Reading for Understanding Analysis and Evaluation

A "How To" Guide for Parents

Introduction: what you need to know

RUAE is marked out of 30 = **30%** of the award

RUAE scores **nationally** sit **around half marks**: candidates across Scotland find it **difficult**

The exam contains **two unseen** articles – the articles are **linked** by **theme/issue**

The RUAE exam lasts **90 minutes**

Topics in the past have included: intensive farming, cars, film sequels and moon landings

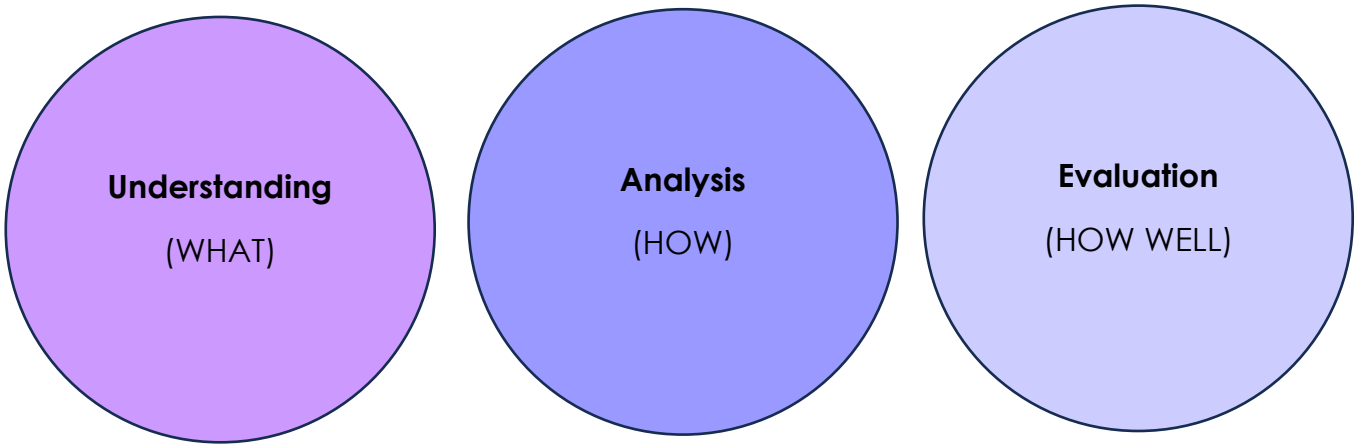
Only **one question** – the **final** question – deals with the **second** of the two articles

- Teachers and pupils **do not know** what this **article** will be about – we cannot "teach to the test"
- Pupils are largely **reliant** on a mixture of their own **general knowledge**, vocabulary, and **knowledge** about **language**

However, RUAE is **"teachable"**: we can show learners how to:

a.) **Identify** different **question types**
b.) Work into the text (ie. **highlighting**, **annotating**)
c.) Use appropriate **structures** and **approaches** to answer

Pupils are **reading** to demonstrate the skills of:



Understanding questions

*These are the **WHAT** questions.*

- **What** is a writer **saying**?
- **What** are the **key ideas**?
- **What** does the writer **think** about…?
- **What issues** are **presented**?

Understanding questions ask you to ***paraphrase***, ***summarise***, or ***explain*** the key ideas presented.

To demonstrate understanding, pupils **MUST** *use their own words*. **Quoting** is **not allowed**.

Question stems

An understanding question normally begins using these stems:

- What are the key points…
- In your own words…
- Summarise...
- What does the writer…
- *How does this sentence link...*

How to answer

LOCATE [find information] and **TRANSLATE** (into your own words – synonyms, paraphrasing, quantifiers to replace numbers etc.)

I. **Locate**

a.) The **lines** in the passage (indicated in the question)
b.) The **information** in the given lines that you want to *translate into your own words*
c.) **Words** you know synonyms for/paraphrase of

II. **Translate**

a.) **annotate** around the words on the passage – write synonyms/phrases that mean the same thing
b.) **Translate** into **sentences**
c.) **Read** through for **sense** and **accuracy**

Answer Structure

- ★ Answers to ***Understanding*** questions should be in **bullet points.**
- ★ 1 **bullet** point = 1 **mark**
- ★ Mark **allocation** guides number of bullet points (ie. 5 marks = 5 bullet points)
- ★ Answers that include "lifts" (words of writer) will receive 0 marks

Link Questions

This is another type of **Understanding** question. **What** is the **link** between an identified sentence in a paragraph and the **rest of the argument** (ie. the paragraphs above or below)?

A **Link** question might be phrased something like this:

*Explain how the first sentence in paragraph X acts as a **link** at this stage in the writer's argument.* (2 marks)

OR

*Explain the **function*** of the sentence "_____" with which paragraph Y opens. (2 marks)*

*Sentences can either link ideas or turn the direction of an argument (from positive to negative and vice versa)

How to Answer

- **Identify** the link sentence

- **Highlight** the **words** (1-3 words max) in the sentence that **link back** to the **previous** paragraph
- **Pinpoint** what the idea is that the words you have identified link back to

THEN

- Highlight the **words** (1-3 words max) in the sentence that **link forward** to the **rest of/next** paragraph
- **Pinpoint** what the idea is that the words you have identified **link forward** to

Answer Structure

- The **quotation** "*INSERT THE1-3 WORDS YOU HAVE HIGHLIGHTED*" **links back** to the previous idea that… [*NOW EXPLAIN THE IDEA IT LINKS BACK TO]* (**1 mark**)
- The **quotation** "*INSERT THE1-3 WORDS YOU HAVE HIGHLIGHTED*" **links forward** to the idea that… [*NOW EXPLAIN THE IDEA IT LINKS FORWARD TO]* (**1 mark**)

Remember!

★ The whole sentence won't link back and forward. Make sure you choose a section to link either way!

Analysis questions

*These are the **how** questions.*

- *How does a writer present the idea?*
- *How does the writer create a tone?*
- *How do language features/techniques function in this paragraph/article?*

Question stems

- With reference to the features of language used by the writer show how…
- Analyse how techniques used by the writer…
- How does the word choice/imagery/sentence structure used by the writer show…
- How does the writer create a ... tone...

How to answer

We suggest that all answers to **Analysis** questions be structured as follows:

Quotation: "_____"
Technique: _____
Analysis: _____
_____
_____

We suggest this structure because **isolating** the **quotation** should allow pupils to **recognise** the **technique** used. When pupils **name** the specific technique, this should then prompt them to **analyse** the **function** of the technique. Analysis should begin with a statement about how this technique works **generally** and then a statement about how this technique works in the chosen example. Analysis should always finish by linking back to the question – just to ensure that it has been answered!

At Higher, no marks are awarded for quotation alone: the complete QTA should achieve 1 mark. Therefore: 4 mark analysis question = 4 x QTA.

PLEASE NOTE: This QTA process is EXACTLY THE SAME as the one we suggest for Scottish Set Text answers in Paper 2 at Higher

Features of Language

Every technique functions differently. Analysis will vary depending on the technique pupils have identified.

It is important that pupils know how to analyse a range of language features. Typically, the following **language features/techniques** crop up in Higher RUAE papers:

- ***word choice***
- ***imagery*** (metaphors, similes, personification)
- ***sentence structure*** (short/minor sentences, parenthesis, listing, repetition, balanced sentences, questions and answers, rhetorical questions etc.)

Features of language are used to create **tone**:

- sarcastic, humorous, ironic, argumentative, bitter, frustrated, amused, questioning etc.

Features of Language

We suggest pupils follow these steps to analyse different features of language:

Word Choice

Analysing word choice is a straightforward process and we recommend pupils go for these examples first.

They should set up their page:

Quotation: "_____" [add in the word choice example 2 words max]
Technique: _____ [write Word Choice]
Analysis: _____
_____
_____

To analyse **word choice** we recommend pupils:

1. Offer the word's **denotation –** the word's dictionary definition or literal meaning
2. Offer the word's **connotation –** the word's specific associations in the context of the paragraph/article they have been given
3. State the **effect** – say why is this an effective/good word to use in this context
4. **Link** back to the question!

Sentence Structure

Sentence structure is often used to **emphasise** or highlight something in the text. It is the next easiest language feature to analyse.

- ★ **Rhetorical Question** - What does the question draw your attention to/make you question? How is this effective? Link to the question.
- ★ **Listing** – What is it a list of? What does it draw our attention to (ie. scale/variety of items/things listed)? How is this effective? Link to question.
- ★ **Minor Sentence** – What does the word draw attention to? How is this effective? Link to question.
- ★ **Short Sentence –** What does the brevity of the sentence draw our attention to/emphasise? How is this effective? Link to question.
- ★ **Colon** – what idea does the writer introduce before the colon and then how is the idea expanded upon after the colon?

Again: QTA structure used.

Pupils should set up their page:

Quotation: "_____" [add in the sentence structure example]
Technique: _____ [name the specific technique, ie. 'List']
Analysis: _____
_____
_____

Imagery

Analysis: What two things are compared, why is it a good comparison and how is this effective? Link to question!

Q: *"X is like a Y"*
T: *simile*
A: *Here, X is being compared to Y. Just as X is...., so too is Y.... This is an effective comparison as it highlights...*

Remember!

- ⋆ **Metaphor** – two things specifically compared.
- ⋆ **Simile** - two things specifically compared using 'like' or 'as'.
- ⋆ **Personification** – inanimate object given human quality.

Tone

Tone is not a technique: techniques create tone.

To answer a question on tone, pupils should:

- State the tone they have identified (ie. humour)
- Then do QTAs (remember, the mark allocation should guide how many QTAs are needed)
- **Analysis**: Analyse the technique as explained above, explain how the technique creates the tone and why this is effective.

Evaluative questions

These are the **how well** questions.

Question stems

- How effective is…
- How well…

Effective Introduction

- How does the writer capture your attention? How well is the topic introduced to us?
- Answer in **QTA** format (analyse language) ***or*** as a **link** question (links forward to...)
- Remember to state why this makes it an effective introduction to THIS PARTICULAR ARTICLE on THIS PARTICULAR TOPIC
- Suggestions for QTA: effective/emotive word choice, listing, short emphatic/minor sentences, rhetorical questions, anecdotes, shocking facts, humour/anger etc.

Effective Conclusion

- How does the writer successfully conclude their argument/point?
- Do they **leave you thinking** about something? Do they summarise the main arguments? Do they **return** to the **opening** of the article? Do they **echo** key ideas from earlier?
- Answer in either: **QTA** format (analyse language) ***or*** as a **link** question ("_____" links back to...)
- Remember to state **why** this makes it an **effective** conclusion.
- Suggestions for QTA: effective/emotive word choice, listing, short emphatic/minor sentences, rhetorical questions, anecdotes, shocking facts etc.

Final Question (5 marker)

At this stage in the exam, pupils are asked to turn their attention to the second article they have been given. The question is always worth 5 marks and is set up as a comparative question. Pupils are asked to identify the key areas on which the authors AGREE **OR** DISAGREE (pupils should read the question carefully).

Pupils should allocate approx. 15 mins of the exam to this question. It involves reading a passage and finding/explaining evidence.

- By the time you reach this question, you will already be very familiar with passage 1.
- As you read passage 2, consider what general areas the writers agree/disagree on.

Identify three key areas on which they agree/disagree (check question)

Tips

- Make sure your areas of agreement/disagreement are not vague.
- Get all of your areas of agreement/disagreement written down before you include your evidence (especially if you are up against the clock!
- You can answer in a table or bullet points. See below:

Area of agreement	Evidence from passage 1	Evidence from passage 2
1. Both passages (dis)agree that...	"Quote" suggests....	"Quote" suggests....
2. Both passages (dis)agree that...		
3. Both passages (dis) agree that...		

1. *Both passages agree that...*
   Evidence
   - *Passage 1 - "quotation" suggests...*
   - *Passage 2 - "quotation" suggests...*
2. *Both passages agree that...*
   Evidence
   - *Passage 1 - "quote" suggests...*
   - *Passage 2 - "quote" suggests...*
3. *Both passages agree that...*
   Evidence
   - *Passage 1 - "quote" suggests...*
   - *Passage 2 - "quote" suggests...*

HINTS and TIPS

a.) Pupils are encouraged to give **more than three areas** of (dis)agreement if they can. This is a safety net.

b.) As pupils start to read Passage 1 at 9am on exam day, they could help themselves with the final question: **summarising** the topic of each paragraph in one/two words as they go along will mean that by the time they come back to Passage 1 at 10.15am they can clearly see Writer 1's key ideas

c.) **Repeating** this **process** as they read Passage 2 at 10.15, will allow them to **quickly identify** areas of (dis)agreement and start building the 5-marker sooner

Higher English Paper 1, SQA 2024, Questions:

MARKS

Total marks — 30

Attempt ALL questions

Passage 1

1. Read lines 1–5.
   Identify **two** reasons why the Chinese city planners were being praised. Use your own words in your answer. 2

2. Read lines 6–7.
   Explain the function of these lines in the development of the writer's argument. You should make reference to the passage in your answer. 2

3. Read lines 8–13.
   By referring to **at least two** examples, analyse how the writer uses language to convey the impact of the car on Chinese life. 4

4. Read lines 14–22.
   By referring to **at least two** examples, analyse how the writer uses both imagery **and** sentence structure to convey a negative view of the car. 4

5. Read lines 23–32.
   Explain fully why the writer believes the age of the car is over. Use your own words in your answer. 3

6. Read lines 33–39.
   By referring to **at least two** examples, analyse how the writer uses language to convey dissatisfaction with car use. 4

7. Read lines 40–47.
   Explain fully the measures being taken in major cities to reduce car use. Use your own words in your answer. 3

8. Read lines 48–54.
   By referring to **at least two** examples, analyse how the writer uses language to create a forceful tone. 3

MARKS

Question on both passages

9. Look at both passages.
   Both writers agree on the negative impact of cars on society.
   Identify **three** key areas on which they agree. You should support the points you make by referring to important ideas in both passages.
   You may answer this question in continuous prose or in a series of developed bullet points. 5

[END OF QUESTION PAPER]