.

5. How does the writer's use of word choice reinforce the positive policies included in the report? (2 A)

# Tone

When you think about tone, think about how the writer would sound if reading the extract aloud, and how the writer feels about his or her subject matter (there may be a clue to this in the italicised blurb at the start of the passage).

It's likely the tone of the passage will be sarcastic or at least humorous – though it may be ironic, sardonic (mocking), bitter, angry etc. Whatever, the mood will be obvious.

## Your strategy is ...

- Identify the tone
- Follow word choice or sentence structure strategies to show how it is created

Theoretically, a time tunnel or wormhole could do even more than take us to other planets. If both ends were in the same place, and separated by time instead of distance, a ship could fly in and come out still near Earth, but in the distant past. Maybe dinosaurs would witness the ship coming in for a landing.

- 1 (a) What is the tone of the final sentence of the paragraph? (1 A)  
(b) What point does this sentence illustrate? (2 U)

Even more tragically, the idea of having fun making things is going. The concept of 'useful' is fast becoming meaningless. There is hardly a child born since 1990 who could be bothered cutting out cardboard and constructing *anything*. Oh no. Today's kids have watched television and learned their lessons well: they just snap their fingers and get driven to the nearest superstore to buy the item in trendy rubber, or sparkly neoprene, or shiny plastic. On their parents' credit card of course.

2. What is the tone of the last paragraph? Justify your answer. (2 A)



# Evaluation – conclusions

These evaluation questions will ask you how effective a final paragraph is as a conclusion, or how effective a final sentence is to a paragraph. Remember that what you're really being asked to do is to identify how the paragraph or sentence is connected to the rest of the passage.

They could be connected through ideas or through language. So a final paragraph or sentence could recap or sum up ideas previously discussed, or it could answer a question posed before. Or the conclusion might maintain the tone established earlier, or use imagery that had been established before.

It's also always a good idea to have a quick check of the title of the passage as well – as the conclusion could be connected to it.

## Your strategy is ...

- A simple quote and explain approach will suit – from both the conclusion and the rest of the passage.

For the passage on the next page:

- 1. How appropriate do you find the last three sentences as a conclusion to the article? (2 E)**
- 2. How far as the author convinced you of the disadvantages of cheap flights? (2 E)**



## **Chav-Air**

The worst place in Britain used to be well known: it was the 11.15 overnight coach from Glasgow Buchanan street to London St Pancras.

The journey would start with quiet men in duffle coats and students with knapsacks, all engaged in private thugs or puzzles, but by the time the coach was passing the lights of Carlisle – and a symphony of Special Brew cans had gone kss, kss, kss – the bus would resemble Bruegel's triumph of Death and you'd promise yourself that if necessary you'd steal the money for the plane next time.

Not any more.

The days when taking a British domestic flight was considered quite a posh thing to do are gone, and journey with any cheap providers (collective name Chav-Air) is an experience best left to people who find themselves immune to extremely obnoxious environments. The other day I was flying to Inverness to attend a wedding. I knew it would be a drinking affair (it was), and I knew I would be unafraid of the bottle (sadly true), but even that didn't help me cope with the fact there were people drinking pints of lager in the departure lounge at 7.30 in the morning.

The breakfast plates were piled with radioactive scrambled eggs and heaps of carcinogenic sausages, but that didn't stop people lining up with their buggies to buy them. Then you go downstairs and are kept waiting in some nylon-carpeted hell-hole while a woman with a squeaky voice tells you she's sorry for the inconvenience caused. The plane comes in an hour late from Prague and nobody's got a guaranteed seat so you end up sitting miles from your girlfriend who doesn't like flying, but who ends up sitting miles from Kit-Kat chomping nutcases who wonder if there are any scratchcards on board. (Of course, there are.)

Then come dodgy perfume and the Cup-a-Soup. Then comes the 'partnerships' with rubbishy hotels and car-hire firms. By this time you're wondering whatever happened to the great Edwardian ideal of luxurious and thoughtful travel. 'pack them in and sell them cheap' might be a rather democratising principle, but only if you're not thinking about what you're losing for your great saving. There are some things – books, and seats on aeroplanes – which can't be sold like cans of beans without the purchaser's experience of them becoming narrowed and limited and finally destroyed. This is a difficult truth, and one that the degradation of air travel in this country attests to like nothing else.

Nowadays, the best way to travel is in the nice bit of the train (and Weekend First is a brilliant deal, where you get to upgrade for £15). The staff seem

happy at their work, the tea comes in crockery and the drinks in glasses, a newspaper is available, and you get the general impression that the idea is not to squeeze money out of you but to give you value for the money you've already spent. That is an older (and more genuinely democratising) spirit than the cheap airlines have adopted, where the airline sees itself as a kind of fast-food joint with propellers.

I also wonder what the ghastly cheap flights are really doing for their many destinations. If you talk to publicans in Dublin, you'll find they bemoan the 'Ryanair generation', guys hopping over the sea for stag nights, and many hotels have put a ban on crowds of young men coming in from the airport. If you flood those cities with people just looking with people just looking for a change of pub, what then is the difference between Bratislava and Bilbao, Turin and Edinburgh?

It used to be thought that the journey towards a place became part of your experience of it, and that travelling itself an art, something that could enhance a sense of personal growth, or contribute to it. Now one might shudder at the idea of Easyjetting it to Venice or Krakow, or Valencia. I'd also hazard that those cities are busy shuddering themselves; it's hard to imagine that increased numbers of cut-price tourists do much to enrich the coffers of the Academia!

It's a side issue in the new, thoroughly and cheaply accessible Europe: the way these destinations are increasingly less like themselves and more like one another. You don't have to walk far in Berlin to find an 'English-style' breakfast; you can't avoid a Novotel or 'Paris-look' brasserie in Gdansk; and everywhere you go in any city you'll see fake Irish pubs.

Cheapness and familiarity have become the new watchwords of travel, and gone – or going- are the notions of peace, and exploring and adaptation. I hate cheap flights because they actually cheapen the experience of going away. I am reliably informed that more and more people now choose to holiday within Britain, travelling in the comfort of their own cars. One must imagine they are running away from queues and scratchcards and apologies for the inconvenience caused. I can't say I blame them. And the next time I go to Inverness, I'll let the train take the strain.



# Final comparison question

The final question in the Higher close reading paper asks you to address the main ideas from both passages – either looking for agreement or disagreement between the writers.

## The question looks like this:

Consider the attitude displayed by each writer towards [insert subject matter of the passages].

Referring to important ideas in the passages, identify key areas on which they agree/ disagree.

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

## Your strategy ...

### A shortened version of an example answer

*The 2011 papers discussed the pros and cons of playing video games – passage 1 argued that video games are a positive force and passage 2 disagreed.*

- The difficulty of gaming

Passage 1 described games as ‘maddeningly hard’ and as such require and develop problem solving skills, thus making games beneficial.

Passage 2 describes the players as ‘spoon-fed’ so offer no challenge to the player and therefore fail to develop skills.

Briefly discuss  
each journalist’s  
response to the **key  
idea**

Bullet point the **key idea** discussed by both passages.

There’s no need to include substantial quotations. Brief ones such as this are perfect.

## The perfect 5 mark answer



### The effect of gaming on intelligence:

- Passage 1 states that video games improve players' intelligence as they exercise the brain.
- Passage 2 states that video games reduce players' intelligence as they prevent them from reading and do not exercise the brain.

### The difficulty of gaming:

- Passage 1 describes games as “maddeningly hard” and as such require and develop problem solving skills, thus making games beneficial to the player.
- Passage 2 describes the players as “spoon-fed” so offer no challenge to the player so do not develop any skills.

### Strategy required to play video games:

- Passage 1 states that the majority of the time players have to engage in boring tasks to gain longer term rewards, this develops players' concentration as they must persevere for long term reward.
- Passage 2 states the opposite – that players are given “undeserved praise” and that the rewards are “immediate” suggesting there is no concentration, or long term tactics required to play video games so players do not develop any skills.

### The happiness gained from gaming:

- Passage 1 states that players receive huge satisfaction from playing video games as they receive rewards “larger and more vivid and more clearly defined than life”, so gaming results in a happier, more satisfied life.
- Passage 2 suggests that video games are as addictive as drugs and as such when they are not playing them they are “sobbing and shrieking”. This suggests that far from making gamers' lives happier, video games make every moment they are not playing misery.

**The SQA's opinion:** This well-organised response covers the points with confidence (and the whole answer implies a full understanding of the passages). The evidence is deployed skilfully and shows an intelligent understanding of the passages and of the task.



Consider the attitude displayed by each writer towards the London riots in the two passages that follow. Referring to important ideas in the passages, identify key areas on which they agree and disagree. You may answer this question in continuous prose or in a series of developed bullet points.

### Passage One

## **No wonder these kids think stealing trainers is OK. Everyone makes excuses for them.**

By Katharine Birbalsingh, The Daily Telegraph

The reason your house is not regularly robbed is not because you lock your doors. It is because most people don't steal. Sure, locking is a deterrent used to deter those on the fringes of society, but the main reason you are not attacked on the street, shops are not constantly looted and burnt down, and we all don't take things that don't belong to us is because someone, when we were little, taught us the difference between right and wrong.

Put a child in front of an insect and he will take great delight in making it suffer until his mother or father tells him that causing pain is wrong. Children need to be brought up properly with parents who care enough about them to say no, with a school system that cares enough to admit when behaviour is out of control, with a community that recognises that we are ALL responsible for our children.

Many of these mindless thugs involved in the riots don't think more than 10 minutes into the future. They think that stealing trainers is 'fun', not even considering that it might be wrong. Many of them are, quite literally, unable to read and write: 17 percent of 15-year-olds are functionally illiterate. If you de-educate an entire generation, if you constantly make excuses for their behaviour, if you never teach them the difference between right and wrong, then chaos is what you reap. These young people are just implementing what they've learnt at school!

Teachers can only keep the peace in the classroom because they have established authority. Where there is order in classrooms, children show respect because they have been taught to respect teachers. ONE teacher can therefore command the respect of hundreds of children. It is the same with the police and order in society. The police cannot hope to outnumber the rioters. As a civilised society, we rely on a sense of morality in our people to keep the order. How did the Japanese survive their recent nuclear disaster? They queued quietly for food and help, and *waited*. They didn't say 'ME ME ME'! Do young people wear hoodies in Japan? Do Japanese children question their teacher's authority? Do Japanese adults defend the appalling behaviour of their youth? NO.

We are an international disgrace. What would happen if the teacher left her classroom and said that she was 'keeping a close eye on things from her holiday home'? Theresa May, Home Secretary, was the only one of our leaders, whether Conservative or Labour, who returned from holiday immediately when Tottenham exploded. Where were all of our leaders? If even our politicians refuse to take responsibility for their 'classrooms', then how can we expect the children to remain in their chairs?

Ken Livingstone blames everything from Thatcher to the Conservatives to lack of youth clubs. Darcus Howe is comparing our riots to Syria's! I look on in horror at our BBC reporters, as well as ordinary people being interviewed on TV, as they all chant the usual mantra without even thinking: cuts, cuts, cuts. A man whose shop had been looted met Nick Clegg on the street, clearly distressed, and rather than blame the looters, he attacked the Deputy Prime Minister over the cuts. What is wrong with everyone? Have we been brainwashed by aliens?

Even the sensible people (and there have been a few) refuse to denounce ALL of the violence. Brixton, Croydon, Birmingham are bad, but Tottenham somehow was 'understandable'. Come again? You mean sometimes looting and violence are *acceptable*? Apparently, the Tottenham riots are understandable because the police shot Mark Duggan (father of four, according to the Guardian). Do we really think that the police went out and killed a random innocent man? Or rather, as the local residents say, was he not a 'major player' in the Tottenham criminal underworld? They say he 'lived by the gun', and caused 'grief' to local people. Some say he was a crack cocaine dealer. His fiancée says he was determined not to go back to jail (so he has been in jail) and he has a child with her and another woman. She also has another 2 children from another man. Yet what do Mark Duggan's parents say? That he was a good father and a respected member of the local community. How can someone with that reputation be considered a respected member of the local community?

Was Mark Duggan a good father? Who knows! Certainly, Jens Breivik, father of the Norway bomber, was absent during his son's childhood. He refused to see his 16-year-old son because he 'wasn't ready' (whatever that means). Jens Breivik, rather than feeling remorse for having failed as a father, was only interested in his own reputation when the appalling Norway killings took place. But when I criticised him, I was shot down by ordinary readers of this blog. How dare I criticise parents when I am not a parent myself! White readers say that they are unable to speak about black absent fathers because they're white. Fine. But is Jens Breivik black? Yet no one was willing to be critical of his questionable parenting. Parents teach their children the difference between right and wrong. If they are absent, then the child grows up without a moral compass.

These criminals are responsible for their behaviour but so are their parents who sit at home, knowing their children are out there, looking forward to the goodies their children will bring home. I am so angry, so ashamed, so utterly dismayed. The vast majority of these criminals are black. No one will say it. I hang my head in shame, both as a black person and as a teacher. I naively thought if I could tell people what was happening in our schools that we would change things. I wrote a book, thinking that this would stop the liberals from the excuse-making. But instead, I was told I had made it all up. Our great capital city is on fire and even this isn't enough to convince people that the excuse-making must stop!

What does the Socialist Workers Party say? "These riots are a bitter reaction to racist policing and a Tory Government destroying people's lives." It beggars belief. Our reaction to these riots is the greatest worry. What will defeat us is not the rioters. Scary as they are, they are a minority of jobs. What will defeat us is the power of bad ideas. Given our refusal to change, the worst is yet to come.

## London riots: the underclass lashes out

*London's rioters are the products of a crumbling nation, and an indifferent political class that has turned its back on them.*

**By Mary Riddell, The Daily Telegraph**

No one seemed surprised. Not the hooded teenagers fleeing home at dawn. Not Ken and Tony, who used to live in Tottenham and had returned to stand vigil over the missiles and torched cars littering an urban war zone. Tony claimed to have seen the whole thing coming. "This was always going to happen," he said.

The police shot a black guy in suspicious circumstances. Feral kids with no jobs ran amok. To Tony's mind, this was a riot waiting for an excuse. In the hangover of the violence that spread through London, the uprisings seemed both inevitable and unthinkable. Over a few days in which attacks became a contagion the capital city of an advanced nation has reverted to a Hobbesian dystopia of chaos and brutality.

"In the evening there is fear, and in the morning they are gone. This is the fate of those who take our goods, and the reward of those who violently take our property." Isaiah 17:14. No such Old Testament fate awaited the pillagers of N18, strolling away from 21st-century megastores with a looted haul of iPod accessories and designer trainers.

This is the most arcane of uprisings and the most modern. Its participants, marshalled by Twitter, are protagonists in a sinister flipside to the Arab Spring. The Tottenham summer, featuring children as young as seven, is an assault not on a regime of tyranny but on the established order of a benign democracy. One question now hangs over London's battle-torn high streets. How could this ever happen?

Among several obvious answers, one is a failure of policing. The evidence so far points to more ignominy for the rudderless Met, as doubts emerge over whether Mark Duggan, whose death inspired the initial riots, fired at police. The stonewalling of Mr Duggan's family precipitated the crisis, and the absence of officers to intervene in an orgy of looting led to a breakdown of order suggestive of the lawless badlands of a failing state.

The second alleged culprit is ethnicity. But, as David Lammy, Tottenham's MP, has said, these are no race riots. The Eighties uprisings at Broadwater Farm, as in Toxteth and Brixton, were products, in part, of a poisonous racism absent in today's Tottenham, where the Chinese grocery, the Turkish store and the African hairdresser's sit side by side.

So blame unemployment and the cuts. It is true that Tottenham is among London's poorest boroughs, with 10,000 people claiming jobseeker's allowance and 54 applicants chasing every registered job vacancy. In other affected boroughs, such as Hackney, youth clubs are closing. Unwise as such pruning may be, it would be facile to suggest that

homes and businesses have been laid waste for want of ping-pong tournaments and skateboard parks.

The real causes are more insidious. It is no coincidence that the worst violence London has seen in many decades takes place against the backdrop of a global economy poised for freefall. The causes of recession set out by J K Galbraith in his book, *The Great Crash 1929*, were as follows: bad income distribution, a business sector engaged in “corporate larceny”, a weak banking structure and an import/export imbalance.

All those factors are again in play. In the bubble of the 1920s, the top 5 per cent of earners creamed off one-third of personal income. Today, Britain is less equal, in wages, wealth and life chances, than at any time since then. Last year alone, the combined fortunes of the 1,000 richest people in Britain rose by 30 per cent to £333.5 billion.

Europe’s leaders, our own Prime Minister and Chancellor included, were parked on sun-loungers as London burned. Although the epicentre of the immediate economic crisis is the eurozone, successive British governments have colluded in incubating the poverty, the inequality and the inhumanity now exacerbated by financial turmoil.

Britain’s lack of growth is not an economic debating point or a stick with which to beat George Osborne, any more than our deskilled, demotivated, under-educated non-workforce is simply a blot on the national balance sheet. Watch the juvenile wrecking crews on the city streets and weep for all our futures. The “lost generation” is mustering for war.

This is not a *cri de coeur* for the failed and failing. Nor is it a lament for the impoverished. Mob violence, despicable and inexcusable, must always be condemned. But those terrorising and trashing London are also a symptom of a wider malaise. In uneasy societies, people power – whether offered or stolen – can be toxic. Most of the 53 per cent of e-democrats calling to have the death penalty reinstated (of whom 8 per cent would opt for firing squad or gas chamber) would never dream of torching a police car, but their impulses hardly cohere either with David Cameron’s utopian ambitions.

What price for the Big Society as Tottenham, the most solid of communities, lies in ruins? The notion that small-state Britain can be run along the lines of Ambridge parish council by good-hearted, if under-funded, volunteers has never seemed more doubtful. Nor can Ed Miliband take much credit for his unvaried focus on the “squeezed middle”, rather than on a vote-losing underclass that politicians ignore at their peril, and at ours.

London’s riots are not the Tupperware troubles of Greece or Spain, where the middle classes lash out against their day of reckoning. They are the proof that a section of young Britain – the stabbers, shooters, looters, chancers and their frightened acolytes – has fallen off the cliff-edge of a crumbling nation.

The failure of the markets goes hand in hand with human blight. Meanwhile, the view is gaining ground that social democracy, with its safety nets, its costly education and health

care for all, is unsustainable in the bleak times ahead. The reality is that it is the only solution. After the Great Crash, Britain recalibrated, for a time. Income differentials fell, the welfare state was born and skills and growth increased.

That exact model is not replicable, but nor, as Adam Smith recognised, can a well-ordered society ever develop when a sizeable number of its members are miserable and, as a consequence, dangerous. This is not a gospel of determinism, for poverty does not ordain lawlessness. Nor, however, is it sufficient to heap contempt on the rioters as if they are a pariah caste.

One of the most tragic aspects of London's meltdowns is that we need this ruined generation if Britain is ever to feel prosperous and safe again. If there are no jobs for today's malcontents and no means to exploit their skills, then the UK is in graver trouble than it thinks. Mr Osborne may congratulate himself on his prudence, but retrenchment also bears a social cost. We are seeing just how steep that price may be.

Financial crashes and human catastrophes are cyclical. Each reoccurrence threatens to be graver than the last. As Galbraith wrote, "memory is far better than the law" in protecting against financial illusion and insanity. In an age of austerity, there are diverse luxuries that Britain can no longer afford. Amnesia stands high on that long list.

