

Higher English

Reading for Understanding, Analysis and Evaluation

This booklet is designed to bring together some of the skills and knowledge you will need to approach Reading for Understanding, Analysis and Evaluation successfully.

For Scotland's learners, with Scotland's educators

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Notes for teachers

A Higher English course will enable and encourage candidates to develop their language skills in reading, writing, talking and listening. Often the most effective and natural teaching and learning approaches will allow for them to be integrated as work on one skill can aid the development of another. However this resource has been developed to support learning and teaching specifically in Reading for Understanding, Analysis and Evaluation (RUAE) at Higher.

Teaching and learning approaches should allow for personalisation and choice, where possible. When planning teaching and learning programmes, the needs of the candidates, their interests and motivations should be considered. There is freedom within the course to plan according to the needs of candidates. This resource, therefore, contains suggested approaches to learning and teaching of RUAE but is not exhaustive and should not be used to the exclusion of all else.

The examples in this booklet come from SQA Higher English past papers; teachers can access full passages and detailed marking instructions on the [SQA website](#).

Introduction

Reading for Understanding, Analysis and Evaluation

This paper is worth 30 marks and you will be given an hour and a half (90 minutes) to complete it.

You will be asked to read, understand and respond to two unseen non-fiction texts.

You will demonstrate these skills:

- engage with, consider, and select the main ideas of a text
- identify and select detailed information from a text
- analyse and evaluate a writer's choice and use of language
- evaluate the overall effects and impact of a text
- identify areas where the texts agree OR disagree on a topic.

Using this support booklet

This booklet is designed to bring together some of the skills and knowledge you will need to approach Reading for Understanding, Analysis and Evaluation successfully.

As well as the short exercises in this booklet, your teacher will expect you to complete further activities, past papers, independent study and home learning to practise your RUAE skills.

General RUAE Exam Advice

- Read the passage so that you understand the main ideas before attempting the questions.
- Try to read actively and be aware of topic sentences and techniques as you read.
- Read each question very carefully, making sure that you know exactly what you are being asked to do.
- You can highlight or underline key words in questions and the passage if this helps.
- The question will tell you which part of the passage to look at for your answer – make sure that you re-read it, even if you think you remember the answer. Also, make sure that your answer comes from the right section of the passage or it will not be possible to gain marks.
- Check whether you are expected to quote or write in your own words. The question will always tell you what is expected.
- Before you answer, check how many examples the question asks you for.
- Write your answers in bullet points (one per mark).
- Read over your answer to check that it makes sense and that it has answered the question.
- Do not get stuck for ages on one question. You can leave a space if you are stuck and go back at the end.
- Do not let one tricky question put you off.
- Attempt all questions – do not give up.
- Use all of your time. If you finish early, check your answers again, ensuring that they make sense and that you have made enough points to earn the marks.

Command Words

As you look at the extracts below and at past papers, you will notice that the same command words appear in the questions. The following main command words appear in this question paper:

- **identify**: used to assess the skill of summarising (identify the main points or ideas and put these into your own words)
- **explain**: used to assess understanding of a writer's ideas (always followed by 'in your own words')
- **analyse (how)**: used to assess the skills of analysis (identify word/technique + comment)

In your own words questions

Question wording:

- Identify, in your own words as far as possible...
- Explain in your own words...
- Summarise, in your own words as far as possible...

Method:

- Re-read the section of passage that the question directs you to
- Underline the possible answers
- Check how many points (marks available) you need to make in your answer
- Bullet point your answer **in your own words**

Example:

The consensus on what constitutes public good manners has broken down to the extent that Transport for London is now running a multi-million pound campaign just to remind us not to eat stinking hot burgers on the Tube and to give up our bus seats for old folk.

I suppose we should be grateful that, instead of threatening more penalties, they are calling on our better nature. The Government on the other hand, seems to live under the delusion that if just one more pleasure is to be prohibited, another set of draconian rules introduced, 1000 more speed cameras installed, a CCTV mounted on every corner, human beings will at last fall in to line.

Question: What, according to the writer, is the fundamental difference in approach by Transport for London and the government? (2)

Example answer:

- Transport for London are **asking/encouraging** people to behave in a certain way. (1)
- The Government is **legislating/compelling/making/threatening punishment** if people don't behave a certain way. (1)

TIP:

- ✓ Own words questions will not always say "**in your own words**". If they do not ask you to reference the text, assume you should answer **in your own words**.

In your own words practice

The Film Wall-E is over-rated. After the first 20 minutes, the Pixar animation is essentially a standard Disney cartoon. It is technically brilliant, slick, and witty, but it follows the well-worn formula of cute anthropomorphic creatures (albeit robots instead of animals) struggling against overwhelming odds, finding love, winning through and delivering the anticipated charge of sentimental uplift.

But those first 20 minutes are really something. It is not just the relative courage of the dystopian vision of an uninhabitable Earth or the visual richness of the imagery. It is the fact that a company as mainstream as Disney has returned to wordless story-telling. The fascination of Wall-E is that it is stunning up to the point when dialogue is introduced, after which it becomes clever but familiar entertainment.

Question:

Why does the writer prefer the first 20 minutes of the film to the rest of it? (4 marks)

Tip:

- ✓ For 4 mark questions, have 4 separate bullet points to ensure you give a detailed enough answer.
- ✓ With questions like this, you should cover both areas for full marks.

Gutenberg invented the printing press in 1440. For the next 500 years the main form of information was the printed page. This meant that knowledge was primarily delivered in a fixed format, one that encouraged readers to believe in stable and settled truths.

Question:

Read lines 1-3.

Identify **two** ways in which the invention of the printing press was important. Use your own words to answer. (2)

Word choice questions

Question wording:

- Explain how two examples of the writer's word choice OR structure make it clear...
- Explain how the writer's word choice AND imagery helps to show...
- Analyse how the writer uses language to convey...(word choice is one area you can comment on in language questions).

Method:

- Quote an example of the writer's word choice (that answers the question!)
- Comment on what the word suggests (its connotations) (1)
- Check that you have answered the question
- You DO NOT achieve a mark for a quotation at Higher. You should quote and then comment as many times as there are marks. E.g. 4 marks = 4 quotations with comments

Example:

As for the cows, they last only two or three years, ten-to-fifteen years less than their natural life span. Crammed into barren pens on tiny patches of land, they stand around listlessly waiting to be fed, milked or injected with antibiotics. Through a combination of selective breeding, artificial diets and growth hormones designed to maximise milk production, they are pushed so grotesquely beyond their natural limit that they are soon worn out.

Question: By referring to word choice, analyse how the writer makes clear his disapproval of dairy farming methods used in Central Valley. (2)

Example Answer:

- "tiny patches" suggests restrictive, cramped areas in which cows are housed (1)
- "listlessly" suggests lack of life, lethargy, conditions weaken cows (1)

Extra Practice: How many more examples could you have used?

Word choice practice

James Bond is a modern hero, a hero for the modern age. Actually, this claim has often been made. But I mean it in a special sense: Bond is a hero *in spite of modernity*; an anti-modern hero who manages to triumph over – and, indeed, harness – the very forces that turn most modern men into soulless, gelded appendages to their desktop PCs. In this modern world, we are all functionaries and office flunkies. *This* is why Bond is important, and this is why we've worshipped at the cinematic altar of Bond for half a century. We long to be as free as he is.

Question: By referring to word choice, analyse how the writer emphasises the inferiority of “most modern men”. (2)

Sometimes stories like these are spread out of panic, sometimes out of malice, and sometimes out of deliberate manipulation, in which a corporation or regime pays people to convey their message. Whatever the motive, falsehoods and facts now spread the same way in what is called an ‘information cascade’. As one expert describes it, ‘people forward on what others think, even if the information is false, misleading or incomplete, because they think they have learned something valuable’. This cycle repeats itself, and before you know it, the cascade has unstoppable momentum. You share a friend’s post on social media, perhaps to show support or agreement or that you’re ‘in the know’, and thus you increase the visibility of their post to others.

Question: By referring to at least two examples, analyse how the writer uses language to criticise the way the internet is used to communicate information. (4)

Imagery questions

Imagery questions ask about simile, metaphor and personification. These are all comparison techniques, which often show how a writer feels about a topic.

Question wording:

- Show how the writer's use of imagery helps to/shows/highlights their thoughts/opinion/view...
- Analyse how imagery is used in lines ... to ... to convey the writer's view/opinion...

Method:

- Identify the image (if this is not given in the question)
- Use just as ... so too...(1) **OR**
- Explain in your own words what is suggested by the image (1 similarity per mark)

Example:

When we watch any Premier League match, we are witnessing players who have made it through a filtering process of staggering dimensions. It is a process that does not merely discard 98 per cent of those who aspire, but something closer to 99.9999 per cent. For every first-team player, there are millions of others, **like grains of sand on the beach**, who have tried, who have dreamt, but who have failed.

Question: Explain fully why the simile "like grains of sand on the beach" (line 29) is effective here. (2)

Example answer:

- Just as there are many particles of sand on the seashore, **so too** there are huge numbers of people who do not succeed in reaching the top teams (1)
- just as it is hard to distinguish between grains of sand as they all look alike, so too these players are not recognised as individuals as there are so many of them. (1)

OR

- The simile suggests that there are large numbers of people who do not succeed (1)
- It also suggests that these people are all alike; they are not recognised as individuals in the selection process (1).

Imagery practice

Using the methods above, try the questions below.

Nelson Mandela had many teachers in his life, but the greatest of them all is prison. Prison was the crucible that formed the Mandela we know. The man who went to prison in 1962 was jaded and easily stung. How did this passionate revolutionary become a measured man? In prison, he had to temper his responses to everything. There was little a prisoner could control. The one thing you could control – you had to control – was yourself. There was no room for outbursts or self-indulgence or lack of discipline. When I first walked into Mandela's old cell on Robben Island, I gasped. It's not a human sized space, much less Mandela-sized. He could not stretch out when he was lying down. It was obvious that prison had, both literally and figuratively, moulded him: there was no room for extraneous motion or emotion; everything had to be pruned away; everything had to be ordered. Every morning and every evening, he painstakingly arranged the few possessions he was allowed in that tiny cell.

Question: Analyse how the writer uses imagery to convey the impact of prison life on Mandela. (2)

Extra practice: How many more examples of imagery are in this paragraph?

Since the advent of the record player, the radio and then the iPod, music is no longer something that you must make for yourself, nor is it something that you sit down and listen to. It follows you about wherever you go, and you switch it on as a background. It is not so much listened to as overheard. The same dull melodies and mechanical rhythms and stock harmonies are recycled in song after song. For many people music is no longer a language shaped by our deepest feelings, no longer a place of refuge from the dreary repetition of everyday life, no longer an art in which gripping ideas are followed to their distant conclusions. It is simply a carpet of sound, designed to bring all thought and feeling down to its own level lest something serious might be felt or said.

Question: Read lines 22–29. Analyse how the writer uses imagery to criticise our modern relationship with music (2)

Sentence structure questions

Question wording:

- Explain how one example of the writer's sentence structure makes it clear that...
- Analyse how two features of the writer's sentence structure are used to highlight an important point.
- Comment on how the writer's use of language in lines ... to ... (sentence structure can be one area you choose in a language question)

Method:

- Identify a feature of sentence structure (see the checklist at the back of this booklet for some of the most common ones and their uses)
- Explain in your own words why the feature has been used (1)

Example:

What surprises me most is just how much we are deceiving ourselves. For previous generations, alcohol was the most toxic substance around and they treated it with caution and respect. Our society's increased affluence and the supermarket's role in demystifying wine, have lulled us in to believing that alcohol is wholly benevolent product. We are on the brink of conning ourselves that drinking very high quantities of alcohol on a very regular basis is not only normal but an essential part of staying young and sexy.

The normalisation of excessive drinking is everywhere. Look at something as anodyne as messages on greeting cards. Look at the effect Ibiza culture is having back home. Look at the rise of the superpub. Look at the number of new alcoholic products coming on the market. Look at the space and prominence supermarkets give to alcohol. Look at television.

We won't change the culture overnight, but we could start to change direction. It's not just about drinking less, it's about thinking more.

Question: Show how the writer's sentence structure in the second and third paragraphs emphasises the points she is making (2)

Example answer:

- Short simple sentence to open, making it clear their viewpoint about the topic they will introduce. (1)
- Repeated use of "look at" which shows that this problem is everywhere, there are lots of examples that prove her point. (1)

Extra Practice: Identify the additional features of sentence structure in this example. How have they been used to highlight important points?

Sentence structure practice

****Remember these questions are not asking about content but about the way a sentence is built or constructed. Once you have identified a feature (technique) you must comment on why it has been used.****

In 1960, in racist, reactionary, bigoted small-town America, uppity young black men were lucky enough to get one break, let alone two.

Destiny determined otherwise. A legend was in the making. What overwhelms you about this man from such a violent trade are the goodness, sincerity and generosity that have survived a lifetime of controversy, racial hatred, fundamental religious conversion, criminal financial exploitation, marital upheavals, revilement by many of his own nation, and, eventually, the collapse of his own body.

Question: Show how the writer uses sentence structure to convey his disapproval of “small-town America.” (2)

There’s no denying that, in recent years, many news organisations have steered themselves away from public interest journalism and towards junk-food news, chasing page views in the hope of attracting clicks, advertising or profit. And, like junk food, you hate yourself when you’ve gorged on it. The most extreme version of this has been the creation of fake news farms, which attract traffic with false reports that are designed to look like real news and are therefore widely shared on social networks.

Of course, news media have got things wrong in the past. But what is new and significant is that today, rumours and lies are read just as widely as facts — and often more widely — because they are stranger than reality and more exciting to share. This approach, instead of strengthening social bonds or creating an informed population or reinforcing the idea of news as a democratic necessity, creates online ‘gangs’. These gangs spread instant falsehoods fitting their views, reinforcing each other’s beliefs, driving each other deeper into shared opinions rather than established facts.

Question: Analyse how the writer uses both imagery and sentence structure to criticise aspects of modern news. (4)

Language questions

Question wording:

- Explain how two examples of language make it clear that...
- By referring to two language features, explain how the writer makes clear his view about...
- Show fully how examples of the writer's use of such features of language as word choice or sentence structure helps to convey her ideas effectively.

Method:

- Identify an example of word choice, imagery or a feature of sentence structure (the question will guide you) (Remember at Higher there are no marks for identifying)
- Analyse your example as in the guidance above (1)

Example:

Now, 25 years after the first website went online, it is clear that we are living through a period of dizzying transition. We are caught in a series of confusing battles between opposing forces: between truth and falsehood, fact and rumour, kindness and cruelty; between the connected and the alienated; between the original vision of the web as an open platform and the gated enclosures of social media; between an informed public and a misguided mob.

Question: By referring to at least two examples, analyse how the writer uses language to convey her concerns about the impact of the internet.

Example answer:

- 'dizzying' suggests disorientating/confusing nature of the changes, relating to the developing role of the Internet. (1)
- 'caught' suggests being trapped in an inescapable situation. (1)
- 'confusing' suggests how puzzling and bewildering the times are. (1)
- 'battles' suggests aggressive/dangerous conflict. (1)

Extra Practice: Discuss how you might analyse additional features of language in this extract.

Language practice

It may sound like the Garden of Eden but it is a deeply disturbing place. Among the perfectly aligned rows of trees and cultivated crops are no birds, no butterflies, no beetles or shrubs. There is not a single blade of grass or a hedgerow, and the only bees arrive by lorry, transported across the United States. The bees are hired by the day to fertilise the blossom, part of a multibillion-dollar industry that has sprung up to do a job that nature once did for free.

Question: By referring to at least two examples, analyse how the writer's use of language creates a negative impression of Central Valley. (2)

Our teenagers do have their flaws. No, they don't always evince much money sense, although they do, as consumers, pay sales tax. Yes, if voting booths were bedrooms they would probably leave wet towels all over them. But having now witnessed some of the more loveable teenage qualities — idealism, energy, a sense of injustice, open-mindedness — these seem to be exactly the ones of which modern politics is starved. Even a limited turnout by young voters, minus all the ones who are supposedly too apathetic or too busy insulting police officers or attending Ibiza-themed foam parties, might inject some life into the next election.

Question: By referring to at least two examples, analyse how the writer uses language to emphasise the positive contribution which teenage voters could make. (2)

Tone questions

Tone is not WHAT is being said but HOW something is being said. It helps to convey the writer's feelings or attitude and is created through choice of language.

Question wording:

- By referring to at least two examples, analyse how the writer uses language to create a _____ tone.
- By referring to both tone and _____, analyse how the writer emphasises...
- Explain with reference to the writer's use of language how successful you think she has been in achieving a _____ tone.

Method:

- Identify tone (if it is not given in the question)
- Select an example of word choice, imagery or sentence structure.
- Explain how this example helped to create the tone. (1)

Example:

It need not be like this. The truth is a struggle but the struggle is worth it. Media organisations must put the search for truth at the heart of everything, building an informed, active public that scrutinises the powerful — not an ill-informed, reactionary gang that attacks the vulnerable. Traditional news values must be embraced and celebrated: reporting, verifying, gathering together eyewitness statements. All in the cause of making a serious attempt to discover what really happened, and taking responsibility for creating the kind of world we want to live in.

Question: By referring to at least two examples, analyse how the writer uses language to create an inspirational tone. (2)

Example answer:

- 'It need not be like this.' (short, emphatic statement/positioning) suggests forceful rejection of the current situation. (1)
- (repetition/elaboration of) 'struggle...worth it.' suggests the challenge/value of achieving truth. (1)
- 'must' suggests necessity to carry out her suggested programme. (1)

Extra Practice: Discuss how you might explain the other possible answers in your own words.

Common tones

Below you will find common tones that may be found in RUAE passages. You should learn what these mean and how to recognise them.

Tone	Meaning	How to recognise
Mocking		
Humorous		
Ironic		
Sarcastic		
Optimistic		
Pessimistic		
Critical		
Sympathetic		
Conversational		
Angry		

Tone practice

Naturally, engaged teenagers would want answers on stuff that directly affects them such as unpaid internships, exams, student debt, the minimum wage, benefits and perhaps any military engagements in which they might be invited to serve. However, it might lead to a fresh look at policies that affect future generations, by voters who will actually be around to experience the consequences. If voting has to be rationed, maybe it should be elderly citizens — who may not see the impact of, say, political inaction on climate change or carelessness about fuel sustainability — who should give way to 16-year-olds. We could compromise: make it seventeen. Then 16-year-olds would only have a year to wait — after they have already married, donated an organ, bought fireworks, and signed up to fight for their country — before they would be allowed to choose, alone in an exposed voting booth, between competing political visions. Judging by the current resistance of adults who believe they know so much better, you'd think we were doing our young people a great big favour.

Question: By referring to both tone and use of contrast, analyse how the writer emphasises her support of teenagers being allowed to vote. (4)

Well, that's just it. Turbo-consumerism – the age of instant gratification and voracious appetite for “stuff” - cannot make us happy and it never will. Every time we are seduced into buying one product, another appears that is “new”, “improved”, better than the one you have. Turbo-consumerism is the heroin of human happiness, reliant on the fact that our needs are never satisfied. A consumer society can't allow us to stop shopping and be content because then the whole system would die. Instead it has to sell us just enough to keep us going but never enough that our wants are satisfied. The brief high we feel is compensation for not having a richer, fuller life.

Question: Show how the writer uses tone to convey her criticism of shopping. (2)

Link questions

Question wording:

- By referring to the sentence in lines _____, explain how it helps to provide a link between the writer's ideas at this point in the passage.
- Explain any way in which the sentences in lines _____ help to provide a link between ideas at this point in the passage.

Method:

- Quote a word or short phrase from the link sentence that you think links back to a previous idea
- Explain in your own words the idea that your selection links back to (1)
- Quote a word or short phrase from the link sentence that you think links forward to the next idea
- Explain in your own words the idea that your selection links forward to (1)

Example:

This example is taken from the 2015 Higher RUAЕ paper. You should have a copy of the full paper (available on the SQA website) in order to understand what this excerpt links forward and back to.

Could the British countryside ever look like this? If current trends continue, the answer is yes. Farming in Britain is at a crossroads, threatened by a wave of intensification from America. The first mega-dairies and mega-piggeries are already here. Bees are disappearing, with serious implications for harvests.

Question: Explain the function of these lines in the development of the writer's argument. You should make close reference to the passage in your answer.

Example Answer:

- The writer's change of focus from the USA to UK is signalled by the question "Could the British...look like this?" (1)
- The writer's move to consider intensive farming in the UK is suggested by "Farming in Britain...intensification from America" (1)

Extra Practice:

Discuss how you might explain the other possible answers in your own words.

Link practice

Sports psychology can be thought of as helping performers to manage a response (i.e. fight, flight, freeze) that has outlived, to a large extent, its usefulness. The players standing in the semi-circle holding hands are virtually motionless. It is a nice metaphor for the freeze response. The walk to the penalty spot is curiously self-conscious. You can almost hear the inner dialogue: “Get out of here, run away! ‘But I can’t run away. I have to take this thing!’ ”

How to deal with these responses? One way is with reflection. The next time you give a speech or are doing a job interview, take note of how you feel. Gauge the curious feeling of dread, the desire to run away, the way your heart is beating out of your chest. But do not let this intimidate you; instead, reflect that these are normal reactions and everyone experiences them: even Michael Jordan (a marvel from the free-throw line) and Roger Federer (who always looks unnaturally calm on Centre Court).

Question: Explain why the sentence “How to deal with these responses?” provides an appropriate link at this point in the passage. (2)

So we are not here to examine our children. What we should do is try to find out where we have gone so terribly wrong. Before we come to the wretchedly indulgent state of modern parenting, though, I suppose I’d better set out my stall. Inevitably, when one becomes a parent, one can’t help revisiting one’s own childhood to make comparisons.

When I was little, we were given no choices — about what we ate, what we wore, what we did, where we went to school, when we went to bed etc. I could only choose what to read.

There was not so much stuff (many of my son’s 15-year-old friends have iPods, iPads, MacBooks, unlimited access to their parents’ credit cards, Pay Pal, eBay and iTunes accounts — and not just iPhones, but BlackBerrys too), so we made our own fun.

Question: Explain any way in which the sentence “When I was little...” helps to provide a link between ideas at this point in the passage. (2)

Effective conclusion questions

Question wording:

- Look at lines _____. Select any expression from these lines and explain how it contributes to the passage's effective conclusion.
- Pick an expression from the final paragraph, and show how it helps to contribute to an effective conclusion to the passage.

Method:

- Quote a word or short phrase from the conclusion that you think links back to earlier in the passage
- Quote a word, phrase or idea that your selection links back to **OR** explain in your own words the idea that your selection links back to. (1)

Example:

This is an excerpt from the 2015 Higher RUAЕ paper. You should have a copy of the full paper (available on the SQA website) in order to fully understand the question and answer.

It may seem hard to imagine such a scene in Britain, but it is not far-fetched. Proposals for an 8,000 cow mega-dairy in Lincolnshire, based on the American model, were thrown out after a public outcry. On local radio the man behind the scheme claimed that "cows do not belong in fields". It will be the first of many similar fights, because dairies are expanding and moving indoors. The creep of industrial agriculture in Britain has taken place largely unnoticed, perhaps because so much of it happens behind closed doors. The British government calls it "sustainable intensification". Without fuss or fanfare, farm animals have slowly disappeared from fields and moved into hangars and barns.

Question: Evaluate the effectiveness of the final paragraph as a conclusion to the writer's criticism of industrial farming.

Example answer:

- By giving details of the proposed mega-dairy in Lincolnshire, the writer reminds us of her earlier point that the British countryside faces a similar fate to that of Central Valley. (1)
- The writer reminds us of the ludicrous size of these factory farms by revealing the enormous number of cows planned for this mega-dairy. (1)

Extra Practice:

Discuss how you might explain the other possible answers in your own words.

Effective opening questions

Question wording:

- Explain fully why the first paragraph is an effective opening to the passage as a whole.

Method:

- Identify an idea / theme / tone that has been introduced
- State the impact this has on the reader (1)

An effective introduction will do some of the following:

- Introduce main ideas / the focus of the text
- Introduce main themes
- Introduce the tone of the passage
- Introduce the writer's opinion / stance on the topic
- Use imagery / features of sentence structure (say why this feature has been used)
- Involve the reader e.g. through use of second person 'you'
- Create interest / shock...
- Arouse sympathy / anger...

Example:

There are hugely important questions to address before 16-year-olds can be invited into the complicated UK electoral process. Are they sufficiently mature? Can they tell one party from another? Are they too preoccupied by a combination of exams and hectic social lives to be bothered? Even worrying about their appearance has been cited as a reason why under-18s might struggle to give adequate thought to the political and economic issues facing Britain today.

Question: Analyse two ways in which the writer attempts to engage the reader's interest in the opening paragraph.

Example answer

- Emphatic/categorical nature of opening sentence conveys the topic in an unequivocal (clear) manner (1)
- "hugely important" conveys the gravity/serious nature of the topic (1)

Extra Practice: Discuss how you might explain other possible answers in your own words.
Clue: there are at least 4 other possible answers.

Final Question on Both Passages

The final question will ask you to compare the two passages you have read and identify 3 areas of agreement or disagreement (or a mixture of both).

Question Wording:

- Look at both passages. Both writers express their views about _____. Identify three key areas on which **they agree**. You should support the points you make by referring to important ideas in both passages. You may answer this question in continuous prose or in a series of developed bullet points.
- Look at both passages. The writers disagree about _____. Identify three key areas on which **they disagree**. You should support the points by referring to important ideas in both passages. You may answer this question in continuous prose or in a series of developed bullet points.

Method:

- Identify 3 key areas (minimum) making each one the heading of a separate paragraph.
- Under the first key area, discuss the first writer's opinion on this area, including a quotation, if possible. Repeat for the other key areas.
- Discuss the second writer's view for each key area, again quoting where possible.

You will receive one mark for each correct key area (up to a total of 3). The remaining marks will be allocated as follows:

- a further mark for appropriate use of supporting evidence
- a further two marks for detailed/insightful use of supporting evidence

Example:

*For this example, you should have access to the 2015 Higher RUAE paper (available online at <https://www.sqa.org.uk/pastpapers/findpastpaper.htm?subject=English&level=NH>). Read both passages and the **last question** of the paper.*

Example Answer:

Key Area 1: Intensive farming is a highly productive process. (1)

- Writer one discusses the size and fertility of the farms in Central Valley, high yields from dairy cows in Central Valley and notes that farmers “churn out more for less”.
- Writer two mentions the higher number of chickens raised in less space and the shorter time taken for animals to reach “edible size”. (1)

Key Area 2: Intensive farming yields affordable food for everyone. (1)

- Writer one states meat, fish and dairy products from factory farms are much cheaper - whole chickens sell for ridiculously low prices.

- Writer two agrees that factory farming fulfilled post-war policy of “cheap meat, eggs and cheese for everyone” and intensive farming allowed poorer people to have a much richer diet. (1)

Key Area 3: Intensive farming has brought about a change in people’s dietary habits. (1)

- Writer one explains that previously expensive foods are now within the reach of everyone - “Things that were once delicacies, such as smoked salmon, are now as cheap as chips”. Exotic foods are also now widely available.
- Writer two - we have switched from a diet which was based on cereals/vegetable to one which is high in animal fats: “Before intensive farming brought cheap meat and dairy products to our tables, man obtained most of his calories from cereal crops and vegetables”. (1)

Extra practice: There are a further 6 areas of agreement between the two passages. Identify them and lay out your answer in the same style as the example.

Further practice questions and marking scheme can be found on:

<https://www.sqa.org.uk/pastpapers/findpastpaper.htm?subject=English&level=NH>

Useful language

Word	Meaning	Example	Effect
Alliteration	A group of words which begin with the same letter	Peter picked a peck of pickled peppers	
Anecdote	A brief (personal) story used to illustrate a point		
Colloquial language	Informal writing	calling a potato a 'spud'	
Connotation	The associations that a word brings to our mind rather than the literal meaning (see denotation)	"gold" has connotations of success, riches	
Context	The surrounding sentence or paragraph in which a word appears		
Contrast	Use of words or ideas that are opposites. If this appears in a question, illustrate both sides of the contrast.		
Denotation	The dictionary definition of a word or term	"gold" is a yellow precious metal ...	
Emotive language	Words or phrases which arouse an emotional response such as sympathy or anger in the reader	'the poor defenceless animals'	
Hyperbole	Exaggeration	I've told you a million times to do your homework.	
Imagery / images (simile, metaphor, personification)	Descriptive language using comparisons	The boy's bedroom looked like a pigsty.	

Irony	Saying the opposite of what you really mean or of what you might expect to happen	The marriage counsellor was going through a divorce.	
Metaphor	A comparison where one thing is said to be another that it cannot actually be.	He <u>is</u> a wizard at maths. Life <u>is</u> a rollercoaster.	
Onomatopoeia	Words which copy the sound they describe	Sizzle, crash ...	
Oxymoron	Placing two opposite words side by side in order to create impact.	A deafening silence A bitter sweet romance ...	
First person narrative	The story is told from the point of view of one character	I...me...my...	
Third person narrative	The story is told by a narrator who is not directly involved	He, she ...	
Personification	Objects are given human characteristics	The engine coughed into life.	
Simile	A comparison using 'like' or 'as'	His hands were <u>as</u> cold <u>as</u> ice.	
Synonym	Words with similar meanings	Happy, cheerful	
Tone	The way in which something is said. It tells us how the writer feels about the topic.	Tone is created through word choice, emotive language, persuasive language etc...	

Sentence structure checklist

Remember these questions are not asking about content but about the way a sentence is built or constructed. Once you have identified a feature you must comment on why it has been used.

Feature	Description	Uses (this varies from one passage to another)
Repetition	When single words, or groups of words, are repeated.	To place emphasis on a word for a specific reason. Think about why the author has drawn your attention to that particular word.
Lists	In lists of single items, items might be separated by commas . In lists of phrases, items might be separated by semi-colons . Lists are usually introduced by a colon (:).	Always say what it is a list of and why it has been used. If a list is present, look at the order in which the points are listed. If they lead up to the most important item at the end, there is a build-up to a climax .
Conjunctions	Sometimes a writer might use 'But' at the beginning of a sentence.	This is usually done to introduce an opposing idea or view.
Sentence length	Short sentences Long sentences	Sometimes build up tension. May be used for an explanation or to highlight someone's rambling thoughts.
Questions	Identify these through use of the question mark (?).	To show that someone is questioning themselves; may highlight anxiety, concern or a dilemma.
Rhetorical questions	Often addressed to the reader.	Encourage the reader to consider their own views on the topic/their own actions/to involve the reader.
Minor sentence	Do not contain a verb (doing word).	
Contrast	Opposite words or ideas being used alongside each other.	To place emphasis on the difference/ highlight extremes.
Parenthesis	Where extra non-essential information is included in a sentence, contained within dashes, brackets or commas.	Sometimes contains the author's opinion on a topic or an aside . Sometimes contains more detail on the topic.
Ellipsis	Where three dots (...) are used	To indicate something has been left out, hesitation, a cliffhanger, continuation of a list...
Colon	Punctuation mark (:)	Can be used to introduce an idea, a list or an explanation.
Semi-colon	Punctuation mark (;)	May separate items on a list of phrases; may have contrasting ideas before and after it.

Active reading strategies

You should read quality non-fiction articles regularly to prepare for RUAЕ. This is something that can be done at home as well as in school. It will give you more confidence when reading unseen passages and it will also develop your vocabulary. The following activities will help you to read actively:

- Think about the intended audience and purpose of articles.
- Summarise the key ideas in articles using your own words.
- Explain what you have read to someone else (this will test how well you have understood it).
- Look up new vocabulary.
- Think about how effective you find the introduction and the conclusion. What techniques are used to make them effective?
- Look for examples of imagery. Why have they been used?
- Look at word choice. Think about the connotations of some of the words the writer has chosen.
- Think about tone. What is the writer's attitude towards the topic, and how do you know?

Reflecting on your RUAE prelim

Name	
My mark out of 30	
Did I finish the paper?	
How well did I understand the passage?	
Question types I did well in	
Questions types I found difficult	
Overall strengths	
Next steps and how I can achieve them	
Signed (pupil)	Signed (parent/carer)

Studying for Higher RUAE

You may have heard people say that you cannot study for this paper. However, there are several ways that you can prepare. Why not try some of the ideas below?

Read regularly

Try to read quality non-fiction texts regularly. Use active reading techniques such as those listed above to develop your skills. Create mind maps when actively reading texts.

Past papers

Ensure that you complete as many of these as possible. They are available free on the SQA website. This will help you to become familiar with the types of passage used and with common question types. You will also be able to practise your time management skills.

Flashcards

Write the name of a technique, a feature of sentence structure or punctuation on one side and the definition on the other. Ask parents / carers / friends to test you on these.

Flashcards can be made into a booklet to keep them together. You can then also carry them around and read through them when you have a spare moment.

Colour coding

Use highlighters or coloured pens to colour code notes. This is more active than simply reading through notes.

Mnemonics

For some people these are good memory aids. There is an example below.

Imagery =

Metaphor

Personification

Simile

Post-its and Posters

Put definitions or RUAE advice up on your bedroom wall and look at it regularly.

Find a Study Partner

- Ask someone to test you on learning techniques and their definitions.
- Read an article together and summarise the main ideas.
- Analyse texts with a partner, challenging each other to identify techniques and comment on why they have been used.

Create a study timetable

Ensure that you plan your studying for all subjects and start early. Remember to build your RUAE skills into your plan. Practising regularly is key. Good luck!