

## Guidance on the use of past paper questions for Higher English

The Curriculum for Excellence Higher Courses draw on the strengths of popular areas of study from Higher with the introduction of some new content. The purpose of this support document is to help centres and departments to identify suitable past paper questions/items that could be used, or possibly amended, to support learners in their preparation for sitting question papers (exams) as part of the Higher Course assessment. The advice in this document reflects questions selected from 2011 to 2013 [past papers](#).

When utilising any past paper questions, you need to take into account the following:

- ◆ You must select questions that provide the learners with the same level of challenge as those in the Higher Specimen Question Paper.
- ◆ You may be able to use questions as published or with amendments as suggested in the columns below.
- ◆ You must use questions that adhere to the Higher General Marking Principles and reflect the form of detailed Marking Instructions as published in the Higher Specimen Question Paper.

If any change to a question/items is necessary, you must ensure that:

- ◆ the style and structure matches the Specimen Question Paper for Higher
- ◆ marking of the learner's response to the question adheres to the General Marking Principles in the Higher Specimen Question Paper
- ◆ Marking Instructions are amended to reflect the style of the Higher detailed Marking Instructions

The details below for the Higher should be read in conjunction with the relevant:

Mandatory documentation:

- ◆ Course Specification
- ◆ Unit Specifications
- ◆ Course Assessment Specification

Advice and guidance:

- ◆ Course and Unit Support Notes

Assessment:

- ◆ Question Paper Component:
  - general assessment information
  - general marking principles and detailed marking instructions

Related Information as provided in the relevant N5–Higher Course Comparison Document.

**Key for the section below:**

C — amend context as required

S — amend source as required

St — amend question style

Str — amend structure of the question

Not all topic/areas of study will appear every year due to the sampling techniques used in producing question papers.

<p style="text-align: center;"><b>Information from the Course Assessment Specification</b></p> <p>Each Section of the question paper will be made up of restricted/extended response questions. Questions will <b>sample</b> the knowledge and understanding and apply skills described in the <b>Further mandatory information on Course coverage section.</b></p>	<p style="text-align: center;"><b>The columns below identify additional support questions from Higher Past Papers 2011 to 2013.</b></p>	
	<b>Higher</b>	
	<b>Use question as published</b>	<b>Amend question style/structure</b>
<b>Reading for Understanding, Analysis and Evaluation</b>		
<p>Learners will apply reading skills in understanding, analysis and evaluation to one unseen non-fiction text. They will answer questions to demonstrate these skills. They will also read a second unseen non-fiction text. There will be no questions on the second passage: learners will apply summarising skills to both texts, identifying key ideas.</p> <p>Passage 1 in the 2012 past paper is not available due to copyright restrictions. (Questions 1 to 8 and question 14 relate to this passage.)</p>	<p><b><u>2011</u></b>  Q1 (b)  Q3 (b)  Q4 (a)  Q6  Q8 (a)  Q11  Q12</p> <p><b><u>2012</u></b>  Q10 (a)  Q10 (b)  Q12 (b)  Q13</p> <p><b><u>2013</u></b>  Q1 (a)  Q3 (a)  Q3 (b)  Q5  Q6 (a)  Q6 (b)  Q7  Q8  Q9 (a)  Q10 (a)  Q12  Q13</p>	<p><b><u>2011</u></b>  Q1 (a), (c)  Q2 (a), (b)  Q4 (b)  Q5 (a), (b)  Q7 (a), (b)  Q8 (b)  Q9  Q10</p> <p><b><u>2012</u></b>  Q9 (a), (b)  Q10 (c)  Q11 (b)  Q12 (a), (c)</p> <p><b><u>2013</u></b>  Q1 (b)  Q3 (c)  Q4  Q9 (b), (c)  Q10 (b)  Q11</p>

<b>Critical Reading — Section 1 — Scottish Texts</b>		
<p>Learners will apply their understanding, analysis and evaluation skills to previously studied Scottish texts from the specified list for Higher English which covers the genres of drama, prose and poetry. An extract from each writer will be provided. Learners will select an extract and answer questions. The questions will assess the learner's knowledge and understanding of the extract. The last question will assess the learner's ability to show knowledge and understanding, both of the extract and of other parts of the text or other works by the writer.</p>	<p>This section requires learners to apply the skills of understanding, analysis and evaluation to previously studied Scottish texts. This is a new method of assessment.</p>	
<b>Critical Reading — Section 2 — Critical Essay</b>		
<p>Learners will choose one critical essay question from a selection involving questions on drama, prose fiction, prose non-fiction, poetry, film and television media and language. They will write an answer to their chosen essay question, demonstrating knowledge and understanding of the text(s), skills in analysis and evaluation and an appropriate standard of technical accuracy.</p>	<p><a href="#">2011</a> Qs 1–20</p> <p><a href="#">2012</a> Qs 1–19</p> <p><a href="#">2013</a> Qs 1–12, 14, 15, 17–20</p>	<p><a href="#">2011</a> Qs 21–24</p> <p><a href="#">2012</a> Qs 20–23</p> <p><a href="#">2013</a> Qs 13, 16, 21–24</p>
<b>Resources</b>		
<p>SQA past papers <a href="http://www.sqa.org.uk/pastpapers/findpastpaper.htm">www.sqa.org.uk/pastpapers/findpastpaper.htm</a></p>	<p>Additional Higher assessment support material is available here:</p> <p>Education Scotland <a href="http://www.educationscotland.gov.uk/">www.educationscotland.gov.uk/</a></p> <p>Glow <a href="http://www.educationscotland.gov.uk/usingglowandict/">www.educationscotland.gov.uk/usingglowandict/</a></p> <p>Glow Log-in <a href="https://secure.glowscotland.org.uk/login/login.htm">https://secure.glowscotland.org.uk/login/login.htm</a></p>	