

Year 10 Literature Homework

You **must** complete each of the tasks for when they are due. Each task will be assessed using the GCSE mark scheme. If you are struggling with a task, or would like some tips, you should attend Extra English club on Wednesdays.

Due week A

When it is Due	Homework	Completed
Half term 1: This half term's tasks will be based on a book of your choice		✓
Task 1	1. Use the internet to conduct research on the author of your chosen book. Aim to find between 6-7 different things about them. 2. Write an advert to persuade people to come and see your author at their book launch	
Task 3	1. What have you learnt from reading your book of choice? Create at least three mind maps of the key themes from the book. For eg: love, fear, guilt etc must include quotes	
Task 4	1. Answer the following question in three PQEAWP paragraphs about any of the characters in your book. Spend 30 minutes How does the writer present (insert character name) throughout the book? 2. learn 5 more quotes from An Inspector Calls or Woman in Black (test on quotes next lesson)	
Challenge Tasks	1. Write a 'Dear agony aunt' letter as one of your characters asking for advice to help solve a conflict. 2. Read another book by the same author and write a review of it	
Half Term 2 Exam style tasks for An Inspector Calls or A Woman in Black		

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Task 5	<p>1. Annotate the extract and answer one of the following questions in 3 PQEAWP paragraph:</p> <p>How does Priestly present the character of Sheila in this extract?</p> <p>Or</p> <p>Write about how Susan Hill uses setting to create tension in this extract.</p> <p>2. Learn 5 more quotes from either An Inspector Calls or Woman in Black</p>	
Task 6	<p>Themes mind map</p> <p>1. Create a mind map for each of the key themes in the text. They must include quotes.</p> <p>An Inspector Calls:</p> <ul style="list-style-type: none">• Class• Gender• Social responsibility• Age and generation (challenge: consider the gap) <p>The Woman in Black:</p> <ul style="list-style-type: none">• Isolation• Fear• Influences of the past <p>Task 2: Learn 5 more quotes, quotes quiz in the next lesson</p>	
Task 7	<p>1. Spend 45 minutes answering one of the questions below. You must use the</p>	

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	<p>extract and your knowledge of the whole text. Aim for 5 PQEAWP</p> <p><u>An Inspector Calls</u></p> <p>How does Priestley present social responsibility throughout his play?</p> <p><u>The Woman in Black</u></p> <p>How does Hill present fear in the play?</p>	
Challenge Tasks	<ol style="list-style-type: none"> 1. Mind map, with quotes, each of the characters 2. Pick any page from the text and write a PQEAWP paragraph about the language used 	
<p>Half Term 3</p> <p>This half term will be research for the poetry anthology unit. The context you find is worth a third of your mark in the exam- make it useful!</p>		
Task 8	<p>Complete your own research about the poems and the poets using the internet and create about a page of context (background information) notes (30 minutes) try to think about:</p> <ol style="list-style-type: none"> a. When the poem was written b. What historical events were happening c. The writer's political views or views on the situation (eg: war) <p>Dulce Et Decorum Est- Wilfred Owen</p> <p>The Soldier- Rupert Brooke</p>	
Task 9	<p>Complete your own research about the poems and the poets using the internet and create about a page of context (background</p>	

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	<p>information) notes (30 minutes) try to think about:</p> <ol style="list-style-type: none"> a. When the poem was written b. What historical events were happening c. The writer's political views or views on the situation (eg: war) <p>The Manhunt- Simon Armitage</p> <p>Mametz Wood- Owen Sheers</p>	
<p>Challenge:</p>	<p>Compare the impression two of the poems give of war in some way: you could write this as an essay, comparing the poems in each point or show the similarities or differences between the poems as a Venn diagram or on a poster.</p>	
<p>Half Term 4</p> <p>This half term will be research for the poetry anthology unit</p>		
<p>task 10</p>	<p>Write a short paragraph for each poem. Total 5 paragraphs</p> <p>Read the 5 poems again- what is the story of each, what is happening? Look at each stanza at a time and jot down one or two sentences explaining what is going on.</p> <p>Eg: Dulce et Decorum Est</p> <ul style="list-style-type: none"> • Horrible impression of war – suffering, unpleasant, not glamorous, immoral • Graphic description of gas attack • Bitter attack on people who say death for your country is “sweet and honourable” 	

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task 11	<p>Complete your own research about the poems and the poets using the internet and create about a page of context (background information) notes (30 minutes) try to think about:</p> <ol style="list-style-type: none">When the poem was writtenWhat historical events were happeningThe writer's political views or views on the situation (eg: war) <p>Sonnet 43 by Elizabeth Barrett Browning</p> <p>She Walks in Beauty- Lord Byron</p>	
task 12	<p>Complete your own research about the poems and the poets using the internet and create about a page of context (background information) notes (30 minutes) try to think about:</p> <ol style="list-style-type: none">When the poem was writtenWhat historical events were happeningThe writer's political views or views on the situation (eg: war) <p>Valentine by Carol Ann Duffy</p> <p>Cozy Apologia by Rita Dove</p>	
Challenge:	<p>Compare the impression two of the poems give of love and relationships in some way: you could write this as an essay, comparing the poems in each point or show the similarities or differences between the poems as a Venn diagram or on a poster.</p>	

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Half Term 5		
This half term will be research for the poetry anthology unit		
Task 13	<p>Write a short paragraph for each poem. Total 4 paragraphs</p> <p>Read the 4 'love' poems again- what is the story of each, what is happening? Look at each stanza at a time and jot down one or two sentences explaining what is going on.</p> <p>Eg: Dulce et Decorum Est</p> <ul style="list-style-type: none">• Horrible impression of war – suffering, unpleasant, not glamorous, immoral• Graphic description of gas attack• Bitter attack on people who say death for your country is “sweet and honourable”	
task 14	<p>Complete your own research about the poems and the poets using the internet and create about a page of context (background information) notes (30 minutes) try to think about:</p> <ol style="list-style-type: none">a. When the poem was writtenb. What historical events were happeningc. The writer's political views or views on the situation (eg: war) <p>London by William Blake</p> <p>A Wife in London by Thomas Hardy</p>	
Challenge:	Compare the impression two of the poems give of places in some way: you could write	

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	<p>this as an essay, comparing the poems in each point or show the similarities or differences between the poems as a Venn diagram or on a poster.</p>	
<p>Half Term 6</p> <p>This half term will be research for the poetry anthology unit</p>		
<p>task 15</p>	<p>Complete your own research about the poems and the poets using the internet and create about a page of context (background information) notes (30 minutes) try to think about:</p> <ul style="list-style-type: none"> a. When the poem was written b. What historical events were happening c. The writer's political views or views on the situation (eg: war) <p>Living Space Imtiaz Dharker</p> <p>Afternoons by Phillip Larkin</p>	
<p>Task 16</p>	<p>Complete your own research about the poems and the poets using the internet and create about a page of context (background information) notes (30 minutes) try to think about:</p> <ul style="list-style-type: none"> a. When the poem was written b. What historical events were happening c. The writer's political views or views on the situation (eg: war) <p>As Imperceptibly as Grief – Emily Dickinson</p>	

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	Death of a Naturalist by Seamus Heaney Hawk Roosting by Ted Hughes	
Task 17	<p>Complete your own research about the poems and the poets using the internet and create about a page of context (background information) notes (30 minutes) try to think about:</p> <ol style="list-style-type: none">When the poem was writtenWhat historical events were happeningThe writer's political views or views on the situation (eg: war) <p>To Autumn by John Keats</p> <p>Ozymandias by Percy Shelley</p> <p>The Prelude- William Wordsworth</p>	
Challenge:	<p>Compare the impression two of the poems give of nature in some way: you could write this as an essay, comparing the poems in each point or show the similarities or differences between the poems as a Venn diagram or on a poster.</p>	

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Task 5

A Woman in Black

Spend 30 minutes annotating the extract (only do the text you're studying) and write at least 3 PQEAWP paragraph.

Challenge: add a PQEAWP paragraph from the whole text

Write about how Susan Hill uses setting to create tension in this extract.

It was a Monday afternoon and already growing dark, not because of the lateness of the hour – it was barely three o'clock – but because of the fog, the thickest of London peasoupers, which had hemmed us in on all sides since dawn – if, indeed, there had been a dawn, for the fog had scarcely allowed any daylight to penetrate the foul gloom of the atmosphere.

Fog was outdoors, hanging over the river, creeping in and out of alleyways and passages, swirling thickly between the bar trees of the parks and gardens of the city, and indoors, too, seething through cracks and crannies like sour breath, gaining a sly entrance at every opening of a door. It was a yellow fog, a filthy, evil-smelling fog, a fog that choked and blinded, smeared and stained. Groping their way blindly across roads, men and women took their lives in their hands, stumbling along the pavements, they clutched at railings and at one another, for guidance.

Sounds were deadened, shapes blurred. It was a fog that had come three days before, and did not seem inclined to go away and it had, I suppose, the quality of all such fogs – it was menacing and sinister, disguising the familiar world and confusing the people in it, as they were confused by having their eyes covered and being turned about, in a game of Blind Man's Buff.

It was, in all, miserable weather and lowering to the spirits in the drearest month of the year.

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Task 5

1. Spend 30 minutes annotating the extract (only do the text you're studying) and write at least 3 PQEAWP paragraph.

Challenge: add a PQEAWP paragraph from the whole text

An Inspector Calls

Write about the character of Sheila and the way she is presented in *An Inspector Calls*.

INSPECTOR In fact, in a kind of way, you might be said to have been jealous of her.

SHEILA Yes, I suppose so.

INSPECTOR And so you used the power you had, as a daughter of a good customer and also of a man well known in the town, to punish the girl just because she made you feel like that?

SHEILA Yes, but it didn't seem to be anything very terrible at the time. Don't you understand? And if I could help her now, I would—

INSPECTOR (*harshly*) Yes, but you can't. It's too late. She's dead.

ERIC My God, it's a bit thick, when you come to think of it—

SHEILA (*stormily*) Oh shut up, Eric. I know, I know. It's the only time I've ever done anything like that, and I'll never, never do it again to anybody. I've noticed them giving me a

sort of look sometimes at Milwards – I noticed it even this afternoon – and I suppose some of them remember. I feel now I can never go there again. Oh – why had this to happen?

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Task 7

An Inspector Calls

How does Priestley present social responsibility throughout his play?

She turns away. We hear the front door slam.

BIRLING That was the door again.

MRS B. Gerald must have come back.

INSPECTOR Unless your son has just gone out.

BIRLING I'll see.

He goes out quickly. INSPECTOR turns to MRS BIRLING.

INSPECTOR Mrs Birling, you're a member – a prominent member – of the Brumley Women's Charity Organization, aren't you?

MRS BIRLING does not reply.

SHEILA Go on, Mother. You might as well admit it. (*To INSPECTOR.*) Yes, she is. Why?

INSPECTOR (*calmly*) It's an organization to which women in distress can appeal for help in various forms. Isn't that so?

MRS B. (*with dignity*) Yes. We've done a great deal of useful work in helping deserving cases.

INSPECTOR There was a meeting of the interviewing committee two weeks ago?

MRS B. I dare say there was.

INSPECTOR You know very well there was, Mrs Birling. You were in the chair.

MRS B. And if I was, what business is it of yours?

INSPECTOR (*severely*) Do you want me to tell you – in plain words?

Enter BIRLING, looking rather agitated.

BIRLING That must have been Eric.

MRS B. (*alarmed*) Have you been up to his room?

BIRLING Yes. And I called out on both landings. It must have been Eric we heard go out then.

MRS B. Silly boy! Where can he have gone to?

BIRLING I can't imagine. But he was in one of his excitable queer moods, and even though we don't need him here—

INSPECTOR (*cutting in, sharply*) We do need him here. And

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Task 7

Woman in Black

How does Hill present fear in the play?

Then from somewhere, out of that howling darkness, a cry came to my ears, catapulting me back into the present and banishing all tranquillity.

I listened hard. Nothing. The tumult of the wind, like a banshee, and the banging and rattling of the window in its old, ill-fitting frame. Then yes, again, a cry, that familiar cry of desperation and anguish, a cry for help from a child somewhere out on the marsh.

There was no child. I knew that. How could there be? Yet how could I lie here and ignore even the crying of some long-dead ghost?

“Rest in peace,” I thought, but this poor one did not, could not.

After a few moments I got up. I would go down into the kitchen and make myself a drink, stir up the fire a little and sit beside it trying, trying to shut out that calling voice for which I could do nothing, and no one had been able to do anything for ... how many years?

As I went out onto the landing, Spider the dog following me at once, two things happened together. I had the impression of someone who had just that very second before gone past me on their way from the top of the stairs to one of the other rooms, and, as a tremendous blast of wind hit the house so that it all but seemed to rock at the impact, the lights went out. I had not bothered to pick up my torch from the bedside table and now I stood in the pitch blackness, unsure for a moment of my bearings.

And the person who had gone by, and who was now in this house with me? I had seen no one, felt nothing. There had been no movement, no brush of a sleeve against mine, no disturbance of the air, I had not even heard a footstep. I had simply the absolutely certain sense of someone just having passed close to me and gone away down the corridor. Down the short narrow corridor that led to the nursery whose door had been so firmly locked and then, inexplicably, opened.