



HIGHER ENGLISH



RUAE Revision



My Favourite No

■ Learning Intentions

- To discuss how marks are allocated through the Higher RUAE assessment.
- To identify command words in questions and how they link to mark allocation.

■ Success Criteria

- I can understand how marks are allocated through the Higher RUAE assessment.
- I can offer feedback to other students on how to adapt their answers to pick up maximum number of marks available.







GIRVAN ACADEMY

Making Thinking Visible Routines



My Favourite No

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- The answers do include excellent work but maybe don't pick up all the available marks.
 - Discuss what is good about the answer and where marks would be allocated.
 - Discuss what could be improved about the answer to gain more marks.
- 



SUMMARY / OWN WORDS

Look at paragraphs 1 & 2 (passage 1). Explain, in your own words, the changing response to lockdown. 4

When we closed the doors on Suffolk's libraries earlier this year, some staff shed a tear. Lockdown was hard for everyone – and hearing that a few librarians struggled as their workplaces were shuttered, their colleagues were furloughed, and the range of services they'd worked hard to lay on were frozen, might induce a cry of, "Come on, it's just books!" But for librarians it is never "just books". We like to say we are "books AND ..." a space for mothers to catch their breath while their kids romp around or take part in a reading group, for pensioners to come and read the paper, and for those who might have no one else to speak to share a smile, a "hello" while they pick up a new book. A warm, safe space for anyone who seeks to find it.

Since they were a lifeline for so many people, the closure of libraries certainly had a significant impact on local communities. That "AND ..." seemed in danger of withering away. But my fellow librarians' despair was brief, as public libraries are nothing if not resourceful. Despite the horrors unfolding, we rapidly came to see that lockdown presented an opportunity to us. We could not offer our full service with our physical locations closed, but our mission was to deliver in a different way: to reach out to people beyond the four walls of the library buildings.

SUMMARY / OWN WORDS

Look at paragraphs 1 & 2 (passage 1). Explain, in your own words, the changing response to lockdown. 4

- When the workers were quarantined, they were at first quite saddened by the news.
- The workers began to get quite annoyed at how the novels they have could do any damage to anyone.
- The writer even began to miss seeing the clients and speaking to them.
- They took to online in order to get books out to people.



SUMMARY / OWN WORDS

Look at paragraphs 1 & 2 (passage 1). Explain, in your own words, the changing response to lockdown. 4

- When the workers were quarantined, they were at first quite saddened by the news.
- The workers began to get quite annoyed at how the novels they have could do any damage to anyone. KEY POINT?
- The writer even began to miss seeing the clients and speaking to them.
- They took to online in order to get books out to people.
- Does it explain the 'changing response'?



WORD CHOICE

Look at paragraph 5 (passage 1). How is word choice used to show the positives of the situation, according to the writer? 4

We reopened our doors on 7 July with a new “select and collect” service, offering borrowers the chance to order books picked for them by library staff based on their interests. Since then, other services have been rolling out slowly. Visitor numbers are not what they were, and we have to limit numbers due to social distancing, but people are slowly finding their way back to us. We are again shouting about the fact we are open. We plan to get back to our full range of activities once it is safe to do so, but until then we will keep using our imaginations to reach people in their homes.



WORD CHOICE

Look at paragraph 5 (passage 1). How is word choice used to show the positives of the situation, according to the writer? 4

“Reopened” shows us that businesses are positively benefitting from lockdown and finally getting their money back.

“Finding” shows that the businesses still haven’t lost their touch and popularity.

“Imaginations” shows that they have to be more practical with their thinking.



WORD CHOICE

Look at paragraph 5 (passage 1). How is word choice used to show the positives of the situation, according to the writer? 4

Have the 'best' examples been selected for analysis?

What about:

- “offering borrowers the chance”?
- “other services have been rolling out”?
- “shouting”?
- “full range”?



IMAGERY

Look at paragraph 6 (passage 1). How does the writer use imagery to further the line of argument? 4

There is a storm facing the country as it emerges from lockdown – made up of economic, social and health crises. All the services public libraries offer – digital and physical – will be needed to help communities weather this. People will be looking for trustworthy and accurate help and advice, which has always been at the core of what a library does. It would be easy to say that by proving we can exist in a digital capacity, libraries might be shooting themselves in the foot. I am often asked what the future of library buildings is, and my honest response is that despite the impressive things we have achieved remotely, nothing replaces the person-to-person connection found in a library. The queues outside testify to this, and more than 250,000 physical books have been borrowed since reopening. We are not about to throw the baby out with the bathwater.





IMAGERY

Look at paragraph 6 (passage 1). How does the writer use imagery to further the line of argument? 4

- “Shooting themselves in the foot” is an example of personification
- Means to do/say something that causes problem for you
- Which suggests the library is doing something that has a negative impact, as less physical presence would be needed, resulting in a loss of jobs



IMAGERY

Look at paragraph 6 (passage 1). How does the writer use imagery to further the line of argument? 4

Easier example???

- “storm facing the country”
- The two things being compared are...
- The point of similarity is ... which suggests...



More challenging example???


- “Not about to throw the baby out with the bathwater”
- The two things being compared are...
- The point of similarity is ... which suggests...






SENTENCE STRUCTURE / PUNCTUATION


How does the writer's use of sentence structure and punctuation features in paragraph 4 (passage 1) support the line of argument? 4



A substantial part of this success came through a significant increase in ebook borrowing – with 465,200 digital issues between April and July – according to figures from Libraries Connected.



Book clubs, cooking classes and craft workshops moved online too. Our early-years session facilitators switched classes to Facebook Live. Storytime for children took on a whole new interactive edge, with mums and dads sending in comments asking for shoutouts for their child – which the kids loved. A colleague who hosted one of these groups was recognised in the local supermarket and felt like a celebrity. We have also had a network of local volunteers delivering books, creativity packs and food parcels. The response we've had has been a mix of utter joy and gentle heartbreak. I knew we had stumbled on something wonderful. As a county-wide service, we have committed to keeping the best of these things going once we reopened.



SENTENCE STRUCTURE / PUNCTUATION

How does the writer's use of sentence structure and punctuation features in paragraph 4 (passage 1) support the line of argument? 4

"borrowing – with 465,00 digital issues between April and July – according"

This quote uses dashes (parenthesis to add in extra information) to show the number of digital copies being sent out.

"I knew we had something wonderful"

This is a short sentence which delivers information bluntly and quickly about the success of new activities.



SENTENCE STRUCTURE / PUNCTUATION

How does the writer's use of sentence structure and punctuation features in paragraph 4 (passage 1) support the line of argument? 4

Other examples:

- “Book clubs, cooking classes and craft workshops moved online too”
- “– which the kids loved.”
- “local volunteers delivering books, creativity packs and food parcels. “





EFFECTIVENESS


Look at the final paragraph of passage 1. How effectively does the writer conclude the paragraph? 3

The future possibilities for public libraries are, well, not endless exactly, but the list is long, varied and thrilling. Like all library services we have taken our fair share of cuts over the years and we have saved close to 40% of the original libraries budget since 2011. I won't lie – it has been a bumpy road these past 10 years as we've had to make tough decisions, but we are resilient, and we have grit. I have resisted the urge to use any tired library cliches, but here's one to end on: post-lockdown, an exciting new chapter for public libraries awaits.





EFFECTIVENESS

Look at the final paragraph of passage 1. How effectively does the writer conclude the paragraph? 3



The conclusion is effective as it ends with “an exciting new chapter for public libraries awaits.” This is effective because it refers back to the whole passage where they talked about ebooks being used during lockdown and how it suggests they are moving with the times and growing use of technology and this conclusion is effective because it shows they’re adapting to suit the times. This is a good ending as it shows us the future of libraries.





EFFECTIVENESS

Look at the final paragraph of passage 1. How effectively does the writer conclude the paragraph? 3



Quote used was

“an exciting new chapter for public libraries awaits.”

Why is this SO effective?



Other possible responses:

- Genuine answer to question – the unknown
- Opener talked about traditional library services. Conclusion contrasts with this.

