

# NAT 5 English

## Linlithgow Learns 2023-2024 Session

### Course Structure

- The course is made up of 4 elements:
  - Reading for Understanding Analysis and Evaluation (RUAЕ) – worth 30%
  - Textual Analysis – worth 20%
  - Critical Essay – worth 20%
  - Folio Essay – worth 30%

### Assessment

- Final Exam
  - Paper 1: RUAЕ (marked out of 30) 60 minutes long
  - Paper 2: Textual Analysis and Critical Essay (marked out of 40) 90 minutes long
- Course Work
  - Folio Essay is submitted to SQA in mark to be marked by SQA markers (marked out of 30) –

### Deadlines and important dates

Prelim November 29<sup>th</sup> 2023 (RUAЕ and Textual Analysis only)

Creative folio due 9<sup>th</sup> January

Critical Essay Formal Assessment end Jan (date tbc)

Feedback due 9<sup>th</sup> February

Final draft of folio due early March (SQA to confirm date)

### Study Support and Revision Help

- Scholar – has great RUAЕ resources
- BBC Bitesize – covers the textual analysis set texts well
- Teams – every class has a Teams page that contains detailed notes and annotations on all texts studied in class.
- SQA website for past papers – practice, practice, practice!

## RUAE











In the RUAE element of the course pupils are given an unseen non-fiction text – usually a newspaper article – and are asked to answer a series of questions on this. Questions fall into several categories:

- **Understanding** – questions which rely on pupils explaining what point(s) are being made by the writer – generally pupils need to explain this in their own words rather than using those from the passage itself. Usually around half the marks of the paper are awarded for this type of question. In these questions one mark is awarded for each correct point made as long as pupils have used their own words.
- **Analysis** – these questions ask pupils to quote an example of language (such as word choice, imagery or sentence structure) and explain/analyse how it creates a particular effect. Pupils are taught a series of 'formula' type approaches to these questions to ensure they analyse fully. In these questions one mark is awarded for a correct quote combined with correct analysis.
- **Evaluation** – these questions ask pupils to analyse how effective introductions or conclusions are. In these questions one mark is awarded for a correct quote combined with correct analysis.

### What the pupil must know and suggestions on home support

What they need to know	Suggested home support
The formulas	<ul style="list-style-type: none"><li>• Memorising the structures from the formula sheet.</li></ul>
Understanding questions (own words)	<ul style="list-style-type: none"><li>• Synonym drills (give the pupil a word and see how many alternatives they can come up with).</li><li>• Read newspaper articles and summarise into 5 key points.</li></ul>
Understanding questions (context)	<ul style="list-style-type: none"><li>• Print newspaper articles, pupil underlines any words they don't know, tries to work it out from surrounding words.</li></ul>
Analysis (sentence structures)	<ul style="list-style-type: none"><li>• Learn different sentence types and what they are commonly used for.</li></ul>
<b>How to answer questions</b>	<ul style="list-style-type: none"><li>• <b>Past papers and timed practice</b></li></ul>
<b>Good vocabulary</b>	<ul style="list-style-type: none"><li>• <b>READ READ READ</b></li></ul>

# Formula

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Understanding</p>	<p style="text-align: center;"><b>Own words</b> </p> <p>Show your understanding of the writer's main points &amp; arguments</p> <ul style="list-style-type: none"> <li>- Identify the number of marks</li> <li>- Search for that many points</li> <li>- Use bullet points and rephrase those points</li> </ul>	<p style="text-align: center;"><b>Context</b> </p> <p>Work out the definition of the word from clues around it</p> <ul style="list-style-type: none"> <li>- "_____" means _____. This can be understood from context which refers to "_____", which suggests/ means/ implies that...</li> </ul>	<p style="text-align: center;"><b>Link</b> </p> <p>Identify how a sentence functions as a connection to previous &amp; new ideas.</p> <ul style="list-style-type: none"> <li>- "_____" links back to the idea _____ discussed previously in...</li> <li>- "_____" introduces the idea of _____ which is introduced in...</li> </ul>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Analysis</p>	<p style="text-align: center;"><b>Word choice</b> </p> <p>Choose words based on their connotations/ associations</p> <ul style="list-style-type: none"> <li>- "_____" - word choice connotes _____, _____ &amp; _____ which suggests that... and effectively reflects... <u>L to Q</u></li> </ul>	<p style="text-align: center;"><b>Imagery</b> </p> <p>Similes, metaphors, personification...</p> <ul style="list-style-type: none"> <li>- "_____" - technique <u>Just as</u>... explain the image, <u>so too</u>... explain how this adds to our understanding of subject, which suggests... effectively reflecting... <u>L to Q</u></li> </ul>	<p style="text-align: center;"><b>Sentence structure</b> </p> <p>Examine the effect of type, pattern &amp; punctuation</p> <ul style="list-style-type: none"> <li>- "_____" technique explain function in context + effect/ why it has been used, which effectively reflects... <u>L to Q</u></li> </ul>	<p style="text-align: center;"><b>Tone</b> </p> <p>Identify &amp; explain the author's feelings/ attitude</p> <ul style="list-style-type: none"> <li>- "_____" - name tone is created through 2<sup>nd</sup> technique + brief analysis, which suggests the writer feels/believes/thinks... and thus reflects... <u>L to Q</u></li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Evaluation</p>	<p style="text-align: center;"><b>Effective introductions</b> </p> <p>How is the opening paragraph effective in introducing the topic &amp; engaging the reader?</p> <p>"_____" + technique + creates an effective intro because + explain function/ brief analysis + <u>L to Q</u></p> <p style="text-align: right;">             ...directly involves the reader              ...creates a vivid image of...              ...introduces the idea of/ emphasises...              ...which effectively grabs the reader's attention         </p>	<p style="text-align: center;"><b>Effective conclusions</b> </p> <p>How is the last paragraph effective in wrapping up ideas &amp; leaving a strong impression?</p> <ul style="list-style-type: none"> <li>- "_____" + technique + creates an effective conclusion because + (brief analysis) + <u>L to Q</u></li> </ul> <p style="text-align: right;">             (N5)...which links back to...              *...emphasises the central idea that...              reminds the reader of...              ...leaves the reader feeling...              ...links to &amp; emphasises the central concerns of...         </p>	<p style="text-align: center;"><b>Effective Imagery</b> </p> <p>How is an image effective in emphasising something?</p> <p>"_____" + technique + is effective because + <u>Just as</u>... explain the image, <u>so too</u>... explain how this adds to our understanding of the subject, + <u>L to Q</u></p> <p style="text-align: right;">             *...emphasises the central idea that...              ...creates a vivid image of...         </p>	

## Textual Analysis

For this element of the course, schools are given a selection of Scottish texts/texts by Scottish authors that have been identified by the SQA. At Linlithgow Academy the texts that have been chosen are listed below. Pupils study the text throughout the year – focusing particularly on key themes. In the exam one of the poems /an extract from the play is printed in the paper and pupils are asked to answer 10 marks worth of questions on that poem/extract and then a further '10 mark question' comparing the poem/extract from the exam with another poem or another part of the play.

### Texts studied

Teacher	Scottish set text
Miss Weddle	Poetry – Carol Ann Duffy
Mrs Carney	Poetry – Carol Ann Duffy
Miss O'Hara	Drama – Sailmaker
Mrs Ryan-Campbell	Poetry – Carol Ann Duffy
Mr Watson	Poetry – Carol Ann Duffy
Mrs Campbell/ Ms Stewart	Drama - Sailmaker
Ms Wright	Poetry – Carol Ann Duffy
Mr Alexander	Poetry – Carol Ann Duffy
Mrs.Sutherland	Poetry - Carol Ann Duffy

### 8 mark formula

Poetry	Drama
<p><b>Commonality</b> 2 x statements (no quotes) one for the poem on the exam, and one other they wish to compare to. Statements should identify the poem and answer how the question asked applies to each poem individually.</p> <p><b>Extract</b> Quote and explain from the poem in the exam</p> <p><b>Other</b> Quote and explain from at least one other poem (twice)</p> <p>Quotation Technique Analysis x2</p>	<p><b>Commonality</b> 2 marks will be awarded for commonality (ie. stating clearly what is similar about the texts/aspects of the text you are comparing)</p> <p><b>Extract</b> 2 marks will be available for quoting/referencing the extract and then analysing its significance</p> <p><b>Other</b> 4 marks will be available from quoting/referencing from elsewhere/another text studied and analysing the significance</p>

## What the pupil must know and suggestions on home support

What they need to know	Suggested home support
Quotes	Test learner 'Can you write down 5 quotes from... about...'
Detailed annotation and analysis	Question learner using their annotations - *read quote* - can you tell me about this?
Detailed knowledge and understanding of the texts	Can you tell me 5 facts about *inset character*?
8 markers	Practice past 8 markers from the SQA past questions
How to answer 8 marker	Learn the structure

## Critical Essay

Each class at National 5 will study one or two texts (from a variety of genres) which they will use to develop critical essay writing skills. Each teacher can select their own choice of text so we see a wide variety of choices across the department. In the exam, pupils do not have access to their text and are presented with a choice of essay questions from which they should answer one. It is important that pupils know their critical essay text and key quotes and analysis really well before they get to the final exam. Pupils will be given lots of opportunities to practice essay writing throughout the year.

## Texts studied

Teacher	Critical essay text
Miss Weddle	Fearless
Mrs Carney	Flowers
Miss O'Hara	Fearless
Mrs Ryan-Campbell	Flowers
Mr Watson	Rubert Bear & the San Izal/Flowers
Mrs Campbell/ Ms Stewart	Fearless
Ms Wright	Fearless
Mr Alexander	The Test
Mrs.Sutherland	The Test

## Example critical essay – A Grade (19/20)

### Fearless by Janice Galloway

#### Fearless: Theme of Misogyny

In 'Fearless' by Janice Galloway, there is a theme that I find interesting: misogyny. This is developed through techniques such as characterisation, setting and language. The story begins with young Janice Galloway describing her observations in the small town she grew up in. Fearless is a misogynistic, aggressive man who torments and abuses women and children in the town. The climax of the story is when Janice is targeted by Fearless. Ultimately, she refuses to accept the abuse and fights back.

Fearless' actions make him a horrible human. He is the personification of extreme misogyny. Janice noticed his strange behaviour in the town, she remembers that "he would storm up and

down the main street, threatening, checking every face." Word choice of 'storm' and 'threatening' suggest that Fearless is like a force of nature, he is unstoppable and anyone who gets in his way will be destroyed. He enjoys asserting his dominance and making people fear him. Fearless obviously despises women as he acts like this regularly. This can be seen through word choice of 'up and down' which suggests that the action is continuous and repetitive. Fearless is a terrifying misogyny-monster, women and children feel vulnerable because of him. Janice was able to tell when Fearless was close by from the "clink and drag, clink and drag, like Marley's ghost,

coming up the street". The repetition of 'clink and drag' mirrors Fearless' footsteps as he approaches with his injured leg and builds the tension of him coming closer and closer. The onomatopoeic 'clink' suggests the sound of glass bottles in his bag, which emphasises his dependence on alcohol. The simile of 'Marley's ghost' compares Fearless to the infamous character from Dickens 'A Christmas Carol', which suggests that Fearless haunts people with his menacing presence

Women in the town chose to hide from Fearless instead of confronting him. Young Janice saw how women acted around Fearless; she says, "I remember women shaking their heads as he went past, keeping their eyes and their children low." The word choice of 'low' suggests that not only did women lower their gaze to avoid being noticed by Fearless, but they also had to physically lower their children in case Fearless decided to target them. They cowered away from him, like predator and prey. In addition, 'low' suggests that women's standpoint in society was below men's, and the only use they had was to look after the children. Women could do nothing but 'shake their heads' in response to Fearless' behaviour because due to the patriarchal society, they are unable to verbally confront him. This highlights how women are silenced. The narrator refers to "The hard, volatile maleness of the whole West Coast Legend." The use of the words 'hard' and 'volatile' suggests that Fearless is uncaring and unpredictable, whereas 'legend' suggests that he is infamous and mythical. In the 1970s, there were not many laws in place to protect women's rights, they faced sexism daily, at work, at home and in the media. 'Maleness' links into the gender norms in this time period and shows that men were expected to be tough in society. Women were forced to hide in the shadows of men like Fearless, who were the dominant figures. Therefore, women preferred to protect themselves and their children from him instead of confronting his behaviour.

Fearless' strong persona suddenly turns into a timid one when he attacks the narrator, but she fights back. This is a difficult moment for Janice, she observes "a lot of loud jaggy words came out of the black hole of his mouth." The word choice of 'jaggy' suggests that Fearless' words are intended to cause pain, like a stabbing knife. Furthermore, 'black hole' suggests that he sucks up and destroys everything in his path. This is when Fearless' persona is shattered. Before the climax, he is seen as a mysterious and nightmarish figure, however, after Janice fights back, he seems timid and pathetic. Targeting innocent women and children is what fuels Fearless, he has a great hatred for them constantly bubbling inside and he feels powerful when they fear him. After she kicks him, Janice watches Fearless' reaction. She says, "I remember Fearless limping away, clutching the ankle with his free hand and shouting about a liberty." This is when we realise how much of a coward Fearless truly is, his abusive façade crumbles when he is confronted by a young girl. When Janice returns his anger and aggression he limps away like a wounded animal, a victim. This is effective in showing the reader that behind the vicious and atrocious behaviour is a weak individual, a bully. As with most bullies, once the mask has been pulled away, they are totally disarmed and forced to retreat. Therefore, Fearless is not as strong as originally thought. The first person who fights back succeeds.

The narrator reflects on how her experiences with men and how men treat women continue to affect her. As an adult, Janice says, "I still see men smiling and ignoring it because they don't give a damn." The word choice of 'smiling' and 'ignoring' shows that not only do men leave the behaviour unchecked, but it is also respected, excused and shockingly, found to be amusing. This reflection shows that misogyny is not just a thing of the past, it has carried on to the current day.

Women are still victims of a patriarchal society, as they were in the '70s. This shows that society's attitude towards women has not really changed. The solidarity of women is also highlighted by Janice's observation, men

do not care so women must fight this battle together. Janice ends the story with "The outrage is still strong, and I kick like a mule." This reflection at the end of the story is essential in creating a link between then and now. This highlights that women are still fighting, even now. The trend of men ignoring the plight of women has continued, but this line shows that, luckily, so has Janice's determination to fight back. Ultimately, this shows that the issue of misogyny still affects people.

In conclusion, 'Fearless' by Janice Galloway discusses a theme I find interesting: misogyny. The theme is developed through Fearless' actions, which show that he is a symbol of misogyny; women prefer to hide from him instead of confronting him; and that misogyny still affects women, including Janice, to this day. In my opinion, the most successful is the climax of the story, when Fearless' persona is shattered by the young narrator standing up to him. This shows the reader that misogyny can be stopped by simply being fearless.

### What the pupil must know and suggestions on home support

How to write an introduction	• Practice writing timed introductions (TARTS)
Detailed annotation and analysis (PEE-EEL paragraphs)	<ul style="list-style-type: none"> <li>• *read quote* - can you tell me about this?</li> <li>• Practice timed PEE-EELs</li> </ul>
Solid knowledge and understanding of the texts (plot, setting, character, theme)	<ul style="list-style-type: none"> <li>• Mind maps, discussion of plot, key events etc</li> </ul>
How to write essays with a time constraint	<ul style="list-style-type: none"> <li>• Practice past essay questions from the SQA, time yourself.</li> </ul>
How to answer questions	<ul style="list-style-type: none"> <li>• Create different essay plans</li> </ul>
Quotes	<ul style="list-style-type: none"> <li>• Test learner 'can you write down 5 quotes from... about...'</li> </ul>

### PEEL Structure

Point – identify what the topic of the paragraph is going to be (like a mini introduction)

1<sup>st</sup> Evidence – a quote or reference to the text that supports the point of your paragraph

1<sup>st</sup> Explain – how does the quote that you have identified support the point you have made – analyse the quote as fully as possible

2<sup>nd</sup> Evidence – a quote or reference to the text that supports the point of your paragraph

2<sup>nd</sup> Explain – how does the quote that you have identified support the point you have made – analyse the quote as fully as possible

Link – show how the analysis and explanation help to answer the overall essay question

## Folio

In pre-COVID times the folio comprised of two pieces of writing (one broadly creative and one broadly discursive) that would be drafted in class, marked by the class teacher, redrafted and finally submitted to the SQA for marking in early March. However, as a COVID mitigation this has been reduced to one piece – although the marks available remain the same – the piece is marked out of 15 which is then doubled. To this end, we ask pupils to write a first draft of both types of writing and then, in conjunction with the class teacher, we will select the most 'promising' piece which will be closely marked. Pupils should receive this marked piece around the start of the new year and will then work to redraft this as fully as possible. The final deadline for submission of this piece will be early March. We do not decide on the marks for the folio essays and do not find these out until the results are released in August.

### Example persuasive folio – A Grade (30/30)

#### Right to Roam Essay

The waves lap at the shore of a secluded cove. The soft shining sand feels warm beneath your feet. Suddenly, the camera pans, revealing a cruel chain link fence, its red placard proclaiming: "NO TRESPASSING". This is the nature of nature. Only the privileged few can explore our beautiful natural world, thanks to the absence of a proper "Right to Roam": a law that allows people to go anywhere, no matter who owns the land. The Countryside and Rights Of Way Act (2000) gave some access over areas of the UK such as the Lake District and other national parks, but yet only 8% of England is accessible. It remains that, in the 21st century, we are not allowed to go where we want. With these restrictive laws, people are barred from beauty, excluded from exercise and the climate is crushed. A full right to roam may be the solution to many of our problems.

Take the mental health crisis for example. Nature would provide the perfect solution, if we could access it, that is. Strolling through a shady woodland, lying in a flowery meadow, humans have always found nature a soothing environment. Adventuring into the outdoors relieves your stress, relaxes your mind and makes you feel happy in general. Many doctors agree. According to the Guardian, GP's today are "prescribing nature to patients" as treatment. Not pills, not drugs, just simply being outside. This isn't just a theory either, people have found happiness through exploring their surroundings. Joe Harkness describes birdwatching as his cure from mental health problems, saving him from a second attempt to take his life. In a time where mental health issues are prevalent, should we really be trying to limit access to an answer? By extending the right to roam, people can find their happiness in the world around them.

Joy is not the only thing that's close to home, trips away could be too. On average, people in the UK travelled over 1000 miles for leisure in 2018. Think about the many times you have had to sit in a car for hours, barely moving, to get to "somewhere nice", even though there are acres of unexplored wilderness just minutes away from your door. Not only that, but most people head for the beaches and coastlines, putting massive pressure on the environment there. It doesn't stop there. In 2019, most people spent an average of 1.9 holidays abroad. Think about how many flights that is and how much money that is. Why are we polluting the planet and throwing away cash in exchange for mundane



destinations? If we were permitted to enjoy our local scenery, we could forego the stress and expenses of a foreign vacation and sleep under the stars.

Relaxing aside, the newly opened spaces could improve your health. Just 120 minutes of being in nature a week can increase your wellbeing, and going walking, running and even just being outside has a huge impact on your physical health. Obesity levels are at an all-time high, and the lack of nice places to exercise could be a key factor of the problem. Choking through the city, or chilling in the forest? Your choice. Furthermore, studies show that patients with views of wildlife recovered much better than those whose view was obstructed. Nature is evidently good for you on levels beyond increasing your fitness. Health services across the globe are struggling to find and deliver cures to illness, when our natural roots provide a However, without the right to roam, you're locked in a grey urban ocean with its endless concrete waves, restricted from nature, the only green artificial. It's not good for you.

If anyone needs these natural benefits, it's those living in cities. In fact, a study has shown there is a definite correlation between having natural landscapes to explore and life expectancy. In the countryside, where everyone had unlimited access to nature, there was little difference between the life expectancy of the rich and poor. However, this difference was made much more apparent in cities, where the rich own private parks and large estates, while the poor are restricted to the pavements. With those extra natural benefits, the rich can live 10 years longer, yet another example of inequality in our cities. But by throwing open the gates to urban paradise, the right to roam will allow everyone to immerse themselves in nature's beauty.

With everyone spending much more time outside, you may think litter will trash these perfect parks. Crisp packets, beer cans, water bottles, it's just going to ruin the landscapes. In urban environments littering is atrocious, why expect different in nature? People litter because they are lazy and don't care about wildlife. The right to roam will change this.

Littering won't be a problem because people will care about the environment. As scientist Robert Michael Pyle said "People who care conserve, people who don't know, don't care". People's perception of their surroundings is flawed. We must teach society about nature again. To fully appreciate the beauty that a country has to offer, you must be immersing yourself in the breathtaking views, wild weather, flora and fauna, you need to go off the path. How many children can spot a lark? Or a thrush? Spending more time in nature makes children more likely to "engage in environmentally sustainable behaviour", one study suggests. How are they meant to understand something they have never seen before? You need to appreciate the smell of fresh pine to care about wildfires. You need to appreciate the rugged mountains to care about erosion. You need to appreciate the bubbling stream to care about drought. Climate change is wreaking havoc on our ecosystems and people need to submerge themselves in our glorious landscape to save our environment. The right to roam grants us the chance to solve our most pressing environmental concerns.

We need to fix the health and environmental problems that plague the world, and the right to roam provides a perfect solution. At first glance, this rule appears insignificant, but it can have a big impact on how we live our lives, affecting the way we shape the world around us. Like our ancestors, we must embrace nature or face the consequences of disrespecting it. We are heading for a junction in our future; to stick to our current trajectory would be careless. Humanity must step off the path.

Word Count: 1068

Bibliography:

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[www.righttoroam.org.uk](http://www.righttoroam.org.uk)

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<https://www.nhm.ac.uk/discover/why-we-need-green-spaces-in-cities.html>

## **Parent check-list – persuasive essays**

### **Title and introduction**

- ✓ Does their essay have a clever title (perhaps using a pun or question)?
- ✓ Have they captured the reader's attention in an interesting way in the first paragraph (e.g. a quotation, a question, a scenario)?
- ✓ Have they included some background information about the topic?
- ✓ Have they made it clear why the topic is relevant and important in today's world?
- ✓ Have they made their overall stance clear and the opening carries a sense of persuasive conviction?

### **Main Body Paragraphs (there should be between 3-4)**

- ✓ Does each section begin with a clear topic sentence?
- ✓ Have they stated the broad, main point they wish to make in each paragraph?
- ✓ Have they included relevant, up-to-date evidence (studies, reports, quotes, statistics or facts?) which supports their point?
- ✓ Have they explored the implications of this evidence fully – what does it show?
- ✓ Have they closed the paragraph by summing up the significance of each thread of their argument?
- ✓ Have they used at least one persuasive language device (alliteration, facts, opinion, rhetorical questions, emotive language, opposing view etc) in each section?
- ✓ Is their overall stance is clear throughout and the main body carries a sense of conviction?

### **Conclusion**

- ✓ They have revisited the main points made and views expressed in their essay?
- ✓ Have they used fresh wording which does not simply repeat their introduction?
- ✓ Have they not introduced any new material at this stage?
- ✓ Have they made clear, again why this topic is of importance to them (e.g. its importance to the world, to human happiness, to society...)?
- ✓ Does their conclusion convey an overall sense of credibility and conviction?
- ✓ Have they created closure by referring to a specific earlier point, image or question?

## Expression and layout

- ✓ Have they listed their sources at the end under the heading 'bibliography'?
- ✓ Are the words and images they use accurate, impressive and effective?
- ✓ Have they used linking words and phrases throughout their essay?
- ✓ Have they punctuated, sentenced and paragraphed correctly – and, on occasion, for effect?
- ✓ Is their spelling and grammar sound throughout?
- ✓ Is their essay 1,000 words long? NB – there is a 10% tolerance so the essay must be no more than 1100 words in length to avoid being penalised.

## Parent check-list – reflective essays

### Opening

- ✓ Does their essay have a clever title (perhaps using a pun or question)?
- ✓ Have they captured the reader's attention in an interesting way in the first paragraph (e.g. a descriptive opening, sense writing, use of imagery)?
- ✓ Have they included some background information about why this experience was important to them and why they chose to write about it?

### Main Paragraphs (creative reflective essays have a more fluid structure)

- ✓ Have they discussed their thoughts and feelings fully? With a strong degree of mature reflection and insight?
- ✓ Is the experience or topic dealt with sensitivity along with self-criticism, self-praise and self-awareness?
- ✓ Have they used reflective language and vocabulary?
- ✓ Have they explored the implications of this experience and what it is taught them?
- ✓ Have they ensured that they are not being too descriptive? (80% reflective, 20% description)
- ✓ Have they chosen a structure which enhances the purpose and meaning of the piece?
- ✓ Have they continually used creative techniques (simile, metaphor, personification, alliteration, rhetorical questions etc) in each section?
- ✓ Have they linked their own experiences to wide themes and concerns, perhaps looking at society as a whole?
- ✓ Is their overall tone reflective and carries clear sense of purpose?

### Closing

- ✓ Have they used fresh wording which does not simply repeat their early thoughts and points?
- ✓ Have they shown a deeper learning and understanding of the experience?
- ✓ Have they looked forward, as well as back, to discuss how this experience has resulted in self-improvement?
- ✓ Have they considered, if this were to happen again, what they would do differently?
- ✓ Have they made clear, again why this topic is of importance to them (e.g. its importance to the world, to humanity, to society...)?
- ✓ Does their conclusion convey an overall sense of credibility and conviction?
- ✓ Have they created closure by referring to a specific earlier point, image or question?
- ✓ Have they left the reader with an interesting motif, image, or thought to consider?

## **Expression and layout**

- ✓ Is there a strong sense of self and personality throughout the whole essay?
- ✓ Are the words and images they use accurate, impressive and effective?
- ✓ Have they used reflective language and creative writing techniques throughout?
- ✓ Have they punctuated, sentenced and paragraphed correctly – and, on occasion, for effect?
- ✓ Is their spelling and grammar sound throughout?
- ✓ Is their essay 1,000 words long? NB – there is a 10% tolerance so the essay must be no more than 1100 words in length to avoid being penalised.

# Assessment Study Checklist

## November Assessment

### RUAE/Textual Analysis

- Know how to use the analysis formula – in particular word choice, imagery, link and effective conclusion
- Know how to answer In Your Own Words questions

### Poetry

- Know the key ideas/themes in each of the poems that you have studied/the play you have studied
- Learn 2/3 quotes from each poem that cover as many themes as possible (e.g. some will demonstrate themes of relationships/change and isolation) and know how to analyse these
- Or, learn 6 – 10 quotes from Sailmaker (play) and be able to explain what these tell us about character and theme. If you can find quotes that are 'dual purpose' all the better.

## January Essay Assessment

- Know your essay text well – you should be highly familiar with the story
- Ensure you can identify the theme of the story
- Learn 4-8 quotes\* that link to the theme of the story – and know how to analyse these to explain how they reveal the theme
- Learn 4-8 quotes\* that link to the character in the story – and know how to analyse these to explain how they reveal something about the character
- \*ideally some of these quotes will be the same
- Practice writing out your essay using PEEL paragraphs and look at past paper questions to see how you need to change the link to suit different questions