

PHASE 2: English Home-Learning (20th April – 3rd May)

YEAR 9

Recap: Phase 1

For Phase 1 of the Home Learning Tasks, you were given 13 exam-style (essay) questions; each response/essay requires 3-4 detailed PEEs. Time yourself – each essays requires 50 minutes (An Inspector Calls), and 40 minutes (Poetry).

If you have not completed all of the essays, you must do them before moving on to Phase 2.

Phase 2

1. Assess your Phase 1 work:
 - a. Use the **English Literature Mark Scheme** to self-assess each essay that you wrote in Phase 1. The Literature Mark Scheme is included in case you do not have your Learning Passports. Use green ink. Write one WWW and one EBI about each essay, and try to be honest about the judgements.
 - b. Fill in your **PLC** for every essay you write. Keep track of the essays completed and your areas for development.
 - c. **FIT**: Redraft (rewrite and improve) two PEEs from each of the essays you self-assessed. Try to improve your analysis. Try to analyse the quotes in more detail.

2. Revision Task:
 - a. Watch the videos on each of the Love and Relationship poems by 'Your Favourite Teacher' on You Tube. There are other videos available.
 - b. Make notes on the poems in your anthology.
 - c. Make sure you have at least three consolidation cards / quotation cards for each poem. They should be the quotations you feel best fit the main themes in the poems. Tips about how to create consolidation cards are in your Learning Passport and on FROG.
 - d. Learn the quotations.
 - e. Fill in the Topic PLC in your Phase 1 work to show you have completed the quotation cards and revised them for each poem.
(TOP TIP: Revise from these cards regularly until your exam. Little and often is the best way to learn and remember them.)

3. Reading Task:
 - a. Read a novel that is appropriate for your Accelerated Reader Level. If you do not have books at home, you may read novels online at www.bibliomania.com. You can access lots of books and plays online. A list of where to find these is here: <https://nothingintherulebook.com/2017/01/10/55-places-you-can-download-tens-of-thousands-books-plays-and-other-literary-texts-completely-legally-for-free/>
 - b. Write a review of the novel you have read – it should be no shorter than 2 pages.

4. Writing Task:
 - a. Read and follow the instructions on the next page.
 - b. After writing, use the Writing Mark Scheme attached to self-assess your work.
 - c. Complete a FIT task to improve it.

Here are the **first** and **last** paragraphs from a piece of fiction writing. Cut them out and stick them on a page in your book.

What could you write in between? Which language devices could you use? Write the middle paragraphs for each story (no less than 300 words).

Write a description or narrative about a large gathering of people.

As the sun rose over the London skyline, just as it always does, a very atypical day was dawning. Slowly but steadily, the usual sounds of the city were subdued by the voluble approach of a thousand students' voices towards the capital's hub. They had come, with passion and conviction, to protest and to effect change. It was time for the politicians to listen. It was time for the government to act.

By early evening, the sun was a drop of burning gold, shimmering over a cityscape, shining over Londoners who bathed in its benevolent warmth. The crowds were dispersing. Protesters were weary but content, happy at least to have spoken and to have been heard. By the time the sun set, the city belonged to the children, to the adults of the future. At least for this one seminal moment in time.

English Literature Mark Scheme

	AO1 Read, understand and respond to texts. Students should be able to: <ul style="list-style-type: none"> • maintain a critical and informed personal response • use textual references. (12 marks)	AO2 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. (12 marks)	AO3 Show understanding of the relationships between texts and the contexts in which they were written. (6 marks)
Level 6 Convincing, critical analysis and exploration 26–30 marks	1. Critical, exploratory, conceptualised response to task and whole text 2. Judicious use of precise references to support interpretation(s)	3. Analysis of writer's methods with subject terminology used judiciously 4. Exploration of effects of writer's methods to create meanings	5. Exploration of ideas/perspectives/contextual factors shown by specific, detailed links between context/text/task
Level 5 Thoughtful, developed consideration 21–25 marks	1. Thoughtful, developed response to task and whole text 2. Apt references integrated into interpretation(s)	3. Examination of writer's methods with subject terminology used effectively to support consideration of methods 4. Examination of effects of writer's methods to create meanings	5. Thoughtful consideration of ideas/perspectives/contextual factors shown by examination of detailed links between context/text/task
Level 4 Clear understanding 16–20 marks	1. Clear, explained response to task and whole text 2. Effective use of references to support explanation	3. Clear explanation of writer's methods with appropriate use of relevant subject terminology 4. Understanding of effects of writer's methods to create meanings	5. Clear understanding of ideas/perspectives/contextual factors shown by specific links between context/text/task
Level 3 Explained, structured comments 11–15 marks	1. Some explained response to task and whole text 2. References used to support a range of relevant comments	3. Explained/relevant comments on writer's methods with some relevant use of subject terminology 4. Identification of effects of writer's methods to create meanings	5. Some understanding of implicit ideas/perspectives/contextual factors shown by links between context/text/task
Level 2 Supported, relevant comments 6–10 marks	1. Supported response to task and text 2. Comments on references	3. Identification of writers' methods 4. Some reference to subject terminology	5. Some awareness of implicit ideas/contextual factors
Level 1 Simple, explicit comments 1–5 marks	1. Simple comments relevant to task and text 2. Reference to relevant details	3. Awareness of writer making deliberate choices 4. Possible reference to subject terminology	5. Simple comment on explicit ideas/contextual factors

AO4 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	Learners spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.	4 marks
	Learners spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.	2-3 marks
	Learners spell and punctuate with reasonable accuracy, and use a reasonable range of vocabulary and sentence structures; any errors do not hinder meaning in the response.	1 mark

WRITING MARK SCHEME:

AO5 Content and Organisation	Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
Upper Level 4 Compelling, Convincing 22–24 marks	Content 1. Register is convincing and compelling for audience 2. Assuredly matched to purpose 3. Extensive and ambitious vocabulary with sustained crafting of linguistic devices Organisation 4. Varied and inventive use of structural features 5. Writing is compelling, incorporating a range of convincing and complex ideas 6. Fluently linked paragraphs with seamlessly integrated discourse markers
Lower Level 4 Compelling, Convincing 19–21 marks	Content 1. Register is convincingly matched to audience 2. Convincingly matched to purpose 3. Extensive vocabulary with conscious crafting of linguistic devices Organisation 4. Varied and effective structural features 5. Writing is highly engaging with a range of developed complex ideas 6. Consistently coherent use of paragraphs with integrated discourse markers
Upper Level 3 Consistent, Clear 16–18 marks	Content 1. Register is consistently matched to audience 2. Consistently matched to purpose 3. Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices Organisation 4. Effective use of structural features 5. Writing is engaging, using a range of clear connected ideas 6. Coherent paragraphs with integrated discourse markers
Lower Level 3 Consistent, Clear 13–15 marks	Content 1. Register is generally matched to audience 2. Generally matched to purpose 3. Vocabulary clearly chosen for effect and appropriate use of linguistic devices Organisation 4. Usually effective use of structural features 5. Writing is engaging, with a range of connected ideas 6. Usually coherent paragraphs with range of discourse markers
Upper Level 2 Some success 10–12 marks	Content 1. Some sustained attempt to match register to audience 2. Some sustained attempt to match purpose 3. Conscious use of vocabulary with some use of linguistic devices Organisation 4. Some use of structural features 5. Increasing variety of linked and relevant ideas 6. Some use of paragraphs and some use of discourse markers
Lower Level 2 Some success 7–9 marks	Content 1. Attempts to match register to audience 2. Attempts to match purpose 3. Begins to vary vocabulary with some use of linguistic devices Organisation 4. Attempts to use structural features 5. Some linked and relevant ideas 6. Attempt to write in paragraphs with some discourse markers, not always appropriate
Upper Level 1 Simple, limited 4–6 marks	Content 1. Simple awareness of register/audience 2. Simple awareness of purpose 3. Simple vocabulary; simple linguistic devices Organisation 4. Evidence of simple structural features 5. One or two relevant ideas, simply linked 6. Random paragraph structure

AO6 Technical Accuracy	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)
Level 4 13–16 marks	<ul style="list-style-type: none"> 7. Sentence demarcation is consistently secure and consistently accurate 8. Wide range of punctuation is used with a high level of accuracy 9. Uses a full range of appropriate sentence forms for effect 10. Uses Standard English consistently and appropriately with secure control of complex grammatical structures 11. High level of accuracy in spelling, including ambitious vocabulary 12. Extensive and ambitious use of vocabulary
Level 3 9–12 marks	<ul style="list-style-type: none"> 7. Sentence demarcation is mostly secure and mostly accurate 8. Range of punctuation is used, mostly with success 9. Uses a variety of sentence forms for effect 10. Mostly uses Standard English appropriately with mostly controlled grammatical structures 11. Generally accurate spelling, including complex and irregular words 12. Increasingly sophisticated use of vocabulary
Level 2 5–8 marks	<ul style="list-style-type: none"> 7. Sentence demarcation is mostly secure and sometimes accurate 8. Some control of a range of punctuation 9. Attempts a variety of sentence forms 10. Some use of Standard English with some control of agreement 11. Some accurate spelling of more complex words 12. Varied use of vocabulary
Level 1 1–4 marks	<ul style="list-style-type: none"> 7. Occasional use of sentence demarcation 8. Some evidence of conscious punctuation 9. Simple range of sentence forms 10. Occasional use of Standard English with limited control of agreement 11. Accurate basic spelling 12. Simple use of vocabulary