



HIGHER ENGLISH

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| EXAM | PAPER 1: READING UAE | 30% | PAPER 1 = 90 MINUTES |
| | PAPER 2: SCOTTISH SET TEXTS | 20% | PAPER 2 = 90 MINUTES |
| PAPER 2: CRITICAL ESSAY | 20% | | |
| COURSE WORK | PORTFOLIO (Externally assessed by SQA) | 30% | |

PAPER 1: READING FOR UNDERSTANDING, ANALYSIS & EVALUATION

- Pupils will **90 minutes** to read two non-fiction texts (commonly in the style of editorials) and answer questions on them.
- All but one of the questions will be on Passage 1.
- The final question, worth 5 marks asks pupils to find points of agreement or disagreement between both passages.
- **Total marks for the paper: 30**

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| PASSAGE 1 | ALL QUESTIONS |
| PASSAGE 2 | FINAL QUESTION ONLY (WORTH 5 MARKS) |

PAPER 2: CRITICAL READING

Pupils will **90 minutes** to complete two parts of this paper: Scottish Set Texts and Critical Essay

PART 1 - SCOTTISH SET TEXT

- Pupils will answer questions on *one* of the six poems they have studied by Norman MacCaig.
- The poem will be printed in the booklet. In the final question, pupils must also refer to *at least one of the other five* Norman MacCaig poems in their answer.

PART 2 - CRITICAL ESSAY

- Pupils will write one critical essay on the genre of literature they have studied.
- There are three questions per genre from which to choose. Pupils should spend at least 45 minutes on this section.

CRITICAL READING

**30-40
MINS**

**Scottish
Set
Texts**

**20
MARKS**

- Pupils study 6 poems by Norman MacCaig.
- The exam will feature questions on one of those poems in detail.
- The final question will ask pupils to refer to *at least one other poem* from the selection.

**45 MINS
MINIMUM**

**Critical
Essay**

**20
MARKS**

- Pupils must write one full critical essay, choosing from a selection of questions at the back of the exam booklet.

PORTFOLIO

- The portfolio is worth **30%** of the total mark and is externally marked by the SQA.
- Pupils will write both a Broadly Discursive piece and also a Broadly Creative piece.
- They will then choose one of those pieces to redraft very carefully. This should be independently done and reflect their best possible work.

HOW PARENTS CAN HELP

- Please refer to our [Supporting Learners in Senior Phase English - How Parents Can Help](#) document for more information on specific things you can do to help your child achieve their potential in English.