

National 5 English

FAMILY LEARNING EXAM PREPARATION

1



- **Paper 1**
Reading for Understanding,
Analysis and Evaluation
- **Paper 2**
Scottish Text
Critical Essay

2

1

Course Outline

- ▶ **Paper 1** Reading for Understanding, Analysis and Evaluation.
- ▶ **1 hour** and worth 30 marks.
- ▶ **Paper 2** Critical Reading: Scottish Text and Critical Essay.
- ▶ Drama, Prose (Novel/Short Story), Poetry (ST 6 Poems), Film.
- ▶ **1 hour 30 minutes** and worth 40 marks [20/20].
- ▶ **Portfolio:** Broadly Creative Essay and Broadly Discursive Essay.
- ▶ Externally assessed, template, and worth 30 marks [15/15].
- ▶ **Spoken Language:** Presentation or Discussion.
- ▶ Internally assessed and achieved/not achieved.

3

N5 RUAE

PAPER 1

READING FOR UNDERSTANDING, ANALYSIS AND EVALUATION

1 HOUR; 30 MARKS

4

2

Understanding the Writer's Ideas

- ▶ **in your own words**
- ▶ **summarising**
- ▶ **linking**



5

Understanding Methods

- ▶ **in your own words/summarising: locate and translate.**
- ▶ **linking:**
 1. **quote** the part of the link sentence that refers back to the previous idea.
 2. **explain in your own words** what the link is to the previous idea.
 3. **quote** the part of the link sentence that refers forward to the next idea.
 4. **explain in your own words** what the link is to the next idea.

6

Analysis of the Writer's Language

- ▶ word choice
- ▶ sentence structure
- ▶ imagery
- ▶ tone



7

Analysis Methods: select and comment

- ▶ word choice: quote and explain
- ▶ sentence structure: identify and quote then explain
- ▶ imagery: just as..., so this suggests...
- ▶ tone: LOT = lazy old tone gets all the other techniques to do its work = can be analysed through word choice; sentence structure; and imagery e.g. light-hearted, nostalgic, mocking.

8

Evaluation of the Ideas and Language

- ▶ effective introduction
- ▶ effective conclusion



9

Evaluation Method: I&I or s&c and elink

A writer introduces important ideas in an introduction or concludes important ideas in conclusion and this is evaluated as follows:

- ▶ **Ideas:** in your own words, refer to an important idea in the introduction or conclusion and then explain, in your own words, how this is effectively linked to a similar important idea later or earlier in the text.
- ▶ **Language:** select and comment on something from the introduction or conclusion and then explain how this is effectively linked to a similar select and comment later or earlier in the text.

10

Common Mistakes and How to Solve Them

- Not reading the question properly and giving an **irrelevant** answer.
- Looking at the **wrong part of the passage**.
- 'Lifting' or **quoting from the passage** when it must be **in your own words**.
- Applying the **wrong method**.
- Knowledge about Language **lack of vocabulary, sentence structure, punctuation and sentence types**; imagery, tone.

► #N5HRUAE

► **Read more non-fiction articles**

@ambeesenglish



► BBC Bitesize

► Scholar

► SQA Past Papers

► SQA Understanding Standards

► Supported Study

► **Unfamiliar Words**: find out and learn their definitions.

R.U.A.E. Methods

Reading for Understanding, Analysis and Evaluation

Understanding: Locate & Translate

- ✓ **in your own words** (IYOW/BPs)
- ✓ **summarising** (IYOW/BPs)
- ✓ **linking** (4-step method)

Analysis: Select & Comment

- ✓ **word choice** ('quote' & explain IYOW)
- ✓ **sentence structure**
(identify/'quote' & explain IYOW)
- ✓ **imagery**
(just as, so this suggests IYOW)
- ✓ **tone** (LOT*)

Evaluation: Locate & Translate

or Select & Comment

then repeat for After or Earlier

- ✓ **effective introduction** (after)
- ✓ **effective conclusion** (earlier)

LOT* means Lazy Old Tone = gets the other techniques do its work
analyse tone using word choice/sentence structure/imagery



Improve Your Skills: Reading for Understanding, Analysis and Evaluation

The best way to improve your skills in Reading for Understanding, Analysis and Evaluation is to read as much as possible.

You should read at least one article a week and try some if not all the following tasks.

The article should come from a broadsheet publication such as *The Guardian*, *The Times*, *The Telegraph*, *The Scotsman*, or *The Herald*.

Understanding Skills The writer's ideas

- ✓ Underline unfamiliar words, look them up, and write down the most appropriate definition.
- ✓ Identify the writer's main ideas – look at topic sentences and key ideas to help you do this – an idea could be developed over several paragraphs so you might not necessarily be looking for a main idea in every single paragraph.

Analysis Skills The writer's language

- ✓ Select two examples of word choice – discuss the connotations and explain why the writer's choice is appropriate.
- ✓ Choose two examples of sentence structure – identify the technique and explain how this helps support the point the writer is making.
- ✓ Find one example of imagery – explain why it is a suitable comparison to use in this article, literally and figuratively.
- ✓ Decide on the tone of the whole text or a section of the article – identify the technique(s) which contribute(s) to creating this and explain how they emphasise the point the writer is making.

Evaluation Skills The writer's ideas & the writer's language

- ✓ Look at the final paragraph – discuss how well the writer sums up what he/she has been communicating and how well the conclusion links to what was referred to earlier in the article – you can choose to focus on ideas and/or language.



National
Qualifications
2025

X824/75/11

**English
Reading for Understanding,
Analysis and Evaluation**

TUESDAY, 6 MAY

9:00 AM – 10:00 AM

Total marks — 30

Attempt ALL questions.

Write your answers clearly in the answer booklet provided. In the answer booklet you must clearly identify the question number you are attempting.

Use blue or black ink.

Before leaving the examination room you must give your answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



*** X 8 2 4 7 5 1 1 ***

How Taylor Swift Saved My Writing

In this article the writer reflects on the positive effects of listening to Taylor Swift's music.

Being a writer, being able to create characters and tap into human feelings and ways of processing things often goes hand in hand with feeling worthless. Feeling that I'm not as good as the writers I admire, feeling that I'm not writing enough, feeling that I'm wasting time on the wrong project.

I always have been tough on myself. My parents used to tell me this; my wife still tells me this. I
5 have an idealised version of what I should look like, what I should be able to get done in a day, what my kids and students think of me, how my writing turns out, and often, I am a far cry from this goal self.

Last December I realised I hadn't written anything new since spring. I kept thinking about different characters and scenarios, but every time I sat down to write, I'd get distracted and end
10 up putting nothing down on my taunting blank screen. Every idea felt ridiculous. I felt as though I had said everything already: every character, every name, every feeling, every possible setting and storyline.

I didn't feel like I was getting anywhere; then came Taylor.

My younger daughter, Frankie, had been listening to Taylor Swift nonstop, and she and my older
15 daughter, Gia, wanted tickets to the Eras tour that summer. They promised if they were selected in the Taylor lottery, this could be their Christmas and birthday and Easter and whatever other special occasion gifts. So we'd said yes, and they were victorious, and all was right in the Taylor-loving universe.

I was of course aware of the ubiquitous Taylor, but I didn't know much beyond seeing her on TV or
20 whatever was in the news. But I knew she had become the kind of phenomenon I love to see in our culture: someone who for years has been tested and tried and is reliably good. An Oprah, a Dolly Parton, a Stephen King. You don't have that many hits by accident. You don't build a loyal fan base of millions from being mediocre. And I remember learning how she spoke out politically and admiring her for using her platform and global reach for good. It's often easier to say nothing
25 and be vanilla — it takes guts to let the world know what you believe.

One day that December, I was driving Frankie to school, and she asked if she could play a different Taylor song for me. 'It's the ten-minute version of "All Too Well",' she said calmly.

'A song is ten minutes?' I smiled politely as I kept driving. What if it was awful? A three-minute song I didn't love would come and go, but ten minutes? Frankie didn't blink. 'It won't be long
30 enough,' she said.

She clicked play and I listened.

Songs never grab me the first time, but this one was good . . . I loved the lyrics: 'I'm a crumpled up piece of paper lying here.' I liked how passionately she sang. This was no bubblegum pop. This was about love and pain and being wronged.

35 I found myself playing it again after I dropped Frankie off. The lyrics were speaking to me, and I wasn't sure why. I am a sucker for objects, and the song talks about a scarf the lover kept. And a photo album. And watching the front door waiting for the loved one to return. The writer in me loves someone who can't get over something. The protagonist of the song walks home alone in the winter and weeps in a bathroom. And the dad in me aches when she sings about her father
40 trying to console his daughter after the breakup.

I listened to it over and over, never tiring of any section. There was her beautiful voice, and the words sounded great, but what struck me most was her honesty and rawness. I believed every single word. It made me love language again. It repeatedly gave me the chills.

Taylor made me want to recapture this. She made me want to write again. I felt something free
45 itself that had been stuck. Isn't that what we do as writers? We answer big questions. In the song she says she remembers it all, and writers are the ones who remember, who try to let everyone

know what it all means. Taylor was giving this back to me. She was taking away the worthlessness I felt; she was telling me we all get through things. I understood why every fan wanted to be at the concert that summer. I understood why in every video the audience is singing along, overcome.

50 'All Too Well' became our family anthem, and we played it on every car ride. We even started to measure distance with it: the restaurant is two All Too Wells away. I even used it in my Intro to Poetry class, where we watched the 'All Too Well' video and dissected the lyrics.

It was the new year and I finally sat down and started to write again. I picked up an old idea which I had shelved when I thought it wasn't the type of story readers would expect from me. I

55 learned from Frankie that Taylor would never think like that. I asked Frankie why Taylor is so successful, why she's lasted this long and why she's cultivated such a fan-base. Frankie told me that since Taylor's first album came out in 2006, she's produced ten more plus re-recorded versions and has more on the way. Frankie said, 'She's reinvented herself for every one of these albums.'

60 She's written and performed in so many styles: pop, country, indie and alternative. She's incorporated memoir, fiction, myth and legend into her songs. Though I didn't have a loyal base of Swifties, I had a small handful of fans who were so supportive and might follow my writing to other places. I typed and typed. I tried to take risks.

65 After a couple of weeks, I had pages again. By the time Gia and Frankie went to the Eras concert that spring I was polishing the first hundred pages of my new book, listening to 'All Too Well' in the background. I'm still not sick of it.

The song has shown me that it's okay to feel things deeply, to care too much. Because of Taylor, and her love for words, I've got back something I didn't think I was worthy of.

Adapted from an article by Ethan Joella, lithub.com

Total marks — 30
Attempt ALL questions

MARKS

1. Look at lines 1–7.
Using your own words as far as possible, explain what impression we are given of the writer.
You should make two key points in your answer. 2

2. Look at lines 8–12.
By referring to one example of word choice and one example of sentence structure, explain how the writer makes it clear that writing can be difficult. 4

3. Look at line 13 'I didn't feel like I was getting anywhere; then came Taylor.'
By referring to any part of this sentence, explain how it helps to provide a link between the writer's ideas at this point in the passage. 2

4. Look at lines 19–25.
Using your own words as far as possible, summarise what the writer already knew about Taylor Swift.
You should make four key points in your answer. 4

5. Look at lines 26–31.
By referring to one example of language, explain how the writer makes it clear that Frankie is in control of the situation. 2

6. Look at lines 32–43.
Using your own words as far as possible, explain which aspects of the song appealed to the writer.
You should make six key points in your answer. 6

7. Look at lines 44–52.
Using your own words as far as possible, explain how listening to Taylor Swift has affected the writer.
You should make four key points in your answer. 4

8. Look at lines 53–63.
By referring to two examples of language, explain how the writer makes it clear that Taylor Swift is an exceptional artist. 4

9. Look at lines 64–68.
Select any expression from these lines and explain how it contributes to the passage's effective conclusion. 2

[END OF QUESTION PAPER]

12

SCOTTISH TEXT

1

SCOTTISH TEXT

- This makes up Part I of Paper 2 of the exam and is worth **20 marks**.
- Candidates have **45 minutes** to complete this section.
- It consists of questions relating to either a **poem** or an extract from a **play** or **short story**: candidates will have the poem or the extract printed in the exam paper.
- The final question in this section is worth 8 marks and requires candidates to make comparisons between the extract and the rest of the play (if it is drama) or short story (if it is prose) or the poem printed and other poems by the same poet (if it is poetry). This question requires candidates to have a sound knowledge and understanding of either the whole play (e.g. Tally's Blood or Sailmaker) or a selection of poems by one poet. (e.g. Carol Ann Duffy or Norman MacCaig) or short stories (e.g. Anne Donovan).
- Candidates should remember to look carefully at the line numbers and ensure they are providing an answer from within those specified and consider the number of marks on offer for each question.

2

13

QUESTIONS ON FIRST 12 MARKS

- The skills required to answer the questions on Scottish Text are very similar to those involved in RUAE.
- Candidates may be asked to summarise what is happening in the scene/poem.
- They should tackle such questions in a similar way to RUAE **UNDERSTANDING** questions, and should, **using their own words, summarise** what is happening or **identify the key ideas** evident in the poem or drama extract.
- Candidates will be asked to select and comment on the writer's **language**.
- These should be tackled in a similar way to **ANALYSIS** questions in RUAE.
- Candidates should **quote** from the poem or drama extract, and **explain**.

3

UNDERSTANDING EXAMPLES

- **By referring to two examples from anywhere in this extract, explain how Alec's attitude towards Davie is revealed at this point in the play?**
- **Using your own words as far as possible, identify the key areas of disagreement between Rosinella and Massimo. You should make four key points in your answer.**
- **Using your own words as far as possible, explain two key ideas explored in the final stanza.**

4

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ANALYSIS EXAMPLES

- By referring to **two** examples of language, explain how the writer suggests Davie's enthusiasm for his old trade.
- By referring to **two** examples from their dialogue, explain how Rosinella and Massimo's different attitudes to war are revealed.
- By referring to **one** example of **word choice**, explain how the poet suggests that war photographer is like a 'priest' in 'church.'
- By referring to **two** examples of language, explain how the poet creates a sad tone.

5

8 MARK QUESTION: METHOD

This question is worth 8 marks and can be broken down into 4 sections:

- 2 MARKS – **COMMONALITY**
- 2 MARKS – **EXTRACT**
- 2 MARKS – **ELSEWHERE/ANOTHER POEM**
- 2 MARKS – **ELSEWHERE/ANOTHER POEM**

6

15

COMMONALITY – 2 MARKS

- **Summarise** what the question is asking of you referring to the extract/poem – no quotations needed.
- **Summarise** what the question is asking of you referring to other poems by the same poet or elsewhere/other characters (in terms of theme) in the play or short stories.

7

EXTRACT – 2 MARKS

- **Quote** from the extract/poem in front of you – make sure it relates to what the question is asking.
- **Explain** this quote ensuring you answer the question (this might relate to character, theme, important features, or ideas).

8

16

ELSEWHERE/ANOTHER – 2 MARKS

- **Quote** from the elsewhere in the play/another short story/another poem - make sure it relates to what the question is asking.
- **Explain** this quote ensuring you answer the question (this might relate to character, theme, important features, or ideas).

9

ELSEWHERE/ANOTHER – 2 MARKS

You must ensure that you are answering the question here: if you are being asked about theme, then you must discuss this theme across the whole play, or the selection of poems/short stories!

- **Quote** from elsewhere in the play/another short story/another poem.
- **Explain** this quote.
- If the question is asking specifically about a character, you must focus on this character throughout all your answers.
- If it is asking about a theme, you can vary your characters.

10

17

Scottish Text Sailmaker 8 Mark Question

Example Answer

2019

Commonalities

In this extract, social class is presented when we see Davie and Alec talking about Alec's involvement with church activities, the conversation ends with Davie encouraging Alec to work hard and get a good job. [1]

Elsewhere, social class is evident when Alec is proud of his father's skilled sail-making job, even though the shipyards no longer really exist. We also see this when Alec has managed to get himself a good education and go on to university, unusual for the working-class in the 1960s. [1]

Extract

'get yourself a good education, get yourself a decent job. Collar and tie.' demonstrates Davie is keen for Alec to do well in life, get himself a middle-class job with a shirt and tie, as opposed to the kind of job he had.

Elsewhere

'He's working as a tick man. But he's really a sailmaker.' demonstrates both Alec's pride in his father's previous skilled job but also illustrates the presence of the theme of social class, while also highlighting the decline of traditional working-class industries in Glasgow.

Elsewhere

We see Alec progressing through his education. For example, at the end of the play he moves out and away from Govan to attend university. He has moved away from his working class roots, becoming more educated and more middle class.

Critical Essay

1

Paper 2

1 hour and 30 minutes.

Candidates need to allocate this time themselves: they must ensure they leave enough time to write their critical essay.

45 minutes per section.

2

What is a Critical Essay?

A Critical Essay is an extended, analytical response to a question.



3



Marking scheme



4

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St. Ambrose High School
National 5 English Critical Essay



Name: _____ Class: _____ Date: _____

Assignment: _____

	Marks 20-18	Marks 17-14	Marks 13-10	Marks 9-5	Marks 4-0
Knowledge and Understanding	<p>a high degree of familiarity with the text as a whole</p> <p>very good understanding of the central concerns of the text</p> <p>a line of thought which is consistently relevant to the task</p>	<p>familiarity with the text as a whole</p> <p>good understanding of the central concerns of the text</p> <p>a line of thought that is relevant to the task</p>	<p>some familiarity with the text as a whole</p> <p>some understanding of the central concerns of the text</p> <p>a line of thought that is mostly relevant to the task</p>	<p>familiarity with some aspects of the text</p> <p>attempts a line of thought but this may lack relevance to the task</p>	
Analysis	<p>thorough awareness of the writer's techniques, through analysis, making confident use of critical terminology</p> <p>very detailed/thoughtful explanation of stylistic devices supported by a range of well-chosen references and/or quotation</p>	<p>sound awareness of the writer's techniques through analysis, making good use of critical terminology</p> <p>detailed explanation of stylistic devices supported by appropriate references and/or quotation</p>	<p>an awareness of the writer's techniques through analysis, making some use of critical terminology</p> <p>explanation of stylistic devices supported by some appropriate references and/or quotation</p>	<p>some awareness of the more obvious techniques used by the writer</p> <p>description of some stylistic devices followed by limited references and/or quotation</p>	<p>Although such essays should be rare, in this category, the candidate's essay will demonstrate one or more of the following:</p> <p>it contains numerous errors in spelling/grammar/punctuation/sentence construction/paragraphing</p>
Evaluation	<p>a well-developed commentary of what has been enjoyed/gained from the text, supported by a range of well-chosen references to its relevant features</p>	<p>a reasonably developed commentary of what has been enjoyed/gained from the text, supported by appropriate references to its relevant features</p>	<p>some commentary of what has been enjoyed/gained from the text, supported by some appropriate references to its relevant features</p>	<p>brief commentary of what has been enjoyed/gained from the text, followed by brief reference to its features</p>	<p>knowledge and understanding of the text is not used to answer the question</p> <p>any analysis and evaluation attempted are unconvincing</p> <p>the answer is simply too thin</p>
The candidate	<p>uses language to communicate a line of thought very clearly</p> <p>uses spelling, grammar, sentence construction and punctuation which are consistently accurate</p> <p>structures the essay effectively to enhance meaning/ purpose</p> <p>uses paragraphing which is accurate and effective</p>	<p>uses language to communicate a line of thought clearly</p> <p>uses spelling, grammar, sentence construction and punctuation which are mainly accurate</p> <p>structures the essay well</p> <p>uses paragraphing which is accurate</p>	<p>uses language to communicate a line of thought at first reading</p> <p>uses spelling, grammar, sentence construction and punctuation which are sufficiently accurate</p> <p>attempts to structure the essay in an appropriate way</p> <p>uses paragraphing which is sufficiently accurate</p>	<p>uses language to communicate a line of thought which may be disorganised and/or difficult to follow</p> <p>makes significant errors in spelling, grammar, sentence construction, and punctuation</p> <p>has not structured the essay well</p> <p>has made significant errors in paragraphing</p>	<p>superficial and/or technically weak (significant flaws)</p>
In summary,	thorough and precise (very good)	very detailed and shows some insight (good)	fairly detailed and relevant (satisfactory)	lacks detail and relevance (approaching satisfactory)	

Common Issues:

Not expanding enough when attempting to explain the point being made.

Not referring to the question.

Not ANSWERING the question. **Running out of time.**

Not taking enough time to read the question.

Not being analytical enough, re-telling the story.

Not discussing the techniques the writer, poet, playwright has used.

5

Introduction (Green Laminate)

- Introductions should be informative but brief. Candidates are not gaining any marks in the introduction to the essay but they do want to make a good impression.
- Introductions should include the title of the text and author. There should be a brief summary of the text and acknowledgement of the themes the text deals with (even if you are not answering a theme question). There must be a clear reference to task, your marker needs to know which question you are answering.

6

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Introduction 1

- 'To Kill a Mockingbird,' by Harper Lee is narrated by Scout Finch as she reflects on her childhood in Maycomb, Alabama in the 1930s. One of the things that stands out in Scout's memory is the trial of Tom Robinson, a black man accused of raping a white woman. Harper Lee uses a variety of techniques to convey the interesting theme of prejudice.

7



Introduction 2

- "To Kill a Mockingbird," written by Harper Lee describes the powerful and interesting theme of prejudice. The story is set during the 1930s in Alabama. It is narrated by Scout Finch, a young girl, as she reflects on her childhood experiences. The most poignant of her memories being the case of Tom Robinson. A black man accused of raping a white woman, Mayella Ewell, in her own home. Throughout the novel instances of bigotry towards the black community of Maycomb are shown through Harper's clever use of appropriate techniques.

8



Main Body Paragraph **(Pink Laminate)**

- All of the main body paragraphs should follow the same structure: Point, Context, Quote and Explain. (PCQE)
- Candidates find the explanation the hardest part. Markers are looking for pupils to explain the quote they have provided and clearly demonstrate how this helps to answer the question.
- Pupils who find their explanations especially difficult are advised to include two quotes with analysis per paragraph.

9

Conclusion (Green Laminate)

- The conclusion, like the introduction, should be brief.
- Candidates should not introduce any new ideas in their conclusion.
- They should attempt to provide some sort of personal/evaluative response to the text.
- If candidates realise they are running out of time they should ensure they conclude.

10

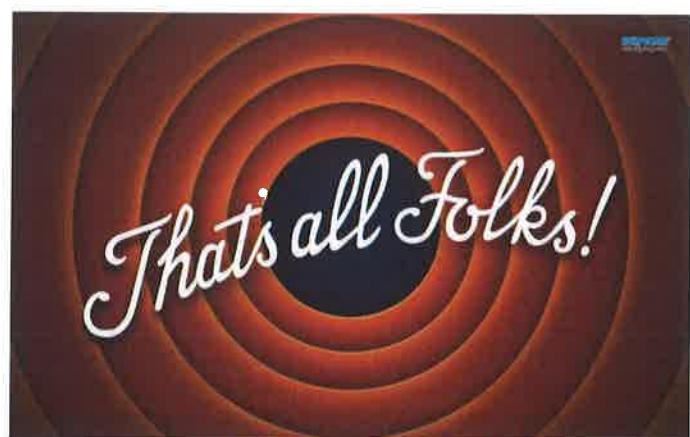
25

Conclusion

- In conclusion, 'To Kill a Mockingbird,' successfully explores the theme of racial prejudice. Lee conveys this theme powerfully through techniques such as: Key incident, characterisation and setting. She shows Tom Robinson's case through the eyes of Scout Finch, a young child. It conveys clearly to the reader the racism, injustice and bigotry of the people of Maycomb. This novel has given me an insight to the way the black community were so awfully treated in the 1930s and the prejudice they faced every day.

11

Thank you for listening!



12

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CRITICAL ESSAY INTRODUCTION

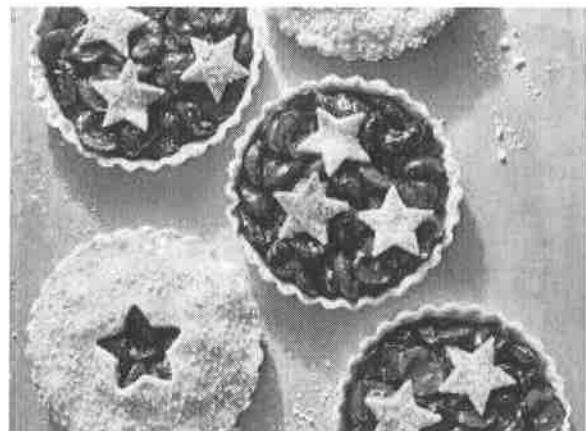
Title

Author

Reference to task

Theme

Summary



CRITICAL ESSAY CONCLUSION

Sum

Up your final

Genuine opinion of the

Author's 'story' making it



Relevant to the task and theme.

CONNECTIVES = LINKAGE = FLOW

Comparisons

additionally
likewise/like
furthermore
also
too/even
similarly
in the same way
moreover
in addition
as/and

Contrasts

although
however
otherwise
on the other hand
nevertheless
in contrast
even so
while
for all that
on the contrary
having said that
anyway
but
alternatively
whereas
though

Consequences

to this end
for this purpose
as a consequence
therefore
consequently
unless
since
for this reason
accordingly
as a result
inevitably
with the result
because
whether

Confirmations

for example
by way of illustration
as exemplified by
in other words
that is to say (:)
for instance

Conclusions

as has been noted
in brief
in other words
finally
on the whole
in conclusion

CRITICAL ESSAY MAIN BODY [456]

STEP 1 Make a **Point** and place it in **Context**.

STEP 2 Introduce a **Quote**.

STEP 3 **Evaluate** by explaining/analysing/discussing in your own words how the quote adds more to your knowledge, as well as understanding, of the point being made, linking relevantly to task and theme.

VARY YOUR VERBS

suggests	elaborates
explains	describes
underlines	reveals
highlights	expresses
stresses	indicates
conveys	emphasises
illustrates	enhances
establishes	demonstrates
accentuates	intensifies
presents	clarifies

ADJECTIVES FOR ANALYSIS

effective	powerful
surprising	realistic
emotional	dramatic
simplistic	poignant
unsettling	compelling
symbolic	impressive
persuasive	intriguing
convincing	interesting
ambiguous	humorous
entertaining	provocative

STARTERS – STEP 1 and STEP 3 – PC and E

- ✓ At the beginning of the story, the reader is made aware of ...
- ✓ In the opening stanza, the mood of the poem is set when ...
- ✓ The poet/author introduces us to ...
- ✓ The writer/poet portrays to the reader ...
- ✓ As the novel/play/story progresses, the reader discovers
- ✓ Through the writer's use of characterisation/setting ...
- ✓ As a result of the writer's manipulation of language, the reader can see/feel/is made aware of ...
- ✓ Using effective word choice/vivid imagery the poet captures the feeling of ...
- ✓ The connotations of this word suggest ...
- ✓ The author uses punctuation in order to ...
- ✓ The tone created here by the author indicates ...
- ✓ Here the narrative structure is ...
- ✓ The use of repetition ...
- ✓ The imagery creates ...
- ✓ The author's use of a simile/a metaphor/personification ...
- ✓ The use of alliteration/onomatopoeia/assonance ...
- ✓ We are presented with a picture of ...
- ✓ The flowing rhythm highlights ...

STARTERS – STEP 2 – Q – or Use a Comma

- ✓ An example of this is ...
- ✓ The writer illustrates this by ...
- ✓ For instance, at the start of the novel, ...
- ✓ This is shown by ...
- ✓ The writer reveals this when ...
- ✓ We see evidence of this in ...
- ✓ By way of illustration ...
- ✓ For example ...
- ✓ An effective description of ... is conveyed when ...

Critical Essay - Prose - Worked Examples

Introduction

T. 'To Kill a Mockingbird,' by A. Harper Lee is S. narrated by Scout Finch as she reflects on her childhood in Maycomb, Alabama in the 1930s. One of the things that stands out in Scout's memory is the trial of Tom Robinson, a black man accused of raping a white woman. R. Lee uses a variety of techniques to convey the interesting T. theme of prejudice.

Main Body Paragraph (one)

P. The theme of prejudice is initially introduced through the novel's setting of Maycomb, Alabama.

C. The black community is segregated from the white people of Maycomb through the town's layout:

Q. "A dirt road ran from the highway, past the dump, down to a small negro settlement... most people turned around in the Negroes' front yards."

E. This shows the black community are viewed as inferior to the white people of Maycomb. They are shown no respect, in relation to themselves and their property. Being close to the dump shows people believe black people are worth less than the other residents of the town.

L. Furthermore, P. the theme of prejudice is shown again through the setting when Maycomb is described C. as, Q. 'a tired old town... where the people move slowly.'

E. We begin, at this point, to understand the people of Maycomb's opinions towards the black community also move slowly too. Their opinions are still evidently dominated by racial prejudice and, having done so for such a long time, it dictates every decision or action they take.

Conclusion

In conclusion, 'To Kill a Mockingbird,' successfully explores the theme of racial prejudice. A. Lee R. conveys this theme powerfully through techniques such as: Key incident, characterisation and setting. S. She shows Tom Robinson's case through the eyes of Scout Finch, a young child. U. It conveys clearly to the reader the racism, injustice and bigotry of the people of Maycomb. G. This novel has given me an insight to the way the black community were so awfully treated in the 1930s and the prejudice they faced every day.

Introduction

"To Kill a Mockingbird," written by Harper Lee describes the powerful and interesting theme of prejudice. The story is set during the 1930s in Alabama. It is narrated by Scout Finch, a young girl, as she reflects on her childhood experiences. The most poignant of her memories being the case of Tom Robinson. A black man accused of raping a white woman named Mayella Ewell in her own home. Throughout the novel instances of bigotry towards the black community of Maycomb are shown through Harper's clever use of appropriate techniques.

Paragraph Two

Another key scene is that of the final verdict, which again shows Maycomb's prejudice views. In this scene Reverend Sykes, along with the rest of the courthouse, are waiting for the jury to make their decision on Tom Robinson's case, "I ain't ever seen a jury vote in favour of a black man over a white man." This highlights his lack of hope and the reality of Maycomb's discrimination against the black community. Tom's trial ending in a guilty verdict is clearly due to the prejudice views that are rife within the community. The theme of prejudice is also highlighted through Jem's reaction to the verdict: "Each guilty was like a separate stab in the back." Jem is shocked and disillusioned by the verdict and his innocence does not allow him to understand how prominent prejudice is in society.

Paragraph Three

The key incident of the lynch mob shows the theme of prejudice. We find out a group of men decide they are going to kill Tom Robinson before his trial even begins. He is assumed to be guilty just because he is black. Atticus guards the door as the men approach, "You know what we want... get aside from the door, Mr Finch." This strongly underlines Maycomb's prejudice views. They do not believe Tom has the right to a trial because he is black. He is treated unfairly and with extreme bias because of the colour of his skin. The mob, having decided to kill Tom Robinson, demonstrate in Maycomb black men and women do not stand a chance when faced with adversity. During the dispute Scout, Jem and Dill then appear and Scout recognises one of the men as Walter Cunningham's father, a boy she goes to school with, "I go to school with Walter, he's your boy ain't he, sir?" Mr Cunningham tries to ignore Scout but suddenly feels quite guilty because he has been singled out. This demonstrates clearly when people are in mobs, they no longer have individual consciences, mob mentality takes over until they are separated from the group. This key incident expands the theme of prejudice in the novel.



2025 English

Reading for Understanding, Analysis and Evaluation

National 5

Question Paper Finalised Marking Instructions

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General marking principles for National 5 English: Reading for Understanding, Analysis and Evaluation

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this paper. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.

- (a)** Marks for each candidate response must always be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- (b)** Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c)** If a specific candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (d)** Candidates should gain credit for their understanding of the ideas of the passage, and their analysis and evaluation of the writer's use of language.
- (e)** Unless quoting from the passage, the candidates should use their own words as far as possible.

The following notes are offered to support markers in making judgements on candidates' evidence.

Marking instructions for each question

Question		Expected response(s)	Max mark	Additional guidance
1.		<p>Any two points.</p> <p>NB Accept 'writers' or 'writing' or 'write'</p>	2	<p>Possible answers</p> <ul style="list-style-type: none"> • 'being able to create characters' glossed by eg he can make up (stories about) people/he is imaginative (1) • 'tap into human feelings' glossed by eg he can understand people's emotions (1) • 'tap into . . . ways of processing things' glossed by eg he can understand how people think (1) • 'feeling worthless' glossed by eg he thinks he is of little value/he is insecure (1) • 'I'm not as good as the writers I admire' glossed by eg he compares himself unfavourably with others (1) • 'feeling that I'm not writing enough'/'what I should be able to get done in a day' glossed by eg he's not sufficiently productive (1) • 'feeling that I'm (wasting time) on the wrong project' glossed by eg he believes he is pursuing work that is not fruitful (1) • 'I always have been tough on myself'/'my parents used to tell me this'/'my wife still tells me this' glossed by eg he has been constantly self-critical/is reluctant to accept reassurance (1) • 'I have an idealised version of . . . what I should look like' glossed by eg he has a view of what his appearance ought to be (1) • 'I have an idealised version of . . . what my kids and students think of me' glossed by eg he cares about how others view him (1) • 'I have an idealised version of . . . how my writing turns out' glossed by eg he is a perfectionist in his work (1) • 'I am a far cry from this goal self' glossed by eg he feels he is falling short of where he wants to be/he sets high standards for himself (1)

Question		Expected response(s)	Max mark	Additional guidance
2.		<p>Word choice: Reference (1) Comment (1)</p> <p>Sentence structure: Reference (1) Comment (1)</p>	4	<p>Possible answers</p> <p>Word choice:</p> <ul style="list-style-type: none"> • 'I hadn't written anything new' (1) suggests eg he has not produced any fresh work (1) • 'since spring' (1) suggests eg it is a long time since he has created something (1) • 'kept thinking (about)' (1) suggests eg it's always on his mind (1) • 'every time (I sat down)'/ 'every idea' (1) suggests eg constant struggle (1) • '(I'd get) distracted' (1) suggests eg how easy it is to lose focus (1) • 'taunting'/reference to personification of 'taunting' (1) suggests eg his tools are mocking him/he is being mocked (1) • 'nothing down'/'blank' (1) suggests eg no progress (1) • '(Every idea felt) ridiculous' (1) suggests eg all thoughts seemed nonsense/useless (1) • 'said everything already' (1) suggests eg hard to come up with original ideas (1) <p>Sentence structure:</p> <ul style="list-style-type: none"> • 'but' (1) emphasises the obstacles to writing faced by the writer (1) • 'Every idea felt ridiculous.' /short sentence (1) emphasises writer's dissatisfaction with content he has come up with (1) • reference to colon/list/repetition of 'every' (1) introduces/emphasises all the things the writer believes he has already written about (1)

Question		Expected response(s)	Max mark	Additional guidance
3.		Any pair OR two selections covering different directions.	2	<p>Possible answers</p> <ul style="list-style-type: none"> • ‘I didn’t feel like I was getting anywhere’ links back (1) to ‘I realised I hadn’t written anything new since spring’ OR ‘I’d get distracted’ OR ‘end up putting nothing down’ OR ‘(taunting) blank . . . screen’ OR ‘Every idea felt ridiculous’ OR ‘I felt as though I had said everything already (every . . . every possible setting and storyline)’ OR paraphrase of any of the above (1) • ‘(then came) Taylor’ links forward (1) to ‘My younger daughter, Frankie, had been listening to Taylor Swift nonstop’ OR ‘wanted tickets to the Eras tour’ OR ‘selected in the Taylor lottery’ OR ‘all was right in the Taylor-loving universe’ OR paraphrase of any of the above (1) • ‘I didn’t feel like I was getting anywhere’ links back (1) ‘(then came) Taylor’ links forward (1)

Question		Expected response(s)	Max mark	Additional guidance
4.		Any four points.	4	<p>Possible answers</p> <ul style="list-style-type: none"> • ‘the ubiquitous Taylor’/‘global reach’ glossed by eg she was/seemed to be everywhere (1) • ‘I didn’t know much beyond seeing her on TV or whatever was in the news’ glossed by eg limited information from the media (1) • ‘But I knew she had become the kind of phenomenon’ glossed by eg she was a remarkable person (1) • ‘(the kind of phenomenon) I love to see in our culture’ glossed by eg she was a type of person he approved of (1) • ‘someone who for years has been tested and tried’ glossed by eg she has faced lots of challenges (1) • ‘and is reliably good’ glossed by eg she consistently does well/is consistently impressive/is always virtuous or upstanding (1) • ‘an Oprah, a Dolly Parton, a Stephen King’ glossed by eg she is comparable to hugely successful figures (1) • ‘You don’t have that many hits by accident’ glossed by eg she has earned her success/she is not just lucky (1) • ‘many hits’ glossed by eg she has lots of successful songs (1) • ‘(You don’t build a) loyal fan base’ glossed by eg her devotees stay with her (1) • ‘fan base of millions’ glossed by eg she has a huge number of followers (1) • ‘(I remember learning how) she spoke out politically’ glossed by eg she expresses opinions about current affairs/issues (1) • ‘(admiring her) for using her platform and global reach for good’ glossed by eg she makes use of her fame in positive ways (1) • ‘it takes guts (to let the world know what you believe)’ glossed by eg she is brave/principled (1)

Question		Expected response(s)	Max mark	Additional guidance
5.		Reference (1) Comment (1)	2	<p>Possible answers</p> <ul style="list-style-type: none"> • ‘ten-minute (version)’ (1) suggests eg bold move (1) • ‘(she said) calmly’ (1) suggests eg she is not expecting opposition/is not tentative or pleading (1) • ‘I smiled politely’ (1) suggests eg he isn’t going to oppose her (1) • ‘(Frankie) didn’t blink.’/reference to short sentence (1) suggests/emphasises eg she will go through with her plan/is confident of success/is determined (1) • “It won’t be long enough” (1) suggests eg she is sure her father will enjoy it/she is telling her father what to think (1) • ‘clicked’/reference to onomatopoeia (1) suggests eg assertive action (1) • ‘She clicked play’ (1) suggests eg she takes action (1) • ‘I listened.’ (1) suggests eg her father is passive/he is doing what she commands (1) • ‘She clicked play and I listened.’ /use of single line paragraph/reference to short sentence (1) emphasises eg assertiveness (1)

Question		Expected response(s)	Max mark	Additional guidance
6.		<p>Any six points.</p> <p>NB Accept lifts of 'words' and 'language'</p>	6	<p>Possible answers</p> <ul style="list-style-type: none"> • 'Songs never grab me the first time, but this one was good' glossed by eg the music had immediate impact (1) • 'I loved the lyrics'/'the words sounded great' glossed by eg the quality of language (1) • 'I liked how passionately she sang'/'what struck me most was the . . . rawness' glossed by eg the strong emotion communicated/energy of performance (1) • 'This was no bubblegum pop' glossed by eg the music's depth (1) • 'This was about love and pain and being wronged'/'And watching the front door waiting for the loved one to return.'/'loves someone who can't get over something'/'weeps' glossed by eg the subject matter of loss/longing/heartbreak (1) • 'I found myself playing it again'/'I listened to it over and over, never tiring of any section.'/'repeatedly' glossed by eg it can stand up to frequent listenings/is addictive (1) • 'The lyrics were speaking to me'/'I believed every single word' glossed by eg the song's words communicate directly/were relevant (1) • 'I am a sucker for objects . . . a scarf the lover kept.'/'And a photo album.' glossed by eg he liked music which focused on things/personal possessions (1) • 'And the dad in me aches . . . console his daughter after the breakup.' glossed by eg he recognises things in the songs which remind him of his own experience as a parent (1) • 'her beautiful voice' glossed by eg Swift's vocal ability/lovely singing (1) • '(what struck me most was the honesty' glossed by eg truthfulness (1)

Question		Expected response(s)	Max mark	Additional guidance
7.		Any four points.	4	<p>Possible answers</p> <ul style="list-style-type: none"> • ‘Taylor made me want to recapture this.’ glossed by eg he wanted to recreate the same feelings/effects of listening to her music (1) • ‘She made me want to write.’ glossed by eg he was inspired to create (1) • ‘I felt something free itself that had been stuck.’ glossed by eg his writer’s block was resolved (1) • ‘Taylor was giving this back to me.’/‘what we do as writers’ glossed by eg he was reminded of what being a writer is all about/rediscovered his purpose as a writer (1) • ‘She was taking away the worthlessness I felt’ glossed by eg he regained his confidence/sense of value (1) • ‘she was telling me we all get through things’ glossed by eg he gained resilience (1) • ‘I understood why every fan wanted to be at the concert that summer’/‘I understood why in every video the audience is singing along, overcome.’ glossed by eg he developed an affinity with/respect for Swift’s followers (1) • ““All Too Well” became our family anthem’ glossed by eg his whole family were united in liking the song/Swift (1) • ‘we played it on every car ride’/‘We even started to measure distance with it’ glossed by eg Swift’s music/the song became part of his family’s everyday life (1) • ‘in my Intro to Poetry class . . . dissected the lyrics’ glossed by eg he brought Swift into his working life/her music influenced his teaching (1)

Question		Expected response(s)	Max mark	Additional guidance
8.		Reference (1) Comment (1) x2	4	<p>Possible answers</p> <ul style="list-style-type: none"> • ‘Taylor would never think like that’ (1) suggests eg she isn’t afraid to try new things (1) • ‘so successful’ (1) suggests eg outstanding achievement (1) • ‘lasted this long’ (1) suggests eg she has staying power/enduring popularity (1) • ‘cultivated such a fan base’ (1) suggests eg she has created a large following (1) • ‘she’s produced ten more’/‘plus re-recorded versions’/‘has more on the way’ (1) suggests eg she is prolific/extremely hard working (1) • ‘reinvented (herself)’ (1) suggests eg she doesn’t stand still creatively/she is not complacent/she moves with the times (1) • ‘(written and performed in) so many styles’ (1) suggests eg she is multi-dimensional/comfortable in different genres (1) • ‘(so many styles): pop, country, indie and alternative’/reference to list/reference to colon (1) emphasises variety of her output (1) • ‘(She’s incorporated) memoir, fiction, myth and legend (into her songs)’/reference to list (1) emphasises eg the depth/breadth of her influences (1) • ‘loyal base’ (1) suggests she has a devoted following (1) • ‘Swifties’ (1) suggests there is even a (widely known) name for her fans (1)

Question		Expected response(s)	Max mark	Additional guidance
9.		<p>Selection (1) Comment (1)</p> <p>NB do not reward a response which simply says 'it sums up the main ideas of the passage etc' unless the candidate goes on to explain what the main ideas are.</p>	2	<p>Possible answers</p> <ul style="list-style-type: none"> • 'After a couple of weeks, I had pages again' (1) refers to earlier idea of 'I hadn't written anything new since spring' (1) • '(By the time Gia and Frankie went to) the Eras concert' (1) repeats earlier mention of 'the Eras tour' (1) • 'I was polishing the first hundred pages of my new book' (1) refers to earlier idea(s) of 'end up putting nothing down on my taunting blank screen'/'I felt something free itself that had been stuck'/'started to write again' etc (1) • 'listening to "All Too Well"' (1) repeats earlier mention(s) of listening to Taylor Swift's songs (1) • 'I'm still not sick of it' (1) repeats earlier ideas of "It won't be long enough"/'I found myself playing it again'/'I listened to it over and over'/'never tiring of any section' etc (1) • 'The song had shown me' (1) repeats earlier idea of the impact/positive effects of listening to Swift's music (1) • 'it's ok to feel things deeply' (1) repeats earlier ideas of 'This was about love and pain and being wronged'/'what struck me the most was the honesty and rawness' (1) • 'to care too much' (1) repeats earlier ideas of 'I liked how passionately she sang'/'the dad in me aches when she sings about her father trying to console his daughter after the breakup' etc (1) • 'her love for words' (1) repeats earlier idea of 'I loved the lyrics'/'This was no bubblegum pop'/'It made me love language again' etc (1) • 'I'd got back something' (1) repeats earlier idea of 'Taylor was giving this back to me'/'and started to write again' etc (1)

Question		Expected response(s)	Max mark	Additional guidance
				<ul style="list-style-type: none"> • ‘something I didn’t think I was worthy of’ (1) repeats earlier idea of ‘feeling worthless’/‘Feeling I’m not as good as . . .’/reference to title, etc (1) • ‘I’d got back something I didn’t think I was worthy of’ (1) emphatic/positive statement sums up effect Taylor Swift has on writer’s ability to create (1)

[END OF MARKING INSTRUCTIONS]