**Success in Higher English (C for E) : C. Cunningham**

**What we will do today:**

* **Overview of ‘new’ Higher: rationale and timing**
* **Comparison with current Higher English**
* **Progressions from/comparison with Nat. 5**
* **Reading for U,A,E**
* **Critical reading: Scottish texts**
* **Critical reading: essays**
* **Writing Portfolio**
* **Raise any questions/issues**
* **Provide pack of materials to take back to school**

**What we can’t do today:**

* **Internal assessment**
* **Official SQA materials (though some materials are based on these- SQA website: understanding standards, past papers…)**
* **Time- packs designed to take away**

**Why change Higher English (again)?**

* **Curriculum for Excellence**
* **Parity with other subject areas**
* **Scottish text study compulsory**
* **Progressions: Nat.5**
* **Address ‘historical’ concerns**

**The aim is that the new Higher will provide:**

* **Openness, clarity and predictability**

**Differences/Similarities between Current and New Higher**

|  |  |
| --- | --- |
| **Current Higher** | **New Higher** |
| **Writing Folio: marked out of 50 (25 x2)- becomes mark out of 20%** | **Writing Portfolio: marked out of 30 (15 marks each)- remains 30%** |
| **Close reading exam: marked out of 50- becomes mark out of 40%** | **Reading for U,A,E: marked out of 30- remains 30%** |
| **Critical essay exam: - marked out of 50 (25x2)- becomes mark out of 40%** | **Critical reading exam: marked out of 40 (Scottish Text= 20; 1 essay= 20)- remains 40%** |

**What does this mean? Small(ish) changes but significant**

* **Move from exam to portfolio (30% instead of 20% in current Higher)**
* **Unseen reading and writing skills worth 30% each ( one entirely exam; one entirely coursework). Previously close reading worth double writing folio.**
* **Most important element is literature : 40%**

**Progression from Nat 5:**

* **Reading for U,A,E: more challenging passages (x2), more independent tackling of 2nd passage- comparison question builds on summary skills of Nat.5**
* **Scottish texts: overall more challenging texts, questions and different approach to marking**
* **Crossover texts acknowledge some writers/texts ‘work’ at both levels + help with practical classroom issues**
* **Critical essays: differentiation in types of questions; assessment criteria indicate greater demands**
* **Writing portfolio: length; assessment criteria indicate greater demands**

**Specific comparisons with/progression from Nat 5.**

|  |  |
| --- | --- |
| **Nat. 5** | **Higher** |
| **Reading for U,A,E: I passage with questions (out of 30) including summary.** | **Reading for U,A,E: 2 passages. Questions on 1 (out of 25)**  **Comparison question on both(out of 5)** |
| **Reading for U,A,E: importance of Higher tariff questions** | **Reading for U,A,E: importance of Higher tariff questions** |
| **Critical essay: 3 pass categories; 2 questions per genre** | **Critical essay: 4 pass categories: 3 questions per genre** |

**Reading for U,A,E: what can we expect (based on Spec paper and progression from Nat 5)**

* **Non fiction passages- linked thematically**
* **Length of passages: 800-900, 600-700 (approx.)**
* **Time in exam: 1 hour 30 mins**
* **No U,A,E codes**
* **Fewer question worth more marks each**
* **Importance of higher tariff questions: making comparison, analysis of range of skills**
* **Move towards broader/deeper questions (C for Ex)**
* **Wording of questions: streamlined, clear, concise**
* **Question on both passages: comparison of ideas/style**
* **MIs give clear breakdown of how marks are awarded: transparent for all**

**Breakdown of marks : current V new**

**2012 : Close reading:**

* **Out of 1: 1**
* **Out of 2: 16**
* **Out of 3: 0**
* **Out of 4: 3**
* **Out of 5 : 1 (question on both passages) (total : 50)**

**2013 : Close reading**

* **Out of 1: 1 (1 mark)**
* **Out of 2: 10 (20 marks)**
* **Out of 3: 0 0**
* **Out of 4 : 1 (4 marks) High tariff total : 4 (total : 25)**

**New Higher: spec paper (trees): move towards more marks from high tariff questions**

* **Out of 1 : 0**
* **Out of 2 : 5 (10 marks)**
* **Out of 3 : 1 (3 marks)**
* **Out of 4: 3 (12 marks) High tariff total : 15 (total : 25)**

**Plus question on both passages: 5**

**Comparison between wording/types of questions:**

**New Higher Spec. paper (Trees):**

**Questions**

**1. Re-read lines 1—12**

**(a) From the first paragraph, identify two feelings the writer had as she watched**

**the tree in her garden being cut back. 2**

**(b) Analyse how the writer’s use of language in lines 5–12 emphasises the**

**importance of trees. You should refer in your answer to such features as**

**sentence structure, word choice, imagery, contrast, tone . . . 4**

**2. Re-read Lines 13—25**

**According to the writer in lines 13—18, in what ways are the protestors different**

**from how we might expect them to be? 2**

**3. By referring to at least two features of language in lines 19—25 analyse how the**

**writer conveys her feelings of unhappiness about the Hastings development. You**

**should refer in your answer to such features as sentence structure, word choice,**

**contrast, tone . . . 3**

**4. Re-read lines 26—37**

**(a) From lines 26—30 identify two claims the government makes about the protestors. 2**

**(b) By referring to at least two features of language in lines 31—37, analyse how**

**the writer conveys the strength of her belief in tree conservation. 4**

**5. Re-read lines 38—54**

**(a) Identify any four reasons given in these lines for cutting down trees. You**

**should use your own words as far as possible. 4**

**(b) By referring to at least one example, analyse how the writer’s use of imagery**

**emphasises her opposition to cutting down trees. 2**

**6. Evaluate the final paragraph’s effectiveness as a conclusion to the passage as a**

**whole. 2**

**Question on both passages:**

**7. Both writers express their views about the importance of trees. Identify key areas on**

**which they agree. In your answer, you should refer in detail to both passages.**

**You may answer this question in continuous prose or in a series of developed bullet 5 points.**

**How do these questions illustrate the ‘new’ approach of ‘openness, clarity and predictability’? How do they tie in with Cfor Ex?**

**No U,A,E codes so look out for key words to signal what is required.**

**Marking approaches:**

**New Higher: 2/1 + multiples of these**

**2 marks for detailed/insightful comment + ref**

**1 mark for more basic comment + ref**

**0 marks for ref. alone**

**(Nat. 5: 1 mark for quote/ref + 1 mark for comment)**

* **Identfiy…. (Qu. 1 a,4 a, 5a) 1 mark for each point- range of points to choose from**
* **Analyse… (Qu. 1b, 3, 4b, 5b) choice of techniques/examples to choose from. Follows pattern- 2 marks for detailed/insightful comment plus ref, 1 mark for more basic comment plus ref. so various ways to ‘build up’ marks. (If out of 4, could be 2+2, 2+1+1, 1+1+1+1)**
* **Explain (could be implied)…(Qu.2) I mark for each point-range of possible answers**

**Need to clarify…own words. MIs suggest needed for ‘identify’ and ‘explain’.**

**Better if key words always used, rather than implied?**

**What is familiar? What is different?**

**Exercise: go through the ‘old’ style questions- decide which are compatible with new Higher, which would need to be changed (or scrapped) and why.**

**2013 Close reading passage 1 questions**

**1. Read lines 1–5.**

**(a) In what ways does the mall seem to encourage consumerism? 2**

**(b) Show how the writer’s use of language in these lines emphasises the**

**intensity of consumerism in the mall. 2**

**2. Explain what the writer means, in the context of lines 6–11, when she says**

**the young woman “doesn’t subscribe to this ideology” (lines 7–8). 1**

**3. Read lines 12–25.**

**(a) Why, according to the writer in lines 12–17, might consumerism be**

**considered harmless? 2**

**(b) Why, nevertheless, does she believe consumerism “cannot make us**

**happy” (line 19)? 2**

**(c) Show how the writer uses imagery in lines 18–25 to emphasise her**

**criticism of consumerism. 2**

**4. Show how the writer’s use of language in lines 26–33 conveys her disapproval**

**of the large amount of space that is now devoted to shopping.**

**You should refer in your answer to such features as: word choice, sentence**

**structure, tone, imagery, . . . 4**

**5. To what extent does her description of the shoppers in lines 34–40 suggest that**

**the writer believes she is “over-catastrophising the consumer phenomenon”**

**(line 34)? 2**

**6. Read lines 41–56.**

**(a) According to the writer in lines 41–47, how can “evolutionary**

**psychology” explain our need for material goods? 2**

**(b) Why, according to the writer in lines 48–53 (“But here’s . . . their**

**affection.”), is “much of this simply not true”? 2**

**(c) What does the writer mean by “selling the sizzle not the steak”**

**(lines 55–56)? 2**

**7. (both )To what extent do you find the reference to the “two young shoppers” in**

**lines 57–60 an effective way to conclude the ideas of the passage? 2**

**13. Consider the attitude displayed by each writer towards shopping.**

**Identify key areas on which they disagree. You should support the points**

**you make by referring to important ideas in the passages.**

**You may answer this question in continuous prose or in a series of developed**

**bullet points. 5**

**How far would these questions ‘work’ in the new Higher?**

* **Most 2 mark questions ok in themselves but not in such large numbers**
* **1 mark question- too precise for new Higher**
* **4 mark analysis in line with new Higher**
* **3 (a) and (b) , 6 (a) and (b)- combine in some way?**
* **3 (c) very precise**
* **Evaluate conclusion- ok**

**What sort of questions should we expect on Passage 1?**

**Key ideas: summarise, contrast, compare…**

**Language: word choice, imagery, sentence structure, tone…**

**Structural: opening, linking, conclusion**

**How do we ‘teach’ the second passage?**

**Key ideas and supporting details**

**Making connections between the two passages.**

**Reading for U,A,E materials.**

**Example 1) :Wildness and the Environment.**

**Passage 1: Rewilding.**

**Rewilding is about enabling nature to heal itself – already a key part of the Trust’s approach to land management. Susan Wright and Mike Daniels explore the potential dawning of a new age.**

Imagine a world where our forests and woodlands are growing instead of disappearing. Where space for nature and ourselves is expanding rather than shrinking. Where species aren’t being lost or persecuted. Where top predators are at home in the habitats in which they belong. Where wildlife is divers and thriving. And where natural processes are working as they should in all there infinite complexity.

It isn’t a radical vision. It’s a world that still exists – in corners or the Amazon, swatches of North America and even nooks of Europe (in Romania and Poland, for example). But much of our natural world has been unravelling for centuries. We’ve chopped down trees, concreted over wilderness, dammed rivers, blown off mountain tops, torn out hillsides, extinguished species and belched out enough carbon dioxide to radically change our climate. We’re frantically, rightly, trying to reduce carbon emissions but without reducing consumption. And while we panic, we’re ignoring John Muir’s keenest insight, that ‘When we try to pick out anything by itself, we find it hitched to everything else in the Universe’.

Deforestation, flooding, upland management, carbon sequestration, peat extraction, climate change – they’re all connected. And while we might regret the impact we humans have had on the environment, we know we can’t go back in time to a magical point where everything was more in harmony than it is now. But what we can do is take a good hard look at where we are, how we got here and how we can reach a better point in the future. A future that builds on restorative decisions made today.

This future might depend on a global movement that’s quietly gathering force; a movement for rewilding. It’s a movement born out of loss but which recognises all that we could gain if we adjust our current trajectory and take aim towards a wilder, richer future. It’s a movement bursting with hope and positivity and encouragement, which has the potential to galvanise people.

‘Inspiration is not garnered from the litanies of what may befall us; it resides in humanity’s willingness to restore, redress, reform, rebuild, recover, reimagine, and reconsider,’ the author and environmentalist Paul Hawken has said. And, we might add, rewild.

So what is rewilding? “For me, rewilding is about restoring natural processes and allowing them to happen, whether that’s encouraging trees and rivers to do their thing, or allowing predators and prey to interact more natural,” says David Hetherington, ecology advisor at the Cairngorms National Park Authority who produced a report last year *Assessing the potential for the restoration of vertebrate species in the Cairngorms National Park*.

The potential reintroduction of keystone species that have significant impact on their environments such as lynx, beaver and wolf tend to grab the headlines – for example, when author and activist George Monbiot suggests that elephants could still be roaming Europe or when Paul Lister of the Alladale estate in Easter Ross talks about his plans to bring back wolves and bears to the Highlands. Neither notion is as crazy as they might seem; certainly not from a biological or geographical point of view. Monbiot’s book *Feral* (reviewed in the last issue of the Journal) does a good job of explaining why. The reintroduction of the wolf is the predator most often seen as synonymous with rewilding. Perhaps this is due to the use of the word ‘wild’. A wolf has sharp teeth, will kill a sheep and has been thoroughly demonised for centuries in legend and fairytales. Unlike a domesticated cow or dog, it is ‘wild’. But a wolf is also a top-of-the-line predator. Its reintroduction to Yellowstone National Park in the United States has provided hard evidence if the importance of this species to functioning ecosystems, and has helped demonstrate the concept of trophic cascade where the impact of one species resonates through an entire ecosystem. A great video on YouTube, narrated by Monbiot (and viewed over 2.5 million times), explains how wolves alter the course of rivers by way of the Yellowstone example.

Meanwhile, evidence has accumulated around the world of how top predators are key to functioning ecosystems. In January, the results of a study by researchers from Australia, the US and Europe, revealed the rapid loss of top predators such as dingoes, leopards and lions is causing an environmental threat comparable to climate change. It found that the removal of large carnivores, which has happened worldwide in the past 200 years, has effects that domino through food chains and landscapes.

The study looked at the ecological impact of the world’s 31 largest mammalian carnivores, with the largest body of information gathered on seven key species: the dingo, grey wolf, lion, leopard, sea otter, lynx and pumas. It concluded: ‘There is now a substantial body of research demonstrating that, alongside climate change, eliminating large carnivores is one of the most significant impacts on nature’. And it’s not just carnivores. The elimination of other keystone species such as beavers has a far reaching ecological impact through their absence.

So how do reintroductions fit into rewilding? The simple answer is they are part of it. Ecological restoration and ecosystem enhancement without the return of some key predators will only take rewilding so far. To achieve the full effect you need the full range of species, especially the keystone ones whose impacts cascade through the whole system. Within the UK too there is a growing rewilding movement. There have been positive returns of species such as beaver, red kite and sea eagle following official reintroductions, and the more recent unofficial appearance of species such a wild boar as well as beavers on the Tay catchment.

Yet others – osprey and crane – have returned under their own steam and, miraculously, have not been shot to extinction. These flagships are the vanguard not just for a growing rewilding movement but a growing wider public awareness that our impoverished fauna and flora doesn’t have to stay impoverished if we don’t want it to.

“If we adopt a bigger, more ambitious approach then we’re saying we want something better for our landscapes than keeping them in their degraded state,” comments Hetherington. “We can transform them into more vibrant places for both nature and people.”

Unless we bring back lost species and restore natural processes we will not truly be able to cherish our wild places. Surely we can afford a corner of the country where nature in the raw, in tooth and claw, can reign supreme?

**Passage 2 : Perceptions of Wilderness**

**Chris Townsend has spent a lifetime exploring Britain’s mountain landscapes, but it took time spent in true wilderness elsewhere for him to realise that all is not as it should be at home.**

A wide belt of Corsican pines runs along the coast at Fromby in Lancashire. These were the first large woods I ever saw as a child; mysterious and inviting and promising excitement and adventure. Beyond the pinewoods lay marshes and then sand dunes – the highest hills I knew for many years – and finally the sea. Wandering this landscape I discovered the joys of exploration, solitude and nature. To me it was wild and vast.

Then as a teenager I discovered Snowdonia, the Lake District and the Peak District. The mountains seemed huge, the wildness almost infinite. Although I read natural history books, I didn’t grasp anything about ecology or natural systems. It didn’t occur to me that these wild mountains could be anything other than natural and untouched. I saw sheep – plenty of sheep – but had no idea of the effect they had.

Then came my first visit to the Scottish Highlands. I wandered up onto the Cairngorms plateau and stood there amazed at the scale of the landscape. I can still remember the sense of shock. I didn’t know anywhere this big existed. All those hills to climb! I read about the natural history of my new favourite place, but the words about deforestation and degrading of much of the landscape didn’t sink in. I didn’t ‘see’ it when I was in the hills. The bare glens looked natural, so I thought they were.

A change in my thinking came in the High Sierra of California. Here, I discovered real forests and real wilderness. I was hiking from Mexico to Canada when I reached the High Sierra and was faced with hundreds of miles of roadless wilderness. The rugged alpine mountains were magnificent but it was the forests that really impressed themselves on my mind. Many of the individual trees were impressive but it was the extent and naturalness of the forest as a whole that most affects me.

The trail rose and fell, climbing high above the timberline and then dipping down into dense forest. Timberline! There was a new and magic word. I fell in love with timberline, with that band between the bare mountains and the forest where the trees grew smaller and more widely spaced until they faded away completely.

The forests continued all the way to Canada. I had never spent so much time in the woods. Back home after the walk, I missed the trees and started to wonder why our forests were so small or else just block plantations that didn’t look or feel like the woods of the High Sierra and the Cascade Mountains. I started to think about the tree stumps I saw sticking out of the peat in those bare Scottish glens. I started to wonder why in so many places the only trees were on steep slopes or on islands in lochs.

Once I started to ask these questions the answers appeared quite quickly and I understood properly the concepts of deforestation and overgrazing. I didn’t though think that anything could be done about it and my growing interest in protecting the hills was still solely about preservation. Restoration, the replanting of native trees to restore what once was there, was a concept still to come.

I can no longer walk the bare Scottish glens without thinking of the forest that should and could be there. I look for any sign of recovery and relish them when I see them, whether it’s a single sapling poking through the heather or a fenced enclosure of planted native trees intended to create a natural forest. Over 20 years ago, I moved to the Cairngorms, and area where the largest extent of wild forest remains, and now I can see, through careful human intervention, this forest regenerating and spreading.

I still return to North America every so often to experience again the vast wilderness areas. Each time I see these glorious forests I think that with will, determination and effort our wild areas could be so much more natural and wooded.

**Questions on Passage 1:**

1. **Look at Paragraph 1 (Lines…….)**
2. **From the first paragraph, identify two features of the world the writer wants us to ‘imagine’. Use your own words in your answer. 2**
3. **By referring to at least two features of language, analyse how the writer engages the reader’s interest in Paragraph 1. 4**
4. **Look at Paragraphs 2 and 3.**
5. **In your own words, summarise key ideas used to support the writer’s view that ‘much of our natural world is unravelling.’ 4**
6. **By referring to both word choice and sentence structure, analyse how the writer conveys her disapproval of humanity’s treatment of the natural world. 4**
7. **Analyse how the first sentence of Paragraph 4 (‘This future…rewilding.’) acts as a link in the writer’s argument. 2**
8. **By referring to at least one example from Paragraphs 4-6, analyse how the writer’s use of imagery emphasises her support of rewilding. 3**
9. **Re-read Paragraphs ……………..’The reintroduction of the wolf…’**

**By referring to at least two examples, explain the different views of the wolf which are given by the writer. Use your own words in your answer. 4**

1. **Evaluate the final paragraph’s effectiveness as a conclusion to the passage as a**

**whole. 2**

**Question on both passages**

1. **Both writers express their views about the natural world.. Identify key areas on which they agree. In your answer, you should refer in detail to both passages.**

**You may answer this question in continuous prose or in a series of developed bullet points. 5**

**Possible answers:**

**1 (a) forests increasing not decreasing; room for humanity and other living things getting bigger; types of animals do not disappear; animals at head of food chain live in their natural place… any 2 1+1 2**

**(b)Direct address to reader, ‘Imagine’- forceful command/urge to enter into concept in our minds; contrast of word choice ‘expand’ + ‘contract’/’growing’ + ‘disappearing’ presents reader with stark choices; build up to climax in final sentence ‘in all their infinite complexity’- sense of universal diversity and wonder- we are encouraged to aim for this goal ….**

**2 for detailed/insightful comment plus ref; 1 for more basic comment plus ref. 0 for ref alone. (2+2, 2+1+1, 1+1+1+1)**

**2 (a) forests destroyed; natural environments built over, types of animals wiped out; produced poisonous gases; blocked off rivers… (1+1+1+1) 4**

**(b)Word choice…’belched out’ suggests offensive, sudden emissions; ‘blown off…torn out’ suggests violence of the process of destroying nature; ‘frantically’ suggests desperate nature of humanity’s attempts to cut down pollution…**

**Sentence structure: listing ‘chopped down trees…carbon dioxide’ suggests extent and variety of damaging effects on nature of humanity’s actions; minor sentence at end of paragraph 3 highlights the reality of what the future will be built on**

**2 for detailed/insightful comment plus ref; 1 for more basic comment plus ref. 0 for ref alone. (2+2, 2+1+1, 1+1+1+1)**

**3. ‘This future’ links back to previous paragraph, which describes possible positive future (1) ‘a movement for rewilding’ links forward to rest of paragraph which will explain what rewilding means (1)**

**4. ‘adjust our trajectory’ relates to the arc of a weapon fired- relating to our aiming towards the future.(1) Suggests we need to change the direction we are heading in, to aim towards different targets in our relationship with nature and in the scale of what we try to achieve (2)**

**5. wolf is truly fierce and untamed + ref; has become the traditional villain of stories +ref; yet is an important part of its environment +ref; without wolves other food webs fall apart +ref**

**2 for detailed/insightful comment plus ref; 1 for more basic comment plus ref. 0 for ref alone. (2+2, 2+1+1, 1+1+1+1)**

**6. Re-establishes link between wild places and wild animals; ref. to vicious nature of wild animals and their value as part of an ecosystem; ‘corner of the country’ refs to our responsibility to accommodate large predators in our world… 1 +1**

**7.**

|  |  |  |
| --- | --- | --- |
| **Key idea** | **Susan Wright/Mike Daniels** | **Chris Townsend** |
| **Wonder of the natural world** | **Areas of world where wildlife is thriving** | **Awe-inspiring sights in eg Scotland and America** |
| **Importance of wild places** | **Balance of eco systems shown to impact on climate change** | **Human connection and enrichment through experiencing nature** |
| **Humanity has damaged nature** | **Pollution, building over wild places…** | **Deforestation, over-grazing of sheep** |
| **We need to act to help nature** | **Studies have shown positive role of large predators in slowing down climate change** | **Preserving nature not enough-restoration needed** |
| **Need for humanity to return nature to an earlier balance** | **Rewilding: reintroducing large predators will restore balance to ecosystems** | **Replanting forests to restore native woodlands** |

**Example 2 : Climate Change**

**Exercise: create a paper**

**What sort of questions might we expect?**

* **The opening- either focus on ideas and/or language used, or its effectiveness as an opening**
* **Ideas: summarise, compare, contrast, causal relationships….(own words)**
* **Language: either specifically identifying an element for them to examine- word choice, imagery, sentence structure, tone… or just asking about ‘language’**
* **Structural question- eg linking sentence/paragraph**
* **Conclusion- how effective?**
* **Other?**
* **Final question- comparing ideas/style**

**Take a look at the following passages. What sort of questions might we expect?**

**Passage 1) : Desmond Tutu :A new kind of boycott**

**We must stop climate change. And we can, if we use the tactics that brought down apartheid.**

Twenty-five years ago people could be excused for not knowing much, or doing much, about climate change. Today we have no excuse. No more can it be dismissed as science fiction; we are already feeling the effects.

This is why, no matter where you live, it is appalling that the US is debating whether to approve a massive pipe-line transporting 830,000 barrels of the world’s dirtiest oil from Canada to the Gulf of Mexico. Producing and transporting this quantity of oil, via the Keystone XL pipeline, could increase Canada’s carbon emissions by over 30%. If the negative impacts of the pipeline would affect only Canada and the US, we could say good luck to them. But it will affect the whole world, our shared world, we have.

This week in Berlin, scientists and public representatives have been weighing up radical options for curbing emissions contained in the third report of the UN’s Intergovernmental Panel on Climate Change. The bottom line is that we have 15 years to take the necessary steps. The horse may not have bolted, but it’s well on its way through the stable door.

Who can stop it? Well, we can, you and I. and it is not just that we can stop it, we have a responsibility to do so. It is a responsibility to do so. It is a responsibility that begins with God commanding the first human inhabitants of the Garden of Eden “to till it and keep it”. To keep it; not to abuse it, not to destroy it.

The taste of “success” in our world gone mad is measured in dollars and francs and rupees and yen. Our desire to consume everything of perceivable value – to extract every precious stone, every ounce of metal, every drop of oil, every tuna in the ocean, every rhinoceros in the bush – knows no bounds. We live in a world dominated by greed. We have allowed the interests of capital to outweigh the interests of our Earth.

Throughout my life I have believed that the only just response to injustice is what Mahatma Ghandi termed “passive resistance”. During the anti-apartheid struggle in South Africa, using boycotts, divestment and sanctions, and supported by our friends overseas, we were not only able to apply economic pressure on the unjust state, but also serious moral pressure.

It is clear that those primarily responsible for accelerating climate change are not simply going to give up; they stand to make too much money. They need persuasion from the likes of us. And it need not necessarily involve trading in our cars and buying bicycles!

There are many ways that all of us can fight against climate change: by not wasting energy, for instance. But these individual measure will not make a big enough difference in the available time.

People of conscience need to break their ties with corporations financing the injustice of climate change. We can, for instance, boycott events, sports teams and media programming sponsored by fossil-fuel energy companies. We can demand that advertisements of energy companies carry health warnings. We can encourage more of our universities and cultural institutions to cut their ties to the fossil-fuel industry. We can organise car-free days and build broader societal awareness. We can ask our religious communities to speak out.

We can actively encourage energy companies to spend more of their resources on the development of sustainable energy products, and we can reward those companies that do so by using their products. We can press our governments to invest in renewable energy and stop subsidising fossil fuels. Where possible, we can install our own solar panels and water heaters.

We don’t have to start from scratch. Young people across the world have already begun to do something about it. The fossil fuel divestment campaign is the fastest growing corporate campaign of it’s kind in history. Already some colleges and pension funds have declared they want their investments to be congruent with their beliefs.

It makes no sense to invest in companies that undermine our future. To serve as custodians of creation is not an empty title; it requires we act, and with the urgency this situation demands.

**Passage 2: : Suzanne Goldenberg Climate threat is here and now, says report**

**Landmark work by scientists in US is ‘loudest and clearest alarm bell so far’, White House adviser warns**

Climate change has moved from the corners of the Earth into America’s backyard, the country’s leading scientists warned yesterday, releasing a landmark report they hope will spur action on climate change. The 840-page National Climate Assessment is seen as the definitive account of the effects of climate change on America, and of the country’s effort to deal with climate change.

The findings were immediately embraced by the White House as “actionable science” which would guide Barack Obama as he moves to cut carbon emissions from power plants next month and for the remaining two years of his presidency.

“I think this National Climate Assessment is the loudest and clearest alarm bell to date signalling the need to take urgent action to combat the threats to Americans from climate change,” John Holdren, the White House science adviser, said in a conference call with reporters.

Scientists who worked on the report said its main message was that climate change was disrupting the lives of Americans – now and in real time – and was doing so much more strongly than scientists had expected. Climate change was registering in the form o extreme weather, sea-level rise and the thawing of Arctic sea ice, a shift in growing seasons, and other indicators, the report said.

“What this report shows is that climate change is happening now in our own backyards,” Thomas Karl, the director of the climatic centre at the National Oceanic and Atmospheric Administration, told the Guardian. “There are a number of changes that have become faster, more apparent and stronger than we first anticipated.”

The report for the first time looks at what America is doing to cut the emissions that cause climate change, and to protect people from its consequences in the future.

It said all Americans were experiencing and would continue to experience the effects of climate change.

“Climate change, once considered an issue for a distant future, has moved firmly into the present,” the report said. “Corn producers in Iowa, oyster growers in Washington state and maple syrup producers in Vermont are all observing climate-related changes that are outside of recent experience.”

But some parts of the country will be harder hit than others. Sea-level rise, which could reach 4ft by the end of the century, was already causing dangerous flooding in low-lying areas such as Miami, Norfolk, Virginia, and Portsmouth, New Hampshire, the report said. Florida alone could face a $130bn bill for flooding damage by 2100. Drought and high temperature were already baking California and Arizona and prolonging the fire season in other parts of the south-west.

Other areas of the country – especially the north-east and mid-west – were experiencing climate change in sudden and torrential downpours, which lead to heavy flooding. The north-east had seen a 70% rise in heavy rainfall events in the last 60 years, the report said.

It also warned of a growing risk of contaminated water supplies because of a sea-level rise and flooding, and poor air quality as hotter temperatures cook the smog, and soot from wildfires drifts across the country.

Those with allergies are facing longer pollen and ragweed seasons – by as much as 24 days in North Dakota and Minnesota, the report said.

“I think maybe this report will be the turning point when people finally realise that this is about them,” Susan Hassol, the chief science writer on the report, told the Guardian. “It’s about them and their lives…Earlier, they had seen it as a distant threat – distant in time, distance in space, this is about the poles, this is about certain island nations. They have not seen it as a potential threat in their own backyard.” The White House moved to try to capitalise on that new sense of immediacy, organising a series of events yesterday and this week to showcase the findings of the report.

Environmental groups and Democratic members of Congress also rallied to support the report.John Podesta, the White House counsellor, said Obama would rely on the report’s findings as he moves ahead with the most ambitious phase of his climate change plan in June – a proposal to cut emissions from the current generation of power plants. Power plants were responsible for nearly 40% of US carbon dioxide emissions, he said. The president discussed those plans and climate change with television meteorologists in the Rose Garden later yesterday.

But the White House acknowledged Obama would continue to face strong pushback from Republicans and industry. Podesta said the most Obama could expect from Congress in the way of climate action was a modest energy efficiency bill.

Meanwhile, a leading coal industry lobby group, the American Coalition for Clean Coal Electricity, dismissed the report as “unsubstantiated scare tactics and hyperbole” and lashed out at Obama for moving ahead on power plant regulation.

**What sort of questions might we expect? (Passage 1) Some suggestions:**

* **What has changed regarding perceptions of climate change? (para.1)**
* **Explain why writer believes that the US pipeline debate is ‘appalling’.**
* **Image of the horse/stable door**
* **How does ‘Who can stop it?’ paragraph act as a link in argument?**
* **OR How is language used in ‘Who can…?’paragraph to convey writer’s ideas?**
* **Analyse how writer uses language to convey his disapproval of ‘success’/**
* **Look at ‘ There are many…water heaters.’ Summarise the ways we can all ‘fight climate change.’**
* **Analyse the writer’s use of language in same paragraphs to convey a sense of urgency about fighting climate change.**
* **Final paragraph- how effective as a conclusion?**

**Example 3) : Pretty in Pink?**

**These passages can be used for teaching the final question comparing both passages. (Or for shorter questions on one of the passage.)**

**Passage 1: Tracy McVeigh: Pre-teen Feminists**

**Tired of pink, and keen on football. Here come the pre-teen feminists.**

**As one youth magazine launches a campaign to get girls to look beyond the mirror to boost self-esteem, teachers and authors are also calling for change – but what will it take to win the battle?**

They haven’t hit a glass ceiling or discovered their junior male colleague is earning more than they are. They haven’t lost their job after taking maternity leave or been frustrated by a lack of female executives or women in the cabinet. But they are growing a bit weary of pink; know magazines airbrush celebrity bodies; don’t like boys getting away with worse behaviour in class; and might like to play football.

The pre-teen feminist is here.

Last month, one of the UK’s best-selling comics for girls, Girl Talk, declared itself feminist. Editor Bea Appleby admits the magazine’s “girls are amazing” campaign was a risk but says the response has been overwhelmingly positive. “We’re promoting the feminist values – equality, sisterhood and empowerment and making the magazine a safe place [that] girls can learn to be proud of who they are and meet great role models. I didn’t think it was right that all our readers would see were pop stars and models; we’ve had an article on Malala Yousafzai and we’re encouraging them to think about what’s equal and what’s not.

“They are pretty aware, actually, they say things about what happens in schools, that it’s the girls who are asked to tidy up and the boys get away with bad behaviour. I think schools are being a bit rubbish in tackling sexism, a lot are entrenching stereotypes quite casually.” Appleby admits that there is no way Ariana Grande or Katy Perry are leaving the cover slot for Malala or Marie Curie just yet, and pink is still the rallying colour for her 10-year-old readers but it’s a powerful start.

“It’s a really exciting time for young feminists,” says Sophie Bennett of the group UK Feminsta, which successfully campaigned to “lose” lads’ mags in high-street shops and has started lobbying schools to tackle casual sexism, asking head teachers to sign their Schools Against Sexism pledge. “There’s been a huge upsurge in the number of feminist groups in schools, colleges and universities. A new generation of girls are standing up against sexism and demanding change.”

She says there has been a rise in demand from school age children and their teachers for UK Feminsta’s work-shops on gender equality. Since UK Feminista was first set up in 2010, interest from younger girls has soared, with more than 100 young people contradicting the organisation last year looking for help to set up a group in their school.

“We’ve worked with trainee teachers around the country, enabling them to tackle sexism and damaging gender stereotypes in their classrooms. Schools have a crucial role to play in addressing harmful attitudes,” says Bennett.

The education establishment was last week warned by Hannah Webster, speaking for the Independent Association of Prep Schools, that they were not doing enough. “Forcing girls to wear pink s wrong and could harm their future,” Webster writes, saying it “beggars belief” that toys are colour-coded. She says that girls are told their role is to be “pretty and frilly”, while boys must be “virile” and take charge.

But the idea of having blue for a boy and pink for a girl is pernicious because it leads them towards roles, regardless of their true identities.

Writing in Attain magazine, she says: “If we designate a particular colour to a gender, it leads us to designate all manner of other things by gender, too. The result is girls and boys read different kinds of books, play with different kinds of toys, study different subjects, consider different occupations, have different roles within the workplace and family and are ultimately valued differently by society.”

“You’d think this battle would have been won decades ago. But even some seemingly bright and observant adults are buying into it again – quite literally buying into it in the area of ‘pink for girls and blue for boys’,” says Fine.

Research commissioned by Girl Guiding UK found that two-thirds of girls believe women are still judged more on their looks than their ability, and one in three would consider plastic surgery to improve her experience. Its new chief executive, Julie Bentley, took up her post last year describing the Guides as the “ultimate feminist organisation”.

“Celebrity culture makes them feel under pressure to look a certain way – look at the results of our study. Confidence, self-esteem, and inner belief is going to determine what they do with their lives, not looking nice,” she says.

The Guides have a new badge: the Free Being Me badge which, at Brownie level, will have girls exploring why they are portrayed as princesses and learning that magazine images aren’t necessarily real.

Interviewed about her blog Teen Feminist, 13 year-old New Yorker Jules Spector said last month: “Just because you’re a girl, it doesn’t mean people don’t want to hear from you.”

“They value your opinion, especially if you’re young, because it’s a whole new demographic they haven’t necessarily heard from before, with new, innovative ideas.”

Appleby admits it’s early days. “Introducing feminist ideas to pre-teens, whilst keeping things commercially viable, is tricky. We’re making small steps – not being radical.”

**Passage 2: Catherine Bennett : Don’t fret about girls and pink. What about everyday sexism in later life?**

**Campaigns for gender-neutral toys ignore the fact that the problem is much bigger than who plays with dolls.**

When did you last see or hear of a Bratz doll? Exactly. Quite possibly, these “slutty”, “sexualised” looking dolls, with their infamous feather boas and fishnet tights, are still sneakily corrupting our daughter, as once advertised by concerned psychologists and child welfare experts. But they have been forgiven, or forgotten. Today, even the addition of a Bratz “totally tattoo’d” range, featuring mesh gloves and wardrobe of “faux leather, denim and studs”, is accepted with an indifference that may, of course, vindicate everything being said, back in 2007 about a society so morally bankrupt that it cannot even rise up against a doll called Cloe who offers her favourite occupation as “chillin 24/7!”

But maybe it was wise, given there are only so many toy wars you can wage at once, for toy reformers to move on, after Bratz, to the far greater threat posed by “pernicious” pink toys and princess culture. Here was a horror unsuspected by parents while softening their daughter’s brains with fairy wing and tiaras. The preferred excuse, is one were needed, was that the love of unicorn cuddlies is hardwired in girls, due to ancestral berry gathering or similar; alas, the relevant study has been trashed by Ben Goldacre. The term “pinkification” seems to have been coined at around this time, to summarise the commercial zeal for gendered toys that exploit young children’s longing to fit in, with reportedly damaging consequences.

“The pink plague dominating our high streets is a very visible symptom of this commercial take-over of early childhood,” warned Sue Palmer, author of Toxic Childhood, already a prominent enemy of Bratz and of overly sexualised children’s clothes. “Today’s pink plague is a wake-up call to us al.” once again, psychologists have agreed that resistance is appropriate. “Colour-coding toys to limit their appeal to both sexes nurtures limitation rather than possibility,” says Professor Melissa Hines, a neuroscientist at Cambridge University, whose research points firmly towards socially acquired colour preferences. “Parents are right to be worried about the obsession with pink for girls.”

A couple of mothers went further, in 2008, by founding the website Pinkstinks – “our aim is to challenge and reverse this growing trend”. To date, no complementary site has emerged to challenge the parallel piratification of boys, via the dull-coloured plastic armoury that is traditionally their lot, but a Let Toys be Toys campaign, which originated at Mumsnet, urges toyshops to degender the goods on their aisles for the benefit of all children. It is hoped that a related campaign, Let Books be Books, will punish the loathsome, “Beatrice the boring fairy” type of gendered collectable, which has already, if the worst predictions are correct, trashed the ambitions of several generations of young wing-wearers while simultaneously repressing boys who privately hankered for a wee toadstool home.

Ban pink. Or failing that, boycott pink for girls, keep them from Disney Princesses, purge both abominations from your home. Dismiss, along with all anecdotal evidence that girls leave behind their pink phase, the thought that galloping toy segregation has coincided, notwithstanding, with ever greater numbers of girls going into higher education. If pink toys and pink literature are, as claimed, so deeply implicated in lifelong underachievement, then it must be perverse not to act on advice from the psychologist Cordelia Fine, author of the brilliant Delusions of Gender, who has argued strongly against toy marketing that “polarises children into stereotypes”: war and construction for boys, home and beauty for girls.

“True”, Fine wrote in the New Scientist, “there is no research linking the gendered marketing of toys and books and later occupational discrimination or sharing of household toys. But the smart money would say the effects won’t be trivial, given that children are enveloped in some of the most relentless stereotyping to be found in the 21st century.”

It’s not helpful – nor very promising – that pink-minded mothers and rough-housing fathers will get to the children’s brains before the most agile manufacturer. Supposing toymakers could be persuaded to go gender-neutral, or failing that, produce some skull’n’snot patterned scent-making kits, or furry poodle-shaped microscopes that wet themselves, the smart money would still be on gender neutral subversion, unwitting and otherwise.

The child protected from all Disney propaganda will eventually be introduced to real-life Princess Catherine. Has there ever been a better time to invest in Kiddieland’s My First Vanity Set “with brush and other accessories for your little princess”? whatever the role of toys in crushing girl’s ambition, there must be an argument for focusing, while that remains unclear, on something that definitely does: Cameron’s My Little Cabinet, with lots of men and no room for girls, so your princess can spend more time thinking about pink.

**A reminder of the MIS for the final question (from specimen paper)**

Candidates should identify key areas of agreement in the two passages by referring in detail to both passages.

There may be some overlap among the areas of agreement. Markers will have to judge the extent to which a candidate has covered two points or one.

Candidates can use bullet points in this final question, or write a number of linked statements.

Evidence from the passage may include quotations, but these should be supported by explanations.

The mark for this question should reflect the quality of response

in two areas:

• identification of the key areas of agreement in attitude/ideas

• level of detail given in support

The following guidelines should be used:

Five marks — comprehensive identification of three or more key

areas of agreement with full use of supporting evidence

Four marks — clear identification of three or more key areas of

agreement with relevant use of supporting evidence

Three marks — identification of three or more key areas of

agreement with supporting evidence

Two marks — identification of two key areas of agreement with

supporting evidence

One mark — identification of one key area of agreement with

supporting evidence

Zero marks — failure to identify any key area of agreement

and/or total misunderstanding of task

To sum up: they need to identify 3 key areas of ‘agreement’ in ideas (could be disagreement…)

They need to provide supporting evidence from both passages.

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| Key idea | Tracy McVeigh | Catherine Bennett |
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