**KS4 English Language ‘Home Learning’ resource**

**Task: Complete the tasks in order. Timings are given for each task so try to stick to them!**

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**Key Topics to revise:** Language Paper 1 andLanguage Paper 2

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| **Paper 1 Questions**   * **Q1 = Identify 4 marks** * **Q2 = Language 8 marks** * **Q3 = Structure 8 marks** * **Q4 = Statement 20 marks** * **Section B = Narrative or descriptive 40 marks** | 6.Self assess your response to the language question. Identify where you have included the golden phrase, a quote, language technique, inference/alternatives and effect. Give yourself a strength and a target. (8 minutes) | 12.Plan a response to: ‘Focus this part of your answer on the first part of the Source from line 1-22. A Student, having read this section of the text, said: ‘The writer makes the earthquake seem truly terrifying.’ To what extent do you agree?’ 20 marks (7 minutes) | 18.Self assess your story opening. Identify where you have included language techniques, structural devices, a range of punctuation, a range of sentence types and sophisticated vocabulary. Give yourself a strength and a target. (20 minutes) |
| 1.Read the source and complete your reading strategies (e.g. read twice, subheadings, split into beg/mid/end, etc.) (15 mins) | 7.Redraft your language question ensuring you have all the success criteria in detail. (10 minutes) | 13.Write your response to the statement question. (18 minutes) | 19.Redraft your story opening ensuring you have all the success criteria in detail. (30 minutes) |
| 2. Read again the first part of the Source from **lines 1 to 7**. List four things from this part of the text about the girl. 4 marks (4 minutes) | 8.Plan a response to: ‘You now need to think about the whole of the Source. How has the writer structured the text to interest you as a reader?’ 8 marks (4 minutes) | 14.Self assess your response to the structure question. Identify where you have included the golden phrase, a quote, method, inference/alternatives and effect. Give yourself a strength and a target. (15 minutes) | 20. Plan a response using the image at the bottom of the source to: ‘Write a description suggested by the picture.’ 40 marks (15 minutes) |
| 3.Self assess your answer for Q1 by going through the text and checking for all possible answers. You must write in full sentences. (4 minutes) | 9.Write your response to the structure question. (6 minutes) | 15.Redraft your statement question ensuring you have all the success criteria in detail. (20 minutes) | 21. Write the description. (30 minutes) |
| 4.Plan a response to: ‘Look in detail at this extract from lines 23 to 33 of the source. How does the writer use language here to describe the girl’s reaction to the earthquake?’. 8 marks (4 minutes) | 10.Self assess your response to the structure question. Identify where you have included the golden phrase (beg/mid/end), a quote, structural features, inference/alternatives and reader questions. Give yourself a strength and a target. (8 minutes) | 16. Plan a response to: ‘Write the opening of a story set in either the distant past or the distant future.’ 40 marks (15 minutes) | 22.Self assess the description. Identify where you have included language techniques, structural devices, a range of punctuation, a range of sentence types and sophisticated vocabulary. Give yourself a strength and a target. (20 minutes) |
| 5.Write your response to the language question. (6 minutes) | 11.Redraft your structure question ensuring you have all the success criteria in detail. (10 minutes) | 17.Write the opening of the story. (30 minutes) | 24.Redraft your description ensuring you have all the success criteria in detail. (30 minutes) |

**Source A**

This extract is from the opening of a novel by Jean M Auel. It is set in prehistoric times.

*The Clan of the Cave Bear*

The naked child ran out of the hide-covered lean-to\* towards the rocky beach at the bend in the small river. It didn’t occur to her to look back. Nothing in her experience ever gave her reason to doubt the shelter and those within it would be there when she returned.

She splashed into the river and felt rocks and sand shift under her feet as the shore fell off sharply. She dived into the cold water and came up spluttering, then reached out with sure strokes for the steep opposite bank. She had learned to swim before she learned to walk and, at five, was at ease in the water. Swimming was often the only way a river could be crossed.

The girl played for a while, swimming back and forth, then let the current float her downstream. Where the river widened and bubbled over rocks, she stood up and waded to shore, then walked back to the beach and began sorting pebbles. She had just put a stone on top of a pile of especially pretty ones when the earth began to tremble.

The child looked with surprise as the stone rolled down of its own accord, and stared in wonder at the small pyramid of pebbles shaking and levelling themselves. Only then did she become aware she was shaking, too, but she was still more confused than apprehensive. She glanced around, trying to understand why her universe had altered in some inexplicable\* way. The earth was not supposed to move.

The small river, which moments before had flowed smoothly, was rolling with choppy waves that splashed over its banks as the rocking streambed moved at cross purposes to the current, dredging mud up from the bottom. Brush\* close by the upstream banks quivered, animated by unseen movements at the roots, and downstream, boulders bobbed in unaccustomed agitation. Beyond them, stately conifers of the forest into which the stream flowed lurched grotesquely. A giant pine near the bank, its roots exposed and their hold weakened by the spring run-off, leaned towards the opposite shore. With a crack, it gave way and crashed to the ground, bridging the turbid\* watercourse, and lay shaking on the unsteady earth.

The girl started at the sound of the falling tree. Her stomach churned and tightened into a knot as fear brushed the edge of her mind. She tried to stand but fell back, unbalanced by the sickening swaying. She tried again, managed to pull herself up, and stood unsteadily, afraid to take a step.

As she started towards the hide-covered shelter set back from the stream, she felt a low rumble rise to a terrifying roar. A sour stench of wetness and rot issued from a crack opening in the ground, like the reek of morning breath from a yawning earth. She stared uncomprehendingly at dirt and rocks and small trees falling into the widening gap as the cooled shell of the molten planet cracked in the convulsion.

The lean-to, perched on the far edge of the abyss, tilted, as half the solid ground beneath it pulled away. The slender ridge-pole teetered undecidedly, then collapsed and disappeared into the deep hole, taking its hide cover and all it contained with it. The girl trembled in wide-eyed horror as the foul-breathed gaping maw\* swallowed everything that had given meaning and security to the five short years of her life.

\*Glossary

hide-covered lean-to = a shelter covered in animal skins

inexplicable = mysterious, strange

brush = small bushes and shrubs

turbid = confused, muddled

maw = the jaws or throat of a threatening animal

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| **Paper 2 Questions**   * **Q1 = True or False 4 marks** * **Q2 = Summary 8 marks** * **Q3 = Language 12 marks** * **Q4 = Comparison 16 marks** * **Section B = Writing to present a viewpoint 40 marks** | 6.Self assess your response to the summary question. Identify where you have included the golden phrase, a quote, inference/alternatives and comparative connectives. Give yourself a strength and a target. (8 minutes) | 12.Plan a response to: ‘Compare how the two writers convey their different memories of their childhood.’ Source A and B - 16 marks (7 minutes) | 18.Self assess your article. Identify where you have included DAFOREST, the 5 writing styles, structural devices, a range of punctuation, a range of sentence types and sophisticated vocabulary. Give yourself a strength and a target. (20 minutes) |
| 1.Read the sources below and complete your reading strategies (e.g. read twice, subheadings, +/-, etc.) (15 mins) | 7.Redraft your summary question ensuring you have all the success criteria in detail. (10 minutes) | 13.Write your comparison. (13 minutes) | 19.Redraft your article ensuring you have all the success criteria in detail. (30 minutes) |
| 2. From lines 1 to 18, identify the 4 true statements below. Source A - 4 marks (4 minutes):  She finds it difficult to remember her bedroom.  She had a blue and white school uniform.  Her bedroom shared a wall with her neighbour’s house.  Her sister is called Safina.  There was a market near her home.  Her father was the headmaster of the Khushal School for Girls.  She always speaks seriously to her father.  She no longer lives in her childhood home. | 8.Plan a response to: ‘How does Oliphant use language to show how much she loved her brother? ’ Source B - 12 marks (5 minutes) | 14.Self assess your response to the comparison question. Identify where you have included the golden phrase (a similarity/difference), a quote, method, inference/alternatives, effect and comparative connectives. Give yourself a strength and a target. (12 minutes) | **Extra Task:** Find a fiction extract and write your own questions. Answer the questions, self assess and redraft. |
| 3.Self assess your answer for Q1 by going through the text and checking for all possible answers. (4 minutes) | 9.Write your response to the language question. (10 minutes) | 15.Redraft your comparison question ensuring you have all the success criteria in detail. (15 minutes) | **Extra Task:** Find an image and create your own narrative or descriptive question. Answer the question, self assess and redraft. |
| 4.Plan a response to: ‘Write a summary of the differences between Malala’s home in Birminham and Oliphant’s home in Lasswade.’. Sources A and B - 8 marks (4 minutes) | 10.Self assess your response to the language question. Identify where you have included the golden phrase, a quote, language technique, inference/alternatives and effect. Give yourself a strength and a target. (10 minutes) | 16. Plan a response to: ‘‘Your identity has nothing to do with the town or country or continent you come from. Being British, European, Asian or African makes no difference to who you are.’ Write an online article aimed at teenagers, giving your thoughts in response to this statement.’ 40 marks (15 minutes) | **Extra Task:** Find a 1 non-fiction extracts on a similar topic and write your own questions. Answer the questions, self assess and redraft. |
| 5.Write your response to the summary question. (6 minutes) | 11.Redraft your language question ensuring you have all the success criteria in detail. (15 minutes) | 17.Write the article. (30 minutes) | **Extra Task:** Come up with a statement and write a ‘Writing to Present a Viewpoint’ question. Answer the question, self assess and redraft. |

