**Revision Guide  
RUAE EXAM**

**In Your Own Words**

* Identify and underline answer
* Answer in clear bullet points
* 1 bullet point per mark

**Language: WC / Imag / Sentence Structure**

**Word Choice**

-‘Quote’  
-Connotations (x2)  
- Link to question + 2 more connotations

**Imagery**

* ‘Quote’ + simile/metaphor/personification
* Just as (imaginary) / So too (Real)
* Link to Question

**Sentence Structure**

* ‘Quote’ + Technique
* Function + Purpose
* Link to Question

|  |  |
| --- | --- |
| **Sentence Structure Technique** | **Function** |
| Short Sentence | *emphasises* |
| Repetition | *emphasises* |
| Parenthesis | *Add extra information which emphasises* |
| Single Dash | *Adds extra information which emphasises* |
| Rhetorical Question | *Makes the reader think about something* |
| Colon | *Introduces something* |
| List | *Shows the range / variety / scale* |
| Inversion | *Exaggerate, emphasise or draw attention to something* |
| Ellipsis | *Used to build suspense or show that someone is lost for words about something* |

**Link question**

“quote” – links forward (explain topic it links to)

“Quote” - links back (explain topic it links to)

**Effective Conclusion**

“quote” from conclusion

Analyse

Link back to a quote from earlier in the passage

**TEXTUAL ANALYSIS EXAM**

**8 Marker**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Glasgow Sonnet  **Themes: Poverty/ Urban decay**  “mean wind wanders”  “no windows left to smash”  “Kettle whimpers on a crazy hob”  “Air too poor to rob”  “black block”  “condemned to stand”  “chipped sill buttresses” | Winter  **Themes: death / relentless passage of time**  “the year goes”  “woods decay”  “After many summer dyes”  “warring air”  “cut by evening cries”  “Muffled hiss”  “decay and break”  “sees nothing and nothing sees” | Good Friday  **Themes:**  **Religion / social class**  “lurches round”  “I don’t know what today’s in aid of”  “you’re an educatit man”  “bliddy ignorant”  “ye understand?” | Trio  **Themes: Friendship joy overcomes evil / happiness more important than religion**  “sharp winter evening”  “whether Christ is born or is not born”  “monsters of the year go back”  “laughter ringing round them like a guard”  “cloud of happiness” | Glasgow 5th March  **Themes:**  **Violence/ society doesn’t care**  “ragged diamond”  “bristling with fragments of class”  “spurts arterial blood”  “their faces show no expression”  “two drivers keep their eyes on the road” | In the Snack Bar  **Themes: isolation /society doesn’t care/ suffering**  “hands like wet leaves”  “hands have no power”  “dear Christ to be born for this”  “long blind, hunchback born, half-paralysed”  “I want – to go to the – toilet”  “inch by inch” |

**Commonality (2)**  
-how this poem answers the Q  
(DO NOT QUOTE)

-how other poem answers the Q   
(DO NOT QUOTE)

**This Poem (2)**

“Quote” (1)  
-Analyse  
-Link (1)

**Other Poems (4)**

“Quote” (1)  
-Analyse  
-Link (1)

“Quote” (1)  
-Analyse  
-Link (1)

**8 Mark Questions**

**Glasgow Sonnet**

**By referring to this poem and to at least one other by Morgan, show how the poet explores painful experiences.**

**Trio**

**By referring to this poem and to at least one other by Morgan, show how setting is an important feature of his poetry.**

**Good Friday**

**By referring closely to this poem and to at least one other poem, show how Morgan explores important human themes.**

**In The Snackbar**

**By referring to this this poem and to at least one other poem by Morgan, show how important human issues are explored.**

**Winter**

**By referring to this poem and at least one other, show how Morgan explores negative ideas.**

**Glasgow 5th of March**

**By referring to this poem and at least one other, show how Morgan explores social issues.**

**Critical Essay**

**Question types:**

Character – Megan Theme – Neglect (character of Megan) Key Moment – Megan’s Murder

**Introduction**

**Title and author** **-Link to Q – Character (Megan –state name!)** -**Summary** -**Comment on key theme**

**+ comment on title ‘Lighthouse’ significance**

**PARA 1 – Young age / Innocence**

* “At three and a half years he had the face of an angel”  
  the **metaphor** serving to highlight Bobby’s purity and innocence
* “Megan, aged ten.”  
  has been left by her parents to care for this vulnerable child, yet is equally vulnerable herself
* “…I just hope a monster doesn’t get you”  
  reinforces the notion of childishness within the pair that they are afraid of mythical or fairy tale creatures.  
  **foreshadows** the oncoming approach of the man dressed in grey

**PARA 2 – Neglected**

* “If you don’t start moving I’ll slap your face…”  
  aggressive **word choice** of slap is suggestive of the violent parenting Megan and Bobby receive at home
* “Her parents couldn’t say much considering the way they swore”  
  **thematic** undercurrent of neglect and mistreatment that can be identified within Megan’s treatment of Bobby; Megan’s physical and verbal aggression towards her brother are learned behaviours which she likely mimics from her parents.

**PARA 3 – Megan’s Murder**

* “Then he put his lips close to her ear. ‘Can you hear me?’”  
  The **lexical choice** of ‘lips’ and ‘close’ potentially **connotes** sexual abuse whilst the use of **dialogue** suggest the grey man is sadistically taunting Megan in her severe and critical state.
* “When her eyes flickered”  
  ‘flickered’, suggesting that she barely remains alive after the injury
* “…he put his hand over her mouth and nose and held it there for a considerable time”  
  revealing the grey man’s insidious nature and his intentional suffocation of Megan.
* “whilst imperceptibly and gradually her body sank into the sand”  
  **word choice** suggests extended time period for which Megan’s body is left on the beach without anyone, even her parents, coming to look for her

**Conclusion**

**- Title and author - Link to Question - Discuss Key Themes**

**Choose a short story in which there is a character you feel sympathy for.  
By referring to literary techniques, show how writer makes you feel this way.**

‘The Lighthouse’ by Agnes Owens is a short story in which we feel great sympathy for the character of Megan. The story takes place on a beach where 10 year old Megan has been left to look after her 3 year old brother. They encounter a man dressed in grey who murders Megan and kidnaps Bobby. Through the use of characterisation, Owens explores the theme of neglect; Megan and Bobby’s negative behaviours and mistreatment of one another is indicative of how they have been poorly treated by their parents, thereby instilling a feeling of great sympathy within the reader. The title itself, ‘The Lighthouse’ metaphorically represents the threat Megan and Bobby are in from the beginning as they have been abandoned by their parents. The lighthouse ultimately foreshadows the man in grey’s attack on Megan and the kidnapping of Bobby.

At the beginning of the short story the reader is introduced to our protagonists Megan and Bobby – their young age and innocence is immediately made clear, inciting our sympathy for them as they have been left alone by their parents. Bobby is described to be “three and a half years” old and has “the face of an angel”, the metaphor serving to highlight Bobby’s purity and innocence. Megan “aged ten” has been left by her parents to care for this vulnerable child, yet is equally vulnerable herself. When Bobby expresses reluctance to follow her instructions, she threatens him: “…I just hope a monster doesn’t get you.” The use of the term ‘monster’ reinforces the notion of childishness within the pair that they are afraid of mythical or fairy tale creatures. Despite this, there is a degree of reality to this idea of monsters - Owens cleverly foreshadows the oncoming approach of the man dressed in grey who ultimately murders Megan and kidnaps Bobby, invoking great pity within the reader as these innocent children are horrifically attacked at such a young and vulnerable age.

As the story continues the reader’s empathy is heightened for Megan as we identify clear signs of neglect. Her troubled and traumatic background is subtly revealed through her interactions with her brother - Megan viciously threatens him when he is moving too slowly for her: ‘If you don’t start moving I’ll slap your face’. The aggressive word choice of slap is suggestive of the violent parenting Megan and Bobby receive at home. Megan then proceeds to swear at Bobby and, when he threatens to tell on her she dismissed him, ‘…her parents couldn’t say much considering the way they swore.’ There is a clear thematic undercurrent of neglect and mistreatment that can be identified within Megan’s treatment of Bobby; Megan’s physical and verbal aggression towards her brother are learned behaviours which she likely mimics from her parents. Despite Megan’s poor treatment of her brother, the reader still feels sorrow for Megan as it is her own mistreatment that has led her to behave in such a hostile way.

In the harrowing conclusion to Owens’ short story the reader is not only sympathetic towards Megan but horrified as she is brutally murdered. When Megan races up to protect Bobby from the man in grey, she slips and splits her head open on the rocks. Then the man in grey ‘puts his lips close to her ear. “Can you hear me?”’ The lexical choice of ‘lips’ and ‘close’ potentially connotes sexual abuse whilst the use of dialogue suggest the grey man is sadistically taunting Megan in her severe and critical state. Megan’s eyes ‘flickered’, suggesting that she barely remains alive after the injury; the man in grey then ‘put his hand over her mouth and nose and held it there for a considerable time’, subtly revealing the grey man’s insidious nature and his intentional suffocation of Megan. Her body is left on the beach to “imperceptibly and gradually her body sank into the sand”. Again, Owens’ meaningful use of word choice suggests extended time period for which Megan’s body is left on the beach without anyone, even her parents, coming to look for her. Owens again explores the theme of neglect through creating sympathy for Megan – the children have been negligently disregarded by their parents and, as result, experience great suffering throughout both their lives, ultimately leading Megan’s death as her body is eventually swept away by the tide.

In conclusion, ‘The Lighthouse’ by Agnes Owens is a short story which creates sympathy for the character of Megan through its exploration of the theme of neglect. This essay has referred to literary techniques to demonstrate how sympathy is created for Megan, and also encourages the reader to reflect on the dire consequences of parental neglect.

**National 5 Critical Essay Pastpaper Questions 2016-2023**

Choose a novel or short story or work of non-fiction which has a key moment. Give a brief account of the key moment and, by referring to appropriate techniques, show how it is significant to the text as a whole.

Choose a novel or a short story or a work of non-fiction which deals with an important issue or theme. By referring to appropriate techniques, show how the issue or theme is explored.

Choose a novel or a short story or a work of non-fiction which has a memorable character/person, place or event. By referring to appropriate techniques, explain how the writer makes the character/person, place or event memorable

Choose a novel or short story or a work of non-fiction which deals with a significant event or experience or issue. Give a brief account of the significant event or experience or issue. By referring to appropriate techniques, explain how it is important to the text as a whole.

Choose a novel or short story or work of non-fiction which explores a theme that interests you. By referring to appropriate techniques, explain how the writer makes this theme interesting.

Choose a novel or short story or work of non-fiction in which there is a character for whom you feel sympathy. By referring to appropriate techniques, explain how the writer makes you feel this way.

Choose a novel or short story or work of non-fiction which contains an interesting theme or issue. By referring to appropriate techniques, explain how the writer makes the theme or issue interesting.

Choose a novel or short story or work of non-fiction which contains a character for whom you have strong feelings. By referring to appropriate techniques, explain how the writer makes you feel this way

Choose a novel or short story or work of non-fiction which explores a memorable event or issue or place. By referring to appropriate techniques, explain how this memorable event or issue or place is explored.

Choose a novel or short story or work of non-fiction in which there is an interesting character. By referring to appropriate techniques, explain how the writer makes the character interesting