

English

STANDARD GRADE

STANDARD Grade English is the biggest exam in the whole of the Scottish education system – last year 58,832 students completed it successfully, and now it is your turn to join that happy crew. There are still a good number of weeks to go until exam time and it is time to think very carefully about preparation for the big day. For most of you, it will also be the first exam that you sit, so it is time to get ready for the final hurdle in your Standard Grade English course.

There are two main parts to the final English exam: there is the Writing Paper, and then there are the **General, Credit and Foundation** Reading Papers.

WRITING PAPER

Let's deal with the Writing Paper first. The Writing Paper is an exam that many candidates do not study for because there are no facts to learn or formulas to apply. However, as many candidates have discovered in the past, it is always a good thing to practice for something this important. A good result in the Writing Paper can significantly improve your overall grade for writing.

One of the most common mistakes to make is to finish your folio in mid-March and not write another creative or discursive piece until you sit the exam in May. The trick is to write as often as you can. Practise writing the kind of essay at which you have previously been successful.

There are four kinds of writing that turn up in the paper repeatedly: the short story, the discursive essay, writing about a personal experience and a description of a scene or event. There are also topics that invite you to write in any way you choose. You should have, by now, a good idea which kind of writing suits you and might achieve a good grade for you in the exam, so practise writing that kind of essay as often as you can.

It is statistically much more likely that you will write a story or an account of a personal experience, so we will look at the short story and personal essay first. The exam paper is set out with a photo or a group of pictures on one side and a list of topics on the other. For speed, you should get into the habit of flicking through the booklet, quickly spotting the photo or picture you like best, then looking at the topics related to it on the opposite page. It is often the case that the task you will be attracted to is on the same page as the photo that catches your eye as you scan the pages.

It is important to read the task carefully because writing the wrong type of essay here can be a very expensive mistake. Look for the writing in bold; it will tell you very clearly indeed what is asked of you.

Let us look at last year's Writing Paper. The first picture shows a couple parting. Question One reads:

1. Write about a time when you were separated from someone you cared about. You should concentrate on your thoughts and feelings.

Notice that the words **write about** and **thoughts and feelings** are marked in bold. This is to make sure you make the right choice when attempting the essay. Where it mentions thoughts and feelings, the essay would need to be about a personal experience. There were four of these in last year's paper. Here, the trick is to think about not what happened but how you felt about it. You could write about moving school and leaving behind a group of friends that you had known for



years. If you simply give the details, it could be quite dull:

On Friday afternoon I said goodbye to Bob and Stuart and Joy. The bus pulled away from Cumberland High School and I never saw them again.

This gives the reader information but does not convey any feelings or thoughts. It is better for this kind of essay to write about what is going on in your head:

Boys are awkward at times of parting. Goodbyes are a nightmare. I looked at Stuart and Bob, kind of nodded, almost shook hands but that would have been too stiff, too formal. So we grunted a "see ya" while turning for the bus. Joy hugged me and I hugged her back. Was it too late to tell her how much I fancied her? It was an awkward hug as it was, but I felt the tears coming and bolted. I wanted to jump on that bus and shout to the driver

to drive. I wanted to escape those feelings as quickly as I could.

The same things are happening in both examples but one concentrates on the **thoughts and feelings** and the other simply gives the details of the event.

Question 10 of last year's Writing paper illustrates the other very popular option in this paper – the short story:

10. Write a short story using the following title: The Examination.

You will notice, as with the personal experience essay, the kind of writing you are expected to undertake is written in bold type. In this case, it is a short story. Again, the trick is to think about what a short story is and what the marker will be

Turn to page eight

ABOUT THE AUTHOR

ANDY Shanks teaches English at Montrose Academy where he has been the principal teacher for the past 17 years. He is the current convener of the SQA Assessment Panel and is an experienced marker and vetter of Standard Grade and Higher English, the latter of which he has marked for 10 years.

ENGLISH**From page seven**

looking for. Some basics like character, setting and plot are very important. Rather like the personal experience essay, it will take more than a list of events to get you a good grade. Sometimes the picture on the other side of the paper can be useful to help you set the scene for your story. In this case, the photo shows a group of students chatting outside what looks like a school or it could be a university exam hall. Use that scene to set your story:

The grey stone of the hall overshadowed the muted conversation after the exam. No one seemed very confident. Some students just sat there gazing into space. No one knew the terrible thing I had just done and how it would affect all their lives in the next five minutes.

Just adding a few details of what surrounds the character can often help build a picture for the reader. Smells and sounds can help too:

As the first whiff of smoke caught my nose and the faint grey smoke drifted out from under the exam room door, I could hear the fire engines scaring the traffic somewhere in the distance.

Characters are important too. It is difficult to follow a story if you do not establish a notion of who is at the centre of what is going on. Think of people you know and use them as templates for the characters. If you have a friend who always has her hair cut really short and is often teased about being a boy then use that in your story. It will help the reader visualize the person in the setting. Habits are good for establishing characters too:

Graham ate his lunch so quickly it was scary but even he stopped eating when I told them it was me who set fire to the exam hall.

Another kind of writing is highlighted by the word **discuss**. This is where you are putting together a balanced argument or discussion about a subject related to the picture. Be wary of this kind of essay. Make sure you either have strong feelings about the subject or have some knowledge of it. This sort of writing should be well structured and show a clear line of argument. Therefore, unless you really enjoy the challenge of constructing an argument or happen upon a topic you know a lot about, avoid this kind of essay. Last year question 15 was:

15. *Road rage, air rage – the modern age. Life today is simply too stressful. Discuss.*

It can be straightforward writing a few paragraphs on the topic. Consider anecdotal evidence to support your argument, make sure you have an introduction as well as a conclusion and try to make each of the paragraphs you write connect to each other. A good trick is to pick up something from the last line of the paragraph you are finishing to use in the first line of the new paragraph you are just starting. Try to be consistent in your attitude and this may work out as a good choice for you.

You will also find options that ask you to write in a specific way, like a newspaper article or piece for the school magazine. These are specific and require you to write as if you really are writing for a newspaper. Last year a number of candidates did not read the topics closely enough, failed to write in the correct style and did not do as well because of it.

If you like writing, look at the back page of the paper first. These topics have no picture to accompany them. They tend to be quite open and often imaginative in their approach. There are quotations to pick up from and a variety of essay types to choose from. A good candidate could save time by turning to the back of the paper and reading the paper back to front.

Lastly, but very importantly, the technical accuracy of your work matters. At this level, you should be able to write in sentences and paragraphs and your spelling should be reasonably accurate. This is a test of writing and the kind of grade you achieve will depend on the accuracy of your English. Handwriting can be a factor too. It does not have to be beautiful, but it must be readable.

Take time to check your work. It will amaze you



how many of your own mistakes you can find if you only take the time to read it over. Look out for paragraphs; at this level all your work should be paragraphed. Check that you have not used commas where there should be full stops. Look for basic spelling mistakes. If your English is flawed in any significant way the best grade you could hope for in this exam would be a 4 and that might even be hard to achieve. Therefore, five minutes of the writing exam should be left for checking. One hour, 10 minutes writing then five minutes checking ... those five minutes spent checking seem small but the benefits can be enormous.

READING PAPER

Next, you face the close reading tests. All candidates sit two Standard Grade reading tests. You will sit General and one other paper, either Foundation or Credit. The layout and technique are the same for all three. Read the passage first. Some candidates try to answer the questions before they read the passage. This can work for some questions but can backfire if the sequence of answers is not entirely straightforward. So read the passage quickly. Do not read it twice or spend time wrestling with the odd difficult word or phrase. You can be sure the paper itself will lead you through these with some hints and if it is not questioned in the paper, you will have wasted valuable time.

Look at the answer booklet. It is a very helpful paper. Every question is worth two marks so do not worry about there being big mark questions. Each question is either marked "2-0" or "2-1-0". The difference between the two kinds of question is in the detail of the answer you are expected to give. In a 2-0 question there will be a single answer with one distinct part to it.

For example, the first question in last year's General paper:

1. (a) *Who is Mrs Moonface? 2-0*

The answer is a straightforward piece of information from the first paragraph of the passage.

Mrs Moonface is the writer's Maths teacher.

You are only required to make one point to make a straight 2-0 type question and answer.

The next part of the same question is a 2-1-0 question:

(b) *Why do you think John gives her the nickname "Mrs Moonface"? 2-1-0*

Here we can see that the marker will be looking for two parts to the answer. At this stage, it is useful to note that the paper has told you in bold type at the top of the question just where to look for the answer: **Look at paragraphs 1 to 4.**

So, you look for an explanation in the first four paragraphs which are numbered down the side of the passage for you. There is no explanation of why she has this nickname so you can assume you must speculate here:

Her face might have been quite round and she may have been very pale like the moon.

The important thing here is to write down two things that are possible given what you have read so far. So you need two parts for a 2-1-0 answer and one part for a 2-0 question.

The paper will try to help you in other ways too. As well as telling you where to look for your



answer it will give you very straightforward instructions as to what sort of answer is required.

Question 5 from the 2006 General paper:

5. "... *spews algebra gibberish at a hundred miles a minute ...*" (Paragraph 5)

Explain in your own words what the writer's word choice in this expression suggests about what John thinks of:

(i.) **what she is saying**

(ii.) **how she says it**

There are several bits of help in this question layout. First, there is the bold type saying **Explain in your own words**. This is something your teacher will have said to you repeatedly – "answer in your own words wherever possible" – so this reminder is appropriate. What it also means is that the answer you are looking for is sitting waiting for you in the writer's words. What could be easier? In this case, they are printed for you as part of the question. To help you further, the paper has split the answer in two and again the bold letters give you a heavy hint as to how you should answer. You look at the marks column and you see both parts are 2-0, so you know it is straightforward. You are also given two lines on the answer booklet to write so you know that it is not a single word you are looking for but a brief explanation. With all that help you can look at the question and see that you have to explain that "algebra gibberish" is

Road rage: last year's writing paper asked students to consider whether it results from the stresses of modern life

Photograph: Rex

A lot of talk about an aspect of Maths, which for the writer seemed to be meaningless nonsense.

And describe the "hundred miles a minute" as

Very quickly indeed and there was lots of it.

You do not need to answer in sentences in these Reading papers. Neither do you need to make the wording of the question part of your answer. These are very common habits of Standard Grade candidates, which can cost you time – particularly in the Credit paper. However, they can help you stay focused so if it helps stick with it.

The Credit paper will have some very challenging phrases and words about which you will need to comment. You will see the bold "In your own words" more often in this paper than in the others. There is also sometimes a last question asking you to look back at the whole passage and comment. In last year's Credit paper for example: *Think about the passage as a whole.*

19. *Quote three expressions from the passage which convey the view that the contestants are no different from other children.*

This is a 2-1-0 question and requires you to quote rather than to put into your own words.

There is no substitute for practice with close reading. Once you have tried a number of these Reading papers it starts to become obvious that they are very much the same from year to year and that they are predictable.

Do not miss any questions out. Always take a guess; blank space will earn you no marks. Use your time wisely and check your answers before you have finished the paper.

Practise writing and practise reading. Get into the habit of reading a good newspaper and writing little stories or sketches for yourself. There are no facts to memorise, no formulas to work with; this is a test of your ability to interpret and use language. Practise doing both and you will be in good shape for the exam in May.

INTERMEDIATE 1,2 AND HIGHER GRADE

All three levels share a very similar format, so most of this advice will apply to all three levels. At Intermediate 1 and 2 there is only one passage for close reading whereas at Higher there are two. Also, at Intermediate 1 the candidate is only expected to write one critical essay whereas at the other two levels you would have to write two essays.

CLOSE READING

Let us look at Close Reading first. For all levels, this constitutes half of the exam. It is also the part of the exam that more candidates worry over because they do not know what it will be about or about what they might have to answer. As we have just seen in Standard Grade, there is no substitute for practice and again, much like Standard Grade, the paper itself will help you get the most out of the passage.

First, have a look at the paper. The passage, just as with Standard Grade, is set out in paragraphs. The lines are numbered down the side of the passage itself. This is to help you find the part of the passage that you are looking for as you work your way through the paper.

On the question paper itself, you will see two prominent aspects of the layout. On the right-hand side of the paper there are two bold columns, one giving you the marks for each question and the other the code for the kind of question it is.

Unlike Standard Grade, the value of the questions at Higher can vary and the number of marks is something that the candidate should be very careful to look at. Clearly a question worth four marks is going to need a much more involved answer than a question worth two or even one. Last year's Higher paper had a question, 6(b), that was worth six marks. This is liable to be true for your exam too as this kind of question has been a feature of recent papers, so pay attention to the marks.

Another bold symbol on the right will indicate the type of question which is being asked – this could be a "U", which indicates understanding. These tend to be the questions with which candidates have the least problem. Understanding questions are often questions that ask you to express in your own words something that is being put across in the passage in the writer's words. The first question in last year's Higher Close Reading paper is typical of this kind of question:

1. *Explain briefly how the concerns of "right thinking people" have changed over time.*

There is only one mark for this so you would not want to give a very long answer; it is an understanding question, so you know the answer will be sitting waiting for you in the passage. Just like Standard Grade, the paper tells you where you should be looking for your answer. In Standard Grade it is paragraphs that are numbered, but in Higher and Intermediate 1 and 2 the passage is set out with line numbers down the side. First check where you should be looking (lines 1-7), then look for the quote because there is a very good chance the answer will appear right next to where the quotation is used. The answer will nearly always be where the question paper has directed you.

In this case, it was a reversal in the shape and concerns of the rich:

Where they used to be fat they are now thin and where they used to worry about the poor now they worry about their weight.

The questions with an A are analysis questions and are not asking about the meaning of the section of passage you are dealing with but the way in which the author has written it.

Turn to page 10

ENGLISH**From page nine**

Question 1 (b) of the 2006 Higher paper was an analysis question:

(b) Identify two ways by which the sentence structure in these lines emphasises the change. A

You should also note this question is worth two marks, so it will require a more substantial answer than the first one mark question we looked at.

Most candidates fear the sentence structure questions because they feel it is a strange and arcane world about which they know very little. In many ways it is, but the kind of thing the marker is looking for is usually quite straightforward. You can tell a lot just by looking at the part of the passage indicated by the question as well as looking at the punctuation and the word order.

What do you see? First of all the two sentences in that opening paragraph are almost a mirror image of each other; both share the same structure and form. Secondly, you can see that the first sentence starts with "When" and the second sentence starts with "Now", clearly showing the progression of time involved in the writer's observation.

Could you sit and learn all the possible permutations of sentence structure that might crop up? Well it would take you more time than you have left to study, believe you me. So get into the habit of looking at the way the paragraph or a sentence is set out and spot the patterns and repetitions and the author's use of punctuation. Did you notice the list in the first paragraph? You could have commented on that too. Remember to comment on your observations. What you see will have an effect on what the author is trying to say. Just spotting something will not be good enough on its own to get you the marks. You must explain how they, in this case, "emphasise the change". An observation of an aspect of sentence structure without the explanation may get you no marks at all. So be careful.

The third symbol you will see at the side of the paper is an E for evaluation. These questions are often at the end of the paper in Higher asking you to compare and evaluate both of the passages. In last year's Higher, all the evaluation questions were combined with A for analysis. **Question 13 (b)** of the 2006 paper is typical of the kind of question you should expect:

13 (b) By comparing the style of these lines, show which you find more effective in capturing your interest. 4 A/E

The analysis part, A, of the question is asking you to comment on the style of the two passages. You might revisit the mirrored sentences in the first paragraph of the first passage quote and restate the stylistic features of it.

You might quote the clever reversal of line 31:

But every silver lining has a cloud, commenting that normally it would read every cloud has a silver lining but in this case the author has turned it round to highlight the odd problem the world faces because of our success in producing more food than we did before.

(From passage 1)

This would get you the mark for analysis but you will also need to make an evaluation and that would come from your comment on the comparative merits of the two passages.

I prefer the second passage because it is more light-hearted: "my son's lunch box was inspected and found to fail." The tone is less emphatic, the author, by commenting on her own son, attempts to connect with the reader. There are fewer bald statements like "Evolution is mostly to blame". As we find in the first passage. The second passage has some very effective images like "dangerous fat is swamping the nation". This conjures up a dreadful picture of the NHS and the nation disappearing under a mountain of fat. The first passage is hard-hitting, however, with effective use of lists like "... AIDS, Malaria, war ..." This has a powerful effect on the reader because of the order of things in the list, with obesity at the top of the list and war being four items along. This comparison is quite shocking.

You can see the importance of quoting to

support your answer, and commenting on the quotation you have used. Markers often complain that candidates, instead of explaining the purpose of the quotation, have simply put it into their own words. Try to make sure you do not do this as it is a sure way of gaining no marks.

The more you try these papers, the more you will see patterns emerging and questions that seem to come up time after time.

Here are some of the common ones.

● **The link question** has not come up as often as it did but it is useful to know how to tackle it any way. This is an A analysis question asking you to look at the structure of the writer's argument or thoughts. Usually you are looking for words like "but" to show you that the author has moved from one thing to another, acting as a link. It could also be a phrase linking one part of the passage to another like "On the other hand ...". In all these cases, the technique is the same. Identify what the linking phrase or word might be and explain its effect by referring to the previous idea or topic and how it relates to the following ideas. Always remember the comments identifying the link will not be enough to gain the mark. Try question four from the 2006 Intermediate 2 paper.

● **Questions on word choice and imagery** are very common and you should be very familiar with how they should be handled. Again, from last year's Intermediate 2 Close Reading paper, **Question 9** is a good example of this:

9. Explain how effective "gatekeepers" (line 41) is as an image or metaphor. 2 E

The passage reads:

'They are not only important customers in their own right but they also act as gatekeepers to the rest of the family.'

For the two marks you have to explain the relevance of what we call the root of the image:

A gatekeeper is clearly someone who would mind a gate and decide who comes in and who does not. In the same way, women could be seen as people who decide what food comes into the house and what does not. This is an effective image because it clearly shows the position that the chocolate manufacturers feel women are in and why they need to persuade them about a product if they want the rest of the family to follow suit.

● There are many questions on **word choice** where you are asked to either find words that the author has used or explain what a phrase or expression means. Be careful with these: remember simply quoting the words will not get you the marks. You must comment on their use. **Question 8** in the Intermediate 2 Close Reading from 2006 reads:

8. (a) Look at the advertisement placed by John Cadbury (lines 30-32). Comment on the word choice or tone.

The passage reads:

John Cadbury is desirous of introducing to particular notice "Cocoa Nibs" prepared by himself, an article affording a most nutritious beverage for breakfast.

You could pick out the word "beverage" and comment that it was old fashioned and was giving the reader the impression that such attitudes to women and chocolate were once acceptable and part of the established view of things. Alternatively, the phrase "desirous of introducing" could be quoted for the same reasons. The important thing is to always quote and comment.

● This covers another question that is often badly done: questions on tone. A passage can be generally light-hearted or mildly humorous or it can be serious and heavy. You can have witty or whimsical or persuasive and energetic, even sarcastic or cynical. In this case, it is rather formal and self-important. Always think in terms of light or heavy and you won't be far wrong. Remember it is how the writer feels that is important in judging what the tone might be.

The key thing in Close Reading is to explain your answer fully through quotation and com-



ment. Never simply quote or just comment: you usually need both.

Timing is very important in this paper. Although it seems like a lot to do in the time you have, it is possible and most candidates finish the paper. Leave yourself time to check over your answers, making sure you have explained yourself fully in your answer to each question.

Themes of redemption and goodness run through Arthur Miller's *The Crucible*

CRITICAL ESSAY PAPER

If you are sitting Intermediate 2 or Higher, you will have two essays to write. If you are sitting Intermediate 1 you only have one.

The paper at Higher and Intermediate 2 is divided into five sections and you must answer from two of them.

It is in this paper that you can make your study pay off. This paper is worth half of the exam and a good choice of questions and a disciplined approach to the task in hand are required.

Preparation for this paper is everything. You will have written essays on the texts you have studied already, but there is only a very remote chance that a question similar to the one you have already answered is going to come up. Therefore, you need to know your texts really well. There are only two essays to write but simply studying two texts will not be enough; a minimum of three texts is needed to be safe, particularly if you are counting on using a single poem as one of your texts. The poetry questions often seem slightly narrower than the prose and poetry ones and so it is more likely that you will find a good question for your prose or drama than your poetry. That being said, some of the best essays are often about poetry because they invite detailed analysis. The safest combination for the exam is to have a play and a novel well prepared with a selection of poems rather than one single poem.

The **Film and TV** and the **Language** sections are there for those who have specifically studied those subjects as part of their course. If you have not studied these subjects then do not attempt them. They are not, as some candidates see them, a get out if you cannot remember anything about your texts.

There is no real trick to the order in which you tackle the essays but if you want to pass this paper you need two good essays, so timing is



crucial. Some candidates plan their essays on the answer booklet before starting. I have even seen whole poems written on the inside cover of the booklet where the candidate has written down from memory the poem studied. My worry about that kind of technique is the time it takes to accomplish. Be careful: there are no marks for your plan. Write it quickly and get on with the essay. My rule of thumb for this paper is to try to make five clear, well-supported points in your essay with an introduction and a conclusion, and wherever possible get the paragraphs to link so that your line of thought is obvious. If you have been practising this, you will find it easy enough to think out without having to write a plan.

The layout of the paper itself has changed from the ones you may have been using in class. The features of the text that you should try to mention in your answer are now in a box at the top of each section. This is not a list to work your way through, but rather a reminder that some technical analysis of the writer's style and technique will be necessary to pass this part of the exam. You should plan to tackle at least two features from the list that seem to be relevant to the question you have chosen to answer.

The questions have two parts to them. Firstly, the sentence that determines which text you should use. Let us look at an example from last year's Higher:

4. Choose a play in which an important theme is effectively highlighted by one specific scene or incident.

Explain how the theme is explored in the play as a whole and then show in detail how the chosen scene or incident effectively highlights it.

If you were studying *The Crucible*, you might think of themes of redemption and goodness that build up throughout the play, so you might choose this question. This kind of question is ideal for most of the plays you will have studied because it deals with themes.

This is a good place to mention one of my pet moans as a marker. Please become familiar with the main idea behind the text you are studying. Study and read until you have the big idea. Whether it is change and renewal in *Sunset Song*

or the modern indifference to war due to the media's slick presentation of it in Duffy's *War Photographer*. Know what it is the writer was trying to say or your essay will be no more than a list of unrelated points.

Having chosen well because you were very familiar with the themes in *The Crucible* or your chosen play, have a look at the next part of the question. This is the detail of the task and is important if you are to answer the question properly. Notice the question asks you to explore the way in which the theme is treated in the play as a whole, which is good because it lets you use all your knowledge of the play in the answer, but also notice that you are required to show how one chosen scene effectively highlights it. You will need to cover both parts of this second sentence to answer the question properly. Choosing the right question is very important and reading the questions carefully is time well spent.

Be mindful of the genre about which you are writing. The prose section is now divided into two parts: the top half of the page is fiction and the lower half non-fiction. Although they are separated out, this is still only one section and you can only answer one question from this. Watch out too if you are hoping to answer on a short story. There may only be two questions that you can answer using a short story so that would be a poor choice of text to limit yourself to in preparation for this exam.

Once you have chosen your essays start writing as soon as possible: you will have a lot to do and this paper is a real push against the one-and-a-half hours if you write good detailed essays. By now, you should be memorising quotations every night, muttering lines from *Romeo and Juliet* on the bus to school, quoting lines from *The Lady of Shalott* to your girlfriend in the canteen queue and generally acting a little strange. This will all pay off in the exam room. But it is so amazing how confident you will feel if you know the main ideas behind the text and you can quote from it to support your ideas.

However, as you put pen to paper you should be aware that this is also a test of writing and your writing competence is being tested here too. Write legibly and in sentences. Avoid writing long, complex sentences where the commas stretch on

and on. This will count against you, as also would a significant number of common spelling mistakes. Check your work as you go.

Always introduce your quotations by making the point relating to the question at the beginning of the paragraph. Therefore, say you are answering **Question 6** from last year's Higher paper on a novel set in a time different from your own and you have chosen to write about *The Inheritors* by William Golding. In your essay you should be making a point about the nature of man. When you put that paragraph together, make sure you set up the point you are making.

First, relate it to the question:

One of the themes running through the novel The Inheritors is the idea that man is essentially fallen but somehow powerful because of it.

Then set up your quotation:

Golding makes Lok come to this realisation after the tribe have been decimated by the homosapiens and he discovers the word "like".

Now bring in your quotation:

"They had emptied the gap of its people with little more than a turn of their hands."

"They are like the river and the fall; nothing stands against them."

Now discuss the quotation in terms of the question you are answering:

Golding brings the novel into focus for the reader as we begin to see that in some ways it is about us, not the Neanderthal. We are the fallen people. By the time we get to the end of the novel and are seeing the world through the eyes of the humans we truly understand what Golding is saying about us, not in prehistory but now.

This is one way of organising the use of quotation in your essays. Never open a paragraph with a technical term like "metaphor" and never comment on the quantity of things. "This poem has a lot of metaphors" is an almost meaningless thing to say anyway. Always open with ideas and keep mentioning both the question and the author and you will not go far wrong.

Plan to finish your essays with enough time to check your spelling and grammar and make sound conclusions that answer the question.

It seems a lot to think about but every year thousands of students just like you manage to memorize their quotations, finish both sets of questions in the Close Reading and complete two sound essays all within the set time. There are essays that I have marked which I would say were brilliant, all written in some exam hall somewhere in Scotland. I look forward to reading some brilliant essays again this year. Get studying and practising now – and maybe one of them will be yours.

ENGLISH EXAM TIMETABLE

Level/Paper Time

Tuesday May 1

F/G/C Writing	9am-10.15am
Foundation Reading	10.35am-11.25am
General Reading	1pm-1.50pm
Credit Reading	2.30pm-3.20pm

Friday May 11

Intermediate 1	
Close Reading	1pm-1.45pm
Intermediate 1	
Critical Essay	2.05pm-2.50pm
Intermediate 2	
Close Reading	1pm-2pm
Intermediate 2	
Critical Essay	2.20pm-3.50pm
Higher	
Close Reading	9am-10.30am
Higher	
Critical Essay	10.50am-12.20pm
Advanced Higher	1pm-4pm

Revise
Practise
Test
Succeed

www.leckieandleckie.co.uk

Leckie & Leckie
Scotland's leading educational publishers