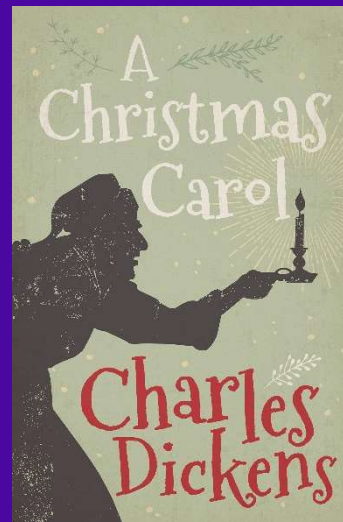


THE DUSTON ^{TDS} 4-19 SCHOOL

Knowledge Organiser

Year 10: Unit 2

Language Paper 2 & A Christmas Carol



Name:

Class:

Big Questions

Our study of Language Paper 2 and A Christmas Carol will follow the structure below:

<p>Language Paper 2</p>	<ul style="list-style-type: none"> ▪ BQ: How can I effectively analyse a non-fiction text? [Q1] ▪ BQ: What makes an effective summary? [Q2] ▪ BQ: How can I analyse the effect of language in a non-fiction text? [Q3] ▪ BQ: How can I effectively compare writers’ attitudes and perspectives? [Q4] ▪ BQ: What makes a compelling and convincing letter? [Q5] ▪ BQ: How can I effectively select information to summarise the differences and similarities between texts? [Q1 + Q2] ▪ BQ: How can I develop my response to Q1 and Q2 on Language Paper 2? ▪ BQ: What should I consider when analysing language in a non-fiction text? [Q3] ▪ BQ: What do I need to look at when comparing attitudes and perspectives? [Q4] ▪ BQ: How can I structure an argument in an essay? [Q5] ▪ BQ: How can I write a summary that makes inferences? [Q1 + Q2] ▪ BQ: How can I analyse language in a perceptive way? [Q3] ▪ BQ: What do I need to consider when comparing writers’ ideas and attitudes? [Q4] ▪ BQ: How can I plan an engaging and effective speech? [Q5] ▪ BQ: How can I write an engaging and effective speech? [Q5] ▪ BQ: How can I summarise two texts clearly and make perceptive inferences? [Q1 +Q2] ▪ BQ: How can I craft a convincing and compelling article? [Q5] ▪ BQ: How can I develop my inclusion of Ethos, Pathos and Logos in my writing?
<p>A Christmas Carol</p>	<ul style="list-style-type: none"> ▪ BQ: What is the plot of A Christmas Carol? ▪ BQ: Why did Charles Dickens choose to write A Christmas Carol? ▪ BQ: How is Scrooge characterised? ▪ BQ: How does Dickens present the need for social responsibility? ▪ BQ: How does Dickens present Scrooge as an outsider to society? ▪ BQ: How can I improve my analytical writing? ▪ BQ: What is Marley’s warning to Scrooge ▪ BQ: What lesson does Scrooge learn from the Ghost of Christmas Past? ▪ BQ: How does Scrooge’s isolation impact his character? ▪ BQ: How does Dickens present the effects of loneliness and isolation in A Christmas Carol? ▪ BQ: How has Scrooge changed since the start if the novella? ▪ BQ: How does Dickens present the importance of generosity? ▪ BQ: How has the past affected Scrooge’s character? ▪ BQ: What is the importance of Christmas within the plot? ▪ BQ: How does Dickens present ideas about poverty and family? ▪ BQ: How does Dickens use the Cratchit family to show the struggles of the poor? ▪ BQ: What lesson does Scrooge learn from the Ghost of Christmas Present? ▪ BQ: What is the importance of Fred within the novella? ▪ BQ: What is Dickens attitude towards greed? ▪ BQ: What does Scrooge learn from the Ghost of Christmas Yet to Come? ▪ BQ: How does Dickens present ideas about charity and greed? ▪ BQ: How does Dickens present Scrooge’s fears? ▪ BQ: How has Scrooge changed since the start of the novella? ▪ BQ: How does Tiny Tim’s death affect the Cratchits? ▪ BQ: How does Dickens show Scrooge’s transformation? ▪ BQ: Does Scrooge achieve redemption?

Exam Criteria and Assessment Objectives for Language Paper 2

Assessment Objectives

A01	Pick out and understand pieces of explicit and implicit information from the text(s). Collect and put together information from different texts.
A02	Explain how writers use language and structure to achieve their purpose and influence readers. Use technical terms to support your analysis of language and structure.
A03	Identify different writers' ideas and perspectives. Compare the method used by different writers to convey their ideas.
A04	Critically evaluate texts, giving a personal opinion about how successful the writing is. Provide detailed evidence from the text to support your opinion.
A05	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.
A06	Students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Paper Timings for Language Paper 2

	<u>Question</u>	<u>Time</u>	<u>Skills assessed</u>
15 minutes reading time			
Paper Two 1hr 45mins	Q1: Find the 4 true statements 4 marks	5 minutes	AO1
	Q2: Summary of the differences 8 marks	10mins	AO2
	Q3: How does the writer use language...? 12 marks	10mins	AO2
	Q4: Compare the ways the writer presents their views on... 16 marks	20mins	AO4
	Q5: Transactional writing 40 marks	45mins	AO5 and AO6

AQA GCSE English Literature Paper 1

Paper 1: Shakespeare and the 19th century Novel

What's assessed = Macbeth & A Christmas Carol

How it's assessed: Written exam 1 hour 45 minutes, 64 marks, 40% of GCSE

Questions:

Section A Shakespeare: students will answer one extract based essay question on their studied play.

Section B 19th century novel: students will answer one extract based essay question on their studied novel..

Mark schemes Literature Exams

Assessment objectives (AOs)

AO1 Read, understand and respond to texts. Students should be able to:

- maintain a critical style and develop an informed personal response
- use textual references, including quotations, to support and illustrate interpretations.

AO2 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3 Show understanding of the relationships between texts and the contexts in which they were written.

AO4 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

Sections A and B: Questions 1–13 (30 marks – AO1=12, AO2=12, AO3=6)

Mark	AO	Typical features	How to arrive at a mark
Level 6 <i>Convincing, critical analysis and exploration</i> 26–30 marks	AO1	<ul style="list-style-type: none"> • Critical, exploratory, conceptualised response to task and whole text. • Judicious use of precise references to support interpretation(s). 	<p>At the top of the level, a candidate's response is likely to be a critical, exploratory, well-structured argument. It takes a conceptualised approach to the full task supported by a range of judicious references. There will be a fine-grained and insightful analysis of methods supported by judicious use of subject terminology. Convincing exploration of one or more ideas/perspectives/contextual factors/interpretations.</p> <p>At the bottom of the level, a candidate will have Level 5 and be starting to demonstrate elements of exploratory thought and/or analysis of writer's methods and/or contexts.</p>
	AO2	<ul style="list-style-type: none"> • Analysis of writer's methods with subject terminology used judiciously. • Exploration of effects of writer's methods to create meanings. 	
	AO3	<ul style="list-style-type: none"> • Exploration of ideas/perspectives/contextual factors shown by specific, detailed links between context/text/task. 	
Level 5 <i>Thoughtful, developed consideration</i> 21–25 marks	AO1	<ul style="list-style-type: none"> • Thoughtful, developed response to task and whole text. • Apt references integrated into interpretation(s). 	<p>At the top of the level, a candidate's response is likely to be thoughtful, detailed and developed. It takes a considered approach to the full task with references integrated into interpretation; there will be a detailed examination of the effects of methods supported by apt use of subject terminology. Examination of ideas/perspectives/contextual factors, possibly including alternative interpretations/deeper meanings.</p> <p>At the bottom of the level, a candidate will have Level 4 and be starting to demonstrate elements of thoughtful consideration and/or examination of writer's methods and/or contexts.</p>
	AO2	<ul style="list-style-type: none"> • Examination of writer's methods with subject terminology used effectively to support consideration of methods. • Examination of effects of writer's methods to create meanings. 	
	AO3	<ul style="list-style-type: none"> • Thoughtful consideration of ideas/perspectives/contextual factors shown by examination of detailed links between context/text/task. 	
Level 4 <i>Clear understanding</i> 16–20 marks	AO1	<ul style="list-style-type: none"> • Clear, explained response to task and whole text. • Effective use of references to support explanation. 	<p>At the top of the level, a candidate's response is likely to be clear, sustained and consistent. It takes a focused response to the full task which demonstrates clear understanding. It uses a range of references effectively to illustrate and justify explanation; there will be clear explanation of the effects of a range of writer's methods supported by appropriate use of subject terminology. Clear understanding of ideas/perspectives/contextual factors.</p> <p>At the bottom of the level, a candidate will have Level 3 and be starting to demonstrate elements of understanding and/or explanation of writer's methods and/or contexts.</p>
	AO2	<ul style="list-style-type: none"> • Clear explanation of writer's methods with appropriate use of relevant subject terminology. • Understanding of effects of writer's methods to create meanings. 	
	AO3	<ul style="list-style-type: none"> • Clear understanding of ideas/perspectives/contextual factors shown by specific links between context/text/task. 	
Level 3 <i>Explained, structured comments</i> 11–15 marks	AO1	<ul style="list-style-type: none"> • Some explained response to task and whole text. • References used to support a range of relevant comments. 	<p>At the top of the level, a candidate's response is likely to be explanatory in parts. It focuses on the full task with a range of points exemplified by relevant references from the text; there will be identification of effects of a range of writer's methods supported by some relevant terminology. Explanation of some relevant contextual factors.</p> <p>At the bottom of the level, a candidate will have Level 2 and be starting to explain and/or make relevant comments on writer's methods and/or contexts.</p>
	AO2	<ul style="list-style-type: none"> • Explained/relevant comments on writer's methods with some relevant use of subject terminology. • Identification of effects of writer's methods to create meanings. 	
	AO3	<ul style="list-style-type: none"> • Some understanding of implicit ideas/perspectives/contextual factors shown by links between context/text/task. 	

Level 2 <i>Supported, relevant comments</i> 6–10 marks	AO1	<ul style="list-style-type: none"> Supported response to task and text. Comments on references. 	<p>At the top of the level, a candidate's response is likely to be relevant and supported by some explanation. It will include some focus on the task with relevant comments and some supporting references from the text. There will be identification of deliberate choices made by the writer with some reference to subject terminology. Awareness of some contextual factors.</p> <p>At the bottom of the level, a candidate's response will have Level 1 and be starting to focus on the task and/or starting to show awareness of the writer making deliberate choices and/or awareness of contexts.</p>
	AO2	<ul style="list-style-type: none"> Identification of writers' methods. Some reference to subject terminology. 	
	AO3	<ul style="list-style-type: none"> Some awareness of implicit ideas/contextual factors. 	
Level 1 <i>Simple, explicit comments</i> 1–5 marks	AO1	<ul style="list-style-type: none"> Simple comments relevant to task and text. Reference to relevant details. 	<p>At the top of the level, a candidate's response is likely to be narrative and/or descriptive in approach. It may include awareness of the task and provide appropriate reference to text; there will be simple identification of method with possible reference to subject terminology. Simple comments/responses to context, usually explicit.</p> <p>At the bottom of the level, a candidate's response will show some familiarity with the text.</p>
	AO2	<ul style="list-style-type: none"> Awareness of writer making choices. Possible reference to subject terminology. 	
	AO3	<ul style="list-style-type: none"> Simple comment on explicit ideas/contextual factors. 	
0 marks	Nothing worthy of credit/nothing written.		



A Christmas Carol Key Terminology

	Term	Definition
1	Allegory	An expression created through fictional figures to expose a truth or idea about human existence.
2	Characterisation	how a character is presented/ how they have been created/ designed.
3	Contrast	Using two opposing things/ ideas within a text to highlight or exaggerate the difference between the two
4	Empathy	Being able to understand someone else's emotions, feelings or experiences by imagining what it might be like to be in that person's particular situation
5	Foil	a character with qualities that are in contrast with another character
6	Generosity	The quality of being kind and being ready to give more to others than is necessary or expected
7	Isolation	The process of being alone or apart from others
8	Juxtaposition	Placing two opposites directly next to each other to highlight or exaggerate their difference.
9	Metaphor	A direct comparison of something to something else
10	Miser	A person who hoards money and wealth and spends as little money as possible/
11	Morality	principles, either personal or social, concerning the difference between right and wrong, going beyond legality and often religion.
12	Motif	an element that reoccurs, such as a word, phrase, idea, image or symbol that appears throughout the play for emphasis
13	Omniscient	All knowing/ all seeing
14	Redemption	The action of saving or being saved from sin, error or evil
15	Responsibility	Having a duty to deal with something/ being accountable or to blame for something
16	Reverently	A feeling or attitude of deep respect tinged with awe, often used in relation to religion

17	Pathetic Fallacy	Using the weather to mirror the feelings or mood within the text or to symbolise an idea.
18	Simile	A description where you compare one thing to something else using 'like' or 'as'
19	Suppressed	To forcibly put an end to/ to avoid considering something.
20	Symbolism	the use of symbols (objects/ descriptions) to represent ideas or qualities

Language Paper 2 Key Terminology



	Term	Definition
1	Anecdote	A short amusing or interesting story about a real person or incident.
2	Anaphora	Starting each sentence with the same words.
3	Antithesis	Use of direct opposites.
4	Chiasmus	A rhetorical device where you use parallel phrases in reverse e.g. When the going gets tough, the tough gets going.
5	Collective Pronoun	Using pronouns such as 'we', 'our' and 'us'.
6	Declarative Sentence	A sentence that makes a statement.
7	Direct Address	Use of a proper noun (you) to address an audience.
8	Emotive Language	Words or phrases that evoke a particular emotion in the audience or reader.
9	Ethos	Credibility. "You should believe my argument because you believe <i>me</i> ." or perhaps "...believe <i>in me</i> ."
10	Extended Metaphor	A metaphor that goes into detail across a text.
11	Hyperbole	Deliberate exaggeration to emphasise a point.
12	Imperative Verbs	Verbs that give an order or command – used to demand. e.g. in the following sentence 'Give me your pen!' Give= imperative
13	Interrogative Sentence	A sentence that asks a question.
14	Logos	Using logic and reason as your appeal: facts and figures.

Example questions

0 2

Charles Dickens: *A Christmas Carol*

Read the following extract from Chapter 2 of *A Christmas Carol* and then answer the question that follows.

In this extract, the Ghost of Christmas Past shows Scrooge the Christmas party he attended at Mr Fezziwig's warehouse when he was a young man.

But if they had been twice as many—ah, four times—old Fezziwig would have been a match for them, and so would Mrs. Fezziwig. As to her, she was worthy to be his partner in every sense of the term. If that's not high praise, tell me higher, and I'll use it. A positive light appeared to issue from Fezziwig's calves.

5 They shone in every part of the dance like moons. You couldn't have predicted, at any given time, what would have become of them next. And when old Fezziwig and Mrs. Fezziwig had gone all through the dance; advance and retire, both hands to your partner, bow and curtsy, corkscrew, thread-the-needle, and back again to your place; Fezziwig "cut"—cut so deftly, that he appeared to wink

10 with his legs, and came upon his feet again without a stagger. When the clock struck eleven, this domestic ball broke up. Mr. and Mrs. Fezziwig took their stations, one on either side of the door, and shaking hands with every person individually as he or she went out, wished him or her a Merry Christmas. When everybody had retired but the two 'prentices, they did the

15 same to them; and thus the cheerful voices died away, and the lads were left to their beds; which were under a counter in the back-shop. During the whole of this time, Scrooge had acted like a man out of his wits. His heart and soul were in the scene, and with his former self. He corroborated everything, remembered everything, enjoyed everything, and underwent the

20 strangest agitation. It was not until now, when the bright faces of his former self and Dick were turned from them, that he remembered the Ghost, and became conscious that it was looking full upon him, while the light upon its head burnt very clear.

"A small matter," said the Ghost, "to make these silly folks so full of gratitude."

25 "Small!" echoed Scrooge. The Spirit signed to him to listen to the two apprentices, who were pouring out their hearts in praise of Fezziwig; and when he had done so, said, "Why! Is it not? He has spent but a few pounds of your mortal money: three or four perhaps. Is that so much that he deserves this praise?"

30 "It isn't that," said Scrooge, heated by the remark, and speaking unconsciously like his former, not his latter, self. "It isn't that, Spirit. He has the power to render us happy or unhappy; to make our service light or burdensome; a pleasure or a toil. Say that his power lies in words and looks; in things so slight and insignificant that it is impossible to add and count 'em up: what then? The

35 happiness he gives, is quite as great as if it cost a fortune."

0 2

Starting with this extract, explore how Dickens presents ideas about joy and happiness in *A Christmas Carol*.

Write about:

- how Dickens presents joy and happiness in this extract
- how Dickens presents ideas about joy and happiness in the novel as a whole.

[30 marks]

Example essay

Starting with this extract, explore how Dickens presents female characters in *A Christmas Carol*.

- 1 In *A Christmas Carol*, women are presented as a source of joy associated with the home. Whilst
2 female characters play a role in Scrooge's redemption, they are shown as supporting characters
3 without their own significance, thus mirroring the role of women in Victorian society.
- 4 The extract presents young women as of little significance, and as being primarily associated with
5 the home rather than educational settings. This is shown by Fan, who is described not by her name
6 by as a 'little girl' thereby diminishing her status and establishing her as a side character with 'little'
7 significance. Whilst this could describe her youth rather than her gender. Scrooge states she is
8 'quite a woman' in spite of her 'childish eagerness', suggesting that women are not expected to
9 mature or learn beyond this stage. Fan's home-making role in the novel is evident when she states
10 that she has come 'To bring you home, home, home!' This quick repetition emphasises that 'home'
11 is where Fan is from and where she will remain, contrasting with Scrooge's ability to leave to attend
12 school- albeit unhappily. Here, Fan's situation mirrors women's limited opportunities to move
13 beyond the home and access education in Victorian England.
- 14 Whilst some male character in the novel, notably Scrooge, enjoy lives of power and enterprise, the
15 role of the women is as wives and mother, confined to the home. Even when Belle leaves Scrooge
16 in *Stave Two*, she does this reasoning that 'I release you. With a full heart, for the love of him you
17 once were'; the decisive monosyllables and a focus on 'love' showing that this decision is to benefit
18 Scrooge. Further mirroring the 'little girl' in this extract, Mrs Cratchit is not introduced by her own
19 name but rather as 'Cratchit's wife', creating a sense of male ownership through marriage without
20 autonomy of her own. Her role inside the home is evident, as Bob Cratchit regards the Christmas
21 pudding as 'the greatest success achieved by Mrs Cratchit since their marriage'. She is the home-
22 maker, whereas Bob Cratchit's role is leader and provider for the family, both usual roles in
23 Victorian society. This contrast between men and women is depicted in the unseen but powerful
24 'Father' in the extract. When Fan says. 'he said Yes, you should'. It is evident that Scrooge's father
25 as the man of the household, makes the key decisions.
- 26 The female characters in *A Christmas Carol* do, however, aid Scrooge's redemption (when the
27 spirits play the scenes back to him) and retain opinions of their own. In the extract, this is shown
28 through Fan's joyous spirit as she 'stood on tiptoe to embrace him', physically representing familial
29 love and teaching Scrooge the value of this. Similarly, Belle plays a part in Scrooge's redemption,
30 when the scene from his youth is presented to him, her decision to leave him shows what can be
31 lost through greed when she argues that 'another idol has displaced me...a golden one'. The appeal
32 of both Belle and Fan is clearly focused around pathos: they show the importance of emotion and
33 love, thus reinforcing gender stereotypes.
- 34 Throughout the novel, the key role of women is to bring joy to the male characters. In the extract,
35 this is shown through the happiness brought by Fan who 'came darting in, and putting her arms
36 about his neck, and often kissing him', this accumulating list emphasising the joy she brings to
37 Scrooge, an otherwise 'solitary child, neglected by his friends'.
- 38 Overall, it is evident that women in the text, whilst aiding Scrooge's transformation, are held back
39 by both Victorian societal norms and the male characters in the novel. The assumption that female
40 characters will have supporting roles as wives and mothers is never challenged by Dickens and their
41 servitude is never included in the list of injustices portrayed in the novel.

Homework Tasks.

Knowledge is power, so the more you know, the more secure you will be in your learning.

Year 10: Unit 2 Homework: English Language Paper 2 and <i>A Christmas Carol</i>		
Task 1:	Due date: WEEK 2	<ul style="list-style-type: none"> • Read through Source A taken from a teacher’s diary in 1849. • Answer the question that follow.
Task 2:	Due date: WEEK 4	<ul style="list-style-type: none"> • Read the information on Thomas Malthus and the Poor Law • Answer the 10 questions on this – these will be marked in class with your teacher
Task 3:	Due date: WEEK 6	<ul style="list-style-type: none"> • Select words from each quotation to analyse • Use your notes to write a short paragraph analysing each character.
Task 4:	Due date: WEEK 8	<ul style="list-style-type: none"> • Read the example essay on the spirit of Christmas • Answer the 10 questions on this– these will be marked in class with your teacher
Task 5:	Due date: WEEK 10	<ul style="list-style-type: none"> • Read the summary of A Christmas Carol. • Answer the 10 questions on this- these will be marked in class with your teacher.
Task 6:	Due date: WEEK 12	<ul style="list-style-type: none"> • Read through Source B taken from Dickens description of Christmas. • Answer the language analysis question that follows.

If you have ‘no homework’, or you have finished all of the above, try these tasks on a weekly basis to ensure your understanding is secure.

1. Use the Wider Reading page on the back of the Knowledge Organiser and download some more practice papers from AQA.
2. Add words to your key terminology grid in the Knowledge Organiser
3. Read for at least 20 minutes per day – a mixture of fiction and non-fiction texts.
4. Revise online using YouTube and refer to Mr Bruff, Stacey Reay and AQA revision channels.

Homework 1

Source A is taken from a diary written in 1849 by a teacher at a ragged school. Ragged schools were set up to teach children whose parents were too poor to pay for their education. The schools were often housed in unsuitable buildings in poor areas of the city.

1 Oct. 29th 1849 –

2 On the way to the school this morning, it was a dismal scene . . . nothing but squalid dirt and idleness –
3 the lanes leading to the school were full of men, women and children: shouting, gossiping, swearing,
4 and laughing in a most discordant manner. The whole population seemed to be on the eve of a great
5 outbreak of some kind or another, ready for anything but work . . . These lanes are a moral hell . . . We
6 prepared the school by placing benches for the division of the scholars into four classes, and as they
7 came tumbling and bawling up the stairs, we directed them to seats. Shortly after ten o'clock I spoke to
8 them kindly, and then asked them to join with me in prayer.

9 No school can be possibly worse than this. Here the very appearance of one's coat is to them the badge
10 of class and respectability, for they know very well that we are the representatives of beings with whom
11 they have ever considered themselves at war.

12 I had occasion to punish a boy slightly this morning. He swore most horribly, and rushed from the
13 school. I took little notice of this display, and sat down calmly to hear the class read. I was suddenly
14 startled by a large stone passing my ear. If it had struck me on the head, I must have been severely hurt.
15 I got out of the reach of stones thrown through the window, and continued the lesson. Several followed
16 – half-a-dozen at least. He was ready in the courtyard with a brick in his hand, to have his revenge when
17 I came out.

18 Several visitors called in the afternoon, and they had scarcely left when a most distressing scene
19 occurred. Two girls of twelve or thirteen years of age quarrelled. The first notice I had of this was to see
20 the pair boxing most viciously. Before I could get at them, they had hold of each other's hair, and were
21 yelling most fearfully. They fought like furies, but before we could separate them, one had received a
22 severe and lasting injury in the eye, and her nose bled profusely. I sent her home, and went again to
23 work, but it had not been quiet for ten minutes when a fearful outbreak took place. Seven women
24 rushed into the school and outside, at least fifty women had collected. These were the mothers and
25 friends of the girls who had fought. Having abused me in no measured terms – they proceeded to fight.
26 Our boys cheered most tremendously. The women swore and shrieked. Those outside responded.
27 Never, surely, was such a noise heard before. I did not believe that human beings resident in this city
28 could so behave . . .

29 So by the help of God we must work harder. It is a post of honour. It is a forlorn hope.
30 Oct. 30th 1849 –
31 If possible the scholars were more unruly to-day than they were yesterday, but no serious outbreak
32 took place. All our copybooks have been stolen, and proofs exist that the school is used at night as a
33 sleeping-room. We must get a stronger door to it. I must also get a tub to stand by the pump in the
34 courtyard, and a piece of coarse towelling and soap. My duties must resolve themselves into –
35 First – To see the boys and girls well washed and scrubbed
36 Secondly – To try to get prayers said decently
37 Thirdly – To give them a lesson in their duties and privileges
38 Fourthly – Some religious instruction
39 Fifthly – Reading
40 Sixthly – Writing
41 Seventhly – Arithmetic

1) Read again the first part of Source A from **lines 1 -17**. Select 4 true statements.

[4 marks]

- The streets on the way to school were busy.
- The people on the streets seemed ready for work.
- There were four classes of students.
- The students prayed before 10 o'clock.
- The teacher calmly disciplined a student
- The punished student cried after his punishment.
- The teacher was hit by a stone.
- The stone had been thrown by the punished student.

2) Using lines 2-5, what can you infer about the town?

3) Using lines 12-17, what can you infer about the children's attitude towards school?

4) Using line 29, what conclusion does the teacher come to after the events of the day?

5) Using lines 31-34, summarise how the next day was different from the first?

Homework 2: Thomas Malthus and The Poor Law.

Read the information below and answer all 10 questions

Thomas Malthus wrote 'An Essay on the Principle of Population' in 1798, which influenced economic beliefs in the 18th century. The essay proposes the theory that reproduction should be limited because the growth of the population would always outrun the growth in the production of food, and thus the life and living conditions for all could only be sustained with a cap on the number of children born. This economic theory is now often known as Malthusianism.

- 1) 'growth of the population would always outrun the growth in the production of food'. What does this mean?

Malthus proposed the impact of the scarcity of food would be most keenly felt by the 'lower classes of society', preventing any 'great permanent amelioration (improvement) of their condition.'

- 2) Who did Malthus believe would be most affected by this issue?

Malthus seems to have been of the view that in supporting the poor financially, there was little incentive on reducing the number of children families had and thus:

'while every man felt secure that all his children would be well provided for by general benevolence... the most natural and obvious check seemed to be to make every man provide for his own children; that this would operate in some respect as a measure and guide in the increase of population, as it might be expected that no man would bring beings into the world, for whom he could not find the means of support.'

3) Who did Malthus believe was responsible for providing for children?

This shocking view was directly at odds with the work of the Prime Minister of the day, William Pitt the Younger, who had proposed as part of the Poor Bill 'a shilling a week to every labourer for each child he has above three.' Malthus stated that he believed that money would not 'increase the produce of the country' and so, despite support for the less well off, 'the necessary and inevitable consequence appears to be that the same produce must be divided among a greater number'.

4) What did the Prime Minister at the time aim to do to support the poor?

Not only this, but Malthus was of the view that people who did not have the means to support themselves were to blame for their situation: in his view, they had 'inconsiderately plunged [themselves] and innocent children in misery and want.'

5) Who did Malthus blame for the amount of people living in poverty?

In 1834, the Poor Law was established which meant that to receive support from the government, the poor needed to go into workhouses which were made intentionally horrible to put people off from going there. This law was influenced by Malthus' theory and the increasingly popular belief that the poor were poor out of choice and laziness.

6) How could the poor receive support under the Poor Law?

7) In your own words, summarise what you have read.

8) What is your opinion on Malthus' theory?

9) What do you think Scrooge would think of Malthusian theory?

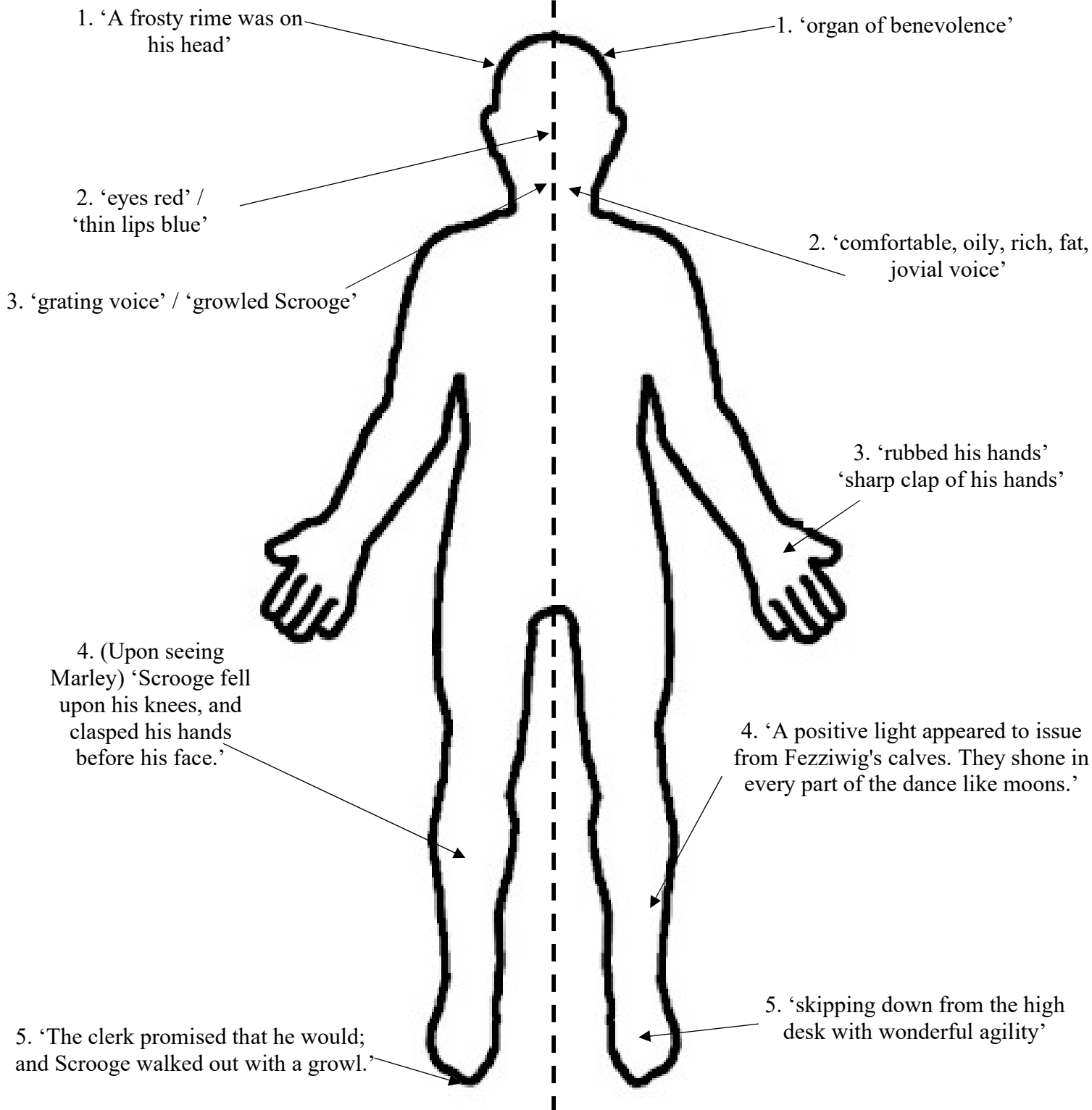
10) Dickens campaigned against the beliefs shared by Malthus. Why do you think this might have been?

Homework 3: Scrooge and Fezziwig analysis

Scrooge and Fezziwig's physicality

Scrooge

Fezziwig



Task 1: Consider each quotation. Pick one word from each quotation and complete single word analysis in the space provided. Remember, your words should be to do with Scrooge and Fezziwig's physicality (physicality means their physical appearance or actions)

Scrooge	
Word from the quotation	Single Word Analysis
1. "frosty"	The word frost suggests white hair, indicating that Scrooge is old. It also connects to the idea of coldness which mirrors Scrooge's personality and attitude to others.
2.	
3.	
4.	
5.	

Fezziwig	
Word from the quotation	Single Word Analysis
1. "benevolence"	The word benevolence means kindness and generosity which suggests that it is in Fezziwig's nature to provide for others.
2.	
3.	
4.	
5.	

Homework 4 Example essay on the spirit of Christmas

TASK: Read through the following example response and answer the 10 questions that follow.

Read the following extract from Stave Three of A Christmas Carol and then answer the question that follows. In this extract, The Ghost of Christmas Present and Scrooge visit a street where people are preparing for Christmas.

Nor was it that the figs were moist and pulpy, or that the French plums blushed in modest tartness from their highly-decorated boxes, or that everything was good to eat and in its Christmas dress; but the customers were all so hurried and so eager in the hopeful promise of the day, that they tumbled up against each other at the door, crashing their wicker baskets wildly, and left their purchases upon the counter, and came running back to fetch them, and committed hundreds of the like mistakes, in the best humour possible; while the Grocer and his people were so frank and fresh that the polished hearts with which they fastened their aprons behind might have been their own, worn outside for general inspection, and for Christmas daws to peck at if they chose.

But soon the steeples called good people all, to church and chapel, and away they came, flocking through the streets in their best clothes, and with their gayest faces. And at the same time there emerged from scores of bye-streets, lanes, and nameless turnings, innumerable people, carrying their dinners to the bakers' shops. The sight of these poor revellers appeared to interest the Spirit very much, for he stood with Scrooge beside him in a baker's doorway, and taking off the covers as their bearers passed, sprinkled incense on their dinners from his torch. And it was a very uncommon kind of torch, for once or twice when there were angry words between some dinner-carriers who had jostled each other, he shed a few drops of water on them from it, and their good humour was restored directly. For they said, it was a shame to quarrel upon Christmas Day. And so it was! God love it, so it was!

In time the bells ceased, and the bakers were shut up; and yet there was a genial shadowing forth of all these dinners and the progress of their cooking, in the thawed blotch of wet above each baker's oven; where the pavement smoked as if its stones were cooking too.

"Is there a peculiar flavour in what you sprinkle from your torch?" asked Scrooge.

"There is. My own."

"Would it apply to any kind of dinner on this day?" asked Scrooge.

"To any kindly given. To a poor one most."

"Why to a poor one most?" asked Scrooge.

"Because it needs it most."

Starting with this extract, explore how Dickens presents the spirit of Christmas in A Christmas Carol. Write about:

- how Dickens presents the spirit of Christmas in this extract
- how Dickens presents the spirit of Christmas in the novel as a whole.

[30 marks]

1 In this extract, Dickens presents the goodwill and values of Christmas; notably the generosity and
2 communal spirit which is rooted in the celebration. Through the prominence of this theme, Dickens
3 emphasises the importance of the values of Christmas and suggests that these values should be extended
4 beyond the occasion itself.

5 Dickens presents the importance of community in the spirit of Christmas, as it brings people together in
6 warmth and generosity. As the extract opens with 'scores of by-streets, lanes and nameless turnings,
7 innumerable people', the vital importance of community is shown. The rule of three of the 'by-streets,
8 lanes and nameless turnings' makes the community seem bigger when infused with the Christmas spirit.
9 Dickens' cyclical structure furthers the presentation of the spirit of Christmas, its impacts being revealed
10 as the story develops. Mirroring Scrooge's process of redemption as he gains a deeper understanding of
11 Christmas, the extravagance of the endless list of 'turkeys, geese, game, poultry' at the start of Stave
12 Three is revealed to have a spiritual meaning in this extract. Here, the ghost acts as the embodiment of
13 Christmas, infusing the dinners of passers-by with his own 'flavour' which creates increased love and
14 compassion. The monosyllabic 'My own', in the extract, suggests this love and compassion is a simple
15 attitudinal change brought by the Christmas spirit: Dickens suggests that this depends on the simple,
16 but vital values of community and generosity.

17 By contrasting the spirit of Christmas and Scrooge's initial beliefs, Dickens shows the social message
18 behind these Christmas values. In Stave One, Scrooge abides by the views of Thomas Malthus, arguing
19 that 'if they [the poor] would rather die...they had better do it, and decrease the surplus population'. In
20 stark contrast the spirit's generosity in this extract, giving incense 'to a poor one most', represents the
21 social message of the importance of charity, understanding and generosity towards the people who
22 need it most. The impact of these values is evidence through the contrast between the "good humour"
23 of the community in the extract and the misery of Scrooge shown through the simile 'solitary as an
24 oyster' in Stave One. Dickens shows how the spirit of Christmas can bring generosity to the community
25 and joy to the individual.

26 Dickens further presents the spirit of Christmas through the characters which embody it- notably, Fred,
27 who in his first line of dialogue, exclaims 'A merry Christmas, uncle!', thus setting out his views of
28 Christmas from the start and from which he never wavers. His loyalty to these views is evident through
29 his shock that his uncle refuses to 'Keep it!' Fred's shock, shown by the plosive 'keep', conveys his
30 strident determination and generosity in line with the spirit of Christmas. This communal spirit is
31 mirrored in the extract, as the genial shadowing remains after 'the bakers were shut up.' This
32 immortality of the spirit of Christmas is further shown by the Ghost of Christmas present, who 'on its
33 head [it] wore no other covering than a holly wreath'. Whilst this wreath could be a reference to the

34 Biblical teachings of Christmas, it could also symbolise the cyclical spirit of Christmas- as eternal and
35 vital.

36 The impact of the spirit of Christmas is evidence through Scrooge's redemption. Mirroring the spirit in
37 the extract, as he sprinkled incense on their dinners from his torch', Scrooge embraces the spirit of
38 Christmas in Stave Five through his generous act of sending a turkey 'twice the size of Tiny Tim' to the
39 Cratchit household. The impact of this increased generosity has on Scrooge himself is evident through
40 the simile that he was 'as light as a feather' in Stave Five, in stark contrast to the image of his 'neglected
41 grave' in Stave Four. It is thus evident that Scrooge's happiness and redemption are due to him
42 embracing the spirit of Christmas, clearly displaying Dickens' social message of the importance of these
43 values in everyday life.

44 Overall, the spirit of Christmas is presented as being one of generosity, a sense of community and
45 goodwill, in both this extract and throughout the text. Dickens shows the importance of the values of
46 generosity and sharing, not just at Christmas but all year round, through Scrooge's redemption and the
47 joy that Christmas brings in the extract.

Homework 4 Questions	
Question and Answer	Correct?
1) In the thesis statement, which key point has the student decided to focus their response on?	
2) Which three methods does the student analyse in the second paragraph (Line _____)?	
3) In the third paragraph, the student compares Scrooge's views to the views of which Victorian economist?	
4) Which two quotations does the student contrast to show the impact of people values on their behaviour?	
5) How is Fred connected to the idea of Christmas spirit?	
6) What does the student argue the 'holly wreath' symbolises? (They give two alternative interpretations)	
7) Which reference does the student use from Stave Five to support the idea that Scrooge is redeemed?	
8) How does this contrast the representation of Scrooge from Stave 4?	
9) What does the student believe is Dickens message about Christmas?	
10) Which other moment from the novella could the student have referred to show how Christmas spirit is shown through generosity?	
Total	/10

Homework 5

Read the following summary of A Christmas Carol and answer the 10 questions that follow:

1 A mean-spirited, miserly old man named Ebenezer Scrooge sits in his counting-house on a frigid
2 Christmas Eve. His clerk, Bob Cratchit, shivers in the anteroom because Scrooge refuses to spend money
3 on heating coals for a fire. Scrooge's nephew, Fred, pays his uncle a visit and invites him to his annual
4 Christmas party. Two portly gentlemen also drop by and ask Scrooge for a contribution to their charity.
5 Scrooge reacts to the holiday visitors with bitterness and venom, spitting out an angry "Bah! Humbug!"
6 in response to his nephew's "Merry Christmas!"
7 Later that evening, after returning to his dark, cold apartment, Scrooge receives a chilling visitation from
8 the ghost of his dead partner, Jacob Marley. Marley, looking haggard and pallid, relates his unfortunate
9 story. As punishment for his greedy and self-serving life his spirit has been condemned to wander the
10 Earth weighted down with heavy chains. Marley hopes to save Scrooge from sharing the same fate.
11 Marley informs Scrooge that three spirits will visit him during each of the next three nights. After the
12 wraith disappears, Scrooge collapses into a deep sleep.
13 He wakes moments before the arrival of the Ghost of Christmas Past, a strange childlike phantom with a
14 brightly glowing head. The spirit escorts Scrooge on a journey into the past to previous Christmases
15 from his earlier years. Invisible to those he watches, Scrooge revisits his childhood school days, his
16 apprenticeship with a jolly merchant named Fezziwig, and his engagement to Belle, a woman who
17 leaves Scrooge because his lust for money eclipses his ability to love another. Scrooge, deeply moved,
18 sheds tears of regret before the phantom returns him to his bed.
19 The Ghost of Christmas Present, a majestic giant clad in a green fur robe, takes Scrooge through London
20 to unveil Christmas as it will happen that year. Scrooge watches the large, bustling Cratchit family
21 prepare a miniature feast in its meager home. He discovers Bob Cratchit's crippled son, Tiny Tim, a
22 courageous boy whose kindness and humility warms Scrooge's heart. The specter then zips Scrooge to
23 his nephew's to witness the Christmas party. Scrooge finds the jovial gathering delightful and pleads
24 with the spirit to stay until the very end of the festivities. As the day passes, the spirit ages, becoming
25 noticeably older. Toward the end of the day, he shows Scrooge two starved children, Ignorance and
26 Want, living under his coat. He vanishes instantly as Scrooge notices a dark, hooded figure coming
27 toward him.
28 The Ghost of Christmas Yet to Come leads Scrooge through a sequence of mysterious scenes relating to
29 an unnamed man's recent death. Scrooge sees businessmen discussing the dead man's riches, some
30 vagabonds trading his personal effects for cash, and a poor couple expressing relief at the death of their
31 unforgiving creditor. Scrooge, anxious to learn the lesson of his latest visitor, begs to know the name of
32 the dead man. After pleading with the ghost, Scrooge finds himself in a churchyard, the spirit pointing to
33 a grave. Scrooge looks at the headstone and is shocked to read his own name. He desperately implores
34 the spirit to alter his fate, promising to renounce his insensitive, avaricious ways and to honor Christmas
35 with all his heart. Whoosh! He suddenly finds himself safely tucked in his bed.
36 Overwhelmed with joy by the chance to redeem himself and grateful that he has been returned to
37 Christmas Day, Scrooge rushes out onto the street hoping to share his newfound Christmas spirit. He
38 sends a giant Christmas turkey to the Cratchit house and attends Fred's party, to the stifled surprise of
39 the other guests. As the years go by, he holds true to his promise and honors Christmas with all his
40 heart: he treats Tiny Tim as if he were his own child, provides lavish gifts for the poor, and treats his
41 fellow human beings with kindness, generosity, and warmth.

Homework 5 Questions	
Question and Answer	Correct?
1) Why was Bob Cratchit so cold in the counting house?	
2) What does Scrooge's reaction to Fred and the gentlemen from the charity reveal about his attitude to Christmas?	
3) What was Marley's punishment for his selfish life?	
4) List the visions Scrooge sees from his past.	
5) How does Scrooge react to witnessing the Cratchit family's Christmas Day?	
6) Who lives under the coat of the Ghost of Christmas Present?	
7) What can you learn about the dead man from the reaction of the visions from the Ghost of Christmas Yet to Come?	
8) How does Scrooge promise to change after he sees his name on the grave?	
9) How does Scrooge celebrate Christmas?	
10) What does Scrooge's transformation reveal about how people should spend Christmas?	
Total	/10

Homework 6

Source B- This extract is taken from a series of non-fiction sketches written by Charles Dickens; here, he describes the scene at a traditional Christmas dinner in Victorian England.

1 There are people who will tell you that Christmas is not to them what it used to be; that each
2 succeeding Christmas has found some cherished hope, or happy prospect, of the year before, dimmed
3 or passed away; that the present only serves to remind them of reduced circumstances and straitened
4 incomes—of the feasts they once bestowed on hollow friends, and of the cold looks that meet them
5 now, in adversity and misfortune. Never heed such dismal reminiscences. There are few men who have
6 lived long enough in the world, who cannot call up such thoughts any day in the year.

7
8 But all these diversions are nothing to the subsequent excitement when grandmamma in a high cap,
9 and slate-coloured silk gown; and grandpapa with a beautifully plaited shirt¹⁰ frill, and white
10 neckerchief; seat themselves on one side of the drawing-room fire, with uncle George's children and
11 little cousins innumerable, seated in the front, waiting the arrival of the expected visitors. Suddenly a
12 hackney-coach²
13 is heard to stop, and uncle George, who has been looking out of the window, exclaims 'Here's Jane!' on
14 which the children rush to the door, and helter-skelter down-stairs; and uncle Robert and aunt Jane,
15 and the dear little baby, and the nurse, and the whole party, are ushered up-stairs amidst tumultuous
16 shouts of 'Oh, my!' from the children, and frequently repeated warnings not to hurt baby from the
17 nurse. And grandpapa takes the child, and grandmamma kisses her daughter, and the confusion of this
18 first entry has scarcely subsided, when some other aunts and uncles with more cousins arrive, and the
19 grown-up cousins flirt with each other, and so do the little cousins too, for that matter, and nothing is to
20 be heard but a confused din of talking, laughing, and merriment.

21
22 As to the dinner, it's perfectly delightful—nothing goes wrong, and everybody is in the very best of
23 spirits, and disposed to please and be pleased. Grandpapa relates a circumstantial account of the
24 purchase of the turkey, with a slight digression relative to the purchase of previous turkeys, on former
25 Christmas-days, which grandmamma corroborates in the minutest particular. Uncle George tells stories,
26 and carves poultry, and takes wine, and jokes with the children at the side-table, and winks at the
27 cousins that are making love, or being made love to, and exhilarates everybody with his good humour
28 and hospitality; and when, at last, a stout servant staggers in with a gigantic pudding, with a sprig of
29 holly in the top, there is such a laughing, and shouting, and clapping of little chubby hands, and kicking
30 up of fat dumpy legs, as can only be equalled by the applause with which the astonishing feat of pouring

31 lighted brandy into mince-pies, is received by the younger visitors. Then the dessert!—and the wine!—
32 and the fun! Such beautiful speeches, and such songs, from Aunt Margaret’s husband, who turns out to
33 be such a nice man, and so attentive to grandmamma! Even grandpapa not only sings his annual song
34 with unprecedented vigour, but on being honoured with an
35 unanimous encore, according to annual custom, actually comes out with a new one which nobody but
36 grandmamma ever heard before; and a young scapegrace of a cousin, who has been in some disgrace
37 with the old people, for certain heinous sins of omission and commission—neglecting to call, and
38 persisting in drinking Burton Ale—astonishes everybody into convulsions of laughter by volunteering the
39 most extraordinary comic songs that ever were heard. And thus the evening passes, in a strain of
40 rational good-will and cheerfulness, doing more to awaken the sympathies of every member of the
41 party in behalf of his neighbour, and to perpetuate their good feeling during the ensuing year.

Key Quotations from each Stave

Stave	Key Quote	Info / Analysis
Stave One: Marley's Ghost visits Scrooge	Marley was dead, to begin with.	Suggests that rationality and logic do not apply here. Sets supernatural tone. Ghost story!
	Oh! But he was a tight-fisted hand at the grindstone, Scrooge! A squeezing, wrenching, grasping, scraping, clutching, covetous, old sinner!	Didactic narrator demonstrates his dislike of Scrooge.
	Hard and sharp as flint (Flint = hard rock used to make tools)	Metaphor for Scrooge.
	Solitary as an oyster	Simile of loneliness, but with a pearl?
	External heat and cold had little influence on Scrooge. No warmth could warm, no wintry weather chill him. No wind that blew was bitterer than he, no falling snow was more intent on its purpose..."	Scrooge has an almost supernatural imperviousness to the effects of heat and cold.
	"I don't make myself merry at Christmas, and I can't afford to make idle people merry."	Scrooge shows no pathos or empathy. Sees the poor as the 'idle'.
	"Every idiot who goes about with 'Merry Christmas' on his lips should be boiled with his own pudding and buried with a stake of holly through his heart"	Scrooge thrills in his dour dislike of Christmas. An amusing, entertaining line – exaggerative villainy.
	"It's enough for a man to mind his own business, and not to interfere with other people's."	Doesn't see man's role as one of responsibility for his fellow man.
	"Are there no prisons? Are there no workhouses?"	A cold, economic set of questions that shows his Malthusian view of the poor. Haunts and follows him.
	Bred and hidden in mountains of unseemly rags, masses of corrupted fat, and sepulchres of bones. Marley's ghost jaw drops down	Uses gothic horror imagery. Marley's jaw almost amusingly grotesque.
	"I wear the chain I forged in life" Jacob Marley	Marley doomed to a purgatory of watching and not being able to do good. Chain the weight of his greed/sins. Miltonic phrasing.
	"There is no light part of my penance" Jacob Marley	He is weighed down by his punishment. (see chain imagery).
"shun the path I tread"	Warning to Scrooge – hints at scope for redemption still.	

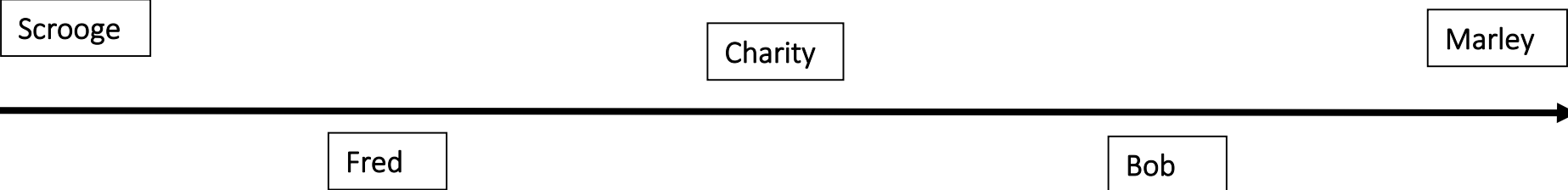
Stave	Key Quote	Info / Analysis
Stave Two: Ghost of Christmas Past	From the crown of its head there sprung a bright clear jet of light	Refers to Ghost of Christmas Past. The light symbolises enlightenment, joy, truth etc.
	“Your reclamation, then. Take heed!” Ghost of Christmas Past	The ghosts drive the recovery of Scrooge.
	“Your lip is trembling,” said the Ghost. “And what is that upon your cheek?”	Scrooge shows self-pity and remorse in seeing his younger self. He becomes unusually emotive. Tears are foreign to his cheeks.
	A solitary child, neglected by his friends, is left there still	Description of Scrooge. Scrooge knows this is him.
	“He has the power to render us happy or unhappy [...] The happiness he gives is quite as much as if it cost a fortune.”	Scrooge sees the power of generosity in Fezziwig’s party.
	“I have seen your nobler aspirations fall off one by one, until the master passion, Gain, engrosses you.”	Belle leaves Scrooge because he is becoming a grasper of wealth. Belle means beauty in French. Beauty abandons him.
	“Another idol has displaced me; and if it can cheer and comfort you in time to come, as I would have tried to do, I have no just cause to grieve.”	Shows greed as a sin, a ‘false idol’.
	One vast substantial smile – Mrs Fezziwig	A rather limp description, since Dickens is best when describing the grotesque and gothic.
“Remove me!” Scrooge exclaimed. “I cannot bear it!”	Scrooge is not ready to fully face his actions with the first ghost.	

Stave	Key Quote	Info / Analysis
Stave Three Ghost of Christmas Present	Scrooge entered timidly, and hung his head before this Spirit	Scrooge is compliant, believing and submissive to them by the second ghost.
	As good as gold...and better He hoped the people saw him in the church, because he was a cripple, it might be pleasant of them to think on Christmas Day, of who made lame beggars walk and blind men see.	Tiny Tim symbolising the noble poor.
	“odious, stingy, hard, unfeeling” boss	Mrs Cratchit’s distaste for Scrooge.
	“at all a small pudding for a large family”; Peter’s shirt is a hand-me down	Reinforces values of community and gratitude at Christmas. Is the materialism on show here problematic for the story?
	Hallo! A great deal of steam! The pudding was out of the copper. A smell like washing day! That was the cloth. A smell like an eating-house and a pastrycook’s next door to each other, with a laundress’s next to that! That was the pudding!	Deeply excited and energetic portrayal of a meagre feast – celebrating with what they have.
	“To hear the insect on the leaf pronouncing on the too much life amongst his hungry brothers in the dust!”	The Ghost reminds Scrooge of his earlier words about decreasing the population of the poor. He compares Scrooge to an insect.
	With an interest he had never felt before...“No,no...Oh no, kind Spirit! Say he will be spared’	Scrooge is affected by Tiny Tim’s childish innocence – just like he pities his own childish innocence in earlier visions. This drives his change.
	“If he die, he better do it, and decrease the surplus population”	His own Malthusian words echoed back.
	“I am sorry for him [...] Who suffers by his ill whims? Himself, always.”	Fred pities Scrooge.
	Uncle Scrooge had imperceptibly become so gay and light of heart	Scrooge just glad to be mentioned.
	“This boy is Ignorance. This girl is Want. Beware them both.” “They are Man’s”	The two children are symbols of the failings of mankind and the dreadful impact of ignorance. Should be more wary of ignorance = we need education.
	Yellow, meagre, ragged, scowling, wolfish; but prostrate too, in their humility. Where their faces should be plump in youth, a stale and shrivelled hand, like that of age, had pinched and twisted them, and pulled them to shreds	The horror of poverty.

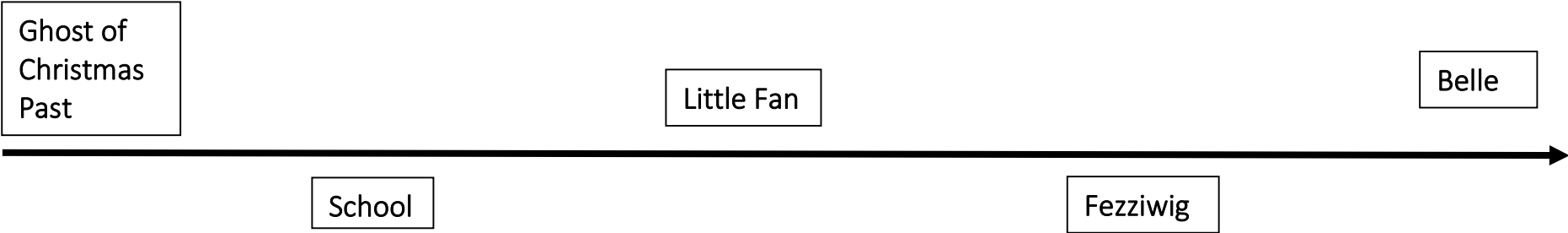
Stave	Key Quote	Info / Analysis
Stave Four: Ghost of Christmas Yet to Come	plundered and bereft, unwatched, unwept, uncared for, was the body of this man	Scrooge's fate.
	Avarice, hard dealing, griping cares? They have brought him to a rich end, truly!	Scrooge sees the consequences of his actions before realising it is himself he describes.
	"Are these the shadows of the things that Will be, or are they the shadows of the things that May be only?"	Scrooge wonders if he can still be saved. He can – never too late for redemption.
	"Men's courses will foreshadow certain ends"	Actions breed consequences.

Stave	Key Quote	Info / Analysis
Stave Five: Scrooge is transformed	"No fog, no mist; clear, bright, jovial...heavenly sky, sweet, fresh air"	Change from earlier weather: ("it was cold, bleak, biting weather; foggy withal")
	"I am as light as a feather, I am as happy as an angel, I am as merry as a schoolboy...I am as giddy as a drunken man"	Uses similes because he is not fluent in describing positive feelings.
	"I don't know how long I have been among the Spirits. I don't know anything. I'm quite a baby."	He is reborn. Christian symbolism.
	Scrooge delighted everyone with a delighted smile.	He spreads good-will and cheer.
	He became as good a friend, as good a master, and as good a man, as the good old city knew	There are layers to his change – it is not superficial but total.
	His own heart laughed: and that was quite enough for him	His heart has changed, this being to Dickens the most important change a person might undergo. He learns to feel and love. Suggests inner contentment.

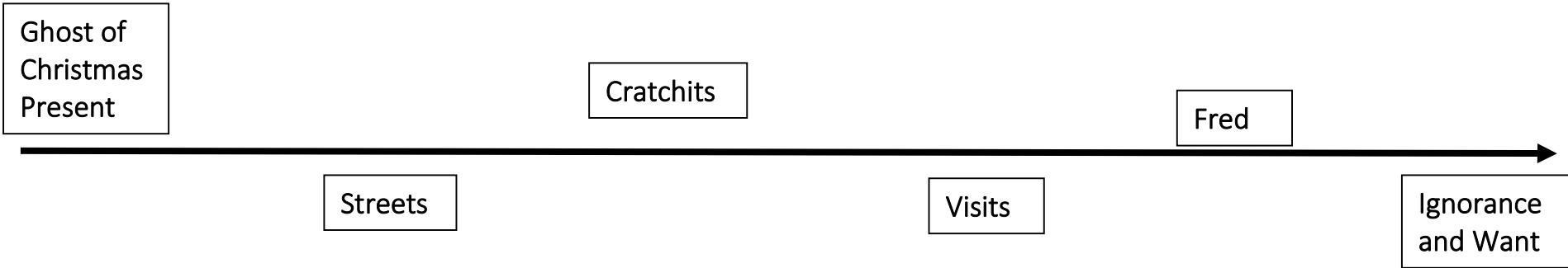
Stave 1



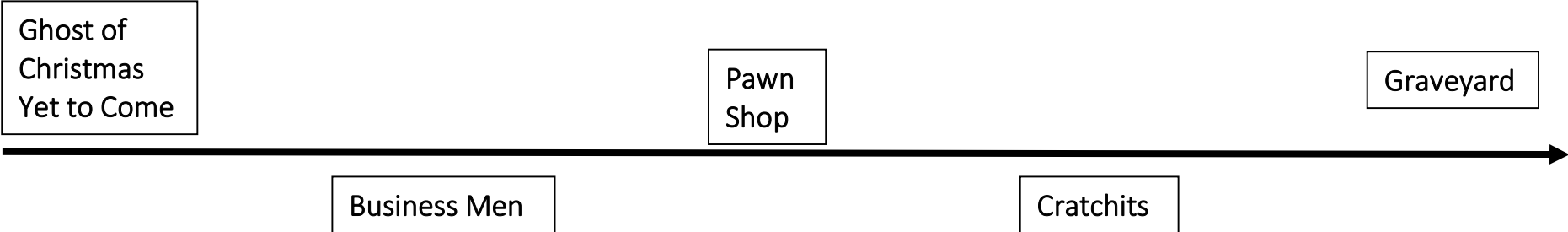
Stave 2



Stave 3



Stave 4



Stave 5

Scrooge

Charity Men

Bob

Boy/ Turkey

Fred





Wider reading list

Make sure you are reading a wide range of texts at home and use the Library in school to help support you when selecting a text to read. Some useful revision resources you can use to help support your practice of the exam questions are below:

Literature Paper 1:

Mr Bruff's YouTube Channel

<https://www.youtube.com/user/mrbruff>

Stacey Reay's YouTube Channel

https://www.youtube.com/channel/UCJhuqpyhE8NzYZFkwTzi_7g

SENECA Learning

Set up a free account and start quizzing! There are courses on all the GCSE Literature texts and the Language units. <https://senecalearning.com/en-GB/>

MASSOLIT

Lectures and additional resources you can listen to. It is free to sign up with your school email. <https://www.massolit.io/>

Film adaptations

A Christmas Carol (2009) Jim Carey on Disney+

A Christmas Carol (1999) Patrick Stewart

A Christmas Carol (1984) George C Scott

GCSE English Language

BBC Bitesize Guide to English Language

<https://www.bbc.co.uk/bitesize/examspecs/zcbchv4>

AQA Information

<https://www.aqa.org.uk/subjects/english/gcse/english-language-8700>