Grade 9

English Language & Literature

Summer Assessment 2023

Revision Guide

Assessment details



Time: **75 minutes**

Criteria: A (Analysing), D (Using language)

Format: 2 sections: **Section 1 - Reading, Section 2 - Writing**

Answering method:

- Please write your answers in <u>blue or black pen only</u> (rough work/annotation may be completed in pencil if preferred)
- Use full sentence/paragraph structure
- Ensure you allow time for each of the following: reading, thinking, writing, reviewing/proofreading

Please remember: this guide is meant to assist you in your preparation for the assessment. It should be used along with th class preparations and any associated homework.

Criterion A: Analysing (Maximum: 8 marks)

At the end of year 5, students should be able to:

i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts

ii. analyse the effects of the creator's choices on an audience

iii. justify opinions and ideas, using examples, explanations and terminology

iv. evaluate similarities and differences by connecting features across and within genres and texts.

Use the specific details from the rubric to identify your target grade. Identify each component of the requirement, focusing especially on the **bold** text. Ensure you understand the meaning of these words.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. provides **limited** analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. provides **limited** analysis of the effects of the creator's choices on an audience iii. **rarely** justifies opinions and ideas with examples or explanations; uses **little or no** terminology iv. evaluates **few** similarities and differences by making **minimal** connections in features across and within genres and texts.
3–4	The student: i. provides **adequate** analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. provides **adequate** analysis of the effects of the creator's choices on an audience iii. justifies opinions and ideas with **some** examples and explanations, though this may not be consistent; uses **some** terminology iv. evaluates **some** similarities and differences by making **adequate** connections in features across and within genres and texts.

Key terms:

Achievement level	Level descriptor
5–6	The student: i. **competently** analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts ii. **competently** analyses the effects of the creator's choices on an audience iii. **sufficiently** justifies opinions and ideas with examples and explanations; uses accurate terminology iv. evaluates similarities and differences by making **substantial** connections in features across and within genres and texts.
7–8	The student: i. provides **perceptive** analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts ii. **perceptively** analyses the effects of the creator's choices on an audience iii. gives **detailed justification of** opinions and ideas with a range of examples, and **thorough** explanations; uses **accurate** terminology iv. **perceptively compares and contrasts** by making **extensive** connections in features across and within genres and texts.

My Criterion A target and strategy:

TARGET GRADE:

STRATEGY:

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Criterion D: Using Language (Maximum: 8 marks)

At the end of year 5, students should be able to:

i. use appropriate and varied vocabulary, sentence structures and forms of expression

ii. write and speak in a register and style that serve the context and intention

iii. use correct grammar, syntax and punctuation

iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy v. use appropriate non-verbal communication techniques

Use the specific details from the rubric to identify your target grade. Identify each component of the requirement, focusing especially on the **bold** text. Ensure you understand the meaning of these words.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. uses a **limited** range of appropriate vocabulary and forms of expression ii. writes and speaks in an **inappropriate** register and style that **do not** serve the context and intention iii. uses grammar, syntax and punctuation with **limited** accuracy; errors **often hinder** communication iv. spells/writes and pronounces with **limited** accuracy; errors **often hinder** communication v. makes **limited and/or inappropriate** use of non-verbal communication techniques.
3–4	The student: i. uses an **adequate** range of appropriate vocabulary, sentence structures and forms of expression ii. **sometimes** writes and speaks in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with **some degree** of accuracy; errors **sometimes hinder** communication iv. spells/writes and pronounces with **some degree** of accuracy; errors **sometimes hinder** communication v. makes **some** use of appropriate non-verbal communication techniques.

Key terms

5-6	The student: i. uses a **varied range** of appropriate vocabulary, sentence structures and forms of expression **competently** ii. writes and speaks **competently** in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a **considerable degree** of accuracy; errors **do not hinder** effective communication iv. spells/writes and pronounces with a **considerable degree** of accuracy; errors **do not hinder** effective communication v. makes **sufficient** use of appropriate non-verbal communication techniques.
7–8	The student: i. **effectively** uses a range of appropriate vocabulary, sentence structures and forms of expression ii. writes and speaks in a **consistently appropriate** register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a **high degree** of accuracy; errors are minor and communication is **effective** iv. spells/writes and pronounces with a **high degree** of accuracy; errors are minor and communication is **effective** v. makes **effective** use of appropriate non-verbal communication techniques.

My criterion D target and strategy:

TARGET GRADE:

PLAN:

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Spotlight on: ANALYSIS

1. Read the questions before you begin reading the text, underlining key words.
2. Do a slow, close reading of the text, looking for content that is relevant to the questions. If you don't have time to re-read it all, you can re-read difficult passages.
3. Annotate by highlighting / underlining / writing notes in the margins with one purpose: to help you understand.
4. Avoid summary and description in your answer as these are not part of analysis.
5. Identify the theme and tone of the text.
6. Identify pieces of the text that support its main points and would therefore make very good quotes.

TASK: In what ways can context change the meaning of a word?



Spotlight on: Vocabulary

A word can change according to its context. This can be due to time, place or even tone. In rare cases it can even be due to a deliberate misuse of the word by the author. Consider the following:

- **Time:** Stripes, Leech… and others see BBC bitesize.
- **Form:** Comfort, Like
- **Context:** Familiar, Soft

Spotlight on: Poetry

Consider the importance of Language. How is the tone created? What images are selected? In choice of words? In choice of images? In Sentence Structure?... Consider the following:

Mother Country

Richard Blanco - 1968-

To love a country as if you've lost one: 1968,
my mother leaves Cuba for America, a scene
I imagine as if standing in her place—one foot
inside a plane destined for a country she knew
only as a name, a color on a map, or glossy photos
from drugstore magazines, her other foot anchored
to the platform of her patria, her hand clutched
around one suitcase, taking only what she needs
most: hand-colored photographs of her family,
her wedding veil, the doorknob of her house,
a jar of dirt from her backyard, goodbye letters
she won't open for years. The sorrowful drone
of engines, one last, deep breath of familiar air
she'll take with her, one last glimpse at all
she'd ever known: the palm trees wave goodbye
as she steps onto the plane, the mountains shrink
from her eyes as she lifts off into another life.

To love a country as if you've lost one: I hear her
—*once upon a time*—reading picture books
over my shoulder at bedtime, both of us learning
English, sounding out words as strange as the talking
animals and fair-haired princesses in their pages.
I taste her first attempts at macaroni-n-cheese
(but with chorizo and peppers), and her shame
over Thanksgiving turkeys always dry, but countered
by her perfect pork *pernil* and garlic *yuca*. I smell
the rain of those mornings huddled as one under
one umbrella waiting for the bus to her ten-hour days
at the cash register. At night, the zzz-zzz of her sewing
her own blouses, *quinceañera* dresses for her nieces
still in Cuba, guessing at their sizes, and the gowns
she'd sell to neighbors to save for a rusty white sedan—
no hubcaps, no air-conditioning, sweating all the way
through our first vacation to Florida theme parks.

To love a country as if you've lost one: as if
it were you on a plane departing from America
forever, clouds closing like curtains on your country,
the last scene in which you're a madman scribbling
the names of your favorite flowers, trees, and birds
you'd never see again, your address and phone number
you'd never use again, the color of your father's eyes,
your mother's hair, terrified you could forget these.
To love a country as if I was my mother last spring
hobbling, insisting I help her climb all the way up
to the U.S. Capitol, as if she were here before you today
instead of me, explaining her tears, cheeks pink
as the cherry blossoms coloring the air that day when
she stopped, turned to me, and said: You know, *mijo*,
it isn't where you're born that matters, it's where
you choose to die—that's your country.

Spotlight on: WRITER'S PURPOSE

WHY does this text exist?

To….

- *Entertain*
- *Inspire*
- *Describe*



TASK:

1. **Write a definition for each purpose.**
2. **Search for a text that fits each definition and write a brief explanation of its purpose.**

Remember: the exam will take 75 minutes. In order to prepare yourself for the timing challenge, set some realistic time limits before you begin working on this preparatory assignment.

Time to practise...