



# ***A Christmas Carol***

GCSE AQA Exam Preparation Pack

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# Teacher's Introduction

The purpose of this resource is to help students to undertake focused revision of *A Christmas Carol* in preparation for AQA Paper 1, Section B: The 19th-century novel. Divided into sections, it offers easy access to revise key skills to meet the assessment objectives.

Firstly, the chapter summaries remind the students of key themes, the importance of setting, key narrative techniques and relationships between the text and context. This is followed by a character summary section which focuses on key quotations, language used to present each character and key moments. The suggestions for each area but may not include all valid interpretations. A glossary in the resource to remind the students of key techniques.

Whole-text activities are provided to consolidate the students' understanding, but passages, themes, characters, quotations and context is undertaken.

Exam preparation activities continue to focus the students on key skills and how to meet the objectives. Twelve AQA exam-type questions will give the student ample opportunity to practice. All include some suggestions of the indicative content. This section is complemented by a writing-type question from the planning stage to a student sample essay.

The final section provides a focus on two more of the exam-type questions with activities for improvement.

Some alternative tasks have been included to provide extra scaffolding, to ensure access to their learning. Extension to stretch students is also provided to encourage challenge. Opportunities for 'Assessment For Learning' are embedded within the pack, including peer assessment, target setting and students' reflection/improvement time.

Although AO4 is not assessed in this part of Paper 1, its importance is advocated and support is given with the inclusion of a writing mat.

Any page references are for Puffin Classics *A Christmas Carol* by Charles Dickens, (ISBN 978-00141-32452-4). This version has brief notes at the back on author, character and events for students to think about and do, Victorian Christmas and a glossary.

Extracts included in the pack from *A Christmas Carol* are from <http://www.gutenberg.org>

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# Tasks Linked to Assessment Objectives

Activity	A O 1	A O 2	A O 3	
<b>Whole-text Activities</b>				
<b>Activity One:</b> Consolidation of Plot – put the events in their correct order for Staves One, Two and Three	✓			To revise the more kinaesthetic (moving about sheet).
<b>Activity One:</b> Consolidation of Plot – put the events in their correct order for Staves One, Two and Three	✓			To revise the more kinaesthetic (moving about sheet).
<b>Activity Two:</b> Consolidation of Plot – put the events in their correct order for Staves Four and Five (2a)	✓			To revise the more kinaesthetic (moving about sheet).
<b>Activity Two:</b> Consolidation of Plot – put the events in their correct order for Staves Four and Five (2b)	✓			To revise the more kinaesthetic (moving about sheet).
<b>Activity Three:</b> Write a brief summary of <i>A Christmas Carol</i>	✓			To briefly summarise (50–100 words)
<b>Alternative Task – Activity Three:</b> Write a brief summary of <i>A Christmas Carol</i>	✓			To briefly summarise (completing cards)
<b>Activity Four:</b> Complete the storyboard to show the key events of the novel	✓	✓		To select key events and complete an storyboard
<b>Activity Five:</b> Test Your Knowledge Crossword	✓			To revise knowledge
<b>Analysis of Key Passages</b>				
<b>Activity One:</b> Close analysis of an extract	✓	✓	✓	To undertake close analysis (This can prepare for type Questions)
<b>Alternative Task – Activity One:</b> Quote quest	✓	✓	✓	To identify appropriate quotations and complete the quest (students for AQA)
<b>Key Themes and Characters</b>				
<b>Activity One:</b> Link character to themes	✓	✓	✓	To revise quotations and themes.
<b>Activity Two:</b> Motifs	✓	✓	✓	To consider how motifs help understanding
<b>Key Quotations</b>				
<b>Activity One:</b> Who said the following?	✓	✓	✓	To read through quotations and match to the character. To analyse link to character
<b>Activity Two:</b> How to use quotations	✓	✓		To assess the effectiveness of quotations (AO4).
<b>Activity Three:</b> How to use quotations	✓	✓	✓	To use quotations to make a point.
<b>Context</b>				
<b>Activity One:</b> Anagrams and cloze exercise			✓	To revise what context is and how to use it

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Activity	A O 1	A O 2	A O 3	
<b>Exam Preparation</b>				
<b>Activity One:</b> 'DO' or 'DON'T'	✓	✓	✓	To revise ho
<b>Activity Two:</b> Assessment objectives	✓	✓	✓	How does D extract?
<b>Activity Three:</b> Planning a response	✓	✓	✓	A planning does Dickens
<b>Practice Exam-style Questions</b>				
<b>AQA Exam-type Question 1</b>	✓	✓	✓	Using this ex does Dickens with others?
<b>AQA Exam-type Question 2</b>	✓	✓	✓	Using this ex does Dickens characters?
<b>AQA Exam-type Question 3</b>	✓	✓	✓	Using this ex does Dickens and atmosph
<b>AQA Exam-type Question 4</b>	✓	✓	✓	Using this ex does Dickens
<b>AQA Exam-type Question 5</b>	✓	✓	✓	Using this ex does Dickens
<b>AQA Exam-type Question 6</b>	✓	✓	✓	Using this ex does Dickens atmosphere
<b>AQA Exam-type Question 7</b>	✓	✓	✓	Using this ex does Dickens <i>A Christmas</i>
<b>AQA Exam-type Question 8</b>	✓	✓	✓	Using this ex does Dickens <i>A Christmas</i>
<b>AQA Exam-type Question 9</b>	✓	✓	✓	Using this ex does Dickens <i>Carol</i> ?
<b>AQA Exam-type Question 10</b>	✓	✓	✓	Using this ex does Dickens supernatural
<b>AQA Exam-type Question 11</b>	✓	✓	✓	Using this ex does Dickens <i>A Christmas</i>
<b>AQA Exam-type Question 12</b>	✓	✓	✓	Using this ex does Dickens in <i>A Christmas</i>
<b>Indicative Content for Practice Exam-style questions</b>	✓	✓	✓	Some sugges exam-type q

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**Worked-through Example: AQA Exam-type Questions**

<b>Activity One:</b> Focus on Question	✓	✓	✓	Highlight key words in Question 1.
<b>Activity Two:</b> Initial Ideas	✓	✓	✓	To highlight key words to support a response to Question 1.
<b>Activity Three:</b> Complete a plan	✓	✓	✓	To complete a plan for Question 1.
<b>Writing Mat</b>	✓	✓	✓	This is a writing mat to consider the requirements of the exam question.
<b>Activity Four:</b> Writing the response	✓	✓	✓	To use the plan to write a response to Question 1.
<b>Activity Five:</b> GCSE Student Self or Peer Mark Scheme	✓	✓	✓	To complete a response to AQA Exam-type Question 1.
<b>Activity Six:</b> Sample Response	✓	✓	✓	To read the sample response to decide WW/WWP.
<b>Activity Seven:</b> Possible Marking	✓	✓	✓	To consider the assessment criteria that can be improved.
<b>Activity Eight:</b> Improving Own Response	✓	✓	✓	To complete a response to AQA Exam-type Question 1.

**Sample Student Essays with Activities: AQA Exam-type Questions**

<b>Activity One:</b> Sample student response	✓	✓	✓	To read sample student response to AQA Exam-type Question 1 that focus on AO1.
<b>Activity Two:</b> Sample student response	✓	✓	✓	To read the sample student response to AQA Exam-type Question 1.
<b>Activity Three:</b> Focus on AO2	✓	✓	✓	To annotate the sample student response to focus on AO2 in Question 4.
<b>Activity Four:</b> Improving a paragraph	✓	✓	✓	To improve the sample student response to AQA Exam-type Question 1.
<b>Alternative Task – Activity Four:</b> Improving a paragraph	✓	✓	✓	Select appropriate parts of the sample student response to improve.

**Sample Student Essays with Activities: AQA Exam-type Questions**

<b>Activity One:</b> Sample student response	✓	✓	✓	To carefully read and comment on the sample student response to AQA Exam-type Question 1.
<b>Activity Two:</b> Which Level?	✓	✓	✓	To assess the sample student response for improvement.
<b>Activity Three:</b> Improving Response	✓	✓	✓	To improve the sample student response to AQA Exam-type Question 1 paragraph.

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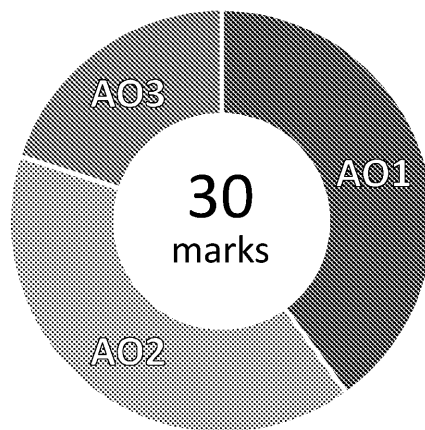


# Student-friendly Specification Info

## AQA GCSE English Literature – Specification Information

### Paper 1, Section B: The 19<sup>th</sup>-century Novel

- Closed-book, written exam
- Extract-based question (answer based on extract and the novel as a whole)
- One question per text
- 30 marks in total:
  - AO1: 12 marks
  - AO2: 12 marks
  - AO3: 6 marks
- Paper 1 overall (Sections A and B) is 1 hour 45 minutes long and is worth 40%



### Assessment Objectives:

- AO1: Read, understand and respond to texts.
  - Students should be able to: maintain a critical style and develop an informed response to texts
  - Use textual references, including quotations, to support and illustrate interpretations
- AO2: Analyse the language, form and structure used by a writer to create meaning and effect in texts, and use relevant subject terminology where appropriate.
- AO3: Show understanding of the relationships between texts and the contexts in which they are written.

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# Revision of the Text

## Chapter Summary Table

Chapter	Key Themes	Setting	Narrative Te
<p><b>Stave One: Marley's Ghost</b></p>	<p><b>Christmas</b> – The reader is introduced to Scrooge's dismissal of Christmas and to the idea that it is a time of giving and sharing.</p> <p><b>Greed and poverty</b> – The reader learns of Scrooge's dismissal of any personal responsibility for the poor.</p> <p>The moral message is introduced and the need for change and <b>redemption</b> is reinforced by Marley's visit.</p> <p><b>Family</b> – The reader learns that Scrooge has family but does not appreciate their value.</p>	<p>A cold and foggy Christmas Eve in Scrooge's counting-house and in his chambers.</p> <p>The foggy weather is a recognisable <b>genre convention</b> for a ghost story, for example: 'It was a cold, bleak, biting weather: foggy withal' (p. 4), reinforced by 'the houses opposite (being) mere phantoms' (p. 4) which helps to build tension.</p> <p>In addition, the weather reflects Scrooge's cold and cruel nature, for example: 'The cold within him froze his old features.'(p. 2). However, Scrooge is described as bleaker than the weather as 'No wind that blew was bitterer than he, no falling snow was more intent upon its purpose, no pelting rain less open to entreaty.' (p. 3)</p>	<p>The opening line <b>hooks</b> the dead: to begin with.' The phrase 'Marley was dead,' dead as a doornail,' <b>foreshadow</b> return (p. 1).</p> <p>The <b>omniscient narrator</b> in opinion of Scrooge: 'a squeaking, grasping, scraping, clutching sinner!' (p. 2)</p> <p><b>Dialogue</b> is used to further opinion of Scrooge; for example response to Christmas: 'Bah' (p. 5). Also through his responses to collectors: 'Nothing!' and 'No!' (p. 10)</p> <p><b>Pathetic fallacy</b> is used to reflect Scrooge's nature; for example, the fog 'filled every chink and keyhole' (p. 1) as Scrooge's meanness and the people around him. The fog <b>symbolise</b> how Scrooge cannot see the meaning of Christmas and is obsessed with money.</p> <p>The use of <b>personification</b> 'gruff old bell was always peeping into Scrooge's ear' (p. 11) from the top in judgement. Even when not seen, its presence is still felt in 'vibrations'. (p. 11)</p>

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Chapter	Key Themes	Setting	Narrative Techniques
<p><b>Stave Two: The First of the Three Spirits</b></p>	<p><b>Christmas</b> – The reader is encouraged to feel some sympathy for Scrooge as they learn of his lonely childhood Christmases. Scrooge is also reminded of the generosity of his former employer.</p> <p><b>Family</b> – The reader learns that Scrooge had a loving sister (Fred’s mother) and a father who changed his attitude towards Scrooge so he could return home to his family.</p> <p>Scrooge’s break-up from Belle is also witnessed, which links into the themes of <b>greed and poverty</b>. The reader observes the reason that Scrooge forgoes love and the chance of a <b>family</b> – Belle breaks up with him because she recognised that money (avoiding <b>poverty</b>) is the most important thing in his life.</p> <p>The idea of change and <b>redemption</b> is carried on as the reader observes Scrooge showing signs of regret for his treatment of others.</p>	<p>Starts in Scrooge’s chambers.</p> <p>He is transported to observe events in his past:</p> <ul style="list-style-type: none"> <li>• Scrooge’s school</li> <li>• Fezziwig’s Christmas celebrations</li> <li>• Belle splitting up with him</li> <li>• Belle’s home with her husband and daughter</li> </ul> <p>These are important settings, as they serve as reminders of memories that Scrooge had probably forgotten. They also give the reader an understanding of how some of the events have shaped him and the opportunity to observe Scrooge’s emotional response, including feelings of remorse.</p>	<p>Use of light ‘from the crown’ <b>symbolises</b> how Scrooge is looking back at his past so he is enlightened (p. 3).</p> <p>Use of <b>personification</b> in ‘The light reflects the light mood’ (p. 3).</p> <p><b>Pathos</b> as the reader learns Scrooge is neglected by his friends, is when Scrooge ‘sobbed’ (p. 38).</p> <p><b>Alliteration</b> is used in ‘feebly replicates Bob Cratchit’s fire coal’ (p. 4). Scrooge’s lack of warmth highlights his loneliness and lack of warmth. However, Bob Cratchit feels warmth but suffers because of Scrooge’s greed.</p> <p>Use of <b>questions</b>, for example ‘matter?’ to draw out emotion and see Scrooge is changing (p. 4).</p> <p><b>Repetition</b> of the word ‘how much more value of family and this message is even more by the <b>simile</b> than Heaven!’ (p. 41).</p>

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Chapter	Key Themes	Setting	Narrative Techniques
<p><b>Stave Three: The Second of the Three Spirits</b></p>	<p><b>Christmas</b> – The reader is taken on a journey with Scrooge to witness various different celebrations.</p> <p><b>Poverty</b> – The poorest families and people in remote places are seen still having the <b>Christmas</b> spirit.</p> <p><b>Family</b> – The Cratchit family are an example of the deserving <b>poor</b>.</p> <p>The themes of <b>greed</b> and <b>education</b> are symbolised by the two children called ‘Ignorance’ and ‘Want’.</p> <p><b>Redemption</b> – The reader sees the change in Scrooge’s responses to the plight of people less fortunate than himself.</p>	<p>Starts in Scrooge’s room, which has been transformed with greenery and an abundance of food ‘heaped on the floor’ (p. 59).</p> <p>The amount of food available is replicated in the city streets and there was the feeling of ‘the hopeful promise of the day’.</p> <p>Bob Cratchit’s home is important as the ghost gave it a ‘sprinkling of his torch’ and this makes Scrooge wonder why a poor family would deserve this blessing. Also the readers, with Scrooge, witness this poor but loving family in their home.</p> <p>Scrooge is taken to witness other poor families and people in remote places still honouring Christmas:</p> <ul style="list-style-type: none"> <li>• a miner’s home</li> <li>• a lighthouse</li> <li>• a ship out at sea</li> </ul> <p>At Fred’s home, Scrooge sees what he is missing as he becomes engaged in watching the celebrations.</p>	<p><b>Vivid descriptions</b> of an abundance of food. <b>Personification</b> of ‘brown-faces’ are described as ‘winking fire’ (p. 63) and ‘plums blushed’ (p. 64).</p> <p>The use of <b>questions</b> to show Scrooge how to understand, for example, ‘the flavour in what you sprinkle’ (p. 65)</p> <p>Use of <b>hyperbole</b> in the description of Cratchit’s goose: ‘the rarest feathered phenomenon, to be seen was a matter of course’ (p. 64)</p> <p><b>Lists of adjectives</b> to describe the children: ‘Ignorance’ and ‘Want’ are used to show their wretchedness and reindeer as a warning to society (p. 90).</p>

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Chapter	Key Themes	Setting	Narrative Techniques
<p><b>Stave Four: The Last of the Spirits</b></p>	<p><b>Greed</b> – Scrooge listens to some merchants who show no feelings towards the ‘man’ who has died but do wonder what happened to his money.</p> <p><b>Greed</b> – The reader is encouraged to share in Scrooge’s disgust of the actions and comments of the people who have taken the dead man’s belongings to sell, including his bed curtains, blankets and the shirt off his back.</p> <p><b>Death</b> – One lonely death with no one to grieve him contrasts with the death of Tiny Tim.</p> <p><b>Poverty</b> – A couple are shown to feel relief at the man’s death because it will give them a little more time before their debt is transferred.</p> <p><b>Family</b> – The grief shown by the Cratchit family plus their feelings of togetherness as they value the time they have with each other.</p>	<p>Starts in his chambers. Enters the city where Scrooge ponders on the ‘importance’ of being shown a ‘conversation apparently so trivial’ (p. 97). The reader would recognise their similar cold attitude.</p> <p>In a poorer part of the city, people have resorted to stealing from a dead man.</p> <p>The next setting is at a couple’s house who do not show the emotion towards the man’s death as Scrooge had expected – they are relieved.</p> <p>An emotional response to a death is witnessed, but it is at the Cratchit home for the loss of their beloved Tiny Tim.</p> <p>The tension builds up to the last setting of the graveyard, when the identity of the dead man is acknowledged by Scrooge.</p>	<p><b>A sense of foreboding</b> – as he gravely, silently approached.</p> <p>Words to show that the future is dark, for example: ‘shrouded’, ‘concealed’ (pp. 92–93).</p> <p>By describing the merchant’s ‘pendulous excrescence on his nose’, Dickens could be referring to greed (p. 95).</p> <p><b>Repetition</b> of the word ‘quiet’ reinforces the sombre mood in the usually busy city (p. 107).</p> <p>The <b>repetition</b> of the words ‘dark’ and ‘darker’ reinforces the darker tone of the story. The reader would understand that the graveyard was indeed ‘a world of its own’ for someone who lives an uncharitable life like Scrooge (p. 113).</p> <p>The ghost does not speak to Scrooge, leaving a mystery. This leaves Scrooge with a question mark as a conclusion for the <b>questions</b>.</p>

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Chapter	Key Themes	Setting	Narrative Te
<p><b>Stave Five: The End of It</b></p>	<p>The phrase ‘He passed the door a dozen times’ (p. 122) demonstrates how Scrooge now values <b>family</b>.</p> <p><b>Redemption</b> – The reader witnesses Scrooge sending a turkey to the Cratchits, giving money to the charity collectors, valuing his family, and giving Bob Cratchit a pay rise and assisting his ‘struggling family’.</p>	<p><b>Christmas morning</b> – This is important, as the ghosts’ visitations have happened in one night so Scrooge has the opportunity to redeem himself.</p> <p>By going to Fred’s home, Scrooge finally spends a Christmas celebration with his family.</p> <p>Back in his workplace, the reader can see it will be a different place. Scrooge tricks Bob Cratchit before giving him a pay rise and pledging to support his family. His new-found warmth is reflected in the need to ‘buy another coal-scuttle’ (p. 125).</p>	<p><b>Use of exclamation marks</b> Scrooge’s relief and excitement.</p> <p>Use of <b>similes</b> which contrast comparisons of Scrooge in example, ‘I am light as a feather, I am happy as an angel’ (p. 117). <b>metaphor</b> ‘I’m quite a baby now’ (p. 117). Scrooge’s case a chance to (p. 117).</p> <p>The <b>symbolism</b> of the bells and <b>onomatopoeic</b> sounds, ‘clanging, dong...’ now signals a new way to live (pp. 117–118).</p> <p><b>Pathetic fallacy</b> is used to show the change in attitude as the day now a ‘clear, bright, jovial’ sunlight’ (p. 118).</p> <p><b>Repetition</b> of the word ‘good’ shows Scrooge’s change in nature.</p>

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## Character Summary Table

Character	One-line Description	Key Quotations	Language Used to Pr
Scrooge	A mean and greedy old man who is shown the true values in life and, in the end, starts to redeem himself.	<p>'Oh! but he was a tight-fisted hand at the grindstone, Scrooge! a squeezing, wrenching, grasping, scraping, clutching, covetous old sinner!' (p. 2)</p> <p>““If they would die,” said Scrooge, “they had better do it, and decrease the surplus population.”” (p. 11)</p>	<p><b>Lists</b> are used to emphasise his mean nature as well as his miserly nature: ‘hard and sharp as flint, solitary as an oyster’ (p. 2).</p> <p><b>Similes</b> are later used to demonstrate his character; for example, ‘like a feather’ and ‘giddy as a drunken man’ (p. 117).</p> <p>In Stave Three, to make Scrooge feel remorse, the ghost of Christmas Past uses Scrooge’s own words (‘One’) against him as he tries to die ‘he had better do it, and decrease the surplus population’ (p. 74).</p>
Marley	Scrooge’s dead partner who is stuck in purgatory for his sins in life.	<p>‘I wear the chain forged in life.’ (p. 24)</p> <p>‘Mankind was my business.’ (p. 26)</p>	<p>The use of <b>repetition</b> emphasises Marley’s torment: ‘I cannot rest, I cannot stop, I cannot linger anywhere’ (p. 24). The <b>repetition</b> of the word ‘cannot’ highlights Marley’s regret and his own needs before death.</p>
Bob Cratchit	Scrooge’s employee who is honest, poor and a loving family man.	<p>““Mr. Scrooge!” said Bob; “I’ll give you five times as much as you give me, Mr. Scrooge, the Founder of the Feast!”” (p. 75)</p>	<p>Bob Cratchit is presented as a caring husband and father. The reader is immediately made to feel sympathetic towards this character who works ‘in a little cell’ and only has a candle for his fire. ‘His white countenance’ connotes the idea of purity, innocence and goodness.</p>

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Character	One-line Description	Key Quotations	Language Used to Present
<b>Tiny Tim</b>	Bob's son who is a frail and crippled child with a good heart.	'God bless Us, Every One!' (p. 126)	Tiny Tim is presented as a child who sang 'very well' (p. 76).
<b>Fred</b>	Scrooge's happy and loving nephew who values family and the spirit of Christmas.	"There are many things from which I might have derived good, by which I have not profited, I dare say," returned the nephew. "Christmas among the rest." (p. 11)	Fred is presented as a caring character. The reader recognises that he values family; he continues to keep his sense of humour to the last' even when his uncle spurns his best wishes and repeated invitations (p. 11)
<b>Fan</b>	Scrooge's happy, affectionate sister who values family.	'Home, for good and all. Home, for ever and ever. Father is so much kinder than he used to be, that home's like Heaven!' (p. 41)	Fan is presented as a generous and energetic character, seen through her 'darting' and 'clapping' and 'a large heart' which reassures the reader of her son.
<b>Belle</b>	Scrooge's fiancée who realises that he values money above love and so ends their relationship.	'Our contract is an old one. It was made when we were both poor and content to be so, until, in good season, we could improve our worldly fortune by our patient industry. You are changed. When it was made, you were another man.' (p. 50)	Belle is presented as an understanding character who appears to encompass Victorian virtues, as she regulates her emotions and does not show any anger or resentment but instead she speaks 'gently' to Scrooge (p. 50). It is Belle who has the strength to make the decision for the

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Character	One-line Description	Key Quotations	Language Used to Present
<b>Fezziwig</b>	A generous employer who has compassion towards people.	'No more work to-night. Christmas Eve, Dick. Christmas, Ebenezer! Let's have the shutters up.' (p. 44)	Fezziwig's voice is described as 'comfortable, oily, rich' to suggest plentiful, warm and his generosity (p. 44).
<b>Ghost of Christmas Past</b>	A spirit who is strangely both young and old in appearance with a light emanating from its head.	"A small matter," said the Ghost, "to make these silly folks so full of gratitude." (p. 48)	The ghost is described as a child: yet not so like a child, 'an old man,' which reflects the nature of memories 'faded from view' and 'diminishing time, the older you get'.
<b>Ghost of Christmas Present</b>	A very large and jovial spirit, clothed in a green robe trimmed with white fur, who sprinkles blessings from his torch.	'This boy is Ignorance. This girl is Want. Beware them both, and all of their degree, but most of all beware this boy, for on his brow I see that written which is Doom, unless the writing be erased.' (p. 91)	This ghost is presented as a large character with a 'voice'. He sees no need for a sword as he has 'no sword' and 'antique', 'ancient' and 'suggest this has been around a long time. He sprinkles blessings particularly on the poor and emotionally about the state of how society is doomed'.
<b>Ghost of Christmas Yet to Come</b>	A sinister, silent phantom wearing a black, hooded robe.	'The Phantom slowly, gravely, silently, approached.' (p. 92)	The ghost has no voice and is described with his description, making the entity to be feared, by the characters and the reader.

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# Revision Activities

## Whole-text Activities

### Activity One: Consolidation of Plot Staves 1–3

Cut out the events below and put them in the correct order for Staves One, Two

The ghost uses Scrooge's words about the poor against him.	The ghost sprinkles Christmas spirit from his torch, including on Bob Cratchit's place.	Scro
Scrooge is told he will be visited by three ghosts.	Scrooge is visited by the Ghost of Christmas Past.	em of
Scrooge regrets not giving something to the carol singer.	Fred visits his uncle.	Sc
Scrooge sees his sister, Fan, as a child, and thinks about her son, Fred.	Scrooge begins to regret his treatment of Bob Cratchit.	S
Two men ask for a donation for the poor.	Scrooge is visited by the Ghost of Christmas Present.	The
Scrooge asks the ghost if Tiny Tim survives and sees Bob Cratchit toasting him as Founder of the Feast.	Scrooge touches his robes and is shown the busy city.	The
Scrooge enjoys watching his nephew's celebrations.	Marley was dead.	In boy
The ghost takes Scrooge to see the celebrations in remote and difficult settings.	Scrooge is visited by Marley's ghost.	ex

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## Activity One: Consolidation of Plot Staves 1-3

Put the events you have cut out in the correct order in their staves.

Stave One	Stave Two	

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## Activity Two: Consolidation of Plot Staves 4–5

Cut out the events below and put them in the correct order for Staves Four and Five.

Scrooge is taken to the Cratchits' home and discovers that Tiny Tim has died.	A charwoman, a laundress, and a boy are seen trying to sell the turkey.
Scrooge could not remove the cover to view the dead man.	Scrooge returns to work.
Scrooge promises to give a donation to the poor, including back payments.	Scrooge promises to give a donation to the poor.
Scrooge becomes a good man.	Scrooge runs to the window.
Scrooge goes to dinner at Fred's, and everyone is pleased to see him.	Scrooge plays a trick on Bob for work; he surprises them.
Finishes with the line: 'God bless Us, Every One!'	Scrooge is visited by the Ghost of Christmas Present.
Scrooge is shown two merchants talking about a man who has died.	Scrooge is shown the Ghost of Christmas Past.
Scrooge asks a boy to go to buy the turkey, and he sends it to the Cratchits.	Scrooge wants to see the emotion towards the turkey at a couple's pleasure and to someone's surprise.

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## Activity Two: Consolidation of Plot Staves 4-5

Put the events you have cut out in the correct order in their staves.

Stave Four	Stave Five

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## Activity Three

Write a brief summary of *A Christmas Carol*

 Aim to write between 50–100 words only

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## Alternative Task for Activity Three

Write a brief summary of *A Christmas Carol*

*A Christmas Carol* is a Victorian ..... tale about an old and hostile ..... called Ebenezer Scrooge. Scrooge has dedicated his life to the ..... of wealth. Besides money he ..... including family, ....., love and the ..... evening, Scrooge undergoes four ..... experiences that lead

Christmas	penny-pincher	redemption
dismisses	morality	supernatural

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## Activity Four

Complete the storyboard below to show six key events from the novel. Include event. Draw an image that represents your choice of quotation. Analyse what characters, themes and the effects on the reader.

<b>Quotation:</b>	<b>Quotation:</b>	<b>Quotation:</b>
<b>Analysis:</b>	<b>Analysis:</b>	<b>Analysis:</b>
<b>Quotation:</b>	<b>Quotation:</b>	<b>Quotation:</b>
<b>Analysis:</b>	<b>Analysis:</b>	<b>Analysis:</b>

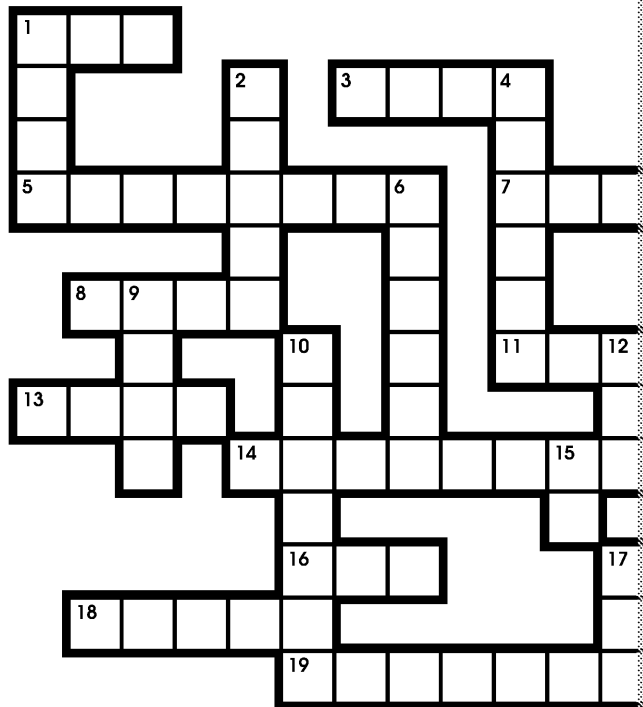
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## Activity Five

### Test Your Knowledge Crossword



#### Across

- 1 Scrooge is taken to see some men celebrating out at \_\_\_\_\_ (3)
- 3 Scrooge's bed curtains were \_\_\_\_\_ down (4)
- 5 Scrooge's first name (8)
- 7 Scrooge is taken to see men who work down one of these (3)
- 8 An abbreviation for Christmas (4)
- 11 Get a prize! (3)
- 13 At the back (4)
- 14 You must use this approach to be successful in your Literature exam (8)
- 16 Make a mistake (3)
- 18 As \_\_\_\_\_ as a drunken man (5)
- 19 Scrooge had his \_\_\_\_\_ love (7)

#### Down

- 1 This word is repeated on the first page (4)
- 2 Premonitions (5)
- 4 Fred is Scrooge's \_\_\_\_\_ (6)
- 6 In Stave Three, Scrooge starts to feel this (6)
- 9 Scrooge is this at the beginning of the novel (4)
- 10 The face that appears in the doorknocker (7)
- 12 This is the amount Scrooge gave to the charity collectors in Stave One (3)
- 15 This word can be used in a simile (2)
- 17 Help is needed on the ship (3)

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# Analysis of Key Passages

## Activity One

Complete each task in the surrounding boxes.

What does the use of the phrase 'Once upon a time' suggest to the reader?

What does 'palpable' mean?

What does the reader learn about Scrooge in the paragraph?

### Stave One (Page 4)

*Once upon a time—of all the good days in the year, on Christmas Eve—old Scrooge sat busy in his counting-house. It was cold, bleak, biting weather: foggy withal: and he could hear the people in the court outside, go wheezing up and down, beating their hands upon their breasts, and stamping their feet upon the pavement stones to warm them. The city clocks had only just gone three, but it was quite dark already—it had not been light all day—and candles were flaring in the windows of the neighbouring offices, like ruddy smears upon the palpable brown air. The fog came pouring in at every chink and keyhole, and was so dense without, that although the court was of the narrowest, the houses opposite were mere phantoms. To see the dingy cloud come drooping down, obscuring everything, one might have thought that Nature lived hard by, and was brewing on a large scale.*

*The door of Scrooge's counting-house was open that he might keep his eye upon his clerk, who in a dismal little cell beyond, a sort of tank, was copying letters. Scrooge had a very small fire, but the clerk's fire was so very much smaller that it looked like one coal. But he couldn't replenish it, for Scrooge kept the coal-box in his own room; and so surely as the clerk came in with the shovel, the master predicted that it would be necessary for them to part. Wherefore the clerk put on his white comforter, and tried to warm himself at the candle; in which effort, not being a man of a strong imagination, he failed.*

How does Dickens create atmosphere in this extract?

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## Alternative Task for Activity One

Complete the following sentences by adding words from the extract.

### Stave One. (Page 4)

*Once upon a time—of all the good days in the year, on Christmas Eve—old Scrooge sat busy in his counting-house. It was cold, bleak, biting weather: foggy withal: and he could hear the people in the court outside, go wheezing up and down, beating their hands upon their breasts, and stamping their feet upon the pavement stones to warm them. The city clocks had only just gone three, but it was quite dark already—it had not been light all day—and candles were flaring in the windows of the neighbouring offices, like ruddy smears upon the palpable brown air. The fog came pouring in at every chink and keyhole, and was so dense without, that although the court was of the narrowest, the houses opposite were mere phantoms. To see the dingy cloud come drooping down, obscuring everything, one might have thought that Nature lived hard by, and was brewing on a large scale.*

*The door of Scrooge's counting-house was open that he might keep his eye upon his clerk, who in a dismal little cell beyond, a sort of tank, was copying letters. Scrooge had a very small fire, but the clerk's fire was so very much smaller that it looked like one coal. But he couldn't replenish it, for Scrooge kept the coal-box in his own room; and so surely as the clerk came in with the shovel, the master predicted that it would be necessary for them to part. Wherefore the clerk put on his white comforter, and tried to warm himself at the candle; in which effort, not being a man of a strong imagination, he failed.*

Beginning the paragraph

'.....

this is the start of a fairy

therefore expect a happy

Christmas time is associat

atmosphere in this extract

'bleak/dark/dismal/warm

Dickens describes the we

brings it alive like an aggr

further developed in this

'.....

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In addition, this foreshad

as well as the houses bein

'.....

The reader learns that Sc

his clerk only had '.....

on his fire and he dare no

warm because then '.....

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# Key Themes and Characters

## Activity One

Look at the following quotations and decide:

- who said each one
- how they link to a theme(s)

The blank box is for you to complete the table with your own choice of quotation

Quotation	Who Said it?	
“Merry Christmas! What right have you to be merry? What reason have you to be merry? You’re poor enough.” (p. 6)		
“Mankind was my business. The common welfare was my business; charity, mercy, forbearance, and benevolence, were, all, my business.” (p. 26)		
“Always a delicate creature, whom a breath might have withered,” “But she had a large heart!” (p. 42)		
“But if you were free to-day, to-morrow, yesterday, can even I believe that you would choose a dowerless girl—you who, in your very confidence with her, weigh everything by Gain: or, choosing her, if for a moment you were false enough to your one guiding principle to do so, do I not know that your repentance and regret would surely follow? I do; and I release you.” (p. 51)		
“Beware them both, and all of their degree, but most of all beware this boy, for on his brow I see that written which is Doom, unless the writing be erased. Deny it!” (pp. 90–91)		
“Your nature intercedes for me, and pities me. Assure me that I yet may change these shadows you have shown me, by an altered life!” (p. 114)		
“I am not going to stand this sort of thing any longer. And therefore,” he continued, leaping from his stool, and giving Bob such a dig in the waistcoat that he staggered back into the Tank again; “and therefore I am about to raise your salary!” (p. 124)		

**If you need some help:**  
 Page numbers are included so you can read around each quotation and put it in  
 Some suggested themes: poverty, education, greed, family, responsibility, redemption

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## Activity Two

Consider how motifs enhance a reader's understanding of themes and characters.

Quotation	Which Motif? (Light and dark, warmth and cold, time)	How Does the Understanding (Poverty, education, family, religion)
'The yard was so dark that even Scrooge, who knew its every stone, was fain to grope with his hands.'	Light and dark	
'External heat and cold had little influence on Scrooge.'	Warmth and cold	
'Up Scrooge went, not caring a button for that. Darkness is cheap, and Scrooge liked it.'	Light and dark	
'The ancient tower of a church, whose gruff old bell was always peeping slyly down at Scrooge out of a Gothic window in the wall, became invisible, and struck the hours and quarters in the clouds.'	Time	
'He had so heated himself with rapid walking in the fog and frost, this nephew of Scrooge's, that he was all in a glow; his face was ruddy and handsome; his eyes sparkled, and his breath smoked again.'	Warmth and cold	
'But the strangest thing about it was, that from the crown of its head there sprung a bright clear jet of light, by which all this was visible; and which was doubtless the occasion of its using, in its duller moments, a great extinguisher for a cap, which it now held under its arm.'	Light and dark	
'Best and happiest of all, the Time before him was his own, to make amends in!'	Time	
'No fog, no mist; clear, bright, jovial, stirring, cold; cold, piping for the blood to dance to; Golden sunlight; Heavenly sky; sweet fresh air; merry bells. Oh, glorious! Glorious!'	Warmth and cold Light and dark	
“I will live in the Past, the Present, and the Future!”	Time	

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# Key Quotations

## Activity One: Who Said the Following?

1) Read through each pair of quotations and match to the correct characters. More than one quotation

<p>“A poor excuse for picking a man’s pocket every twenty-fifth of December!”</p>	<p>“No more work, tonight. Christmas Eve, Dick. Christmas, Ebenezer! Let’s have the shutters up.</p>
<p>“If they would rather die... they had better do it, and decrease the surplus population.” (Stave 1)</p>	<p>“If he be like to die, he had better do it, and decrease the surplus population. (Stave 2)</p>
<p>“It’s not my business...It’s enough for a man to understand his own business, and not to interfere with other people’s. Mine occupies me constantly.”</p>	<p>“Mankind was my business. The common welfare was my business; charity, mercy, forbearance, and benevolence, were, all, my business.</p>
<p>“Mr Scrooge!... I’ll give you Mr Scrooge, the Founder of the Feast!”</p>	<p>“Here is a glass of mulled wine ready to our hand at the moment; and I say ‘Uncle Scrooge!’”</p>
<p>“Are there no prisons? And the workhouses?” (Stave 1)</p>	<p>“Are there no prisons? Are there no workhouses?” (Stave 3)</p>
<p>“If there is any person in the town, who feels emotion caused by this man’s death ...show that person to me.”</p>	<p>“But however and whenever we part from one another, I am sure we shall none of us forget poor Tiny Tim.”</p>
<p>“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.”</p>	<p>“He shan’t know who sends it. It’s twice the size of Tiny Tim. Joe Miller never made such a joke as sending it to Bob’s will be!”</p>

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- 2) Choose two quotations from the table above and explain how they link with ideas and themes. Example:

Key Quotation 5	Key
<p>“It’s not my business... It’s enough for a man to understand his own business, and not to interfere with other people’s. Mine occupies me constantly.”</p>	<p>“Mankind was my business; charity was my business; charity and benevolence, were,</p>
<p><b>Link to Ideas and Themes</b></p>	
<p>Both quotations focus on the idea of ‘business’. The reader has already been introduced to Scrooge, who is greedy like his partner Marley, as he answered to both names. Scrooge is only concerned with his own ‘business’ and feels no responsibility for anybody else’s ‘welfare’. Marley regrets that he should have shown more ‘benevolence’ towards others during his life, but Scrooge does not. Scrooge’s greedy existence. The reader understands that Scrooge will suffer the same fate as Marley if he does not redeem himself. In the same way, Dickens could be using these quotations to encourage the reader to look for society, as a whole, to look at their own behaviour towards those less fortunate.</p>	

Key Quotation...	Key
<p><b>Link to Ideas and Themes</b></p>	

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## Activity Two

Being able to identify appropriate supporting quotations is a good skill. However, to use them effectively to support and develop your points is an excellent skill!

Read through the following examples. Consider what is effective. Consider what is not.

	What is Effective?
Scrooge is a hard and a sharp character: 'Hard and sharp as flint'.	e.g. chosen an appropriate quotation.
Scrooge is 'hard and sharp as flint' which is a simile.	
Scrooge is a harsh and cruel character. I know this because he is 'hard and sharp as flint'.	
Scrooge is 'hard and sharp as flint', which immediately indicates Scrooge is a harsh and cruel character.	
Dickens' use of the simile, 'hard and sharp as flint', shows the reader Scrooge's harsh and cruel nature because it compares him to the hardness of a stone. 'Sharp' also shows that his remarks could be cutting.	
Dickens' use of the simile, 'hard and sharp as flint', immediately indicates to the reader that Scrooge is a harsh and cruel character. Comparing Scrooge to 'flint' exposes how he is the kind of man who could be capable of igniting a destructive series of events. It therefore implies that his actions could have serious implications for others. Likewise, the word 'sharp' evokes the feelings of a cutting character who could cause pain through his behaviour.	

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### Activity Three

'Fred is a happy and kind character.'

Choose words or short phrases from the boxes below to support this point. You must use at least three words you choose.

*"A merry Christmas, uncle! God save you!" cried a cheerful voice. It was the voice of Scrooge's nephew, who came upon him so quickly that this was the first intimation he had of his approach.*

*"Bah!" said Scrooge, "Humbug!"*

*He had so heated himself with rapid walking in the fog and frost, this nephew of Scrooge's, that he was all in a glow; his face was ruddy and handsome; his eyes sparkled, and his breath smoked again.*

*"Christmas a humbug, uncle!" said Scrooge's nephew. "You don't mean that, I am sure?"*" (p. 4)

*"I am sorry, with all my heart, but I am resolute. We have never had a party. But I will make an attempt to do some homage to Christmas, and I will drink a bumper of humour to the last. So good night."*

*'When Scrooge's nephew was holding his sides, rolling on the ground, and beating his face into the most extreme contortions, the niece, by marriage, laid her hand on his arm, and said, "Fred, don't do that! You will ruin your health."*

*"Why bless my soul!" cried Fred, "who's that?" "It's I. Your uncle Scrooge. I am the nephew you were talking of. Let me in, Fred?" Let him in! It is a mercy he didn't shake his arm off. He was at the door in a minute. "Come in, Fred," said Scrooge, "it could be heartier." (p. 122)*

Now write a paragraph to prove this point, using your well-chosen quotations and words from the boxes above.

Success Criteria
<ul style="list-style-type: none"> <li>I have put quotations in inverted commas.</li> <li>I have copied quotations accurately.</li> <li>I have used short quotations.</li> <li>I have embedded my quotations so they fit within my sentences.</li> <li>As well as using quotations to support my points, I have used them to develop my argument.</li> </ul>

Dickens creates the character of Fred to contrast with Scrooge's character, as he

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Words to help you to demonstrate that you are developing your argument		
Whereas	However	In addition
On the other hand	Likewise	Similarly
Words you could use instead of 'shows' or 'suggests'		
Demonstrates	Highlights	Emphasises
Reveals	Infers	Hints

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# Context

## Activity One

Unscramble the following anagrams to remind yourself what you might consider

	Anagram	Type of Context
1	A Choir List	
2	Coal Is	
3	All Topic I	
4	Reusable If Hot	
5	A Carol Big Hip	
6	La Retry I	
7	A Cull Rut	

Fill in the gaps below, to remind yourself how to refer to context in your response.

It is \_\_\_\_\_ to have some knowledge of Dickens' life and an understanding of the story was written. This will help me to appreciate \_\_\_\_\_ and \_\_\_\_\_ Dickens' characterisations and presentations of \_\_\_\_\_. However, I will include \_\_\_\_\_ context which is \_\_\_\_\_ related to the \_\_\_\_\_. I will tag some contextual information at the end of a \_\_\_\_\_ or at the end of a relevant context \_\_\_\_\_ my response.

issues	all through	essential	relevant
exam question	themes	paragraph	direct

### Link Question, Quotation and Context

Read the following quotation from Stave Four and consider how it relates to what you know about Victorian London and why Dickens included this description. Annotate your ideas.

*The ways were foul and narrow; the shops and houses wretched; the people half-naked. Alleys and archways, like so many cesspools, disgorged their offences of smell, and straggling streets; and the whole quarter reeked with crime, with filth, and misery.*

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# Exam Preparation Activities

## Activity One

To remind you of how to be successful in the exam, read through the following down in the appropriate column below: 'DO' or 'DON'T'.

1. Try to embed every quotation.
2. Identify techniques without explaining effects.
3. Retell the story.
4. Repeat points.
5. Write about how Dickens uses language, structure and form to create effects.
6. Give unsupported comments.
7. Take care of spelling, punctuation and grammar so meaning is clear.
8. Quote long passages from the text.
9. Call the author by his first name.
10. Show understanding of the relationship between the text and relevant context.
11. Refer to the author's intentions explicitly by using his surname.
12. Link ideas to themes.
13. Develop points.
14. Support points with relevant, short quotations.
15. Avoid using slang in your explanations.
16. Complete a plan before writing.
17. Write everything you know about the whole text.
18. Manage time.
19. Stay focused on the questions.
20. Repeat the quotations but in your own words.

In Your Exam DO:	In Your Exam DON'T:
1. Try to embed every quotation.	

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## Activity Two

1) Read through the table below to remind yourself of how to meet the assessment objectives

Assessment Objective	What Does This Mean?	
AO1	You have to demonstrate that you understand <i>A Christmas Carol</i> . This means you have to give an informed response to the question by supporting your points with detailed reference to the text. Your ideas could challenge common interpretations and original, supported ideas are always encouraged.	In St Scri nati
AO2	You need to consider Dickens' choices in regard to <u>language</u> , <u>structure</u> and <u>form</u> . For <u>language</u> , this means evaluating Dickens' choice of words and the effects created. It also means that you need to use subject terminology confidently in your explanations of the effects. For <u>structure</u> , this means considering the order of events and the effects, e.g. the effects of the juxtaposition of two events. It could also mean considering narrative techniques, e.g. the effects of using a third-person, intrusive narrator, or considering the whole structure, e.g. divided into five staves or the use of time, plus the effects of recurring images and sentence types. For <u>form</u> , this could mean considering the fact that it is a short novel (a novella) which can be read aloud in one go; the genre conventions, e.g. the gothic influences, a ghost story or the fact <i>A Christmas Carol</i> is an allegory – has a deeper moral meaning.	(AO2 as a of in to fe follo self com One Scri (AO3 own Dick adv resp socie 'me The enc
AO3	This means you should consider the relevance of when <i>A Christmas Carol</i> was written; why it was written; the reader's response, then and now; what might have influenced Dickens' writing. Remember, it must be relevant to support your response to the question and the point you are making.	the less (AO3
AO4	This means using accurate spelling, punctuation and grammar.  This is not assessed specifically in this part of the exam but you will clearly read and understand what you have written to achieve your	

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- 2) Read through this extract (from the beginning of Stave Four), and consider and annotate your ideas.

*The Phantom slowly, gravely, silently, approached. When it came near him, it bent low, as if to kiss the old man's knee; for in the very air through which this Spirit moved it seemed to scatter*

*It was shrouded in a deep black garment, which concealed its head, its face, its features, save one outstretched hand. But for this it would have been difficult to discern the shape of the Spirit's body, and separate it from the darkness by which it was surrounded.*

*He felt that it was tall and stately when it came beside him, and that its mysterious presence filled him with a solemn dread. He knew no more, for the Spirit neither spoke nor moved.*

*'I am in the presence of the Ghost of Christmas Yet To Come?'* said Scrooge.

*The Spirit answered not, but pointed onward with its hand.*

*'You are about to show me shadows of the things that have not happened, but may happen, if we do not take care. We are more than one.'* Scrooge pursued. *'Is that so, Spirit?'*

*The upper portion of the garment was contracted for an instant in its folds, as if to hide the Spirit's face. That was the only answer he received.*

- 3) Using your annotations above, complete the table with your own examples for AO2 and AO3 in response to the question: How does Dickens create tension in this extract?

Remember to consider your spelling, punctuation and grammar (AO4).

How Does Dickens Create Tension in This Extract?	
Assessment objective	What does this look like? Write your own paragraph to meet each
<p><b>AO1</b> Show your understanding of the text through detailed reference to the text, including short quotations, to support your interpretations.</p>	
<p><b>AO2</b> Explain the effects of Dickens' choice of language, structure and form using appropriate terminology.</p>	
<p><b>AO3</b> Consider the influence of relevant context, including a reader's response, then and now.</p>	

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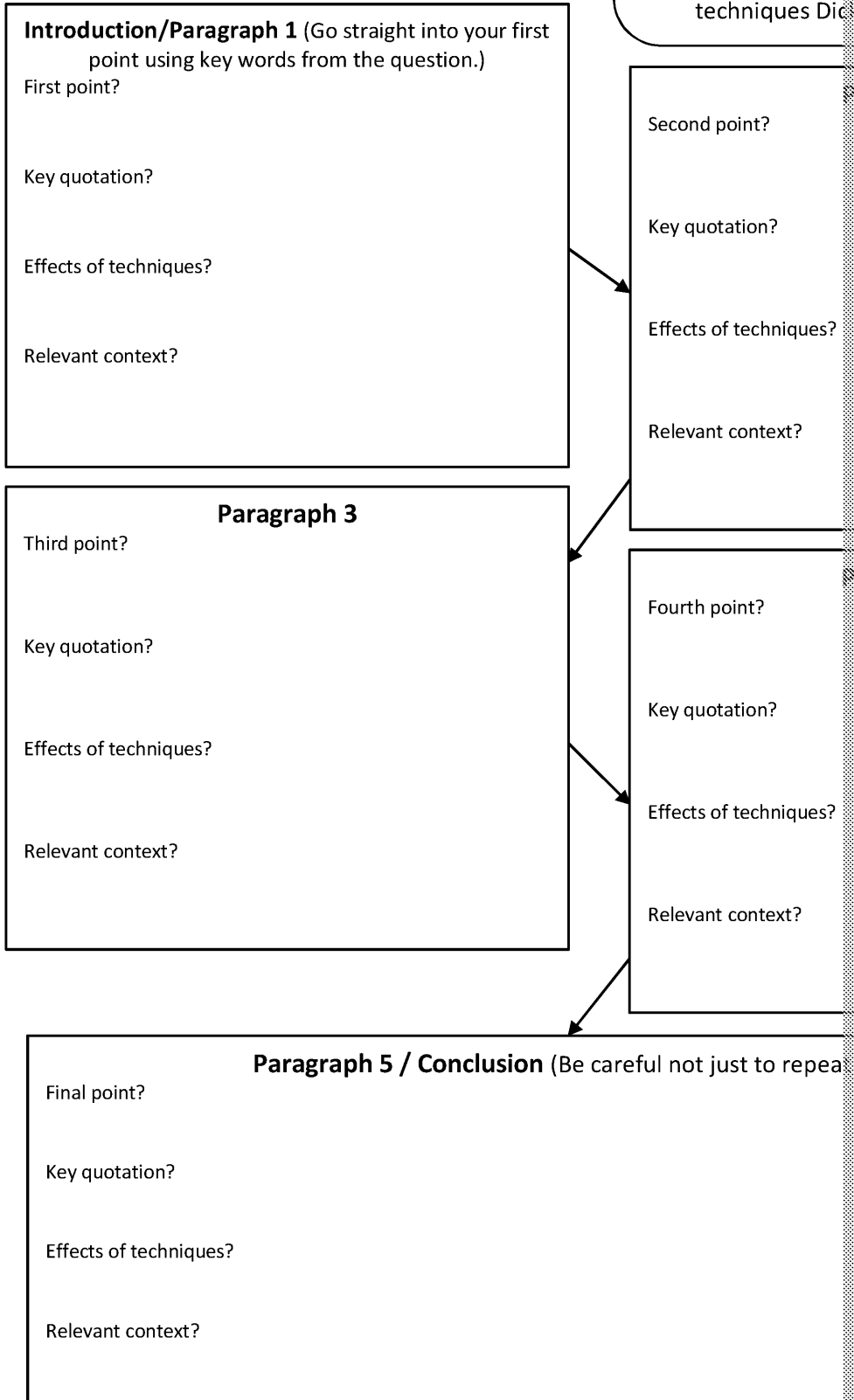
## Activity Three: A Christmas Carol – Planning a Response

Use the extract from Activity Two, and your knowledge of the whole novel, to answer the question: **How does Dickens create tension?**

Write about:

- what creates tension in the extract
- the methods that Dickens uses to create tension
- reference to tension in the novel as a whole

Use the diagram below to plan your essay.



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# Practice Exam-style Question

## AQA Exam-type Question 1

Read this extract from *Stave Two* and then answer the question that follows. In this extract, Scrooge is witnessing a conversation he had with Belle in the past.

*He was not alone, but sat by the side of a fair young girl in a mourning-dress: in her eyes there was a light which sparkled in the light that shone out of the Ghost of Christmas Past.*

*'It matters little,' she said, softly. 'To you, very little. Another idol has displaced me; and as I should comfort you in time to come, as I would have tried to do, I have no just cause to grieve.'*

*'What Idol has displaced you?' he rejoined.*

*'A golden one.'*

*'This is the even-handed dealing of the world!' he said. 'There is nothing on which the eye can dwell, where there is nothing it professes to condemn with such severity as the pursuit of wealth.'*

*'You fear the world too much,' she answered, gently. 'All your other hopes have now perished beyond the chance of its sordid reproach. I have seen your nobler aspirations fall off you as the down-fall of the passion, Gain, engrosses you. Have I not?'*

*'What then?' he retorted. 'Even if I have grown so much wiser, what then? I am better off than I was. I am a freer man. She shook her head.*

*'Am I?'*

*'Our contract is an old one. It was made when we were both poor and content to live so. I could improve our worldly fortune by our patient industry. You are changed. You will marry another man.'*

*'I was a boy,' he said impatiently.*

*'Your own feeling tells you that you were not what you are,' she returned. 'I am a freer woman than when we were one in heart, is fraught with misery now that we are two. How often I wish to be true to my old contract, when I am alone; but I cannot. How often of this, I will not say. It is enough that I have thought of it, and can release you.'*

QUESTION

Using this extract as a starting point, how does Dickens present Scrooge's relationships with others? You should look at:

- how Scrooge's relationships with others are presented by Dickens in the extract
- how Scrooge's relationships with others are presented by Dickens in the wider text

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## AQA Exam-type Question 2

Read this extract from Stave Two and then answer the question that follows. It is a scene from his own childhood.

*'The school is not quite deserted,' said the Ghost. 'A solitary child, neglected by his friends, was left here all alone. He had no friends here, to whom he could turn, and Scrooge said he knew it. And he sobbed.*

*They left the high-road, by a well-remembered lane, and soon approached a mansion with a weathercock-surmounted cupola, on the roof, and a bell hanging in it. It was a large and old-fashioned house, but the fortunes; for the spacious offices were little used, their walls were damp and mossy, the windows were decayed. Fowls clucked and strutted in the stables; and the coach-houses and sheds were empty. Nor was it more retentive of its ancient state, within; for entering the dreary hall, and opening the doors of many rooms, they found them poorly furnished, cold, and vast. There was a general air of chilly bareness in the place, which associated itself somehow with too much getting up and too much to eat.*

*They went, the Ghost and Scrooge, across the hall, to a door at the back of the house. It disclosed a long, bare, melancholy room, made barer still by lines of plain deal forms. A lonely boy was reading near a feeble fire; and Scrooge sat down upon a form, and looked at the picture as he used to be.*

*Not a latent echo in the house, not a squeak and scuffle from the mice behind the partition, not a thawed water-spout in the dull yard behind, not a sigh among the leafless boughs, not an idle swinging of an empty store-house door, no, not a clicking in the fire, but fell upon his ears, and softened influence, and gave a freer passage to his tears.*

*The Spirit touched him on the arm, and pointed to his younger self, intent upon his work, in foreign garments: wonderfully real and distinct to look at: stood outside the window, with a pack and leading by the bridle an ass laden with wood.*

*'Why, it's Ali Baba!' Scrooge exclaimed in ecstasy. 'It's dear old honest Ali Baba! I remember him! At Christmas time, when yonder solitary child was left here all alone, he did come, for a moment, to see the Poor boy! And Valentine,' said Scrooge, 'and his wild brother, Orson; there they were, and they were put down in his drawers, asleep, at the Gate of Damascus; don't you see him? He was upside down by the Genii; there he is upon his head! Serve him right. I'm glad of it, and he's married to the Princess!'*

QUESTION

Using this extract as a starting point, how does Dickens create sympathy for Scrooge's childhood? You should look at:

- how sympathy for Scrooge is created by Dickens in this extract
- how sympathy for characters is created by Dickens in the whole novel

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### AQA Exam-type Question 3

Read this extract from Stave One and then answer the question that follows.

In this extract Dickens describes the scene outside Scrooge's counting house.

*Once upon a time—of all the good days in the year, on Christmas Eve—old Scrooge's counting-house. It was cold, bleak, biting weather: foggy withal: and he could hear the people wheezing up and down, beating their hands upon their breasts, and stamping their feet upon the pavement stones to warm them. The city clocks had only just gone three, but it was quite dark already—dark and foggy—dark and foggy—and candles were flaring in the windows of the neighbouring offices, like rusted spears of brown air. The fog came pouring in at every chink and keyhole, and was so dense and thick that it was of the narrowest, the houses opposite were mere phantoms. To see the dingy chink of a door opening, or obscurer everything, one might have thought that Nature lived hard by, and was*

*The door of Scrooge's counting-house was open that he might keep his eye upon his clerk, who, beyond, a sort of tank, was copying letters. Scrooge had a very small fire, but the clerk's was smaller that it looked like one coal. But he couldn't replenish it, for Scrooge kept the door so surely as the clerk came in with the shovel, the master predicted that it would be so. Wherefore the clerk put on his white comforter, and tried to warm himself at the counterpane. A man of a strong imagination, he failed.*

- QUESTION** Using this extract as a starting point, how does Dickens use weather to create mood and atmosphere in this extract? You should look at:
- how Dickens uses weather to create mood and atmosphere in this extract
  - how Dickens uses weather to create mood and atmosphere in the whole of Stave One

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## AQA Exam-type Question 4

Read this extract from *Stave One* and then answer the question that follows. In the extract, Scrooge and his nephew are discussing Christmas.

*'A merry Christmas, uncle! God save you!' cried a cheerful voice. It was the voice of Scrooge's nephew, and he was come upon him so quickly that this was the first intimation he had of his approach.*

*'Bah!' said Scrooge, 'Humbug!'*

*He had so heated himself with rapid walking in the fog and frost, this nephew of Scrooge's, that he was glowing with warmth; his face was ruddy and handsome; his eyes sparkled, and his breath smoked again.*

*'Christmas a humbug, uncle!' said Scrooge's nephew. 'You don't mean that, I am sure.'*

*'I do,' said Scrooge. 'Merry Christmas! What right have you to be merry? What right have you to be merry when you're poor enough.'*

*'Come, then,' returned the nephew gaily. 'What right have you to be dismal? What right have you to be dismal when you're rich enough.'*

*Scrooge having no better answer ready on the spur of the moment, said, 'Bah!' again. 'Humbug.'*

*'Don't be cross, uncle!' said the nephew.*

*'What else can I be,' returned the uncle, 'when I live in such a world of fools as this? Merry Christmas! What's Christmas time to you but a time for paying bills without money; a time for finding yourself a year older, but not an hour richer; a time for balancing your books and not having a round dozen of months presented dead against you? If I could work my will,' said Scrooge, 'I'd cut off the heads of all the idle, stupid, idiot who goes about with 'Merry Christmas' on his lips, should be boiled with his own fat, and his brains scooped out, and his bones boiled in a brackish liquor, and staked across the streets, with a wooden sign of the stake of holly through his heart. He should!*

*'Uncle!' pleaded the nephew.*

*'Nephew!' returned the uncle sternly, 'keep Christmas in your own way, and let me keep it in mine.'*

*'Keep it!' repeated Scrooge's nephew. 'But you don't keep it.'*

*'Let me leave it alone, then,' said Scrooge. 'Much good may it do you! Much good may it do you!'*

*'There are many things from which I might have derived good, by which I have not benefited,' returned the nephew. 'Christmas among the rest. But I am sure I have always thought of Christmas time, when it has come, as a good time, a kind, forgiving, charitable, pleasant time; the only time I know of, when men and women seem by one consent to open their shut-up hearts below them as if they really were fellow-passengers to the grave, and not another year's journey. And therefore, uncle, though it has never put a scrap of gold or silver in my pocket, I do not know a kinder, more generous time, one that has done me good, and will do me good; and I say, God bless it!'*

**QUESTION** Using this extract as a starting point, how does Dickens present the spirit of Christmas? You should look at:

- how the spirit of Christmas is presented by Dickens in this extract
- how the spirit of Christmas is presented by Dickens in the whole novel

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## AQA Exam-type Question 5

Read this extract from *Stave Two* and then answer the question that follows. In watching Belle and her family.

*They were in another scene and place; a room, not very large or handsome, but full of fire sat a beautiful young girl, so like that last that Scrooge believed it was the same matron, sitting opposite her daughter. The noise in this room was perfectly tumultuous for children there, than Scrooge in his agitated state of mind could count; and, unlike what he had seen elsewhere, they were not forty children conducting themselves like one, but every child was conscious of the consequences were uproarious beyond belief; but no one seemed to care; on the contrary, they laughed heartily, and enjoyed it very much; and the latter, soon beginning to mimic the young brigands most ruthlessly. What would I not have given to be one of them! I should have been so rude, no, no! I wouldn't for the wealth of all the world have crushed that precious little shoe, and for the precious little shoe, I wouldn't have plucked it off, God bless my soul! I should have had her waisted in sport, as they did, bold young brood, I couldn't have done it; I should have grown round it for a punishment, and never come straight again. And yet I should have touched her lips; to have questioned her, that she might have opened them; to have looked into her downcast eyes, and never raised a blush; to have let loose waves of hair, an inch beyond price: in short, I should have liked, I do confess, to have had the lightest lies been man enough to know its value.*

*But now a knocking at the door was heard, and such a rush immediately ensued that the plundered dress was borne towards it the centre of a flushed and boisterous group who came home attended by a man laden with Christmas toys and presents. There was a shout and the onslaught that was made on the defenceless porter! The scaling him with his pockets, despoil him of brown-paper parcels, hold on tight by his cravat, hug him in irrepressible affection, and kick his legs in irrepressible affection! The shouts of wonder and delight with which the package was received! The terrible announcement that the baby had been taken in his pan into his mouth, and was more than suspected of having swallowed a fictitious platter! The immense relief of finding this a false alarm! The joy, and gratitude, and relief, all indescribable alike. It is enough that by degrees the children and their emotions gathered up the stair at a time, up to the top of the house; where they went to bed, and so subsided. And now Scrooge looked on more attentively than ever, when the master of the household sat down with her and her mother at his own fireside; and when he saw the creature, quite as graceful and as full of promise, might have called him father, and in the haggard winter of his life, his sight grew very dim indeed.*

QUESTION

Using this extract as a starting point, how does Dickens present family life in *A Christmas Carol*? You should look at:

- how family life is presented by Dickens in this extract
- how family life is presented by Dickens in the whole novel

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## AQA Exam-type Question 6

Read this extract from *Stave Three* and then answer the question that follows.  
grocer shops on Christmas Eve.

*The poulterers' shops were still half open, and the fruiterers' were radiant in their pot-bellied baskets of chestnuts, shaped like the waistcoats of jolly old gentlemen, laid out into the street in their apoplectic opulence. There were ruddy, brown-faced, broad-shouldered men, shining in the fatness of their growth like Spanish Friars, and winking from their eyes at the girls as they went by, and glanced demurely at the hung-up mistletoe. There were no pyramids; there were bunches of grapes, made, in the shopkeepers' benevolent conspicuous hooks, that people's mouths might water gratis as they passed; there were no brown, recalling, in their fragrance, ancient walks among the woods, and pleasant memories of withered leaves; there were Norfolk Biffins, squat and swarthy, setting off the yellow and red, and, in the great compactness of their juicy persons, urgently entreating and beseeching to be bought and eaten after dinner. The very gold and silver fish, set forth among these common members of a dull and stagnant-blooded race, appeared to know that there was something in their own went gasping round and round their little world in slow and passionless excitement.*

*The Grocers'! oh, the Grocers'! nearly closed, with perhaps two shutters down, or only such glimpses! It was not alone that the scales descending on the counter made a rattling sound, and the roller parted company so briskly, or that the canisters were rattled up and down, or that the blended scents of tea and coffee were so grateful to the nose, or even that the almonds so rare, the almonds so extremely white, the sticks of cinnamon so long and straight, the candied fruits so caked and spotted with molten sugar as to make the coldest looker-on feel bilious. Nor was it that the figs were moist and pulpy, or that the French plums looked so tempting in their highly-decorated boxes, or that everything was good to eat and in its Christmas season, all so hurried and so eager in the hopeful promise of the day, that they tumbled up and down, crashing their wicker baskets wildly, and left their purchases upon the counter, and forgot to take them, and committed hundreds of the like mistakes, in the best humour possible; but that the wares were so frank and fresh that the polished hearts with which they fastened their aprons, were worn outside for general inspection, and for Christmas daws to peck at if they had a chance.*

QUESTION

Using this extract as a starting point, how does Dickens present food to create atmosphere in *Stave Three*?  
You should look at:

- how food is presented by Dickens in this extract to create atmosphere in *Stave Three*
- how food is presented by Dickens to create atmosphere in the whole of *Stave Three*

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## AQA Exam-type Question 7

Read this extract from *Stave One* and then answer the question that follows. The extract is from pages 10–11 of the story.

*Marley was dead: to begin with. There is no doubt whatever about that. The register of the clergyman, the clerk, the undertaker, and the chief mourner. Scrooge signed it: and he gave it to the undertaker's apprentice, to put in his pocket. 'Change, for anything he chose to put his hand to. Old Marley was as dead as a door-nail. Mind! I don't mean to say that I know, of my own knowledge, what there is particular in that simile; for I might have been inclined, myself, to regard a coffin-nail as the deadest piece of iron-work in the trade. But the wisdom of our ancestors is in the simile; and my unhallowed hands shall not disturb it, and the world must give up the dead to the great good-fellow. You will therefore permit me to repeat, emphatically, that Marley was as dead as a door-nail. Scrooge knew he was dead? Of course he did. How could it be otherwise? Scrooge knew how many years. Scrooge was his sole executor, his sole administrator, his sole legatee, his sole friend, and sole mourner. And even Scrooge was not so dreadfully to be feared, upon his day of death, as he was an excellent man of business on the very day of the funeral, and solemnised by his*

*The mention of Marley's funeral brings me back to the point I started from. There is no doubt that Marley was dead. This must be distinctly understood, or nothing wonderful can come of the story that follows. In fact, the reason why the man's appearance was so remarkable in his taking a stroll at night, in an easterly wind, upon his own ramparts, is that other middle-aged gentleman rashly turning out after dark in a breezy spot—say, for instance—literally to astonish his son's weak mind.*

*Scrooge never painted out Old Marley's name. There it stood, years afterwards, above the door, and Marley. The firm was known as Scrooge and Marley. Sometimes people new to the place called to Scrooge, and sometimes Marley, but he answered to both names. It was all the same to him.*

QUESTION

Using this extract as a starting point, how does Dickens present death in *A Christmas Carol*? You should look at:

- how death is presented by Dickens in this extract
- how death is presented by Dickens in the whole novel

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## AQA Exam-type Question 8

Read this extract from *Stave One* and then answer the question that follows. In this extract, Scrooge is talking to a charity collector.

*'At this festive season of the year, Mr. Scrooge,' said the gentleman, taking up a pen, 'it is a little desirable that we should make some slight provision for the Poor and destitute, whilst our rich and opulent gentlemen are enjoying their comforts, sir.'*

*'Are there no prisons?'* asked Scrooge.

*'Plenty of prisons,'* said the gentleman, laying down the pen again.

*'And the Union workhouses?'* demanded Scrooge. *'Are they still in operation?'*

*'They are. Still,'* returned the gentleman, *'I wish I could say they were not.'*

*'The Treadmill and the Poor Law are in full vigour, then?'* said Scrooge.

*'Both very busy, sir.'*

*'Oh! I was afraid, from what you said at first, that something had occurred to stop the Treadmill and the Poor Law. But it is all the same to me,'* said Scrooge. *'I'm very glad to hear it.'*

*'Under the impression that they scarcely furnish Christian cheer of mind or body to the Poor, you have done your best, my dear gentleman, 'a few of us are endeavouring to raise a fund to buy the Poor some meat and drink, and to give them the means of warmth. We choose this time, because it is a time, of all others, when Want is keen-felt and Wrath is high. What shall I put you down for?'*

*'Nothing!'* Scrooge replied.

*'You wish to be anonymous?'*

*'I wish to be left alone,'* said Scrooge. *'Since you ask me what I wish, gentlemen, they will never say I am wrong. I wish to be merry myself at Christmas and I can't afford to make idle people merry. I help to support the establishments mentioned—they cost enough; and those who are badly off must go there.'*

*'Many can't go there; and many would rather die.'*

*'If they would rather die,'* said Scrooge, *'they had better do it, and decrease the surplus population. Excuse me—I don't know that.'*

*'But you might know it,'* observed the gentleman.

*'It's not my business,'* Scrooge returned. *'It's enough for a man to understand his own business, and to mind his own business. Mine occupies me constantly. Good afternoon, gentlemen.'*

**QUESTION** Using this extract as a starting point, how does Dickens present poverty in *A Christmas Carol*? You should look at:

- how poverty is presented by Dickens in this extract
- how poverty is presented by Dickens in the whole novel

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## AQA Exam-type Question 10

Read this extract from *Stave One* and then answer the question that follows. It is an extract from *A Christmas Carol* by Marley's ghost.

*After several turns, he sat down again. As he threw his head back in the chair, his bell, a disused bell, that hung in the room, and communicated for some purpose not known to him to the highest story of the building. It was with great astonishment, and with a strange look, he saw this bell begin to swing. It swung so softly in the outset that it scarcely rang out loudly, and so did every bell in the house.*

*This might have lasted half a minute, or a minute, but it seemed an hour. The bells rattled together. They were succeeded by a clanking noise, deep down below; as if some person were dragging chains over the casks in the wine-merchant's cellar. Scrooge then remembered to have seen the houses were described as dragging chains.*

*The cellar-door flew open with a booming sound, and then he heard the noise much louder, on the stairs; then coming straight towards his door.*

*'It's humbug still!' said Scrooge. 'I won't believe it.'*

*His colour changed though, when, without a pause, it came on through the heavy door, and before his eyes. Upon its coming in, the dying flame leaped up, as though it cried, 'I am not afraid!' and fell again.*

*The same face: the very same. Marley in his pigtail, usual waistcoat, tights and boots; the breeches bristling, like his pigtail, and his coat-skirts, and the hair upon his head. The chain about his middle. It was long, and wound about him like a tail; and it was made (for Scrooge had seen the boxes, keys, padlocks, ledgers, deeds, and heavy purses wrought in steel. His body was Scrooge, observing him, and looking through his waistcoat, could see the two buttons*

*Scrooge had often heard it said that Marley had no bowels, but he had never believed it.*

*No, nor did he believe it even now. Though he looked the phantom through and through, and then looked at the face before him; though he felt the chilling influence of its death-cold eyes; and marked the grating kerchief bound about its head and chin, which wrapper he had not observed before, he still fought against his senses.*

- QUESTION**
- Using this extract as a starting point, how does Dickens use elements of the supernatural? You should look at:
- how elements of the supernatural are used by Dickens in this extract
  - how elements of the supernatural are used by Dickens in the whole of *A Christmas Carol*

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## AQA Exam-type Question 11

Read this extract from *Stave Two* and then answer the question that follows. In *A Christmas Carol*, Scrooge is taken back to his childhood.

*'Good Heaven!' said Scrooge, clasping his hands together, as he looked about him. 'Where is my boy here!'*

*The Spirit gazed upon him mildly. Its gentle touch, though it had been light and airy, was present to the old man's sense of feeling. He was conscious of a thousand odours, all connected with a thousand thoughts, and hopes, and joys, and cares long, long forgotten.*

*'Your lip is trembling,' said the Ghost. 'And what is that upon your cheek?'*

*Scrooge muttered, with an unusual catching in his voice, that it was a pimple; and that it was where he would.*

*'You recollect the way?' inquired the Spirit.*

*'Remember it!' cried Scrooge with fervour; 'I could walk it blindfold.'*

*'Strange to have forgotten it for so many years!' observed the Ghost. 'Let us go on.'*

*They walked along the road, Scrooge recognising every gate, and post, and tree; and in the distance, with its bridge, its church, and winding river. Some shaggy ponies were laden with boys upon their backs, who called to other boys in country gigs and carts; and the boys were in great spirits, and shouted to each other, until the broad fields were so filled with their voices, that the crisp air laughed to hear it!*

*'These are but shadows of the things that have been,' said the Ghost. 'They have no more substance than a bubble, or a gnat, or a summer fly. They have no more reality than a shadow, or a dream, or a vision, or a thought. They are as idle as a school-boy's dream, and as soon to be forgotten.'*

*The jocund travellers came on; and as they came, Scrooge knew and named them all, and was beyond all bounds to see them! Why did his cold eye glisten, and his heart leap up so high, and fill with gladness when he heard them give each other Merry Christmas, as they went their ways, for their several homes! What was merry Christmas to Scrooge? Out upon it! What had it ever done to him?*

*'The school is not quite deserted,' said the Ghost. 'A solitary child, neglected by his friends, is still there. I'll show it to you.'*

*Scrooge said he knew it. And he sobbed.*

QUESTION

Using this extract as a starting point, how does Dickens use time in *A Christmas Carol*? You should look at:

- how time is used by Dickens in this extract
- how time is used by Dickens in the whole novel

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## AQA Exam-type Question 12

Read this extract from *Stave Two* and then answer the question that follows. In this scene from his former employer's Christmas celebrations.

*When the clock struck eleven, this domestic ball broke up. Mr. and Mrs. Fezziwig stood on the other side of the door, and shaking hands with every person individually as he or she went out. It was a merry Christmas. When everybody had retired but the two 'prentices, they did their best to raise their cheerful voices died away, and the lads were left to their beds; which were under a*

*During the whole of this time, Scrooge had acted like a man out of his wits. His head was full of the past and with his former self. He corroborated everything, remembered everything, and entered into the strangest agitation. It was not until now, when the bright faces of his former employees looked at them, that he remembered the Ghost, and became conscious that it was looking full at him, and its head burnt very clear.*

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

*'Small!' echoed Scrooge.*

*The Spirit signed to him to listen to the two apprentices, who were pouring out their thanks, 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, I should think; and he deserves this praise?'*

*'It isn't that,' said Scrooge, heated by the remark, and speaking unconsciously like his former self. 'It isn't that, Spirit. He has the power to render us happy or unhappy; to make our life a pleasure or a toil. Say that his power lies in words and looks; in things so slight and so impossible to add and count 'em up: what then? The happiness he gives, is quite a*

*He felt the Spirit's glance, and stopped.*

*'What is the matter?'* asked the Ghost.

*'Nothing particular,' said Scrooge.*

*'Something, I think?'* the Ghost insisted.

*'No,' said Scrooge, 'No. I should like to be able to say a word or two to my clerk just*

- QUESTION**
- Using this extract as a starting point, how does Dickens show Scrooge's transformation? You should look at:
- how Scrooge's transformation is shown by Dickens in this extract
  - how Scrooge's transformation is shown by Dickens in the whole novel

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# Indicative Content for Practice Exam-st

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## AQA Exam-type Question 1

**QUESTION** Using this extract as a starting point, how does Dickens present Scrooge's relationships with others in the beginning of the novel? You should look at:

- how Scrooge's relationships with others are presented by Dickens in the beginning of the novel
- how Scrooge's relationships with others are presented by Dickens in the beginning of the novel

### Indicative content

Any valid interpretations should be awarded. Some suggestions:

#### AO1

- Scrooge's relationships with family, e.g. Fred, Fan, or his father
- Scrooge's views on marriage and money, e.g. Fred or Belle
- Scrooge's relationships in the workplace, e.g. Bob Cratchit, Marley or Fezziwig
- how others treat Scrooge
- how Scrooge interacts with others in the beginning and how this changes as the novel progresses
- Scrooge's fear of poverty
- Scrooge's isolation

#### AO2

- 'which sparkled in the light that shone out' – Belle sees clearly
- 'Idol' and 'A golden one' – a biblical reference to worshipping a false idol – money
- linking of words 'master' and 'passion'
- contrasts in Scrooge's words early and later in the novel

#### AO3

- social attitudes to greed in Victorian times
- social attitudes to poverty in Victorian times
- importance of family in Dickens' time
- relevance of these ideas to the modern reader

## AQA Exam-type Question 2

**QUESTION** Using this extract as a starting point, how does Dickens create sympathy for Scrooge in the beginning of the novel? You should look at:

- how sympathy for Scrooge is created by Dickens in this extract
- how sympathy for characters is created by Dickens in the whole text

### Indicative content

Any valid interpretations should be awarded. Some suggestions:

#### AO1

- Scrooge's attitude to seeing himself as a child
- Scrooge losing his sister and regretting how he treats her son, Fred
- Scrooge's use of imagination
- challenging the viewpoint – Scrooge does not deserve any sympathy

#### AO2

- the significance of the phrase 'broken fortunes'
- linking words such as 'deserted', 'solitary' and 'neglected'
- use of repetition of the word 'not' to emphasise loneliness
- use of exclamation marks to emphasise Scrooge's excitement
- use of dramatic irony later in the novel- Scrooge's death

#### AO3

- the importance of childhood in Victorian times
- importance of family in Victorian times
- the reader's response to Scrooge
- the importance of memories/the past
- relevance of these ideas to the modern reader

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### AQA Exam-type Question 3

QUESTION

Using this extract as a starting point, how does Dickens use weather to create mood and atmosphere in the extract?  
You should look at:

- how Dickens uses weather to create mood and atmosphere in this extract
- how Dickens uses weather to create mood and atmosphere in the whole novel

#### Indicative content

Any valid interpretations should be awarded. Some suggestions:

##### AO1

- Scrooge's awareness of the people trying to keep warm as he can hear them
- consideration of the relationship between Scrooge and his clerk and how the weather affects them
- change in the weather in Stave Five to reflect the change in Scrooge, e.g. 'No more snow.'

##### AO2

- the significance of starting with 'Once upon a time'
- the juxtaposition of dark and light
- use of personification, e.g. 'biting'
- use of metaphor 'houses opposite were mere phantoms' foreshadows arrival of the spirit
- the effects of bringing the fog alive and invasive e.g. 'pouring in at every chink'
- use of alliteration 'dingy', 'drooping down'
- use of pathetic fallacy, e.g. 'the Weather sat in mournful meditation on the fate of the poor' to reflect Scrooge's mood

##### AO3

- compare/contrast rich and poor in Victorian times
- social attitudes to poverty in Victorian times

### AQA Exam-type Question 4

QUESTION

Using this extract as a starting point, how does Dickens present the spirit of Christmas?  
You should look at:

- how the spirit of Christmas is presented by Dickens in this extract
- how the spirit of Christmas is presented by Dickens in the whole novel

#### Indicative content

Any valid interpretations should be awarded. Some suggestions:

##### AO1

- the attitude of Scrooge to Christmas
- the attitude of Fred to Christmas
- Scrooge equates happiness with having money
- Scrooge's change of attitude in the last Stave

##### AO2

- use of exclamation marks to emphasise both positive and negative attitudes
- the effects of the juxtaposition of the two views
- use of descriptions: 'heated himself' even though it was cold, plus 'all in a glow' demonstrates Fred's warmth and happy nature
- use of long sentence to get the true meaning of Christmas across to the reader

##### AO3

- views on deserving and undeserving poor
- the spirit of Christmas that Dickens is advocating
- other examples of attitudes to Christmas to reinforce Dickens' message
- an exploration of why Dickens used Christmas as his setting

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## AQA Exam-type Question 5

QUESTION

Using this extract as a starting point, how does Dickens present family life?  
You should look at:

- how family life is presented by Dickens in this extract
- how family life is presented by Dickens in the whole novel

### Indicative content

Any valid interpretations should be awarded. Some suggestions:

#### AO1

- family life and happiness not dependent on wealth
- Scrooge's acknowledgement of the freedom of childhood
- Scrooge's recognition that he gave away the opportunity of a family life / of
- the Cratchit family Christmas and how they work together – how appreciative
- the Christmas celebrations in Fred's home and its effects on Scrooge

#### AO2

- use of 'tumultuous', 'uproarious', 'laughed heartily', to emphasise the noise
- which engages Scrooge and leads to his reflection
- use of long lists which describe the action to reflect the chaotic excitement in
- the rule of three, 'The joy, and gratitude, and ecstasy!' As well as emphasis
- could imply reaching a trance-like state which could link to Scrooge's state of
- normal state

#### AO3

- relevant experiences from Dickens' childhood
- positive images of poor families and links to views of deserving poor

## AQA Exam-type Question 6

QUESTION

Using this extract as a starting point, how does Dickens present food to create atmosphere?  
You should look at:

- how food is presented by Dickens in this extract to create atmosphere
- how food is presented by Dickens to create atmosphere in the whole novel

### Indicative content

Any valid interpretations should be awarded. Some suggestions:

#### AO1

- the significance of the descriptions of plentiful food
- the pleasure of the Cratchit family preparing and sharing the Christmas dinner
- Scrooge being toasted as 'Founder of the Feast' by Bob Cratchit
- Scrooge trying to redeem himself by sending a large turkey around to the Cratchits

#### AO2

- the effectiveness of Dickens' use of imagery: similes, e.g. 'shaped like the wall' and 'like Spanish Friars' and personification, e.g. 'ruddy, brown-faced, broad'
- use of long sentences and lists to emphasise the abundance of food
- use of senses to enhance the scene

#### AO3

- the view that the population would exceed food supplies (Malthus)
- Dickens' opposing view, that there would be enough food if the rich were more
- the Christmas spirit
- the view of the deserving and undeserving poor

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## AQA Exam-type Question 7

QUESTION

Using this extract as a starting point, how does Dickens present death in the extract?  
You should look at:

- how death is presented by Dickens in this extract
- how death is presented by Dickens in the whole novel

### Indicative content

Any valid interpretations should be awarded. Some suggestions:

#### AO1

- the light-hearted and detached manner the reader is informed that 'Marley was dead as doornails' and Scrooge being just the same as Marley, which implies he will have a similar fate
- Marley's return pre-empted as 'Scrooge never painted out Old Marley's name' and the question 'How could it be otherwise?'
- establishes Scrooge's solitary life
- significance of other possible deaths in the novel, e.g. Tiny Tim's, Scrooge's

#### AO2

- use of repetition to emphasise facts, e.g. the repetition of the word 'sole' and 'dead as a doornail'
- use of an intrusive narrator, e.g. chatty style, rhetorical questions and influence

#### AO3

- literary context: the relevance of the reference to Hamlet
- social responsibility in Victorian times
- poverty in Victorian times
- relevance of these ideas to the modern reader

## AQA Exam-type Question 8

QUESTION

Using this extract as a starting point, how does Dickens present poverty in the extract?  
You should look at:

- how poverty is presented by Dickens in this extract
- how poverty is presented by Dickens in the whole novel

### Indicative content

Any valid interpretations should be awarded. Some suggestions:

#### AO1

- how Dickens uses Scrooge, a miserable and uncaring character, to highlight the need for workhouses but an acceptance of existing provision for the poor
- ignorance of the undesirable nature of the workhouses
- use of positive portrayals of poor families such as the Cratchits to promote generosity

#### AO2

- the use of dialogue to represent two different views on provision for the poor and answers
- the word 'want' links to Stave Three and the children 'Ignorance' and 'Want'
- use of the phrase 'idle people' to show negative associations of the poor

#### AO3

- poverty – the Poor Laws, workhouses, deserving and undeserving poor
- the view that the population would exceed food supplies (Malthus)
- social responsibility in Victorian times
- relevance of these ideas to the modern reader

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## AQA Exam-type Question 9

QUESTION

Using this extract as a starting point, how does Dickens present children?  
You should look at:

- how children are presented by Dickens in this extract
- how children are presented by Dickens in the whole novel

### Indicative content

Any valid interpretations should be awarded. Some suggestions:

#### AO1

- why 'Ignorance' and 'Want' are presented as children – innocent casualties; educated; used to shock; used to evoke sympathy, etc.
- Scrooge guilty of both ignorance and want
- warning about the future of society if people remain ignorant and want prevails
- the portrayal of Tiny Tim – some may challenge the oversentimentality of his character

#### AO2

- use of antithesis to accentuate their suffering, e.g. 'Where graceful youth should have been, there sat enthroned, devils lurked'
- use of repetition of the word 'no' to emphasise their transformation from children to adults

#### AO3

- social responsibility in Victorian times
- poverty/greed in Victorian times
- education/ignorance in Victorian times
- relevance of these ideas to the modern reader

## AQA Exam-type Question 10

QUESTION

Using this extract as a starting point, how does Dickens use elements of the supernatural?  
You should look at:

- how elements of the supernatural are used by Dickens in this extract
- how elements of the supernatural are used by Dickens in the whole novel

### Indicative content

Any valid interpretations should be awarded. Some suggestions:

#### AO1

- use of ghost story conventions to inform the reader of the imminent arrival of the ghosts, such as 'he saw this bell begin to swing' or 'The cellar-door flew open and the three spirits leaped up'
- the significance of the three Christmas ghosts' differing appearances

#### AO2

- the symbolism of Marley's chain
- the use of listing to reflect the length of the chain
- linking words that suggest Scrooge cannot change, e.g. 'I won't believe it.' 'Even if I could see through it as it was 'transparent', 'he was still incredulous'
- symbolism of light and dark
- the use of the ghosts' visits to structure the transformation of Scrooge

#### AO3

- tradition of ghost stories
- Dickens' views on the supernatural
- relevance of these ideas to the modern reader

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## AQA Exam-type Question 11

QUESTION

Using this extract as a starting point, how does Dickens use time in *A Christmas Carol*?  
You should look at:

- how time is used by Dickens in this extract
- how time is used by Dickens in the whole novel

### Indicative content

Any valid interpretations should be awarded. Some suggestions:

#### AO1

- the importance of the past, present and future
- how the setting in the extract contrasts with Scrooge's present setting
- Scrooge's mixed emotions of happiness and sadness contrasting with his present
- the suspension of time to highlight the restrictions of time (time running out of urgency: 'My time grows short,' 'The time is drawing near.'

#### AO2

- use of hyperbole, e.g. 'a thousand odours' to symbolise the mass of memories
- use of irony, e.g. 'I could walk it blindfold.' Scrooge had not honoured his past self, suffering
- use of personification, e.g. 'the crisp air laughed to hear it' highlighting the joy of the present
- a list of questions to highlight forgotten emotions and to make the reader think about the past
- the effect of using bells throughout the novel

#### AO3

- social responsibility and the need to act to help the poor in Victorian times
- the importance of childhood and family in Victorian times
- social attitudes towards Christmas time in Victorian times
- relevance of these ideas to the modern reader

## AQA Exam-type Question 12

QUESTION

Using this extract as a starting point, how does Dickens show Scrooge's transformation in *A Christmas Carol*?  
You should look at:

- how Scrooge's transformation is shown by Dickens in this extract
- how Scrooge's transformation is shown by Dickens in the whole novel

### Indicative content

Any valid interpretations should be awarded. Some suggestions:

#### AO1

- Scrooge's defence of his former employer
- Scrooge's contradiction of his previous assertion that only money equates with happiness
- Scrooge's regret for his treatment of Bob Cratchit.
- other examples of signs of Scrooge's regret, e.g. his treatment of carol singers
- Scrooge's father's transformation suggesting that Scrooge can also transform
- Scrooge's transformed self in Stave Five

#### AO2

- use of antithesis, e.g. 'happy or unhappy', 'light or burdensome', 'pleasure or pain'
- the idiom 'a man out of his wits'
- repetition of 'everything' to emphasise Scrooge's engagement with his past
- use of symbolism of light / being able to see, e.g. 'bright faces' and 'light upon the faces'

#### AO3

- employer's responsibility – Fezziwig as an example of an employer who treats his workers well
- the view that if everyone was paid a fair wage there would be no need for charity

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# Worked-through Example

## Activity One: Focus on Question

Using AQA Exam-type Question 1, highlight the key words – these are words that will be included in your response.

QUESTION

Using this extract as a starting point, how does Dickens present Scrooge's relationships with others?  
You should look at:

- how Scrooge's relationships with others are presented by Dickens in this extract
- how Scrooge's relationships with others are presented by Dickens in the whole of *A Christmas Carol*

## Activity Two: Initial Ideas

Highlight interesting words and phrases that tell you something about the relationships between Scrooge and the Ghost of Christmas Past.

*He was not alone, but sat by the side of a fair young girl in a mourning-dress: in whose eyes there was a light which sparkled in the light that shone out of the Ghost of Christmas Past.*

*'It matters little,' she said, softly. 'To you, very little. Another idol has displaced me; and as I have no comfort you in time to come, as I would have tried to do, I have no just cause to grieve.'*

*'What Idol has displaced you?' he rejoined.*

*'A golden one.'*

*'This is the even-handed dealing of the world!' he said. 'There is nothing on which it is so true, as that there is nothing it professes to condemn with such severity as the pursuit of wealth!'*

*'You fear the world too much,' she answered, gently. 'All your other hopes have merged in the one, beyond the chance of its sordid reproach. I have seen your nobler aspirations fall off you as the snow from a rock; and I know, when passion, Gain, engrosses you. Have I not?'*

*'What then?' he retorted. 'Even if I have grown so much wiser, what then? I am not changed.'*  
*She shook her head.*

*'Am I?'*

*'Our contract is an old one. It was made when we were both poor and content to be so, and when you could improve our worldly fortune by our patient industry. You are changed. When I was with another man.'*

*'I was a boy,' he said impatiently.*

*'Your own feeling tells you that you were not what you are,' she returned. 'I am. The heart that once was one when we were one in heart, is fraught with misery now that we are two. How often as I look at you, of this, I will not say. It is enough that I have thought of it, and can release you.'*

**Discussion:** Compare the words you have highlighted with a partner and discuss what they tell you about these words.

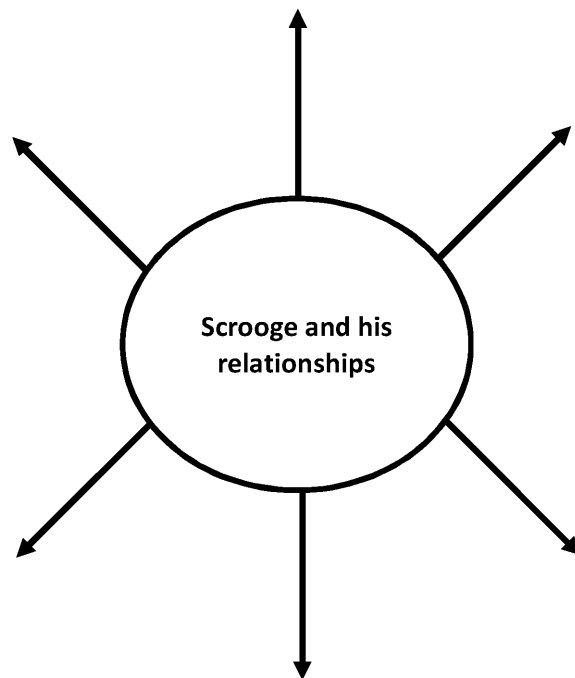
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**Complete a mind map of your initial ideas.**

- Consider any techniques used and their effects, including any connotations.
- Consider why Dickens included this event from Scrooge's past.
- Think about other relationships depicted in the whole text, e.g. Scrooge and Fred, Scrooge and Bob Cratchit, and their significance.
- Consider the relevance of context, e.g. importance of family, social attitudes to



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When you have finished, decide which are your best points to develop and add them to this page – remember, it is better to write a lot about a little (go into depth) than just a little explanation!

## Activity Three: Complete a Plan

Using this extract as a starting point, how does Dickens present Scrooge's relationships?

You should look at:

- how Scrooge's relationships with others are presented by Dickens in this extract
- how Scrooge's relationships with others are presented by Dickens in the whole text

Use the diagram below to plan your essay

Use 'PEEELS' to help you structure your paragraphs

- Write a clear **Point** to state your argument
- Embed quotations that support your argument
- Explain how Dickens conveys your argument
- Evaluate the **Language** and **Style** Dickens uses.

**Introduction/Paragraph 1** (Go straight into your first point using key words from the question.)

First point?

*Scrooge values the accumulation of money above anything else.*

Key quotation?

*'another idol has displaced' her with 'a golden one'*

Effects of techniques?

*'idol' implies that he worships money to the point of obsession, and 'displaced' emphasises the loss of Belle and true values.*

Relevant context?

*The importance of family. The fear of poverty as provision for the poor was far from adequate in Victorian times.*

**Paragraph 2**

Second point?

Key quotation?

Effects of techniques?

Relevant context?

**Paragraph 3**

Third point?

Key quotation?

Effects of techniques?

Relevant context?

**Paragraph 4**

Fourth point?

Key quotation?

Effects of techniques?

Relevant context?

**Paragraph 5 / Conclusion** (Be careful not just to repeat your points)

Final point?

Key quotation?

Effects of techniques?

Relevant context?

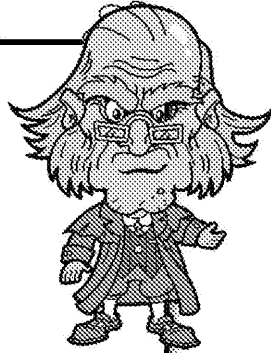
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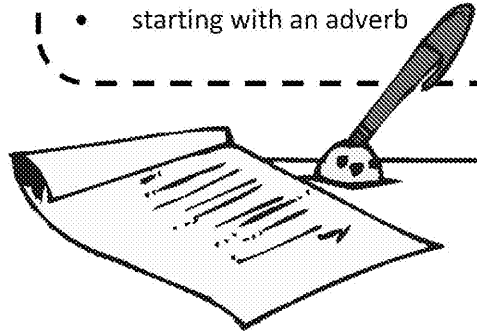
## Writing Mat: *A Christmas Carol*



Being critical  
Explaining  
Author intentions  
Language use  
Embedding quotes  
Reader response  
Techniques used  
Themes  
Oh! And don't forget context

### Sentence Variety

- simple sentences
- complex sentences
- compound sentences
- starting with a connective
- starting with an adverb



### Sentence Starters:

- The use of similes conveys a sense of ..... to the reader.
- Dickens highlights Scrooge's harshness by .....
- With this quotation, Dickens is trying to illustrate how ..... is perceived by his society.
- This quotation infers that Scrooge feels ..... but, on the other hand, it could also be interpreted .....
- Consequently, the reader is encouraged to feel .....
- Dickens, as a person who believed in being charitable, is advocating the need to give to the poor through .....

### Embedding Quotations

*Dickens emphasises Scrooge's cruel, 'tight-fisted' nature by describing how he works everyone like a 'grindstone', including his employee Bob Cratchit.*

*The reader immediately sees the contrast between Fred, whose 'eyes sparkled', and Scrooge, who has a 'frosty rime on his head'; therefore, the reader is more inclined to agree with Fred's point of view.*

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## Activity Four

Using your plan and the writing mat, write your response to AQA Exam-type Question 1.

### Paragraph 1

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### Paragraph 2

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### Paragraph 3

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**Paragraph 4**

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**Paragraph 5**

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Read through your response carefully.

- Have you expressed yourself clearly?
- Can you correct any slips in spelling, punctuation and grammar?
- Have you developed your points?

**Activity Five:** When you are happy with your response, complete a self-assessment format on the following page.

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## Activity Five: GCSE Student Self or Peer Mark Scheme

For each AO, tick which level you think that you or your peer have met. Then, fill in what you think you

		Level <span style="font-size: small;">—————&gt;</span>	0 marks	Level 1	Level 2
		Key words <span style="font-size: small;">—————&gt;</span>	Nothing worthy of credit	Simple, explicit	Supported, relevant
Skills to demonstrate in your work	AO1	I demonstrate my knowledge of the text.*			
	AO1	I present an informed personal response.			
	AO1	I use references to the text to support my interpretations.			
	AO2	I analyse the methods used by the author.			
	AO2	I analyse the effects of these methods on the reader.	If this is not done, give 0 marks for this skill.		
	AO2	I use appropriate subject terminology.			
	AO3	I understand the relationship between text and context.			

*\*This does not appear in the AQA SAMs mark scheme*

Best area:

Areas to work on:

*Teachers should refer to the mark schemes given on the AQA website for marking and to ensure students*

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## Activity Six: Sample Response to AQA Exam-type Question 1

Read the following response to AQA Exam-type Question 1. Decide WWW (What We've Noticed) and BBI (Better If). Decide which level this response has achieved.

Make your judgment using:

- your own understanding of the extract and *A Christmas Carol* as a whole
- the marking criteria on the following page

Highlight supporting evidence for your judgement on the sample response.

In the extract Dickens highlights how Scrooge values the accumulation of money over love and the prospects of having a family. Belle realises that there is no room for Scrooge as 'Idol has displaced' her, 'a golden one'. Using the word 'Idol' implies that he worships his money obsession, and 'displaced' emphasises the loss of Belle, who represents the true value of family.

The reader understands that Scrooge fears poverty, as he states that 'there is not room for poverty'. This fear, however, leaves no room for anyone else and his greed is emphasised by the words 'master-passion'. This 'passion' for 'gain' is becoming his only desire and as a result, without wealth he has no room for a relationship with someone. Belle is the one who 'sparkled', highlighted by the Ghost's symbolic light. Dickens may have intended to show the importance of family. In addition, the reader may empathise with Scrooge's fear of poverty for the poor in Victorian times. However, at the expense of losing a loved one, this is a difficult issue.

Dickens introduces Scrooge's nephew Fred early in the novel to demonstrate the importance of family members. Fred symbolises the spirit of Christmas, a man who embraces it as 'the most pleasant time'. It is clear to the reader that Scrooge wants nothing to do with his family. Fred, however, will not give up on his uncle, even though Scrooge rebuffs him. One with the words 'Good Afternoon'. Fred's views are indicative of Dickens' belief that should encourage people to unite and 'to think of people below them as if they were passengers to the grave'. His message is universal and still relevant to today's society.

The themes of the spirit of Christmas, family, poverty and social responsibility are particularly realised in the portrayal of the Cratchit family. They have close relationships although they have very little. They demonstrate their happiness of being together. Scrooge's 'sudden declension in his high spirits' when he thought his daughter was 'not coming' and through Martha not being able to bear her father's disappointment and rejection.

The Cratchit relationships contrast with Scrooge's relationship with his family. Scrooge's sister, he pushes her son away and cannot understand why Fred married for love rather than 'a merry Christmas'. Scrooge equates happiness with monetary terms so he does not understand why the Cratchit's house was blessed, as Bob Cratchit only earned 'but fifteen shillings a week'.

At the end, Scrooge has learnt an important lesson and takes on responsibility for his actions by giving money to the charity collectors, sending a turkey to the Cratchits and giving a gift to Belle. However, what is also important is his realisation of the importance of good relationships. He enters his nephew's house on Christmas Day, and how he became 'a second father to him, a friend, as good a master, and as good a man, as the good old city knew'. Dickens uses this wider term, that society is a family and should love and take responsibility for each other's well-being in a close relationship with each other.

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## Activity Six: Sample Response to AQA Exam-type Question

### AQA Marking Criteria

30 marks – AO1 = 12, AO2 = 12, AO3 = 6

Mark	Assessment Objectives	How to Achieve This
Level 6 26–30 marks	AO1	<ul style="list-style-type: none"> <li>Your interpretations demonstrate an excellent understanding of <i>Christmas Carol</i>.*</li> <li>Your arguments are well-structured, with a clear focus on the text, including well-judged selection of embedded quotations to support your points.</li> <li>Your response is informed and insightful, showing a clear understanding of the task and whole text.</li> </ul>
	AO2	<ul style="list-style-type: none"> <li>You confidently analyse how Dickens creates meaning through his use of language, structure and form.</li> <li>You use subject terminology with confidence and accuracy.</li> <li>You explore the effects of Dickens' methods of communication on the reader, and the evaluation of different responses.</li> </ul>
	AO3	<ul style="list-style-type: none"> <li>You explore ideas, perspectives and contexts, making thorough links between contexts, the whole text and the text itself.</li> </ul>
Level 5 21–15 marks	AO1	<ul style="list-style-type: none"> <li>Your interpretations demonstrate a developed understanding of <i>Christmas Carol</i>.*</li> <li>Your arguments are developed with relevant evidence, including selection of embedded quotations to support your points.</li> <li>Your response thoughtfully considers the text and the whole text.</li> </ul>
	AO2	<ul style="list-style-type: none"> <li>You examine how Dickens creates meaning through his use of language, structure and form.</li> <li>You use relevant subject terminology.</li> <li>You examine the effects of Dickens' methods of communication on the reader, and the examination of different responses.</li> </ul>
	AO3	<ul style="list-style-type: none"> <li>You consider ideas, perspectives and contexts, making links between contexts, the whole text and the text itself.</li> </ul>
Level 4 16–20 marks	AO1	<ul style="list-style-type: none"> <li>Your explanations demonstrate a clear understanding of <i>Christmas Carol</i>.*</li> <li>Your explanations are supported with a range of relevant evidence to support your points.</li> <li>Your response is consistent and focused on the text.</li> </ul>
	AO2	<ul style="list-style-type: none"> <li>You explain how Dickens creates meaning through his use of language, structure and form.</li> <li>You use relevant subject terminology.</li> <li>You show a clear understanding of the effects of Dickens' methods of communication on the reader.</li> </ul>
	AO3	<ul style="list-style-type: none"> <li>You show an understanding of ideas, perspectives and contexts, making relevant links between contexts, the whole text and the text itself.</li> </ul>

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Mark	Assessment Objectives	How to Achieve
Level 3 11–15 marks	AO1	<ul style="list-style-type: none"> <li>Your explanations demonstrate an understanding of the text <i>Christmas Carol</i>.*</li> <li>You make a range of comment and make relevant references to the text.</li> <li>Your points are not always fully explained.</li> </ul>
	AO2	<ul style="list-style-type: none"> <li>You explain or comment on how the text is structured through his use of language, style and form.</li> <li>You use some relevant subject knowledge to support your points.</li> <li>You identify some methods and techniques used by the writer to engage the reader.</li> </ul>
	AO3	<ul style="list-style-type: none"> <li>You show some understanding of the wider contexts by making some links between the text and the task.</li> </ul>
Level 2 6–10 marks	AO1	<ul style="list-style-type: none"> <li>Your comments demonstrate some understanding of the text <i>Christmas Carol</i>.*</li> <li>Your comments are supported by some references to the text.</li> <li>Your points are not always explained in relation to the task and text.</li> </ul>
	AO2	<ul style="list-style-type: none"> <li>You identify some of the effects of the writer's choice of structure and form.</li> <li>You make some reference to subject knowledge to support your points.</li> </ul>
	AO3	<ul style="list-style-type: none"> <li>You show an awareness of some wider contexts.</li> </ul>
Level 1 1–5 marks	AO1	<ul style="list-style-type: none"> <li>You make straightforward comments about the text <i>A Christmas Carol</i>.*</li> <li>Your comments may include some references to the text and an awareness of task requirements.</li> </ul>
	AO2	<ul style="list-style-type: none"> <li>You identify some methods used by the writer to engage the reader.</li> <li>You may have referred to subject knowledge to support your points.</li> </ul>
	AO3	<ul style="list-style-type: none"> <li>You make some simple comments about the text and make no links between contexts.</li> </ul>

\*Comments marked with an asterisk do not appear in the AQA mark scheme but are included to help you understand the requirements of the assessment.

WWW:

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EBI:

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Level Achieved:

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## Activity Seven: Possible Marking of AQA Exam-type Question 1

Read through this response again, but this time with added commentary. When you have finished, complete the follow-up exercise on the next page to improve your response.

In the extract Dickens highlights how Scrooge values the accumulation of money **[key theme]** including love and the prospects of having a family. Belle realises in his affections as 'another Idol has displaced' her, 'a golden one'. **[AO1: show understanding of the text]** Using the word 'Idol' implies that he worships money to the point of obsession. The loss of Belle, who represents the true value of a close relationship. **[AO1: clear interpretation, well-judged selection of embedded quotations; AO2: analysis]**

The reader understands that Scrooge fears poverty **[key theme]** as he states 'it is so hard as poverty'. **[AO1: informed response; AO2: the effects on the text]** Scrooge leaves no room for anyone else and his greed is emphasised with the linking of 'passion' and 'gain'. This 'passion' for 'gain' is becoming his only desire and as Scrooge cannot see anything else, he has no room for a relationship with someone. Belle is the one who sees this clearly, highlighted by the Ghost's symbolic light. **[AO1: insightful response with well-judged selection of embedded quotations; AO2: confident analysis]** Dickens may have intended the reader to consider the importance of family **[key theme]**. In addition, the reader can understand Scrooge's fear of poverty as there was little help for the poor in Victorian times. The expense of losing a loved one, this would still be a contentious issue. **[AO1: relevant contextual link to reader response, then and now]**

Dickens introduces Scrooge's nephew Fred early in the novel to demonstrate the importance of family members. **[AO2: structure]** Fred symbolises the spirit of Christmas, a man who is 'forgiving, charitable, pleasant time'. **[AO2: confident use of subject terminology]** It is clear to the reader that Scrooge was never a good father to his nephew as he puts no value on family **[key theme]**. Fred, however, will not give up on Scrooge repeatedly dismisses him in Stave One with the words 'Good Afternoon'. **[AO2: methods used]** Fred's views are indicative of Dickens' own, **[author's intention]** 'to encourage people to unite and 'to think of people below them as if they were the grave'. His message is universal and still relevant to today's reader. **[AO1: clear knowledge of whole text, a critical response, well-judged selection of embedded quotations, relevant contextual link to reader response, then and now]**

The themes of the spirit of Christmas, family, poverty and social responsibility are interlinked. **[AO1: informed response; AO2: structure]** This is particularly relevant to the Cratchit family. They have close and loving relationships even though they have to struggle for their happiness of being together, seen through Bob Cratchit's 'sudden decline in health' and thought his daughter was 'not coming upon Christmas Day', and through Mrs Cratchit's father's disappointment and revealing herself quickly to him. **[AO1: clear focus on key themes, knowledge of whole text]**

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The Cratchit relationships contrast with Scrooge's relationship with his family. Scrooge had loved his sister, he pushes her son away and cannot understand why it was 'more ridiculous than a merry Christmas'. Scrooge equates happiness with understanding his nephew or why the Cratchit's house was blessed, as Bob Cratchit says 'a-week.' [AO1: informed response, knowledge of whole text.]

At the end, Scrooge has learnt an important lesson and takes on responsibility [theme] by giving money to the charity collectors, sending a turkey to the Cratchits and a pay rise. [Opportunity here to also refer to key theme: redemption] However, he realises the importance of good relationships, as he tentatively enters his Christmas Day, and how he became 'a second father' to Tiny Tim and 'as good a friend, as a man, as the good old city knew'. Dickens therefore uses family as a wider term for society is a family and should love and take responsibility for each other; we should share with our extended family. [AO1: critical response, knowledge of whole text and relationships between context and whole text]

AO1 = 11

AO2 = 10

AO3 = 5

### Level 6: 26 marks

**WWW:** Your arguments are well-structured, with a range of references, including embedded quotations to support interpretations.

**EBI:** You use more appropriate subject terminology confidently within your explanations.

You expand your explanations of the effects of Dickens' methods on the text, and evaluate other responses to these effects.

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## Activity Eight: Improving Own Response to AQA Exam-type Question 1

Using the commentary on the previous page to help you, you are now going to respond to this question to make improvements.

<b>QUESTION</b>	<p>Using this extract as a starting point, how does Dickens present Scrooge?</p> <p>You should look at:</p> <ul style="list-style-type: none"> <li>• how Scrooge's relationships with others are presented by Dickens in the extract</li> <li>• how Scrooge's relationships with others are presented by Dickens in the wider text</li> </ul>
-----------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

To do this, complete this activity.

Task: On Your Own Response	What You are Looking For
Annotate examples of AO1:	<ul style="list-style-type: none"> <li>• where you have demonstrated an understanding of the text</li> <li>• where you have demonstrated an understanding of the text</li> <li>• where you have used well-chosen quotations</li> <li>• where you have used short, embedded quotations</li> <li>• where your response is well-informed</li> </ul>
Highlight examples in three different colours:	<ul style="list-style-type: none"> <li>• where you have used key words from the text</li> <li>• where you have referred to key themes</li> <li>• where you have used Dickens' name to refer to his intentions</li> </ul>
Annotate examples of AO2:	<ul style="list-style-type: none"> <li>• where you have analysed language, style and structure</li> <li>• where you have analysed the effects on the reader</li> <li>• where you have used relevant subject terminology</li> </ul>
Annotate examples of AO3:	where you have referred to context and demonstrated an understanding of its relevance to the text
Circle an example of AO4:	where you have written a sentence (or a paragraph) that is well-structured, and demonstrates accurate use of language (Remember, you need to express yourself clearly)
Consider your overall response to the question.	<ul style="list-style-type: none"> <li>• Did you stay focused on the question?</li> <li>• Did you confidently meet all the assessment objectives?</li> <li>• Did you relate to themes?</li> <li>• Did you make it clear that you are confident in your response?</li> </ul>
Look back at your previous self-assessment.	<ul style="list-style-type: none"> <li>• Are your targets specific enough?</li> <li>• Do you need to add further targets?</li> </ul>
Final considerations	<ul style="list-style-type: none"> <li>• Do you fully understand how you can improve your response?</li> <li>• Do you need to discuss this with a peer?</li> </ul>

If you need to change your What Went Well (WWW) and Even Better If (EBI), write your improvements below:

- WWW:
- 1) .....
  - 2) .....
  - 3) .....

- EBI:
- 1) .....
  - 2) .....
  - 3) .....

(e.g. I need to analyse the effects on the reader. I need to have a better understanding of how they link to characters. I need to use shorter quotations to support my intentions so my sentences flow.)

Now rewrite your response, making the improvements needed!

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# Sample Student Essays with

## AQA Exam-type Question 4: Activity One

Read through the sample student response to Exam-type Question 4 and then answer the questions

- QUESTION** Using this extract as a starting point, how does Dickens present the spirit of Christmas? You should look at:
- how the spirit of Christmas is presented by Dickens in this extract
  - how the spirit of Christmas is presented by Dickens in the whole novel

### Extract

*'A merry Christmas, uncle! God save you!' cried a cheerful voice. It was the voice of Scrooge's nephew, who came upon him so quickly that this was the first intimation he had of his approach.*

*'Bah!' said Scrooge, 'Humbug!'*

*He had so heated himself with rapid walking in the fog and frost, this nephew of Scrooge's, that he was all in a glow; his face was ruddy and handsome; his eyes sparkled, and his breath smoked again.*

*'Christmas a humbug, uncle!' said Scrooge's nephew. 'You don't mean that, I am sure?'*

*'I do,' said Scrooge. 'Merry Christmas! What right have you to be merry? What reason have you to be merry? You're poor enough.'*

*'Come, then,' returned the nephew gaily. 'What right have you to be dismal? What reason have you to be morose? You're rich enough.'*

*Scrooge having no better answer ready on the spur of the moment, said, 'Bah!' again; and followed it up with 'Humbug.'*

*'Don't be cross, uncle!' said the nephew.*

Dickens presents to demonstrate freely'. This includes charity collectors, forgiving, charitable Christmas 'as an

The reader understands Scrooge equates feel empathy for lonely Christmas company.

Fezziwig is also by being a kind memory is used regret from Scrooge his former boss and make their Scrooge may cha

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*'What else can I be,' returned the uncle, 'when I live in such a world of fools as this? Merry Christmas! Out upon merry Christmas! What's Christmas time to you but a time for paying bills without money; a time for finding yourself a year older, but not an hour richer; a time for balancing your books and having every item in 'em through a round dozen of months presented dead against you? If I could work my will,' said Scrooge indignantly, '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. He should!'*

*'Uncle!' pleaded the nephew.*

*'Nephew!' returned the uncle sternly, 'keep Christmas in your own way, and let me keep it in mine.'*

*'Keep it!' repeated Scrooge's nephew. 'But you don't keep it.'*

*'Let me leave it alone, then,' said Scrooge. 'Much good may it do you! Much good it has ever done you!'*

*'There are many things from which I might have derived good, by which I have not profited, I dare say,' returned the nephew. 'Christmas among the rest. But I am sure I have always thought of Christmas time, when it has come round—apart from the veneration due to its sacred name and origin, if anything belonging to it can be apart from that—as a good time; a kind, forgiving, charitable, pleasant time; the only time I know of, in the long calendar of the year, when men and women seem by one consent to open their shut-up hearts freely, and to think of people below them as if they really were fellow-passengers to the grave, and not another race of creatures bound on other journeys. And therefore, uncle, though it has never put a scrap of gold or silver in my pocket, I believe that it has done me good, and will do me good; and I say, God bless it!'*

To Scrooge's surprise, the Cratchit family represent the desire for each other's love.

Through his journey, Scrooge experiences different kinds of love, and learns to 'honour Christmas in his own way, and keep it all the year round.'

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Now, answer the following questions:

How Well Do You Think the Student Used Quotations?	
1) First, highlight each quotation.	
2) Are they relevant and do they support the points being made?	<b>Give an example</b>
3) Are they embedded?	<b>Give an example</b>
4) Are there enough?	<b>Explain your answer</b>
5) Have any of the quotations been analysed?	<b>Explain your answer</b>

**Discussion: Compare your responses with a partner**

- Do you agree?
- Do you disagree?
- Can you agree on success criteria for using quotations in an exam response?

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## AQA Exam-type Question 4: Activity Two

Read the following commentary before you attempt Activity Three on the following

Dickens presents the spirit of Christmas in various scenes in *A Christmas Carol* at a time that people should ‘open their shut-up hearts freely’. [AO1: focused on embedded quotation taken from outside of the extract] This includes being as seen with the charity collectors in Stave One and in Fred’s view of Christmas as ‘charitable, pleasant time’. This contrasts with Scrooge’s view of Christmas ‘as a pocket.’ [AO1: embedded quotation taken from extract; clear knowledge of another embedded quotation from outside of the extract; AO2: a straight

The reader understands from Scrooge’s opening conversation with Fred that Scrooge values money. However, the reader is encouraged to feel empathy for Scrooge through the fact that Scrooge spends lonely Christmases at boarding school with just his imagination. [AO1+AO2: awareness of reader response with reference to events, but missing a detailed analysis of the extract and possible connections to why he has lost touch with as Scrooge’s emotions]

Fezziwig is also an example of a character who honours the spirit of Christmas as an employer who gives a party for everyone. This memory is used to remind Scrooge to evoke some regret from Scrooge for his treatment of Bob Cratchit. In fact, Scrooge who had the power to render his employees ‘happy or unhappy’ and make them miserable. His defence of Fezziwig hints that Scrooge may change and remember the true meaning of Christmas. [AO1: clear knowledge of the whole novel with use of other embedded quotation; clear focus on question; clear understanding of writer’s intentions; AO2: clear analysis with appropriate subject terminology needed]

To Scrooge’s surprise, The Ghost of Christmas Present blesses the house of Bob Cratchit because Cratchit is poor and therefore he sees the Cratchits as having nothing. Dickens uses them to represent the deserving poor, as their Christmas celebrations demonstrate their love and show delight for their small feast. [AO1: a clearer link to previous paragraph at start of this paragraph; a clear understanding of the whole novel is demonstrated; AO2: writer’s intentions and relevant contextual information used with reference to

Through his journey, Scrooge learns how the Christmas spirit can be found in the present and this leads to his transformation as he promises to ‘honour Christmas’, although the message to readers is to ‘try to keep it all the year.’ [AO1: an understanding of author’s intentions; AO2: appropriate embedded quotation from outside of the extract]

Assessment Objectives	
<b>AO1</b> Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response and use textual references, including quotations, to support and illustrate interpretations.	A clear and detailed response A good use of quotations
<b>AO2</b> Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.	A detailed and structured response (5/10)
<b>AO3</b> Show understanding of relationships between texts and the contexts in which they were written.	A good understanding of the relationship between texts and contexts

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## Alternative Task for Activity Four

Select appropriate quotations from the extract to complete the

*“A merry Christmas, uncle! God save you!” cried a cheerful voice. It was the voice of Scrooge’s nephew, who came upon him so quickly that this was the first intimation he had of his approach.*

*“Bah!” said Scrooge, “Humbug!”*

*He had so heated himself with rapid walking in the fog and frost, this nephew of Scrooge’s, that he was all in a glow; his face was ruddy and handsome; his eyes sparkled, and his breath smoked again.*

*“Christmas a humbug, uncle!” said Scrooge’s nephew. “You don’t mean that, I am sure?” “I do,” said Scrooge. “Merry Christmas! What right have you to be merry? What reason have you to be merry? You’re poor enough.”*

The reader understands from conversation with Fred that money. Fred fully embraces through his

as he greets his uncle with

Whereas, Scrooge does not understand

as he considers him to be

However, Fred continues to be uncle, even though Scrooge gives response of

Fred’s warm nature is also in

although it was cold outside.

with the phrases:

and

As well as highlighting to the

Christmas, Dickens is advocating

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## AQA Exam-type Question 3: Activity One

Carefully read through the sample essay and commentary. When you have finished, complete the task.

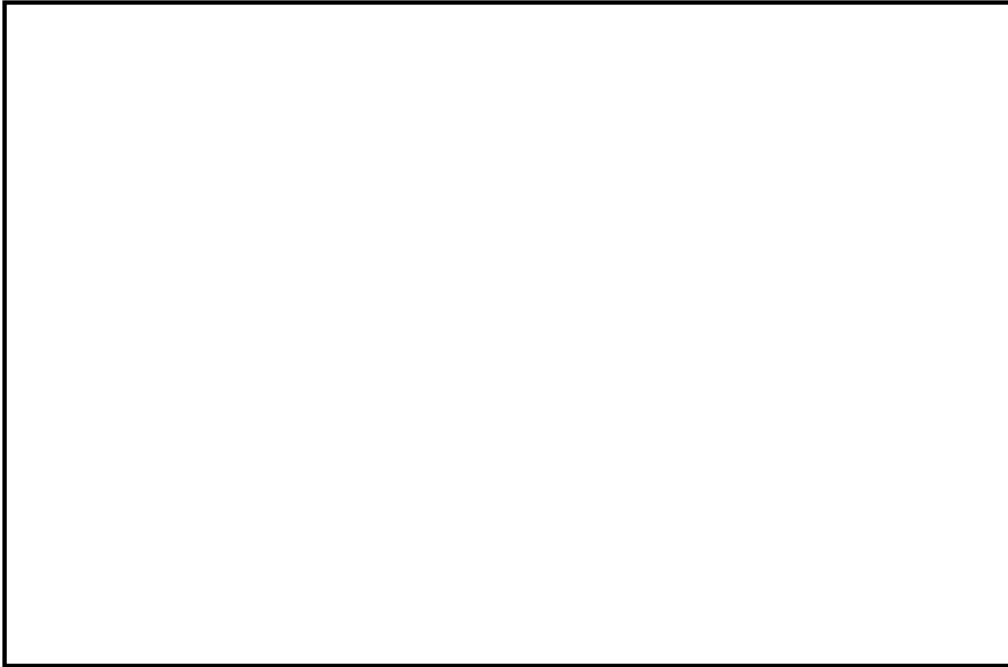
- QUESTION** Using this extract as a starting point, how does Dickens use weather to create mood and atmosphere? You should look at:
- how Dickens uses weather to create mood and atmosphere in this extract
  - how Dickens uses weather to create mood and atmosphere in the whole text

Extract	
<p><i>Once upon a time</i>—of all the good days in the year, on Christmas Eve—old Scrooge sat busy in his counting-house. It was <b>cold, bleak, biting weather: foggy withal</b>: and he could hear the people in the court outside, go wheezing up and down, beating their hands upon their breasts, and stamping their feet upon the pavement stones to warm them. The city clocks had only <b>just gone three, but it was quite dark already—it had not been light all day—and candles were flaring in the windows of the neighbouring offices</b>, like ruddy smears upon the palpable brown air. The fog came <b>pouring in at every chink and keyhole</b>, and was so dense without, that although the court was of the narrowest, the houses opposite were <b>mere phantoms</b>. To see the <b>dingy cloud come drooping down</b>, obscuring everything, one might have thought that Nature lived hard by, and was brewing on a large scale.</p>	<p>Dickens uses weather to create mood and atmosphere in the <b>extract</b>. The use of the words 'cold' and 'dark' [some understanding needed]. The use of the words 'foggy withal' and 'beating their hands' [clearer link to the significance of the weather]. Dickens starts the paragraph with 'Once upon a time' which would understand the context [clearer link to the context needed]. The use of the words 'mere phantoms' [clearer link to the significance of the weather].</p>
<p>The door of Scrooge's counting-house was open that he might keep his eye upon his clerk, who in a dismal little cell beyond, a sort of tank, was copying letters. <b>Scrooge had a very small fire, but the clerk's fire was so very much smaller that it looked like one coal</b>. But he couldn't replenish it, for Scrooge kept the coal-box in his own room; and so surely as the clerk came in with the shovel, the master predicted that it would be necessary for them to part. Wherefore the clerk put on his <b>white comforter</b>, and tried to warm himself at the candle; in which effort, not being a man of a strong imagination, he failed.</p>	<p>The use of the words 'very small fire' and 'one coal' [clearer link to the significance of the weather]. This links to the use of the words 'white comforter' and 'in which effort' [clearer link to the significance of the weather]. The 'mere phantoms' [clearer link to the significance of the weather].</p>

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**use subject terms**

*keyhole' adds to*

**expand here on**

*The cold shows*

*keep him warm*

**use of embedded**

**greed and resp**

*In the whole no*

*example, at the*

*and jovial? [a go*

**Opportunity to**

**develop respon**

**character].**

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## AQA Exam-type Question 3: Activity Two: Which Level?

Using the commentary on the previous page to help you, decide, for each skill, which level matches Level 3 or Level 4.

AOs AO1 = 12 AO2 = 12 AO3 = 6	Is this Sample Student Essay Level 3?	✓ or X	Is this Sample Student Essay Level 4?
AO1	Explanations demonstrate <b>some understanding</b> .		Explanations demonstrate <b>some understanding</b> .
AO1	A range of <b>comments</b> is used, <b>supported</b> with <b>references</b> to the <b>text</b> .		Explanations are supported with a <b>range of quotations</b> and <b>points</b> .
AO1	Points are <b>not always fully explained</b> but response <b>focuses on full task</b> .		Response is <b>focused on full task</b> .
AO2	<b>Explains or comments</b> on <b>how</b> the <b>author creates meaning</b> through <b>language, form and structure</b> .		<b>Explains how</b> the <b>author creates meaning</b> through <b>language, form and structure</b> .
AO2	<b>Some</b> relevant subject terminology is used.		Relevant subject terminology is used.
AO2	<b>Identifies some methods</b> and <b>comments</b> on the <b>effects</b> on the <b>reader</b> .		<b>Clear explanation</b> of <b>Dickens' methods</b> and <b>effects</b> on the <b>reader</b> .
AO3	Shows <b>some understanding</b> of ideas, and <b>links</b> between contexts, the task and the whole text.		Shows an <b>understanding</b> of ideas, and <b>links</b> between contexts, the task and the whole text.

### Discussion

What does this tell you about how this essay could be improved?

Following your discussion, write down three targets for improvement.

- 1) .....
- 2) .....
- 3) .....

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## AQA Exam-type Question 3: Activity Three: Improving

You are going to improve the sample student essay for AQA Exam-type Question 3.

An example has been done for you for the following paragraph:

*In the whole novel weather is used to create mood and atmosphere; for example Scrooge is a changed man, 'clear, bright, and jovial' [a good and appropriate extract. Opportunity to use quotation better here within the sentence, and of contrasting weather to reflect mood of character].*

### Example Targets

- 1) to use relevant subject terminology with confidence
- 2) to develop explanations of how Dickens creates meaning
- 3) to develop explanations of the effects of methods on the reader

*Dickens uses pathetic fallacy [1. confident use of relevant subject terminology] to describe Scrooge's emotion and create a positive atmosphere. The fog has disappeared and 'clear, bright, and jovial' and 'stirring' to symbolise [1. confident use of relevant subject terminology]. The words 'clear' and 'bright' highlight how Scrooge can now see how he should behave. This demonstrates his happiness following this change of attitude [2. explanations of how meaning is created]. Dickens could be advocating that if the reader evaluates their own attitudes to others [3. explanation of the effects of the methods on the reader]. Scrooge's new attitude is shown with the addition of the word 'stirring', and although it is still cold, it is now 'pleasant' [2. explanations of how meaning is created]. This contrasts with the reader's attitude 'which had little influence on Scrooge' [3. explanation of the effects of the methods on the reader].*

Now using the targets you created in Activity Two and your knowledge of the weather in the student essay so it is at least top of Level 4 or higher.

Add your own commentary (as above example) to show where you have met the targets.

What are your targets?

- 1) .....
- 2) .....
- 3) .....

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# Glossary

<b>Allegory</b>	A story that has a deeper underlying meaning. It uses representations of moral, political or religious ideas.
<b>Alliteration</b>	The repetition of same consonant sounds in a series of words.
<b>Alludes</b>	Hints at another reference indirectly.
<b>Antithesis</b>	Contrasting ideas or things.
<b>Assonance</b>	A repetition of vowel sounds.
<b>Benevolence</b>	The quality of being well meaning; kindness.
<b>Connotations</b>	Meanings we attach to something rather than its literal meaning.
<b>Context</b>	The circumstances that could influence why or how something is written.
<b>Dialogue</b>	Speech between characters.
<b>Foreboding</b>	A sense that something threatening / something bad is about to happen.
<b>Foreshadows</b>	Gives the reader a sense that something is going to happen.
<b>Genre</b>	A category within literature, films, etc. that has its own characteristics.
<b>Gothic</b>	Stylistic genre associated with darkness, gloom and horror.
<b>Hyperbole</b>	Extreme exaggeration.
<b>Hooks (the reader)</b>	Methods to engage the reader.
<b>Irony</b>	An expression of meaning that normally signifies the opposite of what is said.
<b>Juxtaposition</b>	The positioning of opposing ideas for effect.
<b>Metaphor</b>	Compares two things, by saying one thing is another.
<b>Motif</b>	Recurring images or ideas.
<b>Omniscient narrator</b>	An all-seeing narrator.
<b>Onomatopoeia</b>	Where words sound like the <i>things</i> they describe.
<b>Pathetic fallacy</b>	The presentation of objects and events in nature as if they have human traits – often selected to reflect a character’s emotions.
<b>Pathos</b>	In literature, a quality that creates pity or sadness in the reader.
<b>Personification</b>	An object or idea is given human attributes or feelings.
<b>Redemption</b>	To make up for mistakes.
<b>Repetition</b>	The use of the same word or phrase more than once.
<b>Rule of three</b>	A group of three words used in succession for effect.
<b>Simile</b>	Compares something with another thing using ‘as’ or ‘like’.
<b>Symbolism</b>	Using something to represent ideas or qualities.
<b>Theme</b>	A principal idea explored in the text.
<b>Vivid descriptions</b>	Create clear and detailed descriptions in a reader’s mind.

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# Answers

## Answers to Whole-text Activities

### Activity One: Consolidation of Plot Staves 1–3

Stave One	Stave Two	
Marley was dead.	Scrooge is visited by the Ghost of Christmas Past.	Scrooge Chris
Scrooge was miserly with the coal.	The ghost takes Scrooge to his old school.	Scrooge show
Fred visits his uncle.	Scrooge regrets not giving something to the carol singer.	The from Cratch
Two men ask for a donation for the poor.	Scrooge sees his sister, Fan, as a child, and thinks about her son, Fred.	Scrooge surv him
Scrooge scares a carol singer away.	Scrooge is shown his old employer, Fezziwig, and is reminded of his generosity at Christmas.	The the
The knocker changes to Marley's face.	Scrooge begins to regret his treatment of Bob Cratchit.	The cele sett
Scrooge is visited by Marley's ghost.	Scrooge is shown Belle and their break-up and what her life became without him.	Scrooge cele
Scrooge is told he will be visited by three ghosts.	Scrooge seizes the cap and extinguishes the light from the ghost's head.	In t and

### Activity Two: Consolidation of Plot Staves 4–5

Stave Four		
Scrooge is visited by the Ghost of Christmas Yet to Come.	Scrooge returns to his o	
Scrooge is shown two merchants talking about a man who has died.	Scrooge runs to the wind	
A charwoman, a laundress and an undertaker's man are seen trying to sell things they have taken from the dead man.	Scrooge asks a boy to go it to the Cratchits.	
Scrooge could not remove the cover to view the dead man.	Scrooge promises to give back payments.	
Scrooge wants to see somebody who feels some emotion towards the dead man, but the ghost shows a couple's pleasure at having their debt transferred to someone who would not be so merciless.	Scrooge goes to dinner to see him.	
Scrooge is taken to the Cratchits' home and discovers that Tiny Tim has died.	Scrooge plays a trick on work. He surprises him	
Scrooge is shown the stone of his own neglected grave.	Scrooge becomes a good	
Scrooge promises to live in the past, present and future.	Finishes with the line: 'G	

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**Activity Three: Write a brief summary of A Christmas Carol – an example only**

Scrooge is a mean and selfish person who is warned by his dead partner that if Scrooge does not change, he will suffer the same fate. Three ghosts from the past, present and future visit Scrooge all in order to show him the importance of taking responsibility for his own actions, and taking responsibility for other people's. Scrooge's journey with Scrooge to his final chance of redemption.

**Alternative Task for Activity Three**

A *Christmas Carol* is a Victorian **morality** tale about an old and hostile **penny-pincher** called Ebenezer Scrooge who has dedicated his life to the **accumulation** of wealth. Besides money he **dismisses** everything that is not money, such as love and the **Christmas** spirit. In the course of one evening, Scrooge undergoes four **supernatural** events that lead to his **redemption**.

**Activity Four: Storyboard**

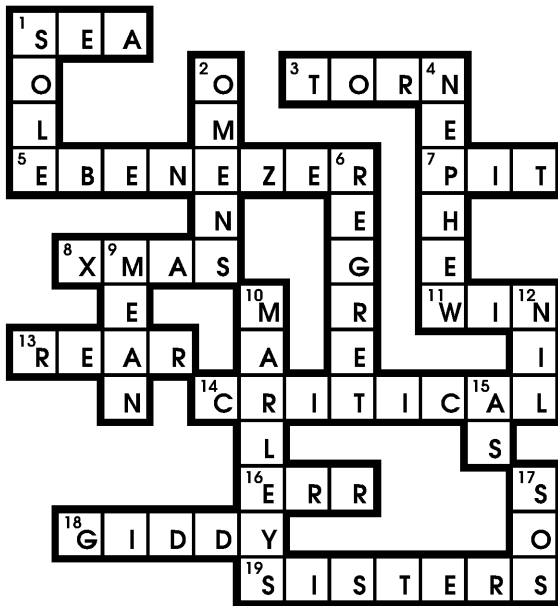
These are not 'right' answers but some suggestions of quotations as there are more than one possible answer. Appropriate key event and relevant analysis should be rewarded.

Marley's visit	Scrooge's lonely Christmas at school	Scrooge is a mean and selfish person who is warned by his dead partner that if Scrooge does not change, he will suffer the same fate.
Quotation: <i>"I wear the chain I forged in life,' ... 'I made it link by link, and yard by yard'"</i>	Quotation: <i>'The school is not deserted,' ... 'A solitary child, neglected by his friends, is left there still.'</i>	Three ghosts from the past, present and future visit Scrooge all in order to show him the importance of taking responsibility for his own actions, and taking responsibility for other people's.
The reader understands that Marley is responsible for his torment in death as the chain symbolises his greed in life. However, Marley has learnt this too late.	The reader learns that Scrooge spent a very lonely childhood, including being left at school at Christmas. This may encourage the reader to feel some sympathy for Scrooge.	Scrooge is a mean and selfish person who is warned by his dead partner that if Scrooge does not change, he will suffer the same fate.
Scrooge splits with Belle.	Scrooge sees Bob Cratchit toasting him as 'Founder of the Feast'.	Scrooge is a mean and selfish person who is warned by his dead partner that if Scrooge does not change, he will suffer the same fate.
Quotation: <i>"Our contract was an old one. It was made when we were both poor and content to be so ... you are changed."</i>	Quotation: <i>"Mr Scrooge!" said Bob; "I'll give you Mr Scrooge, the Founder of the Feast!"</i>	Scrooge is a mean and selfish person who is warned by his dead partner that if Scrooge does not change, he will suffer the same fate.
The reader immediately understands that Scrooge places the importance of money before love.	Bob Cratchit displays the generosity of his heart, as he is thankful even though they are poor and Scrooge treats him harshly. The reader will understand how riches are not only found in monetary terms.	Scrooge is a mean and selfish person who is warned by his dead partner that if Scrooge does not change, he will suffer the same fate.

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## Activity Five: Test Your Knowledge Crossword



## Answers for Analysis of Key Passages

### Activity One: Stave One (p. 4). Some suggestions:

*What does the use of the phrase 'Once upon a time' suggest to the reader?*  
Suggests the start of a fairy tale, and it will have a happy ending.

*Which language techniques are used in this sentence?*  
Alliteration, personification.

*What is the significance of the 'dark' and the 'light'?*  
Dark = Scrooge, light = the need to see/change.

*What does 'palpable' mean?*  
Palpable = touchable, easily perceived.

*Write down three synonyms for the word 'obscuring'.*  
Obscuring = concealing, masking, disguising.

*In the extract, which other words could you link to the word 'obscuring'?*  
e.g. foggy, dark, ruddy smears, dense.

*What does the reader learn about Scrooge in the paragraph?*  
Scrooge is mean, tight with money, an uncaring employer.

*What does the reader learn about the character of Bob Cratchit? Consider the connotations.*  
Connotations of 'white' suggest a good, honest, innocent character. 'Comforter' suggests

### Alternative Task for Activity One: Stave One (p. 4)

Beginning the paragraph with **'Once upon a time'** suggests that this is the start of a fairy tale and we expect a happy ending.

Dickens describes the weather as **'biting'** which brings it alive like an aggressive animal. The paragraph by the fog **'pouring in at every chink and keyhole'**. In addition, this foreshadows the houses being described as **'mere phantoms'**.

The reader learns that Scrooge is a mean character, as his clerk only had **'one coal'** on his fire and more to keep warm because then **'it would be necessary for them to part'**.

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## Answers for Key Themes and Characters

### Activity One

- Scrooge – some suggested themes to discuss = Christmas, poverty.
- Marley – some suggested themes to discuss = poverty, greed, responsibility.
- The Ghost of Christmas Past – some suggested themes to discuss = family.
- Belle – some suggested themes to discuss = family, greed, poverty.
- Ghost of Christmas Present – some suggested themes to discuss = poverty, education.
- Scrooge – some suggested themes to discuss = redemption, responsibility.
- Scrooge – some suggested themes to discuss = redemption, responsibility.

### Alternative Task for Activity One

Christmas time is associated with good will but the atmosphere in this extract is 'dismal'

### Activity Two: Motifs

Some suggestions of points that could be explored.

1	Light and dark	<ul style="list-style-type: none"> <li>• Being in the dark highlights Scrooge's ignorance.</li> <li>• Scrooge needs to be shown the light so he can change his way of thinking.</li> <li>• Links to themes of greed, poverty, responsibility, redemption.</li> </ul>
2	Warmth and cold	<ul style="list-style-type: none"> <li>• Scrooge has no warmth inside him.</li> <li>• Links to themes of responsibility and greed.</li> </ul>
3	Light and dark	<ul style="list-style-type: none"> <li>• The darkness of Scrooge's soul.</li> <li>• Links to theme of greed.</li> </ul>
4	Time	<ul style="list-style-type: none"> <li>• Bells symbolise the arrival of the ghosts.</li> <li>• Scrooge is running out of time.</li> </ul>
5	Warmth and cold	Fred's presentation contrasts with Scrooge's, as even though it is cold, Fred has a warm personality.
6	Light and dark	<ul style="list-style-type: none"> <li>• The Ghost of Christmas Past uses light to illuminate Scrooge's past.</li> <li>• Links to themes of responsibility, family, Christmas, redemption.</li> </ul>
7	Time	<ul style="list-style-type: none"> <li>• Scrooge is given the chance to redeem himself.</li> <li>• The reader can also realise they can still look at their own behaviour.</li> <li>• Links to themes of responsibility, family, Christmas, redemption.</li> </ul>
8	Warmth and cold. Light and dark.	<ul style="list-style-type: none"> <li>• Bright weather is used to reflect Scrooge's changed mood.</li> <li>• Scrooge now sees how he can redeem himself.</li> </ul>
9	Time	Scrooge understands how his past has shaped him, how he can no longer ignore the needs of his employees and the poor.

## Answers for Key Quotations

### Activity One: Who Said the Following?

- |                               |                                |
|-------------------------------|--------------------------------|
| 1) Scrooge                    | 8) Fred                        |
| 2) Fezziwig                   | 9) Scrooge                     |
| 3) Scrooge                    | 10) Ghost of Christmas Present |
| 4) Ghost of Christmas Present | 11) Scrooge                    |
| 5) Scrooge                    | 12) Bob Cratchit               |
| 6) Marley                     | 13) Belle                      |
| 7) Bob Cratchit               | 14) Scrooge                    |

### Activity Two:

Effective – responses that contain:

- appropriate embedded quotations
- Dickens' intentions
- effects on reader
- extended explanation/analysis
- clearly focuses on effects of language
- confident use of subject terminology

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**Activity Three: Fred is a happy and kind character**

Example of some of the quotations students might choose:

- 'cried a cheerful voice'
- 'all in a glow'
- 'eyes sparkled'
- 'I am sorry, with all my heart'
- 'Merry Christmas, uncle!'
- 'When Scrooge's nephew laughed...'
- 'It is a mercy he didn't shake his arm off.'

**Sample paragraph only – not a definitive answer:**

Dickens creates the character of Fred to contrast with Scrooge's character, as whereas his uncle's dismissive response of 'Humbug!' emphasises Scrooge's bitterness, 'cheerful' immediately informs the reader that Fred is happy and is reinforced that 'sparkled'. Even though Scrooge remains 'resolute' about Christmas, Fred continues to wish his uncle a 'Merry Christmas'. The reader can therefore infer the importance of Christmas and family. A further example of this can be seen with his nephew celebrating with family and friends. The vivid imagery, brought alive by his laughter, engages the reader as much as it does Scrooge. The extent of Fred's laughter, him 'holding his sides' by the 'rolling his head' and the 'twisting' of 'his face' as his laughter is contagious as Fred's wife 'laughed as heartily as' her husband. Dickens uses the character of Fred to advocate the fulfilment his readers could feel if they take care of each other every reason to reject his uncle when Scrooge finally comes to spend Christmas and he welcomes him so enthusiastically by nearly shaking 'his arm off'.

**Answers for Context****Activity One: Anagrams**

- |                   |                 |
|-------------------|-----------------|
| 1) Historical     | 5) Biographical |
| 2) Social         | 6) Literary     |
| 3) Political      | 7) Cultural     |
| 4) Author beliefs |                 |

**Activity Two: Cloze exercise**

It is **essential** to have some knowledge of Dickens' life and an understanding of the period in which he was written. This will help me to appreciate **issues** and **concerns** which may have **influenced** his presentations of **themes**. However, my best response will only include **relevant** contextual information for the **question** I am answering. Rather than just tagging some contextual information at the end of the response, I will include relevant context **all through** my response.

**Activity Two: Link Question, Quotation and Context.**

Some suggestions related to:

- Dickens' use of negative words / emotive language
- Dickens' use of the sense of smell to bring the scene alive
- Dickens' use of the word 'obscure', e.g. the plight of the poor not seen clearly
- widespread pollution and appalling conditions
- link to poverty and crime
- idea of deserving and undeserving poor
- the gap between the rich and the poor

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# Answers for Exam Preparation Activities

## Activity One

### DO:

1. Try and embed every quotation.
5. Write about how Dickens uses language, structure and form to create effects.
7. Take care of spelling, punctuation and grammar so meaning is clear.
10. Show understanding of the relationship between the text and relevant context.
11. Refer to the author's intentions explicitly by using his surname.
12. Link ideas to themes.
13. Develop points.
14. Support points with relevant, short quotations.
16. Complete a plan before writing.
18. Manage time.
19. Stay focused on the question.

### DON'T:

2. Identify techniques without explaining effects.
3. Retell the story.
4. Repeat points.
6. Give unsupported comments.
8. Quote long passages from the text.
9. Call the author by his first name.
15. Use slang words in your explanations.
17. Write everything you know about the whole text.
20. Repeat the quotations but in your own words.

## Activity Two

Sample paragraph only – not a definitive answer:

*Dickens immediately creates tension in this extract by referring to this last ghost as a 'phantom' which 'difficult to detach its figure from the night' imply a more sinister apparition that is only in the mind. This imaginary feeling is further enhanced by the phrase 'phantom' which 'difficult to detach its figure from the night' as if it could be a dream. The idea of a 'phantom' which 'difficult to detach its figure from the night' it evokes a sense of power and death. This is validated through its description of the 'phantom' which 'difficult to detach its figure from the night' image for his Victorian readers, which is 'shrouded in a deep black garment', something that is still recognisable today. Furthermore, Dickens creates tension by giving the 'phantom' which 'difficult to detach its figure from the night' 'mystery' by giving this apparition no voice and barely any actions. This sense of 'mystery' is further enhanced through the words 'dread' and 'concealed.' All these elements increase apprehension as well as the 'outstretched hand', which could be 'pointed' at the reader to consider their own lives.*

## Activity Three

Sample plan only – not a definitive answer:

- First point? A more sinister ghost.
- Key quotation? 'Phantom', 'difficult to detach its figure from the night'.
- Effects of techniques? Only in the mind /imaginary.
- Relevant context? Victorians' interest in supernatural.
  
- Second point? Sense of power and death.
- Key quotation? 'shrouded in a deep black garment'.
- Effects of techniques? Darker and threatening presence.
- Relevant context? Recognisable image for Victorian and modern readers.
  
- Third point? No voice and barely any actions add to the tension.
- Key quotation? 'gloom and mystery', 'dread', 'concealed'.
- Effects of techniques? Sense of foreboding.
- Relevant context? The reader may think about their own fate.

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- Fourth point? Lack of emotion towards Scrooge's death.
  - Key quotation? 'Oh cold, cold, rigid, dreadful death,' 'Is there any... who feels emotion...'
  - Effects of techniques? Repetition of 'cold' emphasises the lack of emotion, and 'rigid' is changed. The reader would realise that Scrooge is the dead man (Dickens' use of dramatic irony).
  - Relevant context? The need for society to be less greedy and more considerate to others.
- Fifth point? Tension climaxes as Scrooge enters the graveyard.
  - Key quotation? 'worthy place', 'shadows', 'neglected grave'.
  - Effects of techniques? Scrooge's frantic questions contrast with the phantom's silence.
  - Relevant context? The importance of Dickens' overall message to society, playing on the reader's expectations.

## Worked-through Example

### Activity One: Focus on Question

Suggestions: 'Scrooge'; 'Dickens'; 'how'; 'relationships'.

### Activity Two: Initial ideas

Some suggestions: mourning-dress; Another idol has displaced me; A golden one; the pictures are changed; fraught with misery now that we are two.

Further support is given within the activities to help students to develop their own responses.

## Sample Student Essays with Activities

### Activity One: AQA Exam-type Question 4

- 1) *First, highlight each quotation.*
  - 'open their shut-up hearts freely'
  - 'kind, forgiving, charitable, pleasant time.'
  - 'as an excuse to pick a man's pocket.'
  - 'happy or unhappy'
  - 'light or burdensome'
  - 'honour Christmas'
- 2) *Are they relevant and do they support the points being made?*  
Example: This includes being charitable to the less fortunate as seen with the charity of Fred's view of Christmas being a 'kind, forgiving, charitable, pleasant time'.
- 3) *Are they embedded?*  
Example: In fact Scrooge defends his former boss who had the power to render his employees to make their work 'light or burdensome'.
- 4) *Are there enough?*  
There is clear reference to the novel but not all the paragraphs have supporting quotations.
- 5) *Have any of the quotations been analysed?*  
Example: His defence of Fezziwig hints that Scrooge may change and remember the true meaning of Christmas. The analysis of quotations would strengthen this response.

### Activity Three: AQA Exam-type Question 4

Some suggestions:

- use of exclamation marks to emphasise both positive and negative attitudes to Christmas
- the effects of the juxtaposition of the two views
- use of descriptions: 'heated himself' even though it was cold, plus 'all in a glow' and Fred's warmth and happy nature
- use of long sentence to get the true meaning of Christmas across to the reader

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#### Activity Four: AQA Exam-type Question 4

Sample response and answer for alternative task.

The reader understands from Scrooge's opening conversation with Fred that Scrooge values money. Fred fully embraces the spirit of Christmas, seen through his 'cheery voice' and 'A merry Christmas'. Whereas, Scrooge does not understand how Fred can 'be so cheerful' and 'be poor'. However, Fred continues to be good-natured towards his uncle, even in the face of his nephew the terse response of 'Bah, Humbug!' Fred's warm nature is also implied by the fact that he 'heated himself' although it was cold outside. This is further emphasised with the fact that Fred 'glow' and 'his eyes sparkled'. As well as highlighting to the reader that Fred was advocating the value of family.

#### Activity Six: AQA Exam-type Question 3 – Which Level?

- AO1 Level 4: Explanations demonstrate a clear understanding.
- AO1 Level 4: Explanations are supported with a range of quotations to support points.
- AO1 Level 3: Points are not always fully explained but response focuses on full task.
- AO2 Level 3: Explains or comments on how the author creates meaning through language.
- AO2 Level 3: Some relevant subject terminology is used.
- AO2 Level 3: Identifies some methods and comments on the effects on the reader.
- AO3 Level 3: Shows some understanding of ideas, and links between contexts, the text and other texts.

#### Activity Seven: AQA Exam-type Question 3: Improving Response.

Sample response included in activity.

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