



THE JAMES YOUNG HIGH SCHOOL



Senior Phase Information

2024

Supporting your child through
National 5 and Higher English



Structure of National 5 and Higher



Folio: 30%



Reading for Understanding,
Analysis and Evaluation: 30%



Critical Reading: 40%





Structure of Higher and National 5



Folio:

| essay worth 30%

Personal/ creative **or**

Discursive/ Persuasive



Higher: essays should not be longer than 1300 words.



Nat 5: essays should be no longer than 1000 words.





Department Timeline

- Folio first Draft (in class) **October**
- RUAE prelim **December**
- **Folio final draft Xmas**
- Critical Reading Prelim **January**

Folio





SQA

Your teacher or lecturer may provide reasonable assistance, which could include support in choosing a theme and genre, and advice and guidance on a first draft



New this year:

The first draft of the folio should be written in class





SQA

Centres should make parents and carers aware of their responsibility in ensuring a fair and reliable assessment. For example, parents and carers could encourage the candidate to spend time on their coursework and to think about it as early as possible. They could discuss the planning and timing of the work. Teachers and lecturers could encourage parents and carers to provide the candidate with access to resource materials and discuss the coursework with them. However, they must be made aware that they must not give direct advice on what should or should not be included.



What makes a good folio essay?



Clear line of thought/ argument



What is the point in the piece of writing?



Creative/Personal Writing Checklist

Do you have...?

- Similes
- Metaphors
- Personification
- Adjectives
- Varied vocabulary
- Varied sentence types/ lengths
- Sensory description
- **Reflection**
- Clear personality/character voice
- Clear structure





Personal/ creative



Taking *shaky breaths*, she stopped to think. Darkness *hung in the air like a spell*, broken by the warm glow of lights along the bridge. Her knuckles were white; the railing was her lifeline. One moment of weakness or fault in her grip; and she'd fall. *And she wanted to.* So why hadn't she jumped? Or simply fell? She attributed it to how she found solace in this place alone. Slowing down to think was not a luxury she could often afford, and as such this was a rare occurrence. Her auburn hair fell onto the back of her neck, some at her chest and other strands in a *ruined mess* atop her hair as the howling wind finally died down. Instinctively, her hand went up to fix her hair in three broad and practiced swipes.

Example of Nat 5 work



*With ten minutes to play the deficit had opened again to a **cavernous** five points, and the atmosphere inside the stadium was electric. A series of tense collapsed scrums augmented the atmosphere as it looked like Scotland had their backs to the wall. Yet, in a series of agile plays, Scotland charged into the Australian 22 and under the towering posts to put us two points clear. Five minutes to play. **I was elated**. In spite of the domineering strength of Australia throughout the second half, **plucky** underdogs Scotland had brought it back and now led arguably one of the best teams in world rugby. Surely it was now all over? Obviously, Scotland thought so too as they fuffed about with a series of resets, playing blindly as they tried to hold on into dead time. **They couldn't**. With just thirty seconds to play another contentious decision for a knock on came from the **beleaguered** South African official, and the Aussie's were kicking for goal. From just outside the 22, a cold and calculated kick meant that Australia had secured their Coup de grâce. Scotland had lost. Breathless from the pace of the dying minutes of play, I slumped in my seat **crushed** that victory had been taken from the grasp of deserving winners.*

Example of Higher work



Persuasive essays

	TECHNIQUE	WHAT?	EFFECT?
A	ALLITERATION	Repetition of consonant sounds / words beginning with the same letter.	Creates an interesting rhythm that makes the word/phrase stand out/stick in your head.
F	FACT	Something you can prove.	Providing real, documented evidence makes your argument more convincing.
O	OPINION	One person's point of view.	Opinions can be very plausible, believable and draw us in. They are often mistaken for facts.
R	RHETORICAL QUESTIONS	A question that does not require an answer.	Encourages the reader to think about what is being argued. The questions lead the reader to reach the same conclusions.
E	EMOTIVE LANGUAGE	Verbs that give commands. Adjectives that appeal to the readers emotions.	Powerful verbs often demand a response from the reader forcing them to think. Emotive adjectives are used to provoke a strong reaction to the issue.
S	STATISTICS	Figures and percentages from professional studies/research.	Adds factual depth and weight to an argument.
T	TRIPLES (rule of three)	When words or phrases are repeated three times.	Repeating things three times is psychologically proven to aid memory. Putting words or phrases into groups of three creates a memorable rhythm that is easy to remember.
E	EXAGGERATION	Statements that are blown out of proportion. Things are made to seem bigger/smaller/better/worse than they really are.	Exaggerating draws attention to the issue under discussion and captures the reader's attention. It can help convince people to think about the seriousness of the issue.
R	REPETITION	Words or phrases that appear more than once throughout.	Repetition is an effective way to draw attention to important points. You can repeat words, phrases, sentence structures, ideas and techniques – all are powerful ways to emphasise your point.



Persuasive essays



Well, they do. Some senior managers of hospitals have wanted to close down the unhealthy outlets and replace them with healthier options suited to a hospital but in order to accomplish that they would have to pay the contractors to agree with these changes. For example in order to close down a burger chain, Croydon Healthcare trust had to pay **£24,000**. Now, **it is quite well known** that in recent years the NHS has not been doing very well financially. **Since 2013**, their end-of-year financial results have dropped dramatically and is now sinking below an **uncomfortable -£2.5 million**, with the amount they are expected to spend continuously on the rise.

Example of National 5 work



Persuasive essays

*In the last year, several high-profile cases have involved the use of a Taser. In Leytonstone, a terrorist who had attempted to behead a member of the public was arrested using a Taser, **halting his rampage** in less than **5 seconds**. In Greenwich, another terrorist was arrested with the use of a Taser after planting a bomb on a London Underground train, ensuring that no danger from an explosion of a suicide vest was transferred to **innocent bystanders**. In 2013, an armed 15-year-old was prevented from entering a primary school in Bannockburn after he was struck with a Taser. **There is no doubt** that Tasers have prevented **countless atrocities** and saved many lives, and to continue to protect our communities **we must roll out Taser to every officer in Scotland**.*

Example of Higher work



Folio workshops N5



Thursday lunchtime



When	Where
Thurs 26 Sept, 1.10	Room 4 English
Thurs 10 Oct, 1.10	Room 4 English
Thurs 31Oct, 1.10	Room 4 English
Thurs 14 Nov, 1.10	Room 4 English
Thurs 28 Nov, 1.10	Room 4 English





Folio workshops Higher

Thursday lunchtime

When	Where
Thurs 3 Oct, 1.10	Room 4 English
Thurs 7 Nov, 1.10	Room 4 English
Thurs 21 Nov, 1.10	Room 4 English
Thurs 5 Dec, 1.10	Room 4 English
Thurs 12 Dec, 1.10	Room 4 English



The Exam

RUAE

**(Reading for
understanding,
analysis and
evaluation)**



RUAE



National 5: read a passage and answer questions



Higher: read 2 passages, answer questions on the first passage and then answer a question comparing the two passages





What is being tested?

- Understanding of the passage (in your own words)
- Sentence structure/ punctuation
- Word choice/ context
- Imagery
- Tone
- Linking ideas
- Comparison of two passages



RUAE (30% of the final mark)

Read and summarise newspaper articles/ discuss the techniques used within the articles

Pupils need to have an understanding of the main points and purpose of the text



RUAE (30% of the final mark)

Pupils need to have an understanding of the main points and purpose of the text

Who?

What?

Where?

When?

Why?

How?

So what?



RUAE

- Homework booklets
- Achieve
- Scholar





The Exam

Critical Reading



Critical reading (40% Of the final mark)



There are two parts to this exam paper:



Scottish set texts



Critical essay



45 minutes for each section



Critical reading (40% of the final mark)

Scottish set Texts

- 6 poems / short story/ play
- 1 poem/ extract will be provided in the exam and there will be 5 questions on it
- The final question will ask the candidate to compare the given poem to at least one other (8 marks for Nat 5 and **10 for Higher**)



Critical reading



Scottish set texts



- Learn the annotation of the poems/ story
- Learn the themes that link the poems and ideas to support
- SQA past papers
- BBC bitesize





Critical Reading



Critical essay

The candidate will be asked to answer an unseen question on the text they have studied in class.



This will be prose, prose non fiction, poetry, media or drama (not the genre of the Scottish text).





Critical reading



Plan essays using the **P.E.E.L.** structure.



Point

Example (quote/ specific scene/ reference)



Explain (analyse the example)

Link (link ideas back to the question)



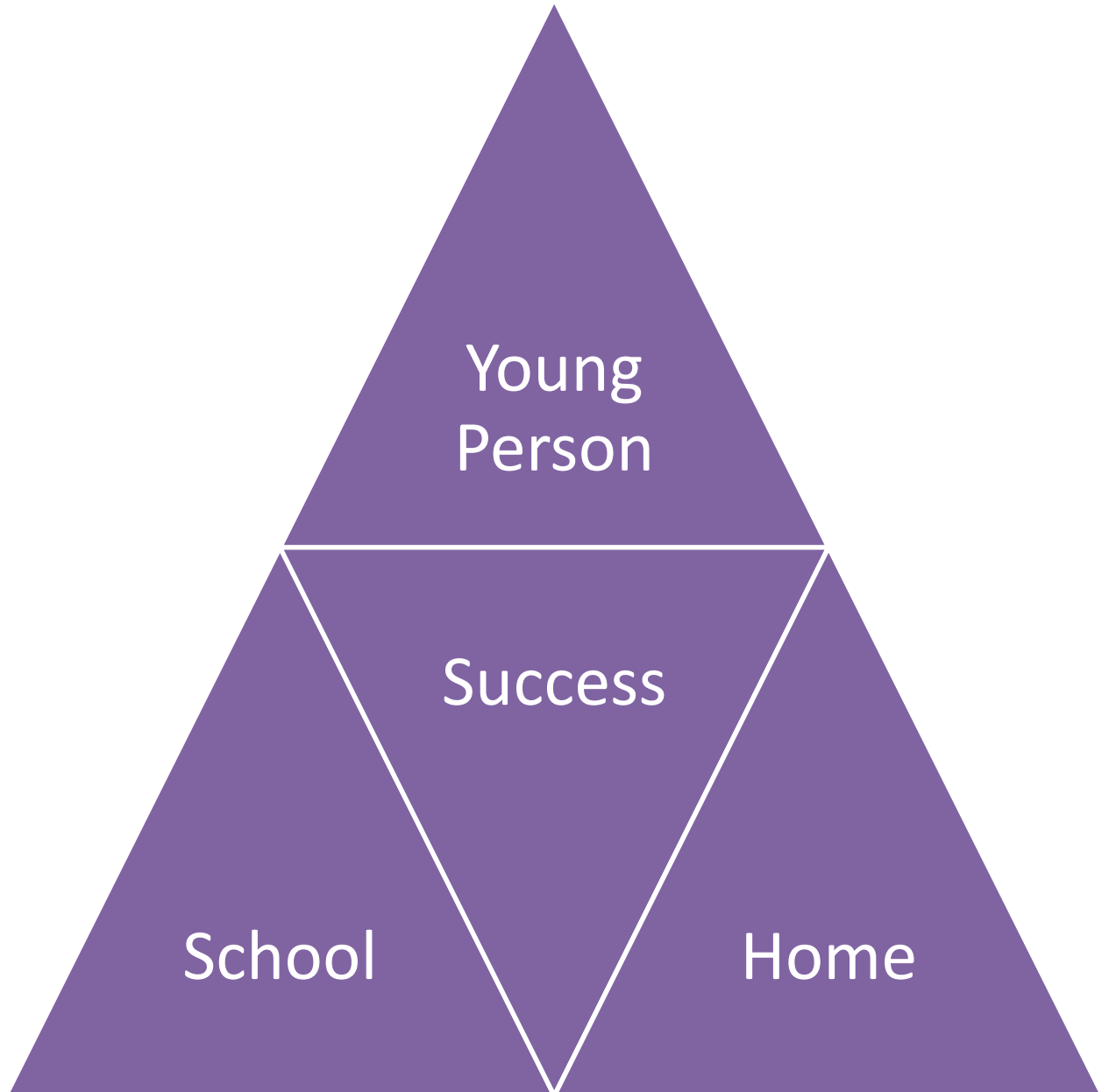


Critical reading

- Learn key quotes/ examples
- Re read the text
- Know what the point of the text is/ what is the writer saying?
- Write past paper essays in the 45 minutes allowed
- Check for technical accuracy



- Achieve
- Scholar
- BBC bitesize
- SQA past papers/ website
- Teams
- Folio workshops
- Study sessions
- Study planning – starting now
- Learner conversations
- Meet deadlines/ pre prelims
- Get in touch





Our learning Our community Our future