National 5 RUAE

Homework

Introduction

The purpose of this Homework Booklet is to help prepare you for each of the different types of questions that may appear in the National 5 RUAE examination.

* The booklet provides a suggested formula to answer each type of question, followed by an example of each formula in use.
* The booklet then provides a series of questions, followed by a detailed answer scheme which lists *possible* answers.

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**In Your Own Words**

**Answer Formula:**

1. **Find the answer in the passage and underline / highlight it on the paper**
2. **Rewrite the information you have underlined in your own words, but make sure you don’t change the meaning!**

**Tips:**

* **Bullet-Point your answers
(make it easy for the marker to give you marks!)**
* **Look at how many marks are available – this is how many bullet points you need!**
* **Do not try to give a word-for-word translation. Try to explain the writer’s idea!**

***Example:***

The march was in protest at a government edict making Afrikaans compulsory in schools. From January 1976, half of all subjects were to be taught in it, including ones in which difficulties of translation were often an issue. To pupils accustomed to being educated in English, the Afrikaans policy was the last of a line insults delivered in the name of “Bantu” or “negative education”. They thought being taught in Afrikaans, the language of a regime that had tried to “unpeople” them, would cost them their last remaining freedom — that of thinking for themselves, using their minds.

*Question: Explain in your own words why Sowetans were protesting. (5)*

1. **Find the answer in the passage and underline / highlight it on the paper:**

The march was in protest at a government edict making **Afrikaans compulsory in schools**. From January 1976, half of all subjects were to be taught in it, including ones in which difficulties of translation were often an issue. To pupils accustomed to being educated in English, the Afrikaans policy was the last **of a line insults** delivered in the name of “Bantu” or “negative education”. They thought being taught in Afrikaans, the language of a regime that had tried to **“unpeople” them**, would cost them their **last remaining freedom** — that of **thinking for themselves, using their minds.**

1. **Rewrite the information you have underlined in your own words**
* *the law/rule enforcing/requiring use of Afrikaans in schools*
* *this came on top of other examples of poor treatment*
* *they saw this as offensive/demeaning*
* *loss of language means loss of free thought*
* *they were generally being downtrodden, denied freedom.*

**In Your Own Words Questions**

1. Having beaten 200 applicants to the job, she believes she has proved herself to be the best candidate. ‘Sometimes I feel people think I should be grateful that I have a job but I’m performing a useful task and doing it well, so they should be grateful to me,’ she said. ‘After all, they wanted me badly enough to employ me a month before I had finished my degree.’

*In your own words, explain how this paragraph illustrates the idea that Penny Andrews ‘believes she has proved herself to be the best candidate’. 2*

1. Far from feeling that her diagnosis of Asperger’s is something to be ‘got over’, Andrews maintains it gave her a lead over the other candidates. ‘I’m more focused, intense and honest than a neuro-typical person,’ she said. ‘I do things thoroughly and pay proper attention to detail. I’m always switched on: even when I’m not at work, I’ll go to events that are relevant. Libraries are one of my autistic specialities and I harness that at work.’

*Using your own words summarise the advantages for companies who hire members of staff with autism? (2)*

1. The first thought that occurs to me is not why but why not? Our close relatives the apes enjoy climbing, so why not us? Perhaps the desire to get to the top of things is an ancient animal drive that modern society has suppressed. After all, a society geared to material gain can hardly be expected to support such an unproductive pursuit (the only material gain I’ve made on the hill is finding a glove that didn’t fit). Then again, perhaps the act of climbing is simply too ape-like and unsophisticated for most; it is difficult, for example, to maintain any semblance of dignity while lying spread-eagled on the ground after having tripped over a clump of heather. Ironically, the freedom to adopt such a position and have no-one give disapproving looks is one of the secret joys of hillwalking…The Great Outdoors is a giant funhouse where we can cast off adult worries and become carefee kids again. It’s no accident that children love climbing.

*In your own words, give four reasons the writer uses to explain people’s desire to climb hills. (4)*

1. Perhaps it has something to do with exercise and fitness – the feelgood feeling that comes from muscles that don’t ache when you climb stairs, lungs that don’t wheeze when you run for a bus and endorphins that buzz round your head and keep you feeling high even after you have returned to sea-level.

*Using your own words as far as possible, summarise three reasons the writer gives for returning to the hills despite all the obvious discomforts. (3)*

1. That’s not what I’m worried about. What really concerns me is the fact that, in order to make this test a little more “interesting” as he puts it, Dave has decided not to tell his clients who I am. Bit of a surprise, that. After all, this course is not supposed to be the real thing. It’s more of a taster, at least, that’s what I thought. Now, however, I am faced by the prospect of six trusting souls who all think I’m an expert. And I am terrifyingly short of the information that I need. Don’t get me wrong, Dave has done his best to prepare me for this moment. Working with a specially prepared training manual, he’s introduced me to the vast range of skills that a safari guide needs. We’ve worked on Jeep and boat handling, plant and animal identification, tracking, safety, conservation issues and local politics. We’ve travelled from Dar-es-Salaam to the magnificent and undeveloped Selous Game Reserve, and then to a beachfront camp in the Saadani. And all the time, Dave has been talking.

*Using your own words, explain the writer’s two main concerns? (2)*

1. You can imagine what the walking safari is like. There is a brief moment of triumph at the start when I manage to get an antlion to perform for us. Antlions are little grubs that live in the ground and excavate cone-shaped holes in the soil. They’re expert hunters and perfect examples of how murderous the bush is, even when the animals involved are smaller than your fingernail. They also happen to be a useful way of keeping your clients entertained when there is nothing more glamorous to look at. The reason why antlions dig their holes is because they want ants to fall into them and provide them with a meal, and – lo! – just as I’m telling my group this, along comes an ant and tumbles into the miniature death-pit. He’s too big for this particular grub, however, and after a struggle, he escapes. But, he’s proved my point perfectly. My clients are excited. So am I.

*In your own words, explain the two ways in which the writer thinks the antlion’s performance provided him with ‘a brief moment of triumph’? (2)*

*Answer Scheme – Possible answers include:*

1. She overcame many other people applying for the job. (1)
She performs a valuable job and does this job correctly. (1)
She was given the job and she had not finished her University course. (1)
2. They are more attentive, passionate and truthful (1)
They complete jobs carefully and methodically (1)
They take care to fully concentrate (1)
3. It is a natural instinct (1)

Adults can have fun (1)

Adults can act like children (1)
without being judged or criticised (1)

1. Sense of achievement/fulfilment (1)

The fitness achieved (1)

Natural exhilaration/pleasure that comes from exercise (1)

1. The clients will not be told that he is a trainee (1)
and he feels desperately lacking in knowledge/information/training. (1)
2. Antlions

The antlion did what the trainer wanted it to do (1)

The provide good demonstrations of how dangerous these places can be (1)

Audiences enjoy watching them (1)

The trainer is able to demonstrate his knowledge (1)

**WORD-CHOICE QUESTIONS**

1. The miserable town began to dampen his spirits – often quite literally! Not a day went by without at least a few hours of drizzle, the sort of rain that seeped into the bones, making it hard to even consider doing anything, leaving the holidaymakers huddled round fireplaces staring blankly at the board games they really didn’t want to play.

**Explain how the word-choice in lines 1- 5 helps create an impression of the mood of the holidaymakers. (4)**

****

**Answer Formula

- TIP: Word Choice “\_\_\_\_\_\_\_\_”**

**- DOME: has connotations of…**

**- HOOK: link to question + more connotations**

* *TIP: WC “miserable”(1)*

*DOME: has connotations of sadness and feeling down*

*HOOK:* ***the word choice helps create an impression of the mood of the holidaymakers*** *as it suggests the campers are very unhappy or depressed (1)*

* *TIP: WC “staring blankly”(1)*

*DOME: has connotations of being uninterested and fed up*

*HOOK:* ***the word choice******helps create an impression of the mood of the holidaymakers*** *as it suggests the campers are bored and unenthusiastic (1)*

1. As well as being resourceful, ants are also capable of being highly destructive. Most ants are carnivorous. Many prey upon termites, raiding the great mounds and doing battle with the soldiers. If they win, they devour the defenceless workers and larvae. Others, in one of the most astounding forms of social behaviour, make slaves of a different kind of ant. They raid the nest, collect the pupae and carry them back to their own colony. When these hatch, the young ants serve their captors, collecting food and feeding it to them, for the slave-makers have such large jaws that they cannot feed themselves. The leaf-cutting ants of South America build vast underground nests and set off from them, day and night, in long columns to demolish trees, removing every shoot, leaf and stem, section by tiny section and transporting them all back to their underground chambers.

 *How does the author use word-choice to reveal that ants have both positive and negative attributes? (4)*

1. How did Ali, the icon of world sport, come to this? It was a cavalier attitude to money when it was plentiful, an almost childlike trust in the untrustworthy and, throughout, an utterly reckless generosity.

*Explain how word-choice is used by the author to help explain the reasons for Ali’s financial problems. (4)*

1. The rest were relatives, friends of relatives, old pals of Ali who had fallen on hard times, and outright leeches. Daily they plundered the hotel’s shopping mall, amassing clothes, jewellery and tacky souvenirs all charged to Ali’s account.

*How does the author’s word choice in lines 1-4 help create a negative impression of the people who surrounded Ali? (4)*

1. The 20th century won itself a ghastly reputation in many areas, from genocide to the creation of ever more horrific weaponry.

*How does the author use word choice to emphasise her disapproval of the 20th century? (4)*

1. Above all, there has been a loss of time and space for the real enjoyment of motherhood, for a straightforward embracing of those few brief years of total immersion in the business of caring for, loving, responding to one’s own little children, and of soft, sensual surrender to the rhythm of life.

*Explain how the author’s word choice helps to emphasise the positive aspects of motherhood that, she feels, many women are missing out on. (4)*

*Answer Scheme Word Choice – Possible Answers Include:*

1. TIP: WC “miserable”(1)
DOME: has connotations of sadness and feeling down
HOOK: the word choice helps create an impression of the mood of the holidaymakers as it suggests the campers are very unhappy or depressed (1)

TIP: WC “staring blankly”(1)
DOME: has connotations of being uninterested and fed up
HOOK: the word choice helps create an impression of the mood of the holidaymakers as it suggests the campers are bored and unenthusiastic (1)
2. TIP: Word Choice ‘resourceful’ (1)
DOME: has connotations of being capable and having good ideas
HOOK: The writer’s word choice reveals that ants have positive attributes as it suggests they able to find clever ways to overcome difficulties (1)

TIP: Word Choice ‘destructive’ (1)
DOME: has connotations of doing damage and ruining things
HOOK: The writer’s word choice reveals that ants have negative attributes as it suggests they can harm and destroy things (1)
3. TIP: Word Choice ‘cavalier’ (1)
DOME: has connotations of being overly-relaxed or being unconcerned
HOOK: The writer’s word choice helps explain the reasons for Ali’s financial problems as it suggests he was thoughtless and not careful enough with his money. (1)

TIP: Word Choice ‘reckless’ (1)
DOME: has connotations of being thoughtless and incautious
HOOK: The writer’s word choice helps explain the reasons for Ali’s financial problems as it suggests he was rash and careless with his money. (1)
4. TIP: Word Choice ‘leeches’ (1)
DOME: has connotations of latching on to something and draining the life from it
HOOK: The writer’s word choice creates a negative impression of the people surrounding Ali as it suggests they were only spending time with Ali so that they could take and spend all his money. (1)

TIP: Word Choice ‘plundered’ (1)
DOME: has connotations of thievery and looting
HOOK: The writer’s word choice creates a negative impression of the people surrounding Ali as it suggests they were stealing his money in order to buy things for themselves. (1)
5. TIP: Word Choice ‘ ghastly’ (1)
DOME: has connotations of something awful and terrible
HOOK: The writer’s word choice emphasises the author’s disapproval of the 20th century as it suggests she believes in had some appalling and frightening events (1)

TIP: Word Choice ‘horrific’ (1)
DOME: has connotations of something dreadful and horrendous
HOOK: The writer’s word choice emphasises the author’s disapproval of the 20th century as it suggests the weapons used during this time were horrifying and monstrous. (1)
6. TIP: Word Choice ‘enjoyment’ (1)
DOME: has connotations of pleasure and fun
HOOK: The writer’s word choice emphasises the positive aspects of motherhood as it suggests it can create happiness and joy. (1)

TIP: Word Choice ‘embracing’ (1)
DOME: has connotations of being close and affectionate
HOOK: The writer’s word choice emphasises the positive aspects of motherhood as it suggests it can lead to loving and warm relationships. (1)

**IMAGERY QUESTIONS**

* Metaphor – saying something *is* something else
* Simile – saying something is *like/as* something else
* Personification – giving something that isn’t alive *living features*



Complete Imagery Umbrellas for the following:

1. The murderer was a ferocious beast
2. The girl had a beautiful hour glass figure.
3. The mountains looked like sleeping giants
4. The flag was dancing in the summer breeze
5. The day was a marathon
6. The water was as smooth as glass.
7. Her eyes were like diamonds.
8. He roared like a lion.
9. The angry waves clawed at the boat.
10. His face would turn the milk sour.
11. The people were just a sea of faces in front of her.
12. Music beat like a pulse in his ears.
13. The leaves whispered as the wind wandered through the forest.
14. His remark in class was met with stony silence.
15. Lava nosed its way down the side of the volcano.
16. The actor gave a very wooden performance.
17. Icicles sparkled like diamonds in the morning sun.

**Imagery – Adding the Hook**

**Now that you can successfully use the ‘**Just as / so too’ **formula
 you should now begin to include a HOOK to the question in your** ‘so too’ **section.**

1. The stooks of corn glimmered in the moonlight and boys’ voices could be heard as they played hide and seek among them. How calm the night was, how stubbly the field! Iain crouched behind one of the stooks listening, watching for deepening shadows, his face and hands sweaty, his knees trembling with excitement. Then quite suddenly he heard the voices fading away from him, as if the boys had tired of their game and gone home, leaving him undetected. Their voices were like bells in the distance, each answering the other and then falling silent. He was alone.

**How does the writer’s imagery help describe the voices Iain hears?**

TIP: simile “like bells in the distance” (1)

DOME: Just as bells in the distance echo and fade.

HOOK: So too **are the voices Iain hears** getting quieter as their voices carry across the fields. (1)

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1. Participants are known as traceurs (or traceuses for females) and the parks and city structures of Scotland are rapidly becoming their stage. “I really like the ability to move the way you want, rather than being bound by the way the street designer wanted you to move,” says Glynn Forsythe, 24, one of the traceurs assessing the obstacles dotting the campus of Strathclyde University. The biology PhD student points to a walkway snaking into the distance. “It might be faster to go across that railing than take the path. I like that,” he says. “It makes things interesting.”

**How does the writer’s imagery helps the reader understand the difficult nature of the terrain? (2)**
2. In the 18 months since he founded Glasgow Parkour Coaching, assisted by fellow coaches Mick McKeen, Gavin Watson and David Lang, Grant says he has seen only one injury. “It happened over there,” he says, pointing to a row of innocuous wooden posts. In front of him, traceurs and traceuses from tonight’s class are poised like trapeze artists on railings completing a study in balance.

**How does the writer’s use of imagery help to describe the ease in which the traceurs and traceuses are standing? (2)**

1. From where he was he could see the lights of the houses but there was no human shape to be seen anywhere. The moon made a white road across the distant sea.

**Explain fully what the writer’s imagery suggests about the moonlight. (2)**
2. Georgios Dontas, head of the Archaeological Society in Athens, saw the statue and immediately felt cold. “When I saw the kouros for the first time,” he said, “I felt as though there was a glass between me and the work.” Another expert thought it was a fake. Why? Because when he first laid eyes on it, he said, he felt a wave of “intuitive repulsion.”

**Show how the writer’s imagery is an effective description of the expert’s reaction to the statue. (2)**

***Imagery Umbrella Answer Scheme – Possible Answers Include:***

1. TIP: simile “like bells in the distance” **(1)**
DOME: Just as bells in the distance echo and fade.
HOOK: So too does are the voices Iain hears getting quieter as their voices carry across the fields. **(1)**
2. TIP: Metaphor “snaking into the distance” **(1)**
DOME: Just as the word snaking means meandering and twisting
HOOK: So too does this suggest the terrain is not straight and was bending. **(1)**
3. TIP: Simile “like trapeze artists” **(1)**
DOME: Just as a trapeze artist is graceful and high up
HOOK: So too are the traceurs and traceuses as they are skilful and can balance at great heights with ease. **(1)**
4. TIP: Metaphor “The moon made a white road across the distant sea.” **(1)**
DOME: Just as a road is straight and long.
HOOK: So too does the moonlight stretch into the distance for a very long way. **(1)**
5. TIP: metaphor ‘wave’ **(1)**
DOME: Just as a wave is strong and can suddenly hit you.
HOOK: So too is the expert’s reaction to the statue overwhelming and powerful. **(1)**

**SENTENCE STRUCTURE QUESTIONS**

**Answer Formula:**

* **Identify the sentence structure technique + “Quotation” (1)**
* **Hook to question + comment on effect (1)**



Example:

He began to count the stooks and made them twelve in all. It was a struggle for him for he was continually distracted by shadows and also not at all good at arithmetic, being only seven years old and more imaginative than mathematical. Twelve stooks set at a certain glimmering distance from each other; twelve treasure chests; twelve men of straw. He counted them again, and again he got twelve so he had been right the first time.
 *Identify two features of sentence structure and comment on their effect in conveying Iain’s intense focus on the stooks.* **(4)**

**Repetition “twelve” (1)**

conveys Iain’s intense focus on the stooks as it emphasises that he is constantly repeating the number of stooks he has seen so he won’t forget. (1)

**List “Twelve stooks… straw”. (1)**

conveys Iain’s intense focus on the stooks as the list describes lots of different things that Iain thought of the stooks as he looked at them. **(1)**

**Sentence Structure Questions**

1. John was tired: tired of the late nights; tired of the arguments but most of all tired of everything. He looked ahead and watched the flames of the fire burning brightly in the house. There was no way he could enter into the house now. No way. Not today. Not tomorrow. Not ever. However, he realised that he had to approach the door -softly, slowly he approached the door- it looked dirtier now he was close up and just at that moment he began to think about facing his fear; facing his destiny.

How does the writer’s sentence structure show the emotions that John is feeling about entering the house. **(4)**

1. He watched in the school canteen as she got closer and closer. He could almost hear his heart thumping louder and louder and his face went as white as a sheet. His opportunity was here at last to ask her to the prom. She was getting closer and closer. His heart was thumping louder and louder. He looked up and she was closer and closer, he thought if only he could ask her? Staring at her he said ‘Would…you…would…you…would you…pass me the salt, please?’

How does the writer’s sentence structure show the emotions that John is feeling about asking the girl to the prom. **(4)**

1. Excitedly I made my way back to the car (a gleaming silver BMW) and got in. I loved everything about it: the leather upholstery; the tinted window; the powerful engine and the satisfying roar it made as I travelled through the streets of the city. As John turned on the engine the metal monster snarled into life. As he revved the metal beast the exhaust fumes oozed from the engine like smoke escaping from a great dragon.

How does the writer’s sentence structure convey the writer’s passion about his car. **(2)**

1. His head was aching. It felt like someone was hammering nails into his head. Why should we be made to revise for exams? Wouldn’t it be better if all exams were abolished? Is it right that we are made to sit these boring exams? What about our individuality? What about our freedom to choose?

How does the writer’s sentence structure convey his strength of feeling about exams. **(2)**

**Sentence Structure Answer Scheme – Possible Answers Include:**

1. SS List “tired of…of everything.” **(1)**
show the emotions that John is feeling about entering the house as the list describes the things that John was not looking forward to experiencing in the house. **(1)**

SS Minor Sentences “No way…Not ever” **(1)**
show the emotions that John is feeling about entering the house as the minor sentences describes Johns total rejection of entering into the house. **(1)**

SS Climatic list “No way…Not ever” **(1)**
show the emotions that John is feeling about entering the house as the Climatic list is reinforcing John’s total rejection of entering into the house. **(1)**

SS Parenthesis “-softly…the door-”**(1)**
show the emotions that John is feeling about entering the house as it gives us extra information about John as he is nervously creeping up to the door. **(1)**
2. “If only he could ask her?” Rhetorical Question**(1)**
show the emotions that John is feeling asking the girl to the prom as the rhetorical question shows he is trying to work up the nerve to ask her. **(1)**

“Would… you…” Ellipsis**(1)**
Shows the emotions that John is feeling asking the girl to the prom as the use of ellipsis suggests he is nervous and stuttering as he tries to ask her**(1)**
3. “(a gleaming silver BMW)” parenthesis**(1)**
conveys the writer’s passion about his car as the parenthesis adds extra information to fondly describe his car which suggests he is proud. **(1)**

“the leather… city.” List**(1)**
conveys the writer’s passion about his car as the list demonstrates the wide range of things which he enjoys about his car, from the way it looks to the way it sounds. **(1)**
4. “His head was aching.” short sentence**(1)**
conveys his strength of feeling about exams as the short sentence adds impact to the idea that he is feel physical pain as he tries to study for his exams. **(1)**

**Tone Questions**

Tone refers to the attitude towards the subject which the writer conveys.

A writer can convey their tone (attitude) through word choice, imagery and or sentence structure.

The wording of tone questions can vary. Depending how the question is expressed, you will probably have to do a mixture of the following:

* Identify a tone.
* Quote words/technique which create that tone.
* Explain how the words you have quoted create the tone.



**Example**

Babies poo all the time! Who knew? Did you? I certainly didn’t. But it’s not that they poo all the time –although they do- it’s that they seem to have a poo release valve and need to go as soon as they smell anything that reminds them of a poo. The smell of another baby’s poo, the smell of talcum powder or even the smell of baby wipes. But whatever it is, they poo. Through out the day from when you first wake up; to when you go to sleep, you are on poo-alert.

**How does the writer establish a humorous tone in this paragraph? 2**

*Answer:*

*SS Short Sentence “Babies poo all the time!” (1)
This establishes a humorous tone in this paragraph as it suggest the shock of finding out that babies do the toilet a lot. (1)*

Babies poo all the time! Who knew? Did you? I certainly didn’t. But it’s not that they poo all the time –although they do- it’s that they seem to have a poo release valve and need to go as soon as they smell anything that reminds them of a poo. The smell of another baby’s poo, the smell of talcum powder or even the smell of baby wipes. But whatever it is, they poo. Through out the day from when you first wake up; to when you go to sleep, you are on poo-alert.

1. **How does the writer establish a humorous tone in this paragraph?
(example answer not included – find 12 more marks!)**

Some children thrive on it. Many do not. In the UK, there seems to be little understanding or acknowledgement of the fact that underachievement at school can simply be because our highly standardised education system is inappropriate, not because there is necessarily a learning difficulty.

1. **Explain how the writer makes clear her tone of disapproval of starting school at an early age. 4**

**Tone Question Answers**

WC “Poo”Suggests human waste, faeces **(1)**
This establishes a humorous tone in this paragraph as the word is a childish word used by parents when speaking to children for comic affect. **(1)**

SS Rhetorical questions “Who…Did you?” **(1)**
establishes a humorous tone in this paragraph as the questions are there to engage the reader, to get a reaction out of them. **(1)**

SS Minor sentence “I certainly didn’t.” **(1)**
establishes a humorous tone in this paragraph as it conveys the matter of fact that the writer did not know that babies did this. **(1)**

Imag “release valve” **(1)**
Just as a release value holds back liquid stops water escaping.
So too does this establish a humorous tone in this paragraph as the writer is conveying the idea that the valve is unable to prevent the poo from being released and it causes a mess. **(1)**

SS List “The smell…baby wipes.” **(1)**
Establishes a humorous tone in this paragraph as it is listing all the items that will start a baby pooing. **(1)**

SS Balance sentence “Through out… go to sleep,” **(1)**
establishes a humorous tone in this paragraph as it conveys the idea of no matter what time of day it is babies will often do the toilet. **(1)**

WC “poo-alert” **(1)**
Ready to act, always on the look out
establishes a humorous tone in this paragraph as it conveys the idea that the writer is always on guard for poo and needs to be ready to act at a moments notice. **(1)**

SS Minor Sentences “Some children…do not” **(1)**
makes clear her tone of disapproval of starting school at an early age as it shows the contrast between children who start school early and those who do not. **(1)**

WC ‘little understanding’ **(1)**
No awareness, no thought
makes clear her tone of disapproval of starting school at an early age as it shows people have put no understanding into start school before children are ready. **(1)**

WC ‘inappropriate’ **(1)**
Unsuitable, wrong
makes clear her tone of disapproval of starting school at an early age as rejects idea that some children necessarily have learning difficulty **(1)**

**Link Questions**

**Example 1:**

William Shakespeare is easily the best-known of our English writers. Virtually every man in the street can name some of his plays and his characters, and many people can also recite lines of his poetry by heart.
However, despite our familiarity with his work, we know relatively little of the man himself. We do not know when or why he became an actor, we know nothing of his life in London, and almost nothing of his personal concerns.

*By referring to specific words or phrases, show how the sentence ‘However, despite…man himself’ acts as a link in the argument. (2)*

When answering linking questions it is important that you use bullet points.

Two stage approach:

* **Stage** 1- ‘familiarity with his work’ links back at the topic of how widely known Shakespeare’s work is, which was discussed in the previous paragraph.
* **Stage 2-**‘we know relatively little of the man himself’ links forward to the new topic, namely the things we do not know about Shakespeare, which is discussed further in the passage.

 **Example 2:**

The First Emperor's imprint on the lives of the inhabitants of his far-flung kingdoms was seen further. He unified the script, demanding that all states write the pictographs of ancient Chinese in the same way. So, although the words might be pronounced differently in different parts of the empire, once they were written down everyone who could read could understand each other, a particular advantage for traders.

But for the First Emperor, establishing complete control over his empire was not enough. He wanted to rule forever. If he couldn't have immortality in this world, the next best thing would be to rule in the nether world. We knew about his tomb mound because the ancient sources referred to it, and it has always been there.

*Explain how the sentence “But for the…was not enough” works as a link between paragraphs at this point. (****2)***

Answer:

*‘Establishing complete control over his empire’* links back to the previous paragraph which explained how standardising a written script helped the Emperor to dominate his people.

*‘Was not enough’* links forwards to the next paragraph which explains that his ambitions were even wider and that the Emperor wanted to extend his power into the afterlife.

**Link Questions**

1. Show how the sentence underlined acts as a link within this piece of writing. **(2)**

Her mother left her at the age of five. As a result, she was forced to fend for and pay for herself: ensuring she had enough to eat; clothes to wear and shelter from the elements.

Despite her harsh childhood, Emma’s ancestry linked her to wealth and social standing. Her grandmother was Lady of the local clan, with a grand manse and estate to her family name, which was renowned throughout the country.

1. Show how the sentence “This was only….so much more” acts as a link in the author’s argument? **(2)**

Martin Luther King will always be remembered for his famous speech where he lay down the foundations for black rights in America: commonly known as the “I have a dream” speech.

**This** was only the beginning of his fame; as **he went on to do so much more**. His work in the southern states of America: his work with the civil rights movement; his attempt to combat segregation; and his desire for political equality all combined to create one of the greatest Americans of the twentieth century.

1. In what way does the sentence “If we bypass...........to emerge.” Act as a link in the writer’s line of thought? **(2)**

But it is not surprising that, when Scotland is still amid the birth pains of its own Parliament, we should search the back catalogue of history to find some emblem of hope. The long chronicle of St Kilda offers a powerful and inclusive symbol, a looking-glass story in which people can see themselves. At the moment, however, the popular narrative offers cold comfort. The story of a marginal parliament threatened by the malign forces of an overbearing neighbour may have a familiar ring for nationalists of Eurosceptics, but it is not the reassurance we are looking for.

**If we bypass the historians and head straight for the archive, a different story begins to emerge.** One of the most poignant elements of St Kilda’s past is that with a very few exceptions the entire historical record is made up of travellers’ accounts. As none of the islanders could read and few could speak more that a few words of English until the late nineteenth century, their history is made up of external reports.

1. “And who has the right to deprive us?” Show how this sentence acts as a link in the writer’s argument. **(2)**

Natural resources in Benidorm, as in so many other resorts, are so scant that the only industry that could sustain itself there is tourism. The same goes for our other favourites: were it not for people like me, Tenerife would be just a barren volcanic outcrop. Instead, it is a barren volcanic outcrop with tens of thousands of tourists abroad having the times of their lives to the detriment of none. Pile the apartment blocks high, sell the holidays cheap, and Europe’s weary working folk will beat a flight path to your prom.

**And who has the right to deprive us?**

The environmental lobby, you could respond. “We pack into large metal boxes which unimaginable quantities of fossil fuels to transport us thousands of miles,” writes John Rentoul. Yes, we do, because a combination of well-run tour operators (those mass-market companies that have survived have had to be good and cheap) and government subsidy makes it worth our while.

1. Referring to specific words or phrases, show how the sentence “Yet … misconceptions” performs a linking function in the writer’s line of thought. **(2)**

This week the Home Secretary was assuring his French counterpart that Britain would clamp down even more severely on those working here illegally. At the same time plans are advanced for “accommodation centres”, which will have the immediate effect of preventing natural integration, while children of immigrants are to be denied the harmonising effect of integrated schooling. Meanwhile, even more sophisticated technology is to be employed to stem the numbers of young men who risk their lives clinging to the underside of trains and lorries, or are paying obscene sums of money to the 21st century’s own version of slave traders – those traffickers in human misery who make their fortunes on the back of others’ desperation.

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.

***Link Questions Answer Scheme – Possible Answers Include:***

1. *Despite her harsh childhood,’* links her difficult upbringing which has been discussed in the previous paragraph. **(1 Mark)**

*‘ancestry linked her to wealth and social standing.’* Links forward to a discussion of her rich heritage. **(1 Mark)**

1. In using “This” at the beginning of the sentence, the writer points back to Martin Luther King’s famous “I have a dream “speech which he is famous for. **(1 Mark)**

However, the second part of the sentence, “went on to do so much more”, points to the list of his other achievements such as his work on “civil rights...political equality…combat segregation” to show this was not his only success. **(1 Mark)**
2. “If we bypass the historians” – links back to the previous paragraph’s discussion of Scotland’s government’s history **(1 mark)**

“a different story begins to emerge” – links forward to the next paragraph’s discussion of whether the recorded history is reliable / accurate **(1 mark)**

1. “deprive us” links back to the previous paragraph’s discussion about the enjoyment of holidays and how they do no harm to anyone **(1 mark)**

“who has the right” links forward to the following paragraph which discusses the environmental concerns of flying so many planes abroad **(1 mark)**

1. “Yet at the heart of this evermore draconian approach” – links back to the previous paragraph’s discussion of the harsh/severe restrictions upon immigration **(1 mark)**

“A number of misconceptions” links forward to the next paragraph which discusses how immigration is not as big an issue in the UK as it is elsewhere. **(1 mark)**

**Effective Introduction Questions**

You can gain marks for the following:

* It shows/introduces/explains/ describes/connects to (1)
* Explain what it shows/introduces/explains/ describes/connects to (1)
* Explain the effect upon the reader: it creates interest/shock/drama/engages the reader (1)
* Identify any sentence structure techniques which enhance the opening e.g. rhetorical questions, short sentences etc. (1)
* Referring to tone: funny / sarcastic / positive / aggressive etc. (1)



**Effective Conclusion**

**Formula: Use the Umbrella**

**TIP - Quotation from final paragraph / stanza**

**DOME - analyse / discuss (1)**

**HOOK - This is an effective conclusion because it links back to [an idea] from previous stanza + discuss (1)**

Example:

*How effective do you find any one aspect of the final stanza as a conclusion to the poem Mrs Tilscher’s Class? Your answer might deal with ideas and/or language.*

TIP - ‘the sky split open into a thunderstorm’

DOME - suggests both the excitement and dangers of moving away from her safe childhood and into adolescence **(1)**

HOOK - This is an effective conclusion as it links back to *‘a window opened with a long pole’* in stanza 1, which suggests that her teacher was trying to keep the speaker away from these dangers. **(1)**

**FOR EXAMPLES OF EFFECTIVE CONCLUSION QUESTIONS, PLEASE REFER TO THE FINAL QUESTION IN
RUAE PASTPAPERS**

**Context Questions**

You may be asked to work out from the context what a word or expression means.

Examiners are testing your ability to work out what a word means from what surrounds it in the passage.

Questions will often ask you what a two word phrase means.

E.g. 2015 Pastpaper

‘deeply ingrained’

To answer these questions:

* quote each individual word
* Explain what they mean and give relevant connotations

If you throw a rat into the middle of a room full of humans, it will instinctively freeze. Psychologists call it the fight-flight-freeze response, and it emerged very early in evolution. We know this because it is common to all vertebrates.

At the World Cup finals, we were given a neat insight into this deeply ingrained response. The players who took penalties shared their experiences about “the walk”. This is the fearful, solitary journey from the halfway line to the penalty area in preparation for a single moment of truth: the spot-kick.

1. *Explain* ***in your own words*** *what the writer means when he calls the response “deeply ingrained”.* ***2***

**Staynton Brown, associate director of equality and diversity at the hospital, dismisses any suggestion of the initiative being a philanthropic one. ‘This is not a charitable gesture,’ he said. ‘We want to make sure we have the most talented workforce possible. It’s in our interests in multiple ways. We’ve all benefited from the changes we’ve incorporated to accommodate those with autism. By clarifying the way we give information to and help introduce the interns into the hospital, we’ve made communication clearer for everyone, which leads to better patient care.’**

1. *Explain in your own words what is meant by the expression “incorporated to accommodate”.* ***2***

**Context Question Answers**

* ‘incorporated’ suggests something that has been put in place / set up /combined with (1)
* ‘accommodate’ suggests that it meets the needs of / makes provisions for certain people (1)
* ‘deeply’ suggests something strongly / heavily / very ingrained (1)
* ‘ingrained’ suggests something that is embedded / a main part of / rooted in (1)