Key concepts in this module:
1. Poverty
2. Social Injustice
3. Family
4. Responsibility.
5. Greed
6. Redemption
7. Morality
8. Time
9. Traditions
10. Supernatural.

Stylistic features and relevant terms:
Allegory
*Ambiguity
*Analepsis
*Anti-hero
*Benthamism
Gothic
*Grotesque
*Morality tale
*Malthusian economics
Metaphor
Motif
Non-chronological narrative
*Omniscient narrator
Pathetic fallacy
Personification
*Prolepsis
*Pursued protagonist
*Sabbatarianism
Simile
*The sublime
Symbolism

Skills Coverage

Assessment Questions
LANG: How does the writer structure the text to interest you as a reader?
LIT: How does the writer present … in the extract and the text as a whole?

LANG: AO1
R2 R3 R4 R5*

LIT: AO1
L1 L2 L3 L4 L5 L6* L7 L8 L9 L10*

LANG & LIT: AO2
E1 E2 E3* E4* E5* E6 E7 E8* E9* E10* E11* E12*

LIT: AO3
L11 L12* L13 L14*

Curriculum Intent: Why are we studying this?
1.Knowledge of universal themes & ideas
2.Increase our own self awareness
3.Recognise our own difficulties in literature
4. To investigate moral and ethical issues.
5.Be successful at writing about structure which isn't often done well in exams
6. Have confidence & resilience in exams

Tier 2 Vocabulary. *
Apparition, Beneficent, Benevolent, Cordial, Destitute, Facetious, Implore, Indignant, Inexplicable, Jocund, Malevolent, Parsimonious, Plaintive, Solitary and Wistful.

TOP MARKS

Full mark answer:

At the beginning of the text, Dickens presents Scrooge as selfish and antagonistic. When he is visited by Fred and the 'portly' gentlemen in Stave 1, for example, he suggests that the poor dying would help to 'decrease the surplus population'. Both the verb 'decrease' and 'surplus' sound technical and impersonal, reinforced by the use of the pronoun 'they'. As a member of the wealthy and self-indulgent middle class, Scrooge sees poverty as a choice and the poor as an anonymous, collective group, a view widely held within parts of wealthy Victorian society, though less prevalent for modern readers. Dickens explores attitudes towards charity in the extract through the way Scrooge responds in the dialogue between him and the charity workers. Dickens tells the reader that on hearing the 'ominous word liberality, Scrooge frowned and shook his head,' clearly illustrating Scrooge's negative feelings towards giving and generosity and highlighting his ignorance towards social responsibility of those less fortunate than him which was prevalent of the middle classes he represents during the Victorian period. The adjective 'ominous' to describe donating to charity implies that any act that has him part with his money, he views as threatening and inconceivable, which demonstrates his selfishness and greed.

***Write about how Dickens presents Scrooge in Stave 1 and his change throughout the novella. ***

More detail on the back…

Methods in short…
Simple chronology, framed narratives, use of flashbacks, cyclical structure, shifts in time and place, use of multiple narrators, foreshadowing, analeptic (flashback)/proleptic (flash forward) narrative, stream of consciousness
• episodic novel, epistolary structure, autobiographical or diary form
• changing narrators/perspective/tense
• how authors privilege certain events by their position in the narrative
• the privileged position of beginnings and endings in terms of narrative structure and their importance in introducing and concluding key aspects of setting, character, themes and context
• development of an incident, an idea or the story, suspense, tension
• contrast, twist, change, shift in tone, climax, anti-climax, using a specific method to introduce an idea/setting/character
Micro structure: sentence structures (short/compound/clauses)/patterns (repetition/listing/dash/anaphora/semantic field)

Literacy Recaps

Different types of sentences:
Simple, Compound, Complex, Minor, Declarative, Interrogative, Imperative, Exclamatory.

Common Spelling Errors in English @SPA
Author Writer Because Beginning There / Their Tension Particular Especially Believe Sympathy Repetition Opposite Exclamation mark Emphasise Empathise Sentence

Key themes:
Greed
*Predestination
*Free Will
Appearance versus Reality
*Class Stratification
Isolation   Loneliness
Transformation
The passage of time
Family
Guilt
Generosity
Redemption
Capitalism
Social Responsibility & Poverty
Justice
The supernatural
Christmas spirit

Social and Historical Context

Poverty	Industrial Revolution	The Workhouse	Capitalism
The population of the towns and cities was increasing rapidly. Due to the effects of the industrial revolution, people were flocking into the towns and cities in search of employment. Large numbers of people were looking for work, so wages were low, barely above subsistence level. If work dried up, or was seasonal, men were laid off, and because they had hardly enough to live on when they were in work, they had no savings to fall back on. Living conditions for the poor were appalling- large houses were turned into flats and the landlords who owned them, were not concerned about the upkeep or the condition. These houses were extremely overcrowded and dirty. There were children living with their families in these desperate situations but there were also numerous homeless children living on the streets of London. Sometimes, the only water the poor had access to was from the sewage ditch in the street.	During the Victorian era, Britain became one of the world's primary economic powers. After the invention of steam power, many people moved from rural areas to the cities to search for higher paying work. The people who moved to the city in search of work were dubbed the "working class". Britain became an industrial hub and the economy was strong. With a sharp increase in production, Britain's trade industry increased drastically as well. Everything converted from traditional, manual labour to machine-driven, highly-productive labour. This caused a reduction in the amount of men needed for work, which therefore increased poverty levels and crime in the cities. Working with machinery was also was more dangerous and life threatening for the workers.	The Poor Law Amendment Act of 1834 allowed the poor to receive public assistance only if they went to the workhouse. Workhouses were deliberately made to be miserable in order to deter the poor from relying on public assistance. In the workhouse, the poor had to work for their food and accommodation. Workhouses were appalling places and the poor would often beg on the streets or die to avoid going to these places. Upon entering the workhouse, the poor were stripped and bathed. If a family entered the workhouse, they were split up and they would be punished if they tried to speak to one another. Children received an education which did not include the two most important skills of all, reading and writing, which were needed to get a good job. They sometimes were 'hired out' to work in factories and mines where they were made to do dangerous and deadly jobs.	The word capital means "something of value". Capitalism is an economic system in which people who own the means of production (factories, land, shops, tools, machines, shipping companies etc.) are able to make a lot of money by producing what people want and need. Capitalism has a more or less free market economy. That means prices move up or down according to the availability of the products. The people who own the businesses (capitalists) produce these popular goods and employ workers on a wage to produce them. These workers use their skills to produce products which are then sold for a profit by the business owner. The profit is not shared with the employees. Some people argue that this system hurts workers, because businesses make more money by selling things than they pay the workers. Business owners become rich while workers remain poor and exploited.

Critical Theory

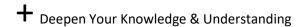|		
Karl Marx	**Key ideas:** Society is capitalist as it is based on making profit, rather than by the interests of all people. The proletariat (working class) make money for the bourgeoisie (upper class) who control the means of production. These two social classes are in conflict which will lead to social unrest until it culminates in social revolution.	**Marxist critics would highlight that…** …Dickens use of Scrooge as a man immersed in wealth and bereft of any empathy links him to the Capitalist view. He uses the proletariat (Bob Cratchit) as cheap labour; as a commodity, and does not see a human being. …Bob Cratchit and his family are the downtrodden proletariat who suffer at the capitalist bourgeoisie, represented by Scrooge. …capitalist Victorian society is based upon profit, Marley's realisation – only after his own death - that **"mankind was my business"** reveals the error of embracing the prioritisation of profit over people.
John Locke	**Key ideas:** Locke argued strongly against the idea that people were born sinful or that some people are innately evil. Instead, he suggested human beings are born with an 'empty mind' or *tabula rasa* which is then shaped by our experiences. He believed that the way children are brought up has a powerful impact on the adults they become.	**The philosopher** John Locke theorised that **nurture has a more significant influence on human behaviour that inherent nature. Therefore, it could be argued…** … that the neglect which Scrooge suffered as a child at Christmas is the root of his present deep-seated loathing of the season. As a child, Scrooge did not develop close family ties and so, as an adult, Scrooge does not recognise the value of relationships.
Carl Jung	**Key ideas:** All people share a 'collective unconscious' i.e. a part of our psyche we are not aware of that operates on an instinctual level. Part of this is symbolic character types – or archetypes. As we are not directly aware of them, these archetypes can only be deduced indirectly by examining human behaviour, images, art, myths, religions, or dreams.	**Jung's theory of archetypes would demonstrate…** …Scrooge as both the 'villain' who exploits his employees and is devoid of sympathy, who then goes on his journey to enlightenment and, in so doing, becomes the 'hero' of the novella. …Marley as the 'donor' and 'dispatcher' who provides Scrooge with the wherewithal to avoid damnation and then dispatches Scrooge on his quest for redemption. He motivates Scrooge to change by offering him a version of his future if he does not change.

Dickens' ideas and intentions

Dickens' writing criticised economic, social, and moral issues in the Victorian era. He showed compassion and empathy towards the vulnerable and disadvantaged people in English society, and help to bring about several important social reforms. Dickens' deep social commitment and awareness of social issues come from his traumatic childhood, where his father was imprisoned for debt, and he was forced to work in a shoe-blacking factory at 12 years old. In his adult life, Dickens developed a strong social conscience and empathised with the victims of social and economic injustice.

Dickens' intention in A Christmas Carol is to draw readers' attention to the plight of the poor and to highlight the hypocrisy of Victorian society. He juxtaposes the wealth and greed of capitalists with the poorer classes and draws attention to the way in which the greed and selfishness of some impacts on the quality of the lives of others. His moral message appears to be that we should care for our fellow man. The transformation of Scrooge suggests that Dickens feels it is never too late for change and redemption. Dickens emphasises the importance of family, friendship and charity in bringing about this change.

Revise and Test Your Knowledge

A Christmas Carol Quote Training

Learn these quotations, the methods used in them and what they shows us about particular characters, themes and the ideas from the context of the novella. You will be able to use these quotations in assessments and examinations in KS4.

1. "Hard and sharp as flint/solitary as an oyster."
2. "The cold within him froze his features."
3. "I'll keep my Christmas humour to the last. So A Merry Christmas, uncle!"
4. "[he] tried to warm himself at the candle"
5. "A poor excuse for picking a man's pocket every December!"
6. "I wear the chain I forged in life."
7. The happiness he gives is quite as great as if it cost a fortune."
8. "God bless us every one!"
9. "This boy is Ignorance. This girl is Want...most of all beware this boy, for on his brow I see that written which is Doom."
10. "Scrooge feared the silent shape so much that his legs trembled beneath him"
11. "Oh, tell me I may sponge away the writing on this stone!"
12. "I am as merry as a school boy."

How to learn these:
1. Make flashcards with all the relevant information on them. Some information could be on the back so that you can test yourself on it.
2. Create a revision group either physically or using social media – for example WhatsApp to revise with your peers.
3. Create a 'memory palace' which means you tag a quotation to an object in a room at home. You should then be able to imagine that room and the objects within it to retrieve the quotations, when needed. You cold have a different room in your house for each different Literature text.
4. Tag quotations to landmarks you come across on your journey into school. This could be different shops, crossings, bus stops... As you go back and forth to school, try to remember each of the quotations when you come across the tagged landmarks.
5. Re-write the information a number of times. Each time reduce it into less information until you end up with 12 words only: 1 word for each quotation. Then try to remember all of the information from that 1 word you have. Go back to previous notes to check what you got right and what you still need to learn.

Extended Writing Opportunities

1. How does Dickens present Scrooge as an outsider to society?
2. How does Dickens explore the theme of Christmas?
3. Explore how Dickens presents the theme of punishment.
4. How does Dickens present a change in Scrooge?
5. How does Dickens present the impact of poverty?
6. How does Dickens present the Cratchit family?
7. How does Dickens present the supernatural?
8. How does Dickens present the importance of compassion?
9. How does Dickens present the influence of fear?
10. How does Dickens present Scrooge as a changed man?

Wider Reading and Viewing

Youtubers:
Mr Bruff, Miss Cole, Stacey Reay, Mr Salles, Mrs Wheelan, Dr Aiden.

Websites:

AQA English Revision - A Christmas Carol

A Christmas Carol - GCSE English Literature Revision - BBC Bitesize

Free A Christmas Carol AQA GCSE Revision | Seneca (senecalearning.com)

Unit - Oak National Academy (thenational.academy)

A Christmas Carol: Study Guide | SparkNotes

BABF33B2D041ED0509DF8D10E2649445.pdf (thesuttonacademy.org.uk)

Revising the Key Context of 'A Christmas Carol' – all the basics for your revision notes! – Miss Huttlestone's GCSE English (wordpress.com)

A Christmas Carol | Read.gov | Library of Congress

A Christmas Carol | The British Library (bl.uk)