

Aspire Achieve Thrive

Cycle 4 **English** Year 10

Tutor: _____

Year 10 Homework Timetable

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

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Year 10 - Homework plan English

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

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

Exam Question Requirements Week 5, 6,7,8

You will be given a statement and then asked to express your views on it.

- · Write an article explaining...
- Write a letter persuading...
- · Write a speech arguing...

SPAG & vocabulary must be accurate and effective.

Layout tips Week 5,6,7,8

- 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 1st person.
- Informal letter Their address top right. Date underneath.
 Dear....From.... Write in 1st person.
- Report Title of report. Write in 3rd person.

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

Week 1 Question: How does the writer use language here to describe the man? (8 marks)
To marks)
"Hold your noise!" called a terrible voice, as a man started up from among the graves at the side of the church porch. "Keep still, you little devil, or I'll cut your throat!" A fearful man, all in coarse grey, with a great iron on his leg. A man with no hat, and with broken shoes, and with an old rag tied round his head. A man who had been soaked in water, and smothered in mud, and lamed by stones, and cut by flints, and stung by nettles, and torn by briars; who limped, and shivered, and glared, and growled; and whose teeth chattered in his head as he seized me by the chin.
Answer:-

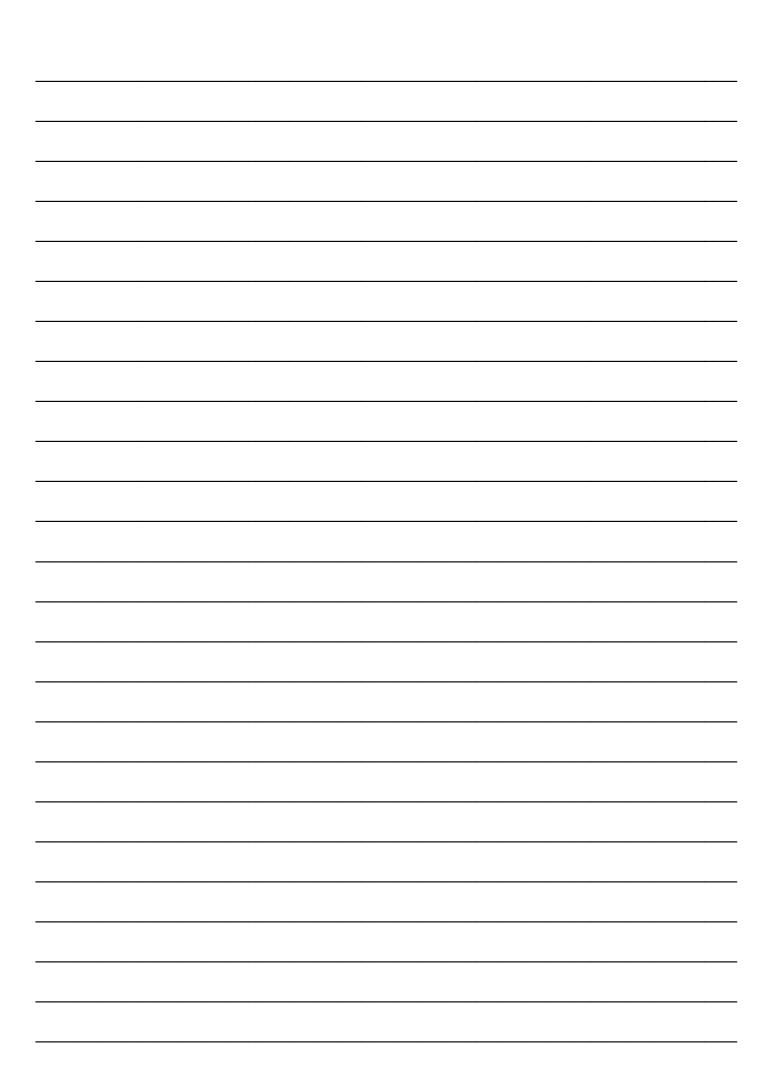
Date
Week 2 Question: How does the writer use language here to describe the boy and the girl? (8 marks)
Whilst the girl stood still half smiling, with her hands clasped over her heart, the boy, a thin shape, with black hair and ragged clothing, raised his arms in the air with an appearance of menace and of unappeasable hunger and longing. The moon shone upon his almost transparent hands and Stephen saw that the nails were fearfully long and that the light shone through them. As he stood with his arms thus raised, he disclosed a terrifying spectacle. On the left side of his chest there opened a black and gaping rent, and there fell upon Stephen's brain, rather than upon his ear, the impression of one of those hungry and desolate cries that he had heard resounding over the woods of Aswarby all that evening. In another moment this dreadful pair had moved swiftly and noiselessly over the dry gravel, and he saw them no more.
Answer:-

Date
Week 3: Write the introduction to this essay:
How does Dickens present Scrooge's redemption?
Answer:-

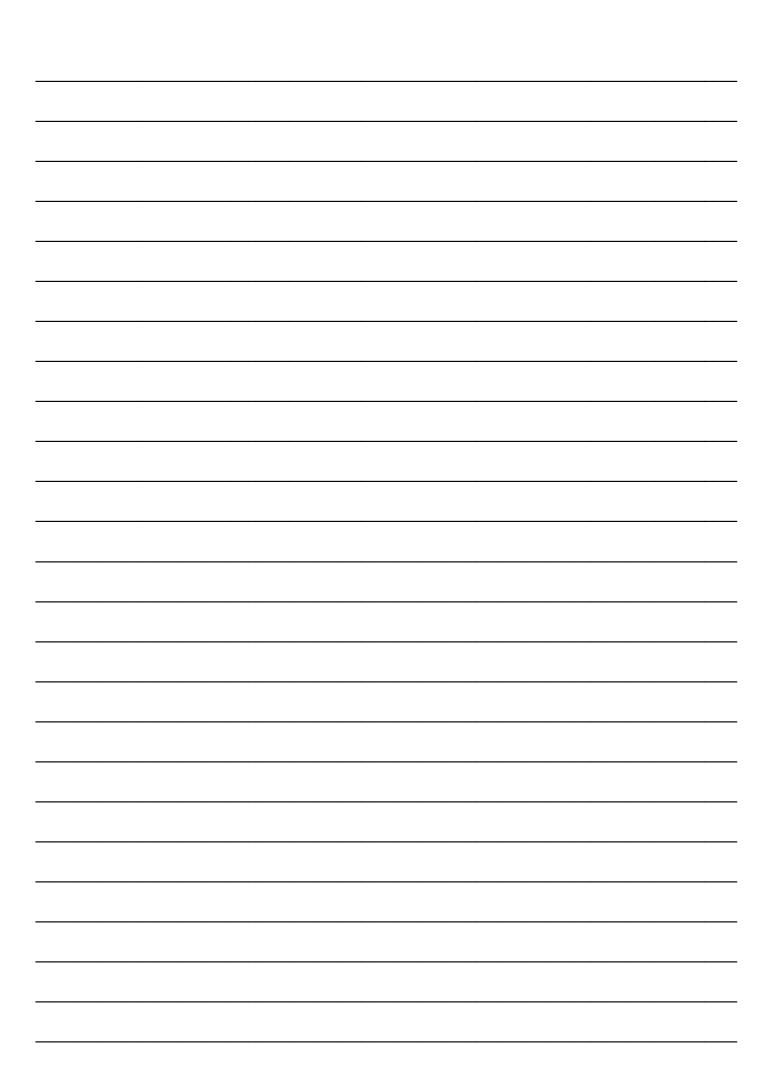
Date
Week 4: Plan an answer to the following question:
How does Shakespeare present violence in <i>Macbeth</i> ?
Answer:-

Date
Week 5 Question: How has the writer structured the opening of the text to interest you as a reader? (a marks)
I am an invisible man. No, I am not a spook like those who haunted Edgar Allan Po nor am I one of your Hollywood-movie ectoplasms. I am a man of substance, of fles and bone, fiber and liquids—and I might even be said to possess a mind. I am invisible understand, simply because people refuse to see me. Like the bodiless heads you see sometimes in circus sideshows, it is as though I have been surrounded by mirrors hard, distorting glass. When they approach me they see only my surrounding themselves, or figments of their imagination—indeed, everything and anything exceed me.
Answer:-

Date
Week 6: "It has never been easy being a teenager, but young people today face more challenges than they have ever done before." Write a speech for your school assembly, stating whether or not you agree with this view.
Answer:-



Date
Week 7: "We live in a 'throwaway society' where people have forgotten the value of the things they have." Write an article for your school newspaper, stating whether or not you think this is true.
Answer:-



Date		
Week 8: "Heavy users of social media are less happy and have more problems at school and home." Write a letter to your local newspaper, arguing whether or not you think this is true.		
Answer:-		



STEP 2:		
CREATE		
CUES	OTED 4: DECORD VOLID NOTES	
	STEP 1: RECORD YOUR NOTES	
What: Reduce your		
notes to just the	What: Record all keywords, ideas, important dates, people, places,	
essentials.	diagrams and formulas from the lesson. Create a new page for each topic discussed.	
What: Immediately	and formulas from the lesson. Create a new page for each topic discussed.	
after class,	When: During class lecture, discussion, or reading session.	
discussion, or reading session.		
_	How:	
How:	Use bullet points, abbreviated phrases, and pictures Avoid full sentences and paragraphs	
 Jot down key ideas, important 	Leave space between points to add more information later	
words and		
phrases	Why: Important ideas must be recorded in a way that is meaningful to you.	
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 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.

Date / / Topic WEK 1

Questions	Notes

Date	1	1	Topic
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Questions	Notes

Date / / Topic WEEK 3

Questions	Notes

Date	1	1	Topic
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Questions	Notes

Date / / Topic WEEK 5

Questions	Notes

Date	1	1	Topic
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Questions	Notes

Revision Card on Macbeth: Answers Write three quotations that summarise Macbeth at various points in the play. ×_____×____ **Revision Card on the Scrooge: Answers** Write three quotations that summarise Scrooge at various points in the novella. Revision Card on the themes in A **Answers Christmas Carol:** Write a quotation that summarises each of the following themes in ACC: 1. Poverty 2. Christmas 3. Greed