

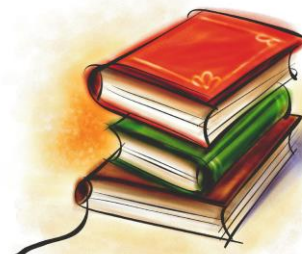


Castle Douglas High School

HOW TO PASS HIGHER ENGLISH: 2018-19

Introduction

We've designed this booklet to give you information about the Higher English Course and so that you can help your child with the key skills that he / she will have to master in order to be successful in the final exam.



Course Structure

Internal Assessment

Pupils must pass a talking and listening assessment in order to get an overall course award after sitting the final exam.

External Assessment - the external examination has two papers:

Reading for Understanding, Analysis and Evaluation (30 marks)	1 hour 30 mins	30% weighting
<u>Critical Reading</u> Section 1: Textual Analysis (Scottish Set text) (20 marks) Section 2: Critical Essay (20 marks)	1 hour 30 mins	40% weighting

Reading for Understanding, Analysis and Evaluation

In response to a series of questions, candidates are required to demonstrate their ability to **understand, analyse** and **evaluate** a passage. These passages normally come from **quality newspapers**. Some questions will require candidates to compare ideas and/or style between the two passages. We have included some more detailed information on types of close reading questions and useful formulae on how to answer questions later in this booklet.

Critical Reading

Selecting from a range of questions candidates are required to do two tasks: 1. write **one Critical Essay** and 2. **answer a range of questions on a section of text from their pre-studied Scottish set text**. Each task must focus on a different genre (drama, poetry or prose). In the course of their responses, candidates are required to demonstrate their ability to understand, analyse and evaluate previously studied texts. However, candidates are not allowed to take notes or books into the exam. **Quotes must be memorised and notes on plot, characters, themes, setting, style, structure and language must be learned**. We have included some more detailed information on how you can help your child to revise for the Critical Essay and the Textual Analysis later in this booklet.

Portfolio of Writing

30% weighting

Two pieces of writing for Higher must be submitted and will be sent to the SQA for grading purposes. Each essay is worth 15 marks and should be 1,000 - 1,300 words in length.

- one piece of writing must be broadly creative (a personal, reflective or creative piece)
- one piece of writing must be broadly discursive (an argumentative or persuasive piece)

It is essential that your son/daughter keeps up to date with homework and deadlines set by his/her English teacher.

Encourage your child to attend Study Support if at all possible – this is a valuable resource for augmenting your child's learning.

Reading for Understanding, Analysis and Evaluation

You can help your child with his / her close reading skills by doing the following:

- Ensure there are quality newspapers around the house and encourage your child to read them. Discuss their style, content, vocabulary, arguments and structure – all of these aspects will be looked at in the Close Reading Paper. Some are available online (see links below).
- Watch a documentary like 'Panorama' or a discussion programme like 'Question Time'. Ask your child questions to test their understanding.
- Test your child's knowledge of critical terminology. Are they familiar with simile, metaphor, imagery, personification, onomatopoeia, hyperbole, alliteration, assonance? We have included definitions and examples in this booklet to help with this. Ask your child to find examples of the above techniques in newspaper articles and discuss their effectiveness with them.
- Play vocabulary games with your child such as finding five testing and interesting words (e.g. pugnacious, fraternal, dogmatic) but not impossible (zeugma, triptych, proselytize). Give two points if they get the meaning correct and one if they work it out when you put it into a sentence. This will test their ability to work out the meaning from the context.
- Buy past papers and encourage your child to complete the Close Reading papers. Go over the answers with them and help them to see how they can improve their mark.
- Go over the Close Reading Information Sheets included in this booklet. Help your child to identify the different types of questions and help them to frame an answer using the formulae for each type of question.
- Have a dictionary available for your child to look up words they come across that they do not know. Encourage them to come to you with their 'new' words and explain what they mean. Challenge them to use it correctly in a sentence during a conversation in your home.

Critical Reading Paper

You can help your child with critical essay writing by doing the following:

- Help them to understand the texts being studied. Perhaps you could also read the play/novel/poetry that your child is studying. Encourage your child to read the text again and discuss aspects such as plot, characters, themes, setting, style, structure and language.
- Test your child's knowledge of key quotations for each text studied. Do they know them accurately and do they know why they are important?
- Encourage your child to use past paper questions. Ask them to highlight key words in the question. They must focus on the task and answer the question. Then ask them to write the opening paragraph and plan for a number of essays.
- Check your child has notes on character, themes, setting etc. for each text they have studied. Ask them to produce their own study notes for each text and help them to learn the information. Encourage them to use mind maps, spider grams and prompt cards.

Writing Folio

You can help your child with their writing folio by doing the following:

- Read over their drafts and check for accuracy in terms of punctuation and paragraphing.
- Help them with research and ideas for discursive essays by discussing topical subjects that are on TV and in the quality press. Once they have decided on a topic, play the 'Devil's Advocate' with them and argue against their stand – this will help your child to confidently refute counter arguments and strengthen their own viewpoint.
- Encourage your child to use literary techniques such as similes and metaphors in their writing.
- In Personal/Reflective essays check that they have written about their thoughts and feelings in detail. Your child should choose a memory or incident which allows some honest and interesting reflection. They should aim to convince the reader that the incident genuinely means something to them and that they have learned something from the experience, both personally and, in a wider sense, about the world they live in.
- Check that descriptions are detailed and focuses on all the senses and not just what they saw.
- In short stories there must be a plot, character development, setting and climax. The story should be realistic, well structured and there should be an underlying theme evident or perhaps a strong sense of place.

Useful Resources

- **SQA Past Papers** – these are published each year.
- **How to Pass Higher English for CfE**
Ann Bridges (published by Hodder Gibson)
- **How to Pass Close Reading**
Ann Bridges (published by Hodder Gibson)
- **CfE Higher English Success Guide**
Iain Valentine (published by Leckie and Leckie)
- **CfE Higher English Grade Booster**
David Cockburn (published by Leckie and Leckie)
- **CfE Higher English Practice Papers for SQA exams**
Claire Bowles, Mia Stewart and Catherine Travis (published by Leckie & Leckie)
- **SQA Specimen Paper 2014 for CfE Higher English and Hodder Gibson Model Papers**
SQA (published by Hodder Gibson)

Useful websites

- www.sqa.org.uk
There is a section for learners
- <http://www.bbc.co.uk/scotland/learning/bitesize/higher/english/>
Lots of practical help and exercises.
- <http://www.englishbiz.co.uk/>
Help with writing essays etc.
- <http://www.sparknotes.com/>
Notes on literary texts
- <http://www.readbookonline.net/>
Recommended reads for personal reading.
- <http://www.readingmatters.co.uk>
More recommended reads for personal reading.
- <http://www.cool-reads.co.uk>
Even more recommended reads.
- <http://www.guardian.co.uk>
Quality newspaper articles online.
- <http://www.heraldscotland.com>
Quality newspaper articles online.
- http://www.bbc.co.uk/schools/websites/11_16/site/english.shtml
More English help
- <http://www.spelling.hemscott.net/>
Spelling help
- <http://www.ltscotland.org.uk/knowledgeoflanguage/english/index.asp>

READING FOR UNDERSTANDING, ANALYSIS AND EVALUATION PUPIL HELPSHEETS

Understanding (U) Questions

Factual

- Look in the text for information which will answer the question.
- Define the word. Say how it relates to the question.
- Answer in your own words unless you are asked to directly quote.

“Summarise...”

- Look at the number of marks.
- Each mark = each piece of evidence you need to make.

“How does the passage help you to understand the meaning of a word”?

Formula – Summarising Questions

1. Define the word.
2. Show how the rest of the sentence makes this clear.
3. You do this by quoting the words in the sentence and their relationship to the word in question.

A link question

These questions ask you to identify a word or phrase which links back to the previous point or argument and at the same time, points forwards to another paragraph.

Formula – Link Questions

1. Here you need to identify in the linking sentence 2 words or phrases.
2. One that points back and one that points forward.
3. You then have to link the backward pointing one to the previous paragraph and then the forward to the next paragraph.

Analysis (A) Questions

How the writer express their ideas, not **understanding** of the passage.

It's not **what is being said**, it's **how it is being said**.

Analysis deals with **style**.

How some words may be more powerful than another – why the author used the word they did!

Once you have identified the techniques in the phrase – **you have to say how well it does its job**.

REMEMBER – the writer **CHOSE** this **WORD** for a reason. The reason is to create an effect in your – the reader's –mind.

Every time you answer an analysis question you have to remember to consider:-

Word Choice

Why did the writer choose a certain word?

Because of the **connotation** of the word. This is the words which contribute to the impact of a word.

All the marks you get will come from identifying the word/s.
Then discussing the connotations of the word/s.

Formula – Word Choice Questions

1. Identify the word.
2. Quote it.
3. Discuss the connotations of the word.

Imagery

This is the most frequently asked and most powerful aspect of close reading.

You need to be able to identify imagery and you also need to be able to comment on why it works so well. Simile and metaphor are devices of comparison, and work by making pictures in your mind.

You need to be able to show that you can identify the main techniques for imagery.

- Simile
- Metaphor

Formula – imagery questions

1. Identify the technique.
2. Show what the root of the image is (denotation).
3. Show the link between the root and the meaning of the words used in the technique.

Structure

You need to be able to recognise the overall structure of the article. This is why you are practising reading articles every week.

Basically articles should have

- A beginning, a middle and an end.

The argument should follow a structure;

- A proposition, a discussion and a conclusion.

There will be key phrases which signal this.

- The idea..... on the other hand.....on the whole

When you read the passage – look out for signposts or linking words.

- **First words in paragraphs.**
- **Topic sentences of paragraphs.**
- **Links between paragraphs help too.**

Sentence Structure

Punctuation is there to help understanding. It can give clues to the tone of the passage, and so on.

You need to learn what the effect is of these structural techniques.

- **Punctuation Marks**
- **Lists**
- **Sentence Length**
- **Climax and Anti Climax**
- **Repetition**
- **Word order**

You then need to use this formula to answer the questions.

Formula

1. Identify the feature.
2. State its job.
3. State where it's used.
4. State the effect it gives the reader.

Tone, Mood and Atmosphere

Tone – voice we would speak the passage in.

Mood – emotional identification of the passage.

Atmosphere – involvement of the senses.

Some examples of tone are:

- Formal
- Informal
- Sarcastic
- Tongue in cheek
- Serious
- Humorous
- Doom Laden
- Ironic
- Portentous

Try quietly reading the passage in your head to get a feeling of the tone.

Formula – tone/ mood/ atmosphere

1. Identify the tone/ mood/ atmosphere
2. Reference to the text “quotation”
3. Comment on how the mood, tone or atmosphere is created. This is generally achieved through word choice.

There are other techniques you may wish to consider:

- Point of view
- Contrast
- Use of questions
- Use of anecdote
- Sound

Formula – other techniques

1. Make a statement which answers the question.
2. Provide evidence to back up your statement.
3. Make a comment which links back your evidence to the statement.

Evaluation (E) Questions

“How effectively...”

Give a personal response: ‘I think it was extremely effective / not effective because _____.’

Use words which have a sense of the degree that you agree or disagree.

Don’t ever just say it is effective.

You must say how effective and why!

Use words like

Moving	Satisfying	Humorous
Convincing	Persuasive	Shocking
Disturbing	Entertaining	Enjoyable

“Giving examples.....explain how the writer has used these features..... Word choice, sentence structure”.

Formula – How effectively

1. State how well the technique is used.
2. Quote from the passage to back up your point.
3. State why it was used well.

“Giving reasons..... Explain how the article is rounded off”

Reasons you have to mention are **TIPS**;

- **T**one – Does the tone change?
- **I**deas – Are they the same all through the passage?
- **P**unch-line – Is there one?
- **S**tyle – Is the style the same at the end?

Literary/Poetic Techniques – for use with Reading for Understanding, Analysis and Evaluation as well as Textual Analysis and Critical Essay

Literary Technique	Explanation	Example	Effect
Alliteration (to do with sound)	Repetition of consonants: b,c,d,f,g,h,j,k,l,m,n,p,q,r,s, t,v,w,x,y,z	<i>The rifles' rapid rattle</i>	To draw attention to the words and make them memorable; to ensure a connection between the words; to make the sound of the words support the sense and strengthen the meaning; to contribute to rhythm.
Assonance (to do with sound)	Repetition of the vowel sound: a,e,i,o,u	<i>You do not do, you do not do Any more, black shoe</i>	To draw the reader's attention to the words and make them memorable; to make the sound of the words support the sense and strengthen the meaning; to contribute to rhythm; in this case, to capture childish sounds.
Onomatopoeia (to do with sound)	Where the sound of a word echoes the meaning	<i>Bang! Wallop!</i>	To draw attention to the words; sometimes to create a comic effect; to make the sound of the words support the sense and strengthen the meaning.
Metaphor	Where one thing is compared to another	<i>Larry was a lion in the fight</i>	In a metaphor there are two terms being compared – Term A and Term B: the qualities of Term B are used to describe Term A.
Simile	Same as a metaphor, but uses the words "like" or "as"	<i>Larry was like a lion in the fight</i>	As in metaphor
Oxymoron	Juxtaposition (placing side by side) of opposites	<i>bitter sweet, still splashes, submarine delicacy</i>	To make the idea memorable; to highlight irony; to support the complexity of the author's meaning.
Irony	The bringing together of two words, ideas, or even objects such that a contrast is implied and each thereby comments on the other	<i>A packet of vitamin pills placed beside a packet of cigarettes</i>	To add a new level of meaning and to support what the author is saying – often to create an amusing effect.

Sarcasm	Where you state the opposite of what you mean in order to ridicule	<i>Saying "Well done" to a pupil who is struggling to answer a question</i>	To ridicule the person and to make others laugh.
Parenthesis	Additional information isolated from the rest of a sentence by paired dashes, paired brackets, or paired commas	<i>I went to the pub – the one on the corner – and had a drink</i>	Provides the reader with necessary additional information that adds clarity or even definition.
Hyperbole	Gross exaggeration	<i>All the perfumes of Arabia will ne'er sweeten this little hand</i>	Again draws attention to and supports meaning.
Transferred Epithet	When a work is transferred from its usual associations to an unusual association	<i>Fitting the clumsy helmet just in time</i>	Draws attention to the clumsiness.
Enjambement	A poetic device where the poet uses run-on lines	<i>Hatless, I take off My cycle clips in awkward reverence, Move forward, run my hand around the font</i>	Allows the poet to draw attention to words and to create surprise by delaying the word to the next line. Sometimes creates tension especially if there is a run-on verse.
Personification	Where you give inanimate objects the qualities of a live human being.	<i>Destination board of bus: "I'm sorry, I'm not in service"</i>	Effect can vary – in this case it is to give a bus personality and make it less impersonal since it is not providing a service at the time.
Climax	The build-up to a powerful or dramatic point	<i>Storms on the hills Gather their thunderous clouds, overhead Mass the monstrous battalions of the skies -</i>	Dramatic effect in the build up to the most important part of the sentence or verse – also contributes to the rhythm.
Anti-climax	The opposite of climax	<i>Doth sometimes counsel take and sometimes tea</i>	Humour, usually.

Textual Analysis Preparation

Textual Analysis - Create Your Own Questions

Using the key words and questions starters in the chart below, create - then answer - your own questions to help you examine the text in greater detail. You should aim to look at each character and theme, as well as any other significant aspects of the text.

Understand – Demonstrate an understanding of facts, concepts and ideas

Key words: Compare, Contrast, Demonstrate, Describe, Interpret, Explain, Extend, Illustrate, Infer, Outline, Relate, Rephrase, Translate, Summarise, Show, Classify

Question Starters:

Can you explain why...?
Can you write in your own words?
Write a brief outline of...
Can you clarify...?
Who do you think...?
What was the main idea?

Analyse – Breaking information into parts to explore connections and relationships

Key words: Analyse, Categorise, Classify, Compare, Contrast, Discover, Divide, Examine, Group, Inspect, Sequence, Simplify, Make Distinctions, Relationships, Function, Assume, Conclusions

Question Starters:

Which events could not have happened?
If ... happened, what might the ending have been?
How is... similar to...?
Can you distinguish between...?
What was the turning point?
What was the problem with...?
Why did... changes occur?

Evaluate – Justifying or defending a position or course of action

Key words: Award, Choose, Defend, Determine, Evaluate, Judge, Justify, Measure, Compare, Mark, Rate, Recommend, Select, Agree, Appraise, Prioritise, Support, Prove, Disprove, Assess, Influence, Value

Question Starters:

Judge the value of...
Can you defend the character's position about...?
Do you think... is a good or bad thing?
Do you believe...?
What are the consequences...?
Why did the character choose...?
How can you determine the character's motivation when...?

Answering the 10 mark question

The marks are broken down as follows:

- Up to 2 marks can be awarded for identifying **commonality** between the printed text and other works/wider text.
- A further 2 marks can be achieved for **detailed reference to the extract** given. NOTE: you will not gain a mark simply for quoting here; it is the quality of your explanation that gets the marks.
- 6 additional marks can be awarded for **discussion of similar references to the other work(s)/wider text.**

You need to refer to evidence from the text and explain evidence with detailed, insightful explanations to achieve 2 marks. Quality comments are rewarded. Do not simply try to score marks by endlessly quoting or retelling the story.

Marks allocation: 2 marks for commonality; 2 marks for comment(s) on this poem and 6 marks for comments on other text(s).

Reference + basic comment = 1 mark. Reference = detailed comment = 2 marks.

Please see Mr Butler, Miss Dickson or Miss Fowke if you would like specific 10 mark practice questions for textual analysis.

**The Higher English teachers this year are Mr B Butler,
Miss M Fowke and Miss N Dickson.**

**Should you require any further information, please
contact the Principal Teacher of English, Mrs A Robson, in
the first instance:**

Tel: 01556 502821

E-mail: gw08robsonashley2@ea.dumgal.sch.uk