



# How to Pass

## English Faculty





# Changes to Coursework – Folio Week

## Monday 27<sup>th</sup> to Friday 31<sup>th</sup> October, in class time





# National 5 English

Coursework	<b>Folio of Writing</b> (1000 words)	30%
Exam Paper 1 (1hr)	<b>Reading for Understanding, Analysis and Evaluation</b>	30%
Exam Paper 2 (1hr 30mins)	<b>Critical Reading</b> Scottish Set Text Critical Essay	40%



# Higher English

Coursework	<b>Folio of Writing</b> (1300 words)	30%
Exam Paper 1 (1hr 30mins)	<b>Reading for Understanding, Analysis and Evaluation</b>	30%
Exam Paper 2 (1hr 45mins) NEW	<b>Critical Reading</b> Scottish Set Text Critical Essay	40%



## National 5 and Higher comparison

Course Element	National 5	Higher
<b>Folio</b>	1000-word limit, due early March	1300-word limit, due at Easter hols.
<b>RUAE</b>	1 passage, 1 hour	2 passages, 1 hour 30
<b>Critical Reading</b>	Set text – 8-mark Q, marks for quoting, choice of 2 very broad questions for critical essay	Set text, 10-mark Q, no marks for quoting, choice of 3 very specific questions for critical essay. 15 mins extra – new for 2026

Writing which is broadly discursive

	15-13	12-10	9-7	6-4	3-1	0
<b>Discursive: content</b>	<ul style="list-style-type: none"> <li>♦ strong attention to purpose and audience</li> <li>♦ strong understanding and engagement</li> <li>♦ evidence of skilful research and selection</li> <li>♦ strong and sustained line of thought/ convincing stance</li> </ul>	<ul style="list-style-type: none"> <li>♦ clear attention to purpose and audience</li> <li>♦ clear understanding and engagement</li> <li>♦ evidence of careful research and selection</li> <li>♦ clear line of thought/ engaged stance</li> </ul>	<ul style="list-style-type: none"> <li>♦ adequate attention to purpose and audience</li> <li>♦ adequate understanding</li> <li>♦ adequate evidence of research and selection</li> <li>♦ adequate line of thought/stance</li> </ul>	<ul style="list-style-type: none"> <li>♦ limited attention to purpose and audience</li> <li>♦ limited understanding</li> <li>♦ limited evidence of research</li> <li>♦ unclear line of thought</li> </ul>	<ul style="list-style-type: none"> <li>♦ very little attention to purpose and audience</li> <li>♦ very little understanding</li> <li>♦ very little evidence of research</li> <li>♦ confused line of thought</li> </ul>	<ul style="list-style-type: none"> <li>♦ no evidence of the skills required in terms of content, style and accuracy</li> </ul>
<b>Discursive: style</b>	<ul style="list-style-type: none"> <li>♦ linguistic features of the chosen genre used skilfully to inform/argue/ discuss/persuade and to convey depth and complexity of thought/ objectivity/insight/ persuasive force</li> <li>♦ confident and varied expression</li> <li>♦ effective structure which skilfully enhances the purpose/meaning</li> </ul>	<ul style="list-style-type: none"> <li>♦ linguistic features of the chosen genre used clearly to inform/argue/ discuss/persuade and to convey thought/ objectivity/insight/ persuasive force</li> <li>♦ clear expression</li> <li>♦ clear structure which enhances the purpose/ meaning</li> </ul>	<ul style="list-style-type: none"> <li>♦ linguistic features of the chosen genre used adequately to inform/argue/ discuss/ persuade and to convey thought/ objectivity/ insight/ persuasive force</li> <li>♦ adequate expression</li> <li>♦ adequate structure</li> </ul>	<ul style="list-style-type: none"> <li>♦ linguistic features of the chosen genre used in a limited way to inform/argue/ discuss/ persuade and to convey thought/ objectivity/ insight/ persuasive force</li> <li>♦ limited expression</li> <li>♦ limited use of structure</li> </ul>	<ul style="list-style-type: none"> <li>♦ very little attempt at using language effectively</li> <li>♦ very little use of structure</li> </ul>	

CONTENT



STYLE



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■ N5 RUAЕ Crib Sheet

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■ N5 RUAЕ

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■ N5 Media

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■ Higher English

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■ Higher RUAЕ

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■ Higher RUAЕ 5 Mark

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■ Higher RUAЕ Crib Sheet

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■ Higher Media

# RUAЕ

- ❑ This is by far the most challenging aspect of both National 5 and Higher, due to candidates being presented with an unseen text in the exam
- ❑ National average mark for this aspect of the course sits at just over 50% (paper 2 is 67%)
- ❑ Key to success at RUAЕ is practise with past papers
- ❑ Also understanding different question types and how to approach them
- ❑ Additional resources on school website to help

### Understanding Questions

- You must use your own words for these questions
- Use the number of marks available in the question as a guide to how many bullet-pointed ideas to give
- Ensure you read the question carefully – any information in bold will be important
- Be careful not to use different forms of the same word - these will be treated as lifts e.g. form/formed/forming etc.

**REMEMBER – for sentence structure techniques, think about EMPHASIS**

### Linking Questions

- Usually worth 2 marks
- You'll normally be given the first line of a new paragraph to focus on
- Quote the part of the sentence that links back and explain what previous idea it links back to
- Quote the part of the sentence that links forward and explain what idea it links forward to

**Reading for Understanding,  
Analysis and Evaluation  
NATIONAL 5**

### Introductions/Conclusions

- You may be asked about why an introduction or conclusion is effective
- Your answer can normally refer to ideas and/or language
- For an introduction question, you need to refer to the introduction itself and also the rest of the passage (think of this as one half of a linking question)
- For a conclusion question, follow the same idea – imagine it as a backwards link

**Don't underestimate the importance of reading both the passages and questions carefully**

### Analysing word choice

- Quote a single word
- Identify the technique as 'word choice' unless specified in the question
- Discuss the connotations of that word
- Apply these connotations to the context of the passage, being sure to refer to the wording of the question e.g. *this shows the writer's disapproval of the government policy because...*

### Analysing imagery

- Quote the image
- Identify the technique as imagery and specify if this is an example of simile, metaphor or personification
- You must deal with both sides of the image
- It is helpful to phrase your response by asking yourself 'WHAT is being compared to WHAT and WHY?'
- Remember to relate the 'WHY' to the terms of the question

### Analysing Sentence Structure

- Quote from passage
- Indicate which technique has been used (think sentence length, sentence type, patterns which occur within sentences or punctuation)
- Explain the impact of this technique in general
- Apply this to the context of the passage, paying attention to the terms of the question



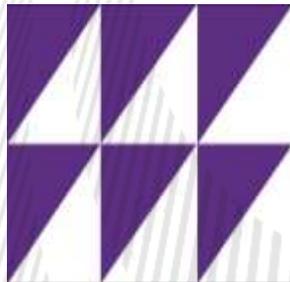
# The Sunday Telegraph



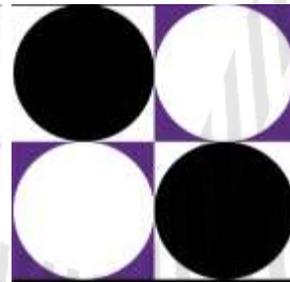
**The Observer**



**Achievement**



**Resilience**



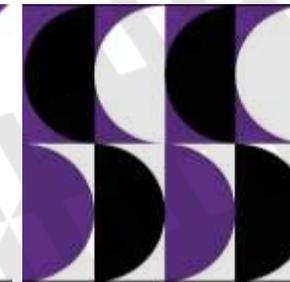
**Individuality**



**Aspiration**



**Respect**



**Creativity**



**Courage**



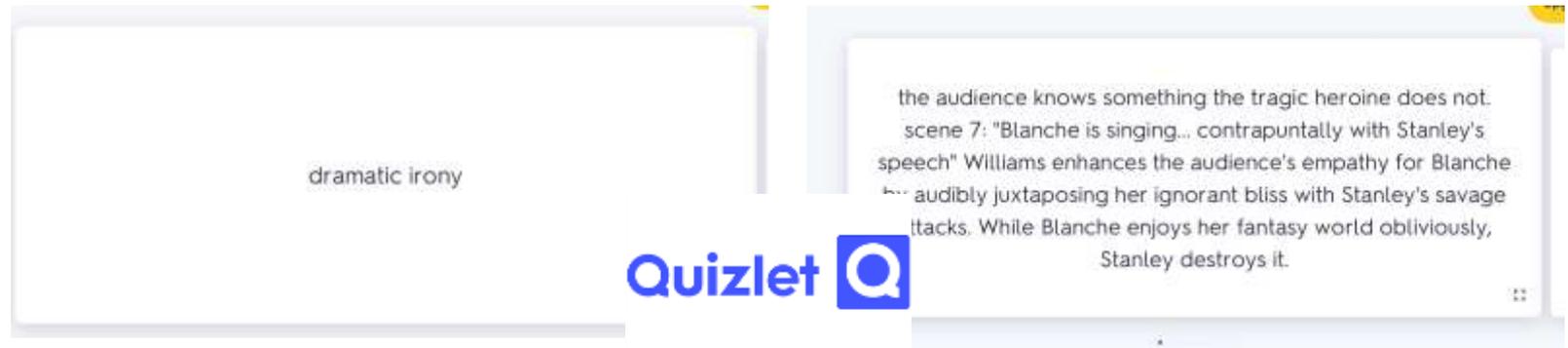
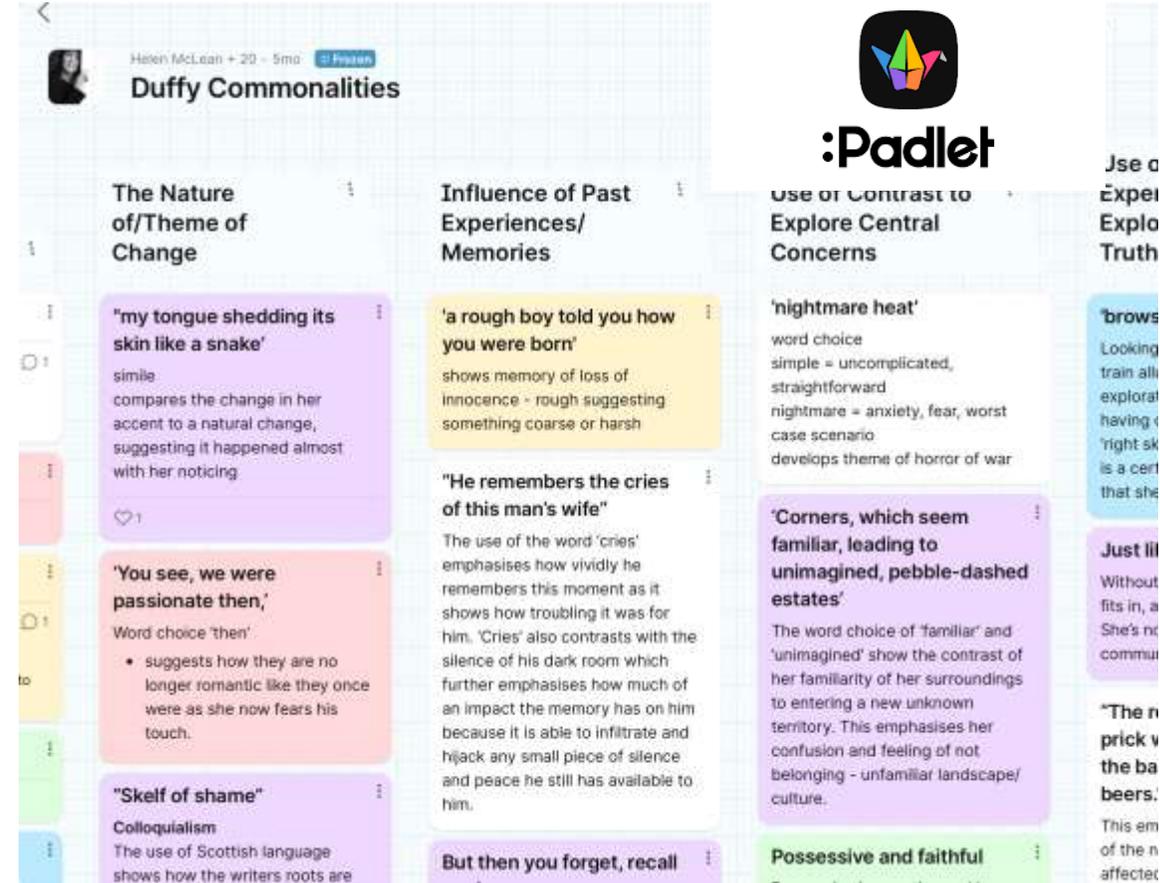
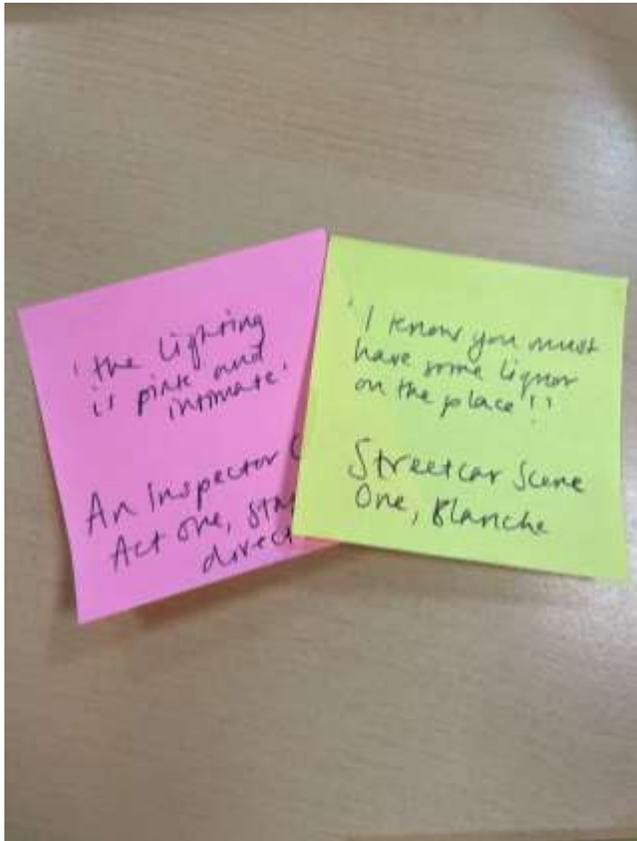
## Tips for Successful Revision

- Know your texts well – re-read/watch any longer texts and ensure you have detailed notes about aspects such as plot, characterisation, setting, theme etc.
- Spend time with past papers and look for patterns recurring with essay questions and 8-mark/10-mark questions to help you prepare.
- Produce mind-maps of commonalities and consider which quotes (textual evidence) you will need to support different questions.
- In learning quotes for paper 2, try to learn quotes which are multi-purpose – can be used as evidence for more than one commonality or aspect of essay.
- For critical essay prep, writing out lots of essays is inefficient, but you should practise planning.
- Practise with RUAE past papers and revise recommended analysis structures.



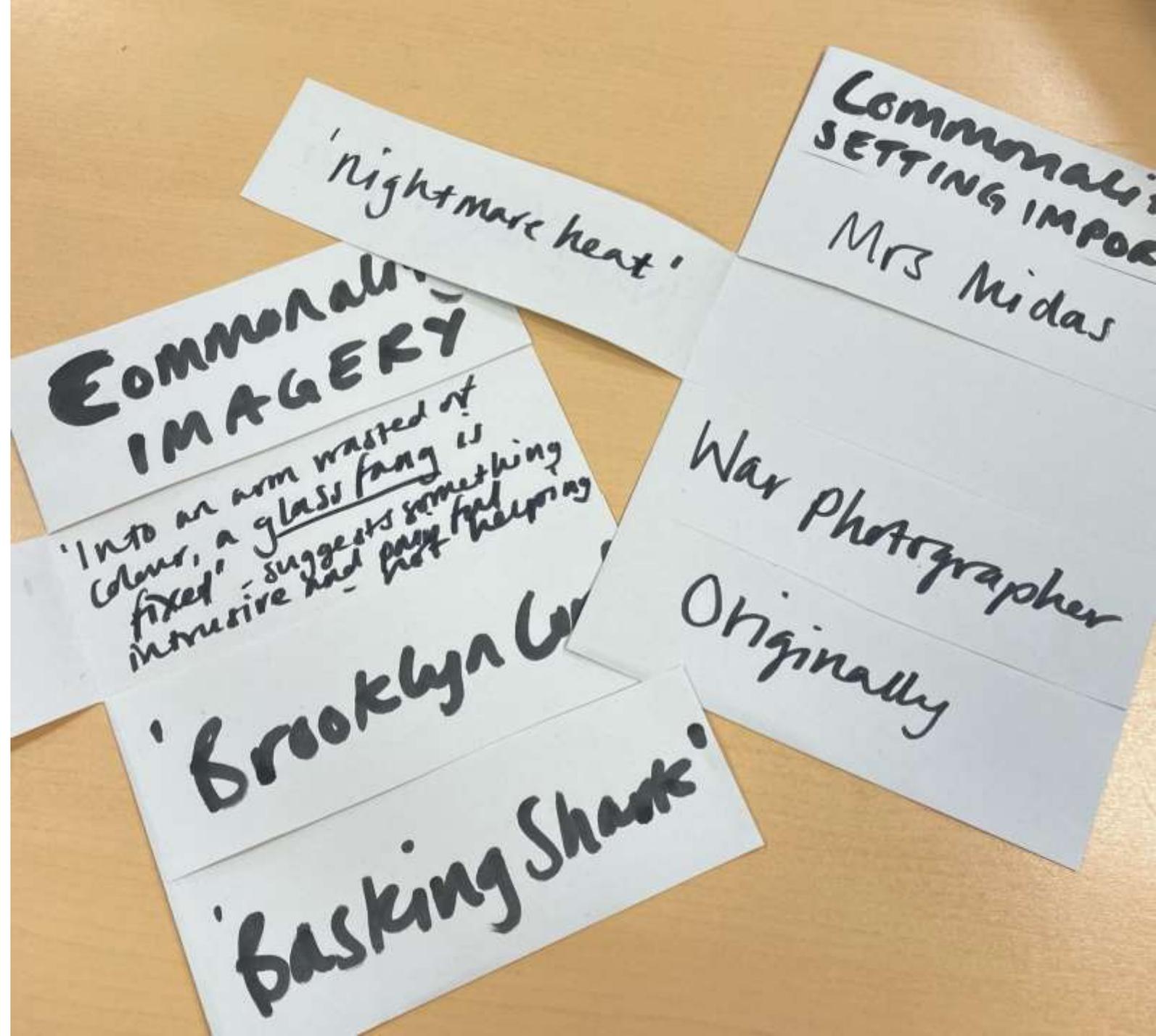
# Learning Quotes

- ❑ Study Cards
- ❑ Quizlet
- ❑ Post-it Notes
- ❑ Padlet





## Set text prep





## Useful sites

- ❑ SQA Understanding Standards
- ❑ SQA Past papers and MIs
- ❑ BBC Bitesize for Set Texts





## Past Papers

- SQA website – 2022 onwards available
- Other papers available through teachers/Teams pages
- Higher English copyright issues
- Set Text changes – no past papers for new poems





## Study Support

- N5 English – Wednesdays After School, Miss Hogg
- Higher English – Currently invite-only, to be reviewed after October assessment, with me



## Support with Texts/Reading List

- Combination of texts studied depends on class/teacher
- Resources will be text dependent and provided by class teacher via Teams
- Online resources also available – Bitesize for Set Text + Scottish Poetry Library
- Ask your child to show you what's in Teams/OneNote