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| **Senior Phase Faculty Revision Tips** | | | |
| **Faculty** | **English and Literacy** | | |
| **Subject** | **English** | | |
| **Level** | **N4/5** | **H** | **AH** |
| Tip 1 | Read! Read! Read!  Continuing to read a wide variety of books, magazines and good quality journalism will:   * Develop your knowledge of literary techniques. * expand your vocabulary and improve your writing. * Improve your concentration. * challenge your imagination. * develop your cultural knowledge.   You may find it even helps increase your reading pace – ideal for Paper 1: Reading for U.A.E.  Make full use of your school/local library and put your personal reading time in English to good use.  Pick 12 books that interest you (excluding class novels/texts) and challenge yourself to read them within the year. There are several recommended reading lists suitable for N4/5 available in the library and in the English Department resource section on S.M.H.W.  You’ll find it useful to add time for reading to your personal study timetable; reading is valid study/revision for English. Reading for 30-45mins before bed can be a great way to relax. | Read! Read! Read!  Continuing to read a wide variety of books, magazines and good quality journalism will:   * Develop your knowledge of literary techniques. * expand your vocabulary and improve your writing. * Improve your concentration. * challenge your imagination. * develop your cultural knowledge.   You may find it even helps increase your reading pace – ideal for Paper 1: Reading for U.A.E!  Make full use of your school/local library and use personal reading time effectively in English.  Pick 12 books that interest you (excluding class novels/texts) and challenge yourself to read them within the year. There are senior reading lists available in the library and in the English Department resource section on S.M.H.W.  Select at least one broadsheet newspaper article to read each week (Remember this is the genre that will be in your Reading for U.A.E exam) You will find plenty of articles of interest in broadsheet Sunday supplements too. There several publications available in the school library and there are links to online broadsheet newspapers in the English Department resource section on S.M.H.W.  You’ll find it useful to add time for reading to your personal study timetable; reading is valid study/revision for English. Reading for 30-45mins before bed can be a great way to relax. | Read! Read! Read!  Continuing to read a wide variety of books, magazines and good quality journalism will:   * Develop your knowledge of literary techniques and authors’ style. * develop your critical thinking skills. * expand your vocabulary and continue to improve your writing. * inspire your imagination. * develop your cultural knowledge.   Make full use of your access to The Mitchell Library and your school/local library. Use personal reading/study time effectively in English.  There are senior reading lists available in the library and in the English Department resource section on S.M.H.W.  Continue to read broadsheet journalism regularly and evaluate its content/purpose and style.  There several publications available in the school library and there are links to online broadsheet newspapers in the English Department resource section on S.M.H.W.  Don’t forget to add time for personal reading to your study timetable. Reading is valid study/revision for English and reading for 30-45mins before bed is a great way to relax. |
| Tip 2 | **Talk about your interests and learning.**  Take every opportunity to put your talking and listening skills to good use. This could be as simple as a short conversation with your family or friends when:   * watching a documentary * reading a book / website/newspaper * visiting a historical site * listening to a podcast * planning an assignment/folio piece * completing a home learning task | **Talk about your interests and learning.**  Take every opportunity to develop your critical thinking, talking and listening skills. Challenge your own ideas, and the ideas of your peers and/or family by discussing:   * a documentary you’ve watched * a book / website/newspaper you’ve read. * a historical/culturally significant site you’ve visited. * a podcast you’ve listened to. * assignments/folio pieces your planning * home learning tasks your completing | **Talk about your interests and learning.**  Regularly engage in dialogue that challenges your own ideas, and the ideas of your peers and/or family. Discuss:   * documentaries you’ve watched * books / websites/newspapers you’ve read. * historical/culturally significant sites you’ve visited. * podcasts you’ve listened to. * assignments/folio pieces your planning * home learning tasks your completing |
| Tip 3 | **Reading for U.A.E Cue Cards**  Generating a cue card for each category of N5 Reading for U.A.E question will create an excellent revision resource ahead of your prelim/final exam. Your cards will provide a one stop, quick reference guide for each question formula that can be used for regular, effective revision. They will keep key information and strategies fresh in your mind, as well as help commit them to your memory.  Your cards could look like the following:  **LINK QUESTIONS (U)**  These questions will ask you how a particular sentence or sentences performs a linking function in the writer’s argument.  A typical question might be: “explain the function of this sentence in developing the writer’s argument”.  There are two main parts to answering a 'link' question:  **FORMULA**  *First...*  **Quote** the part of the linking phrase which **refers back** to the previous topic/idea.  **Explain** what this topic/ idea is.  *Then..*.  **Quote** the part of the linking phrase which **looks forward** to the next topic/ idea.  **Explain** what this topic/ idea is.  **This is also a useful strategy for tackling the final 8 mark Scottish Text question!** | **Reading for U.A.E Cue Cards**  Generating a cue card for each category of Higher Reading for U.A.E question will create an excellent revision resource ahead of your prelim/final exam. Your cards will provide a one stop, quick reference guide for each question formula that can be used for regular, effective revision. They will keep key information and strategies fresh in your mind, as well as help commit them to your memory.  Your cards could look like the following:  **IMAGERY QUESTIONS (A)**  A collective term for **metaphor (M), simile(S) and personification (P)**.  **Explain the comparison** (properties shared)  **FORMULA**   * Identify the technique -M, S or P * Quote the image * Break the comparison down using ‘Just as…so (too)’ OR Explain the image and go on to say what that this tells you about what is being described. * Explain how this comparison relates to the question.   Be thorough: one example per mark available.    **“This shows…”**  **This is a particularly useful strategy for tackling both the final 5 mark Reading for U.A.E question and the final 10 mark Scottish Text question!**  There are two main parts to answering a 'link' question:  *First...*  **Quote** the part of the linking phrase which **refers back** to the previous topic/idea.  **Explain** what this topic/ idea is.  *Then..*.  **Quote** the part of the linking phrase which **looks forward** to the next topic/ idea.  **Explain** what this topic/ idea is. | **Seek further opportunities to expand your research and deepen your learning.**  You could visit:   * The Michell Library/National Library of Scotland (Edinburgh) * the cinema (e.g. GFT, CCA, Cineworld) * the Theatre (e.g. Citizens, Tron, Tramway, Theatre Royal) * Author/Artist/Director’s Q&A * museums (e.g. Kelvingrove, Riverside, GoMA, National Museum of Scotland etc.)   This will help you to provide secondary sources in your coursework and support your referencing.  Seeking these opportunities independently will not only develop your learning in English, but also your skills for life, learning and work. |
| **Tip 4** | **Critical Essay Flash Cards**  Creating flashcards for key quotations in preparation for timed critical essays is an excellent way to keep key knowledge of the literature you have studied fresh in your mind. It will also help commit this information to your memory.  Your flashcards could look like the following:  **Glasgow Sonnet I**  **Setting Q**  **Topic sentence** – The speaker, having led the reader through the backcourt of the **tenement**, presents the exterior of tenement in the second quatrain of the poem to further develop his portrayal of deprivation:  **Quote:** “*black block condemned to stand, not crash”*  **Points for analysis:**   * Plosive Alliteration * Irony * Onomatopoeia | **Critical Essay Flash Cards**  Creating flashcards for key quotations in preparation for timed critical essays is an excellent way to keep key knowledge of the literature you have studied fresh in your mind. It will also help commit this information to your memory.  Your flashcards could look like the following:  **Othello**  **Character Q**  **Topic sentence** – Othello’s speech and conduct in act one, scene three illustrates his noble nature. Othello addresses his ranking superiors respectfully and proceeds to make the modest claim:  **Quote:**  ***“***Rude am I in my speech,  And little bless'd with the soft phrase of peace… And little of this great world can I speak  More than pertains to feats of broil and battle” (I,iii, 81-87)  **Points for analysis:**   * Irony (humble yet eloquent) * Significance of honour/reputation * Pride (strength & flaw) | **Apply the acronym FINDWORD regularly** when analysing texts.  **F**orm  **I**magery  **N**arrator  **D**ialogue  **Word**(choice)  Remember to use the department’s Advanced Higher English timeline to plan your studies and revision. Your portfolio and dissertation are 60% of your overall grade, therefore it is crucial that you are committed and organised from the outset of the course. |
| **Online Resources** | **BBC Bitesize:**  <https://www.bbc.com/bitesize/subjects/zmcrd2p>  **Scholar App. – via Glow Launch pad**  **British Skills Council for Teens:**  <http://learnenglishteens.britishcouncil.org/skills>  **TED Talks**  <https://www.ted.com/playlists/86/talks_to_watch_with_kids>  <https://www.ted.com/talks>  **Mrs McNicol’s Duffy Blog:**  <https://duffybyname.home.blog/>  **WFH English Dept. Resources S.M.H.W.** | **BBC Bitesize**:  <https://www.bbc.com/bitesize/subjects/zqxhfg8>  **Scholar App. via Glow Launch pad**  **British Skills Council for Teens:**  <http://learnenglishteens.britishcouncil.org/skills>  **TED Talks**  <https://www.ted.com/talks>  **Mrs McNicol’s Duffy Blog:**  <https://duffybyname.home.blog/>  **WFH English Dept. Resources S.M.H.W.** | **Scholar App. via Glow Launch pad**  **TED Talks**  <https://www.ted.com/talks>  **Dissertation/Reading Resources**  <https://www.theguardian.com/books/series/toptens>  <https://www.listchallenges.com/rory-gilmore-reading-challenge>  **WFH English Dept. Resources S.M.H.W** |