

ENGLISH : ADVANCED HIGHER

Why Advanced Higher English?

Advanced Higher English provides learners with the opportunity to develop complex language skills which are essential for learning, life and work; and to develop their ability to interpret complex literary forms and to produce sophisticated language.

Advanced Higher English fosters an in depth appreciation, of complex and sophisticated language, and of a wide range of literature and texts in different genres. This enables learners to access their own cultural heritage and history, as well as the culture and history of others. Learners have the opportunity to personalise their study; choices enable learners to encounter a wide range of texts in different genres and to produce sophisticated writing in chosen literary forms. Building on the four capacities, Advanced Higher English enables learners to communicate, be critical thinkers, develop cultural awareness, and be creative.

Purpose and Aims of the Course

The Course provides personalisation and choice for learners by allowing them to choose to develop skills in different types of writing, and by developing their awareness of the relationship between text and context in the analysis and evaluation of literary texts.

Course assessment structure

Component 1 — portfolio 60 marks

Component 2 — question paper 40 marks

Total marks 100 marks

Component 1 — portfolio

The purpose of this portfolio is to assess learners' ability to produce a dissertation on an aspect or aspects of literature, and to produce written texts.

This portfolio has two Sections.

This portfolio will have 60 marks (60% of the total mark).

Section 1: dissertation

Learners will produce a dissertation to demonstrate planning, research and presentation of their knowledge and understanding of an aspect or aspects of literature.

The text(s) chosen must not be the same as those used in the question paper.

This dissertation will be at least 2,500 words long and will have 30 marks (30% of the total mark).

Section 2: writing

Learners will produce two pieces of writing for two different purposes. The writing can be from the following types:

- ◆ persuasive
- ◆ informative
- ◆ argumentative

- ◆ personal/reflective
- ◆ poetry
- ◆ prose fiction
- ◆ drama

This Section will have 30 marks (30% of the total mark). Up to fifteen marks will be awarded for each essay selected for the portfolio.

Component 2 — question paper

The purpose of this question paper is to assess learners' ability to apply the skills of critical analysis and evaluation to literary texts.

This question paper will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ the skills of critical analysis and evaluation of a previously studied literary text(s)
- ◆ the skills of critical analysis and evaluation of an unseen poem or extract from a poem.

Learners will choose one question from a range of questions to provide an extended written response. This will have 25 marks (25% of the total mark).

The text(s) chosen must not be the same as those used in the dissertation.

Learners will also complete a textual analysis of an unseen text. This will have 15 marks (15% of the total mark).

The question paper will have 40 marks (40% of the total mark).