

Year 9 English Literature Homework Pack

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	Task	Completed
Half Term 1		✓
This homework is based on A Curious Incident of the Dog in the Night-time		
Task 1	Write a diary entry as Ed; think about how he feels about Christopher	
Task 2 After lesson 4	Write a response to the question just looking at the extract from the lesson (3 PQEAWP paragraphs?) <i>Write about the character Mrs Alexander and how she is presented in the play.</i> Challenge: add a PQEAWP from the whole text too	
Task 3	Create a mind map for: Christopher, Ed and Siobhan. Must include: <ul style="list-style-type: none"> • What they are like • Important moments • How they interact with Christopher • Quotes (use your exercise book to help with this) 	
Task 4 After lesson 15	Write three PQEAWP paragraphs answering the question: 'How does Haddon present Christopher?	
Challenge Tasks	Write a brief summary of the DEAR book you're reading	
Half Term 2		
This homework is based on A Curious Incident of the Dog in the Night-time		
Task 5	Mind map the key themes in the play. You must include:	

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	<ul style="list-style-type: none"> • Important moments from the play • Main characters that present the theme • Quotations • How the theme develops throughout the play 	
Task 6	<p>How has Christopher changed by the end of the play?</p> <p>Write two PQEAWP paragraphs to answer the question</p>	
Task 7	Write a short review of the play. Aim for 5 paragraphs	
Challenge Tasks	Create a mind map of the key characters in your DEAR book	
<p>Half Term 3</p> <p>This homework is based on Noughts and Crosses</p>		
Task 8	Research Stephen Lawrence and to explain his influence on Malorie Blackman.	
Task 9	<p>Create a character mind map for Callum and Sephy.</p> <p>Think about</p> <ul style="list-style-type: none"> • Their actions • Their family • Their view on society 	
Task 10 After lesson 6	Complete the worksheet focused on Callum and Sephy's relationship.	
<p>Half Term 4</p> <p>This homework is based on Noughts and Crosses</p>		
task 11	Choose a research topic on black history and write up your research in a form that is readable by your peers.	

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task 12 after lesson 15	Revise for a 10 question test on the section of the book 'BREAKDOWN'. Use your exercise book to help	
task 13	Research the novel 'To Kill a Mockingbird' – find-out how justice was not done for one of the characters in this novel and consider how this is similar to 'Noughts and Crosses'.	
Challenge:	Revise key quotes and themes.	
Half term 5		
This homework will be based on poetry		
Task 14	Complete the poetic terms grid and label the poem with each technique	
task 15	Use the internet to find a poem written by a poet from a different culture to you and answer the questions: <ol style="list-style-type: none"> 1. What is the poem about? 2. What culture is the poet from? 3. How is the poet's culture shown in the poem? <p>Pick 2 quotes from the poem and zoom in on key words</p>	
Half term 6		
This homework will be focusing on your own reading (use the book you're currently reading for DEAR)		
task 16	Create a storyboard of your chosen book-remember as the director of a film you have the power to cut certain sections and to add more exciting bits too	

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Task 17	Use the internet to conduct research on the author of your chosen book. Aim to find between 6-7 different things about them.	
Task 18	Write two or three paragraphs persuading me to read the book you are currently reading	

Task 10

Sephy and Callum

What forces might separate Sephy and Callum?		What forces will keep Sephy and Callum together?	
They belong to different social groups: 'If only Callum wasn't a nought'	Page as evidence P. 33	Callum believes in education – he will improve himself and become more like Sephy through education: 'I could make something of myself'	Page as evidence P. 41
	Page as evidence		Page as evidence
	Page as evidence		Page as evidence
	Page as evidence		Page as evidence

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	Page as evidence		Page as evidence
	Page as evidence		Page as evidence

Task 14

Term	Definition	Example
Adjective		
Verb		
		She is a star
		He was as fast as a cheetah
Stanza	The verse of a poem	n/a
		Beat/seat, said/bed, chair/hair
Rhythm	The beats or syllables in the line	n/a
Content		n/a
Tone		n/a
Mood/atmosphere		n/a
	When the spoken word sounds like its word	Snap, crackle, pop, bang, whisper
Imperatives		

Task 14: The Jabberwocky by Lewis Carroll

Twas brillig, and the slithy toves
Did gyre and gimble in the wabe;

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All mimsy were the borogoves,
And the mome raths outgrabe.

“Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!”

He took his vorpal sword in hand:
Long time the manxome foe he sought—
So rested he by the Tumtum tree,
And stood awhile in thought.

And, as in uffish thought he stood,
The Jabberwock, with eyes of flame,
Came whiffling through the tulgey wood,
And burbled as it came!

One two! One two! And through and through
The vorpal blade went snicker-snack!
He left it dead, and with its head
He went galumphing back.

“And hast thou slain the Jabberwock?
Come to my arms, my beamish boy!
O frabjous day! Callooh! Callay!”
He chortled in his joy.

‘Twas brillig, and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogoves,
And the mome raths outgrabe.