**N6 Higher English Prelim January 2019**

**Feedback for pupils**

**Reading for UAE**

**Practise past papers, learn your literary terms, use of punctuation, sentence structure/punctuation and effect, etc.**

**Read the columnists in quality newspapers**

* Understanding questions done ok on the whole but still some candidates who lift from the passage – own words are essential.
* Make sure distinct points are made to cover marks available – especially in big mark questions – no repetition/overlap
* Make sure you have an understanding of wider context of the article – some questions candidates actually contradicted themselves in their answer due to not taking account of article’s purpose – i.e. what the writer finds surprising about the Titanic (not that it was unsinkable – tells us it was only referred to this as this after it had sunk!)
* Analysis questions – using the ‘Just as … so’ structure works best – pupils should try to practise using this. Explaining the connotations using the context of the image/word choice will also ensure the marks – doesn’t work for all types of analysis e.g. sentence structure.
* If there are 4 marks for Analysis, make sure more than two points are made – ‘hedge your bets’ – do 3 or 4 and marks can be picked up. i.e. Don’t rely on a long response being awarded two marks for being ‘insightful’ in analysis questions – sometimes easier to make 4 basic points to build up marks
* Make sure you name the technique e.g. word choice, sentence structure e.g. parenthesis, imagery e.g. metaphor, etc. Tone – use an adjective e.g. cynical.
* Analysis of sentence structure (especially listing) too general – be specific in identifying list, what it is listing and effect.  Look at different **functions** of a colon (or any sentence structure feature) and use in context – not always introducing a list. Don’t rely on the words, “A rhetorical question has been used to make the reader think.”
* Never, ever leave a blank – always try!
* Read the question carefully – be careful not to confuse word choice and imagery
* Always make sure that you are referring to the correct section of the text.

**Critical Reading**

**Textual Analysis**

* Remember to quote – no marks awarded for this but must identifying what you are analysing. Marks come from ‘insightful’ comments – connotations. Use the just as…so structure
* 4 mark questions etc – 4 quotes and brief comments rather than just 2
* N6 TA 10 mark question

Must specify **exactly** how the theme or idea referred to in the question is shown in the printed poem and at least one other

2 quotations and analysis from printed poem are needed – a lot just giving one quote and summing it up so only achieve 1 mark. Should be a full, detailed and insightful analytical comment

All points must link to howDuffy shows the theme/idea; a lot of pupils just explain meaning of quotes and do not link it to isolation so are not getting the marks.

Best Layout:

* A section explaining commonality e.g. ‘Mrs Tilcher’s Class’ deals with the transition between…
* Then focus on printed poem (2 quotes and analyse how transition/change is conveyed in each)
* Then 3X quotes and analysis of each individually (how shows transition/change) from an unseen poem.

You might want to do the 8 mark question first to ensure it is fully done and timing isn’t an issue – just number questions/answers clearly

**Critical essays**

**Practise essays in timed conditions, having revised your text and learned quotations**

* Put the number of the question in the margin.
* Plan your essay – even a brief list of points will help you focus
* Ensure you refer to the wording of the question in your Introduction, sub-conclusions and Conclusion – without being overly repetitive.
* Ensure the focus of the question has been identified - must link all points to the task set few focus on the second line of task e.g. insight into theme etc. Make sure you twist the task to suit what they want to write about it and be more assertive in defining your line of argument i.e. how is love dealt with as a theme rather than just describing examples of love.
* Avoid story-telling topic sentence – use these to move your argument forward. Use transitional words and phrases too.
* Ensure your quotations are appropriate in the context and avoid analysing single words/micro-analysing in bigger texts (novels/drama). Discuss what the quotation suggests about a character, scene, theme, etc.
* Ensure you punctuate correctly when inserting quotations – integrate them properly. Always introduce the quotation and follow with an analytical comment on effect (linked to focus of task)
* Learn to spell key words correctly – especially high-frequency words relating to text e.g. ‘niece’.
* If you have an apostrophe phobia, learn how to use them e.g. Miller’s portrayal of Eddie
* Vary your language in your evaluative comments – avoid ‘This shows, showing’, etc.
* Remember to consider Miller’s aims and the audience’s reaction in your evaluation – do not use the phrase ‘adds to our appreciation of the text as a whole’ or ‘enhances our understanding of the text as a whole’ from the question directly in your essay – this refers to the themes/message of the text – what do we as the reader take away/learn from the text.
* Revise the text thoroughly – get your facts correct, which dramatic techniques are used and for what effect as well as what the themes are. Revise the Greek tragedy definition as well as the tragic hero/fatal flaw, chorus etc.
* You might want to do your critical essay before your textual analysis and be very strict with your time (45 minutes). 20 marks available for critical essay and penalties will be given for overly brief/incomplete responses.