



STOKE  
DAMEREL

Aspire Achieve Thrive

Cycle 4  
**English**  
Year 10

Name: \_\_\_\_\_

Tutor: \_\_\_\_\_

## Year 10 Homework Timetable

<b>Monday</b>	Bedrock Learning	Ebacc Option D	Option C	Modern Britain
<b>Tuesday</b>	English	Tassomai	Option B	Option A
<b>Wednesday</b>	Hegarty	Science	Modern Britain	Option C
<b>Thursday</b>	Ebacc Option D	Tassomai	Bedrock Learning	Option B
<b>Friday</b>	Hegarty	Science	English	Option A

**Tassomai - 2 Daily Goals per week**

**Hegarty - 4 tasks of Hegarty per week**

**Bedrock - 2 lessons per week**

Block A	Block B	Block C	Block D
Art	Business Studies	Art	French
Dance	Child Development	Business Studies	Geography
Drama	Catering	Geography	History
Media Studies	Computer Science	Health & Social Care	
Music	Drama	History	
Photography	Health & Social Care	Catering	
	IT	Photography	
	Media Studies	Sport	
	Sociology	Travel & Tourism	
	Sport		

Year 10 - Homework plan English

Week / Date	Homework task	Exam Question
<p><b>Week 1</b> April 25th</p>	<p><b>Cornell Notes:</b> Victorian England</p>	<p><b>Question 1</b> How does the writer use language here to describe the man?</p>
<p><b>Week 2</b> May 2nd</p>	<p><b>Revision Card:</b> Macbeth</p>	<p><b>Question 2</b> How does the writer use language here to describe the boy and the girl?</p>
<p><b>Week 3</b> May 9th</p>	<p><b>Cornell Notes:</b> Jacobean England</p>	<p><b>Question 3</b> How does Dickens present Scrooge's redemption?</p>
<p><b>Week 4</b> May 16th</p>	<p><b>Revision Card:</b> Scrooge</p>	<p><b>Question 4</b> How does Shakespeare present violence in <i>Macbeth</i>?</p>
<p><b>Week 5</b> May 23rd</p>	<p><b>Cornell Notes:</b> James I</p>	<p><b>Question 5</b> How has the writer structured the opening of the text to interest you as a reader?</p>
<p><b>Week 6</b> June 6th</p>	<p><b>Revision Card:</b> The themes in <i>A Christmas Carol</i></p>	<p><b>Question 6</b> Write a speech for your school assembly, stating whether or not you agree with this view.</p>
<p><b>Week 7</b> June 13th</p>	<p><b>Cornell Notes:</b> William Shakespeare</p>	<p><b>Task 7</b> Write an article for your school newspaper, stating whether or not you think this is true.</p>
<p><b>Week 8 and Week 9</b> June 20th/June 27th</p>	<p><b>Plug the gaps</b></p>	<p><b>Task 8</b> Write a letter to your local newspaper, arguing whether or not you think this is true.</p>

Paper 2 Revision Week 1,2,3, 4
Q1 – Read carefully the information & using a pencil tick the ones you think are accurate, then when you are sure highlight them as directed. Only Select 4 pieces of information.
Q2 – Don't be fooled by the word summary. You are being asked to bring together information from both texts and show your understanding of the information you select by exploring how it links or differs. Try to use short snappy precise quotes. Offer 4 pieces of evidence as a minimum – 2 from BOTH sources
Q3 – This is the same as any other language analysis task and you can think about the PALL of the piece to help you identify different techniques used by the writer. Offer 3 – 4 pieces of evidence and analyse it in detail with the effect considered
Q4 – This is a comparison, which is the same as the Anthology comparison in Literature. Try to compare ideas in source A with ideas in source B and show how they link, whether it is comparing or contrasting. Leave enough time for this high mark question Use comparison connectives to show you understand how they are similar or different

Comparison Connectives for Q4	
Similarly/ in a similar way	In contrast /Contrastingly
In the same way	On the other hand
Also	However

Evaluative words for Qu 4	
Could	Deliberately
Arguably	Possibly
Justifiably	May have
Effectively	Perhaps

Language Terminology	Definition
<b>Juxtaposition</b>	placing contrasting ideas close together in a text
<b>Anecdote</b>	A short story using examples from one's own experience to support ideas
<b>Facts / Statistics</b>	Information – words/numbers that can be proven
<b>Hyperbole</b>	use of exaggerated terms for emphasis
<b>Opinion</b>	information that you can't prove
<b>Repetition</b>	When words and phrases are used more than once in the text for effect
<b>Flattery</b>	Complimenting the reader in some way
<b>Humour</b>	Using phrases / making points for comedic effect
<b>Rhetorical Question</b>	Asking a question as a way of asserting a point. The question does not need an answer.
<b>Direct language</b>	Using 'you', 'we' or 'us' to directly address and involve the reader.
<b>Idiomatic Language</b>	Well known common phrases found in language

Exam Question Requirements Week 5, 6,7,8
You will be given a statement and then asked to express your views on it.
<ul style="list-style-type: none"> <li>Write an article explaining...</li> <li>Write a letter persuading...</li> <li>Write a speech arguing...</li> </ul>
SPAG & vocabulary must be accurate and effective.

Layout tips Week 5,6,7,8
<ul style="list-style-type: none"> <li>Formal letter – Your address top right. Their address to the left and under your address. Date to the right of the page. Dear Sir/Madam... Yours faithfully. Write in 1<sup>st</sup> person.</li> <li>Informal letter – Their address top right. Date underneath. Dear...From.... Write in 1<sup>st</sup> person.</li> <li>Report – Title of report. Write in 3<sup>rd</sup> person.</li> </ul>





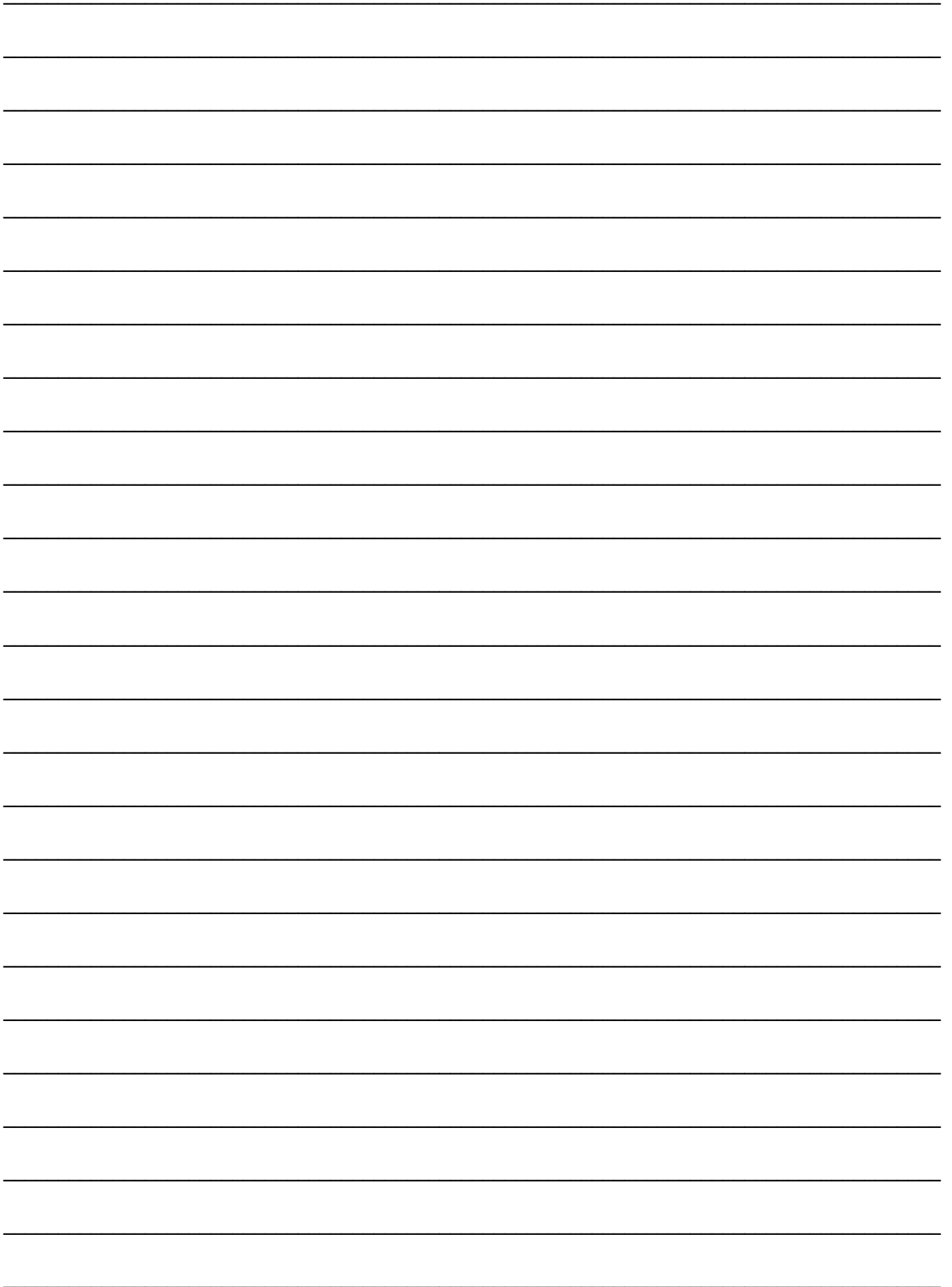




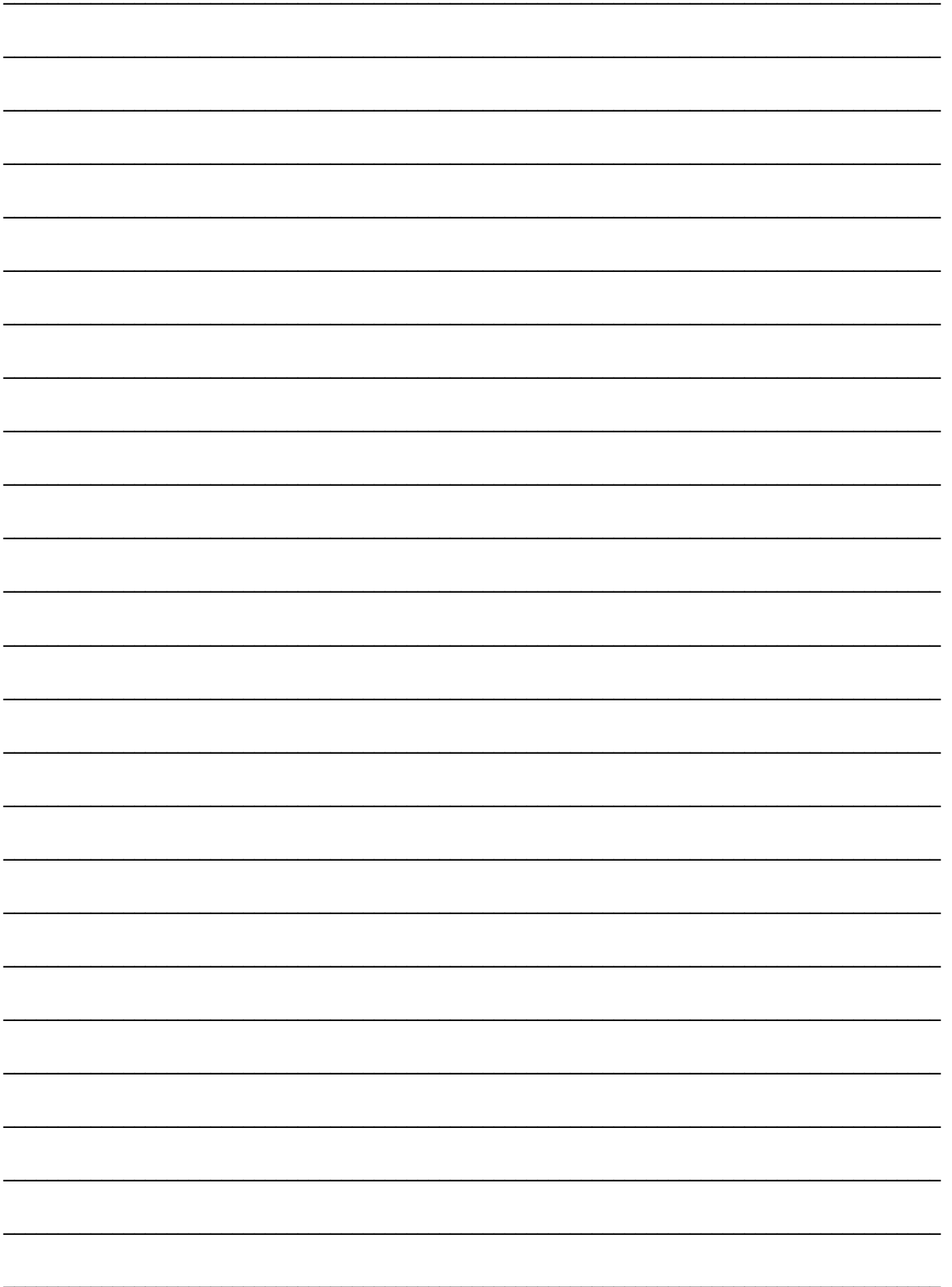




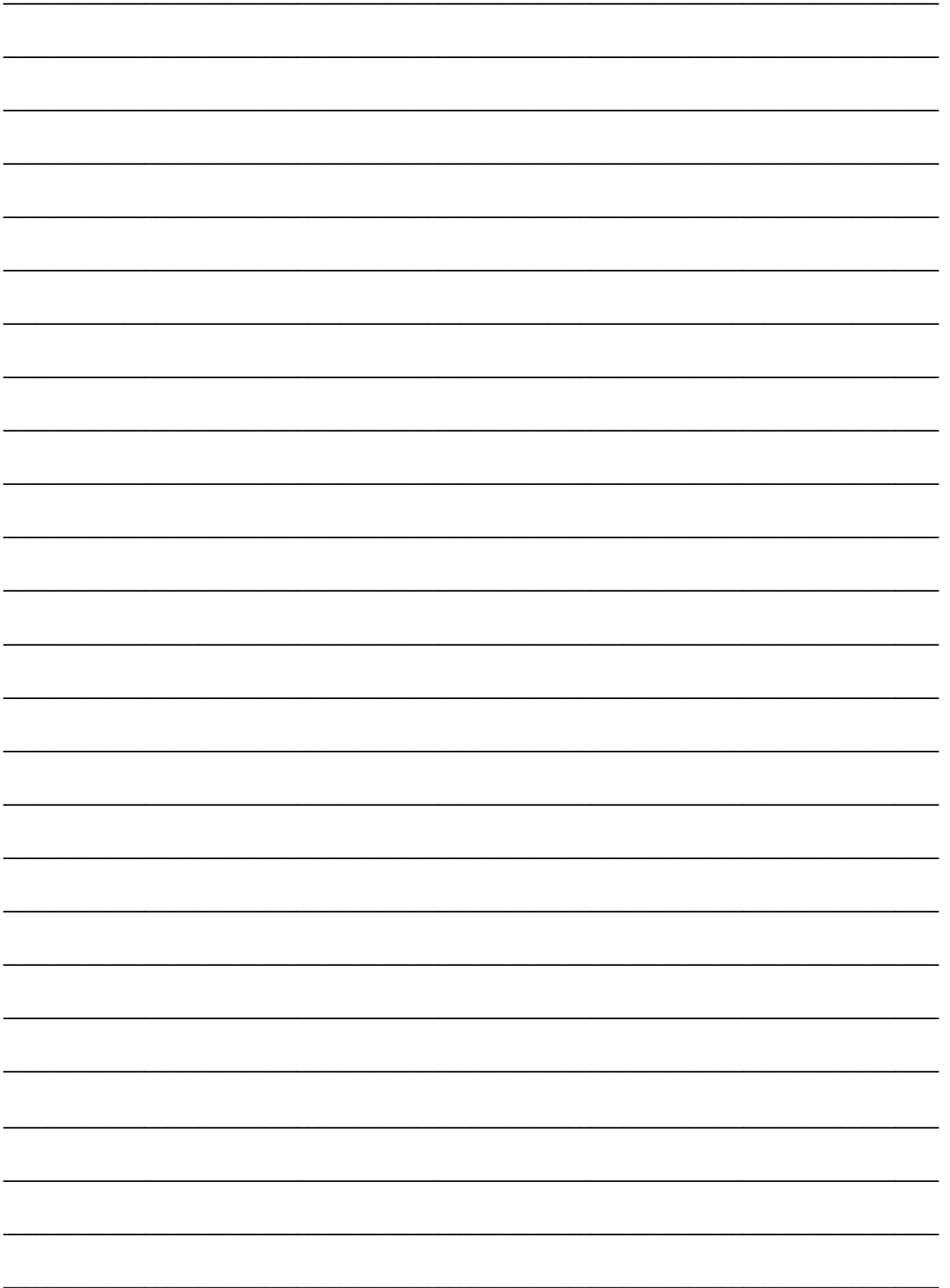
















## STEP 2: CREATE CUES

**What:** Reduce your notes to just the essentials.

**What:** Immediately after class, discussion, or reading session.

**How:**

- Jot down key ideas, important words and phrases
- Create questions that might appear on an exam
- Reducing your notes to the most important ideas and concepts improves recall. Creating questions that may appear on an exam gets you thinking about how the information might be applied and improves your performance on the exam.

**Why:** Spend at least ten minutes every week reviewing all of your previous notes. Reflect on the material and ask yourself questions based on what you've recorded in the Cue area. Cover the note-taking area with a piece of paper. Can you answer them?

## STEP 1: RECORD YOUR NOTES

**What:** Record all keywords, ideas, important dates, people, places, diagrams and formulas from the lesson. Create a new page for each topic discussed.

**When:** During class lecture, discussion, or reading session.

**How:**

- Use bullet points, abbreviated phrases, and pictures
- Avoid full sentences and paragraphs
- Leave space between points to add more information later

**Why:** Important ideas must be recorded in a way that is meaningful to you.

## STEP 3: SUMMARISE & REVIEW

**What:** Summarise the main ideas from the lesson.

**What:** At the end of the class lecture, discussion, or reading session.

**How:** In complete sentences, write down the conclusions that can be made from the information in your notes.

**Why:** Summarising the information after it's learned improves long-term retention.































<p><b>Revision Card on Macbeth:</b></p> <p>Write three quotations that summarise Macbeth at various points in the play.</p>	<p><b>Answers</b></p>
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<p><b>Revision Card on the Scrooge:</b></p> <p>Write three quotations that summarise Scrooge at various points in the novella.</p>	<p><b>Answers</b></p>
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<p><b>Revision Card on the themes in <i>A Christmas Carol</i>:</b></p> <p>Write a quotation that summarises each of the following themes in ACC:</p> <ol style="list-style-type: none"><li>1. Poverty</li><li>2. Christmas</li><li>3. Greed</li></ol>	<p><b>Answers</b></p>
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