A Christmas Carol Revision Guide

AQA GCSE Eng Lit Paper 1: Sec B - The 19th century novel

* Written exam: 1 hour 45 minutes (for sections A and B)
* 64 marks in total (Sec A 34, Sec B 30)
* 40% of Literature GCSE (20% Sec A, 20% Sec B)
* Closed text

(Section A – this is the Shakespeare question: you will answer one question on ‘Macbeth’. You will be required to write in detail about an extract from the play and then to write about the play as a whole.)

**Section B -** The 19th-century novel: students will answer one question on ‘A Christmas Carol’. You will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

**Skills Development**

Reading Comprehension and Reading Critically

* Literal and inferential comprehension: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events.
* Critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers’ social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text.
* Evaluation of a writer’s choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation.
* Comparing parts of the text: comparing and contrasting the text, referring where relevant to theme, characterisation, context and style; comparing parts of the text critically with respect to the above.

Writing

* Producing clear and coherent text: writing effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotations and using detailed textual references.
* Accurate Standard English: accurate spelling, punctuation and grammar.

**Assessment Objectives** Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE English Literature specifications and all exam boards. The exams will measure how you have achieved the following assessment objectives.

* **AO1**: Read, understand and respond to texts. Students should be able to:
* maintain a critical style and develop an informed personal response
* use textual references, including quotations, to support and illustrate interpretations.
* **AO2**: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
* **AO3**: Show understanding of the relationships between texts and the contexts in which they were written.
* **AO4**: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

**AQA Defining context (AO3)**

AO3 is the understanding of the relationship between the ideas in the text and the contexts of the text. The range of contexts and relationships that is most relevant as part of AO3 will depend on the text, the author and the task. In teaching and assessing AO3, teachers and students can consider context in a flexible way, depending on the text itself and whichever contexts are the most relevant for that particular text. **These contexts may relate to the relationship between the text and the context in which it was written. However, the contexts may also relate to the context within which the text is set: location, social structures and features, cultural contexts, and periods in time. Context, where relevant, may also apply to literary contexts such as genres, and also the contexts in which texts are engaged with by different audiences, taking the reader outside the text in order to inform understanding of the meanings being conveyed. Acknowledgement of the universality of a literary text is an integral part of relating to it contextually.**

Context is assessed throughout the paper. The strand in the mark scheme related to AO3 references ‘ideas/perspectives/contextual factors’. However, if a question requires a student to think about the text in its context, this is also reflected inherently through the response to task.

**Revision**

Brainstorm what you know about the following:

* Charles Dickens – what else did he write; what themes was he interested in?
* Victorian England - what was life like?
* A Christmas Carol - what might it be about?
* Scrooge - connotations of the name

**Dickens’ Life**

Charles Dickens was born in 1812 in Kent and moved to London at the age of 9. When he was 12 years of age, his father was arrested and sent to a debtors' prison. Dickens' mother moved seven of their children into prison with their father but took Charles out of school and arranged for him to live alone outside the prison, **working with other child labourers in a terrible job** which involved pasting labels on bottles in a blacking (shoe polish) warehouse; he was **poorly paid and the conditions were terrible**.

After his father was released from prison, Dickens returned to school, becoming a law clerk and then a **court reporter where he saw the harsh justice system first-hand**. He used his own experiences of growing up in Kent and working as a court reporter in his stories. Dickens shocked audiences of his day with his novels, where **‘gentlemen’** **(the ones with the wealth and education)** **are the least morally ‘good’ characters** and a convict turns out to be the most like a gentleman. He campaigned for a fairer justice system, a reform of the workhouses, the **rights of the poor (particularly children) to have access to education**, effective sewers and reasonable housing; many of his novels deal with these topics.

With such colourful characters, riveting narratives and wonderfully descriptive language, Dickens became one of the most popular English novelists of his time, both in England and America. In 1870, he eventually collapsed from overwork and died.

**Victorian England**

* Victorian England was a time of **huge population increase**. The population of England almost doubled from 16.8 million in 1851 to 30.5 million in 1901. Childbirth was very dangerous and many women died giving birth.  Lots of children died during their infancy. Healthcare was poor and cost money which the poor couldn’t afford. Sanitary practices were not as good as today – people didn’t see the link between poor sanitation and disease. There was little clean water available to the poor – water was taken straight from the Thames which was also used as an open sewer.
* Rich children were either **educated** at home by tutors or sent away to boarding schools. These were often dreadful places where discipline was brutal and teaching patchy. Poor families could not afford to educate their children: they needed them to earn money for the family and were sent to work from an early age. They could be sent to work in factories from the age of 9, in mines from age 13 or to work as chimney sweeps or servants. Orphans had a terrible time. If they were ‘lucky’ they were born and raised in **workhouses** where they had to work for their keep but they had a roof over their heads. However, the children were worked very hard, practically starved and shared living quarters with a great many others in the same position. The authorities paid for such workhouses and they wanted to get their money’s worth out of them.
* Before 1870 there was **no compulsory education** in Britain and the standard of education was determined by the wealth of a person’s background. Naturally, the rich could get a much better education than ordinary citizens. Roughly two-thirds of Britain’s working class children attended Sunday school which provided a basic foundation in reading, writing and arithmetic, as well as instructing children on religious morals. This was the only education most poor children would receive.
* Victorian England was a time of **great technological development**. The steam train was invented and factories became increasingly mechanised. This left many people jobless, replaced by machines. To look for work people had to move to the cities, such as London and Birmingham.  Demand for jobs was high and pay was low. Families were forced to live in squalor, often sharing houses with several other families in order to make ends meet. These living conditions allowed disease and crime to thrive.
* London became the most advanced and wealthiest city in the world. However, the city itself was in ruins. Constant factory production meant that there was a **black smog of smoke** hanging over the city, poisoning the air. Buildings were filthy, streets crowded and over populated.
* The Victorians, understandably, believed that the **countryside** was more wholesome and healthy than the city: it was a place of escape and tranquility and reminded them of man’s relationship with nature, something that some felt was being lost as a result of the industrial revolution.
* The **daughters of wealthy parents were educated in their own homes**. They were taught how to draw, play instruments, read and write, sew and run a home, skills needed to be good wives and mothers.
* **Women were second class citizens with few rights**. A woman could not divorce her husband – divorce was only open to men, and it ruined a woman’s future prospects. Divorce was finally granted to women in 1857. Up until 1857, **any money a woman owned was passed to her husband** as soon as she married. Any money women earned was also her husband’s.
* **Marriages were often arranged as business deals**. A woman’s father would find the best husband to further his own ambitions in business or society and his daughter would have little or no say in the matter. Women, who had fallen on hard times, turned to **prostitution**.
* Naturally, there was **crime** everywhere in London. The poor had no option but to become petty criminals, stealing food and picking pockets. Orphaned children had more cause to do so – for them it was a matter of life and death.
* **Prisons** were overcrowded: it was difficult to keep track of the huge number of criminals in them. Escapes were frequent and people were frightened of running into an escaped criminal. Men sometimes lived beyond their means and the punishment for this was harsh: **debtors’ prison**, often joined by their whole families
* Many people, including Dickens, were becoming aware of the problem that **poverty** caused but the scale of it seemed overwhelming. Most of the money that was given to help the poor came from charity relying on the rich and upper classes giving their money to charity. Many people thought that the poor were that way because they made bad decisions such as gambling, drinking, unwise spending, large families. This made them think twice about giving their own money to help them. A quarter of the entire population of Victorian Britain was living in poverty. 40% of the country’s wealth was owned by 5% of the population. *.*

**Being seen to be civilised and adhering to a strict set of morals was important to high society** **in the Victorian age.** However, this was often criticised as being hypocritical for some of the reasons mentioned above. Controversially there was a call for a Sunday Observance Bill (by the MP, Andrew Agnew) which would ban any business or recreations taking place on a Sunday. Those who supported it believed that it would ensure that Sunday remained a spiritual day. Those who opposed it (Dickens was one of those – he wrote a scathing essay about Andrew Agnew) saw it as an attack on the poor who used Sundays to do what they liked.

**A Christmas Carol**

During this time of unrelenting social change, Dickens wrote *A Christmas Carol*. Firstly, he wanted to write a good 'ghost' tale – a few scares, a few laughs, a few tears – to cheer up families around the hearth at winter (and to pay for his own turkey, no doubt); **telling ghost-stories at Christmas-time was a long-standing tradition (many Victorians believed in ghosts coming back to haunt people) and the gothic genre was popular throughout the 19th century.** However, he also had the intention of drawing readers' attention to the **plight of England's poor**, **a recurring theme in much of his work**. As such, the novella can be read as a **social criticism** or an **allegory** (when a work has a social or political message). In the tale, Dickens includes a description of the hardships faced by the poor alongside a heartless **Malthusian\*** capitalist (Scrooge); the heart-rending, sentimental celebration of the Christmas season where Scrooge turns into generous private benefactor is what Dickens feels could be **the answer to most of society’s problems**. Ironically, by concentrating on the 'pagan' traditions of Christmas, rather than on the nativity, Dickens helped to change Christmas from a primarily Christian festival to an inclusive, secular, social celebration – the novella’s publication was the same year as the first commercially produced Christmas card was sent.

**\*** **Malthus’ Theory**: see graph right. The economist, Thomas Malthus saw having smaller families as one positive contribution to reducing the problem of over-population. He also described any causes that contributed to “decreas[ing] the surplus population” (Scrooge’s words) as positive: war, famine and poor living & working conditions which might give rise to low resistance to disease.

**8 key plot points in ‘A Christmas Carol’**

1. On Christmas Eve, Scrooge makes his clerk, Bob Cratchit, work in the cold.
2. He refuses an invitation to his nephew Fred's Christmas party and will not give money to the charity collectors.
3. At home he is visited by the ghost of his old business partner, Jacob Marley, who warns Scrooge that his way of life will lead to misery.
4. The Ghost of Christmas Past wakes Scrooge and shows him moments from his childhood, his apprenticeship and his failed engagement.
5. The Ghost of Christmas Present takes him to the Cratchit's home, where he is saddened by the ill, but kind, Tiny Tim. He is also shown how Fred celebrates Christmas with friends and how others celebrate Christmas together, despite being poor.
6. The final ghost is the Ghost of Christmas Yet to Come who terrifies Scrooge with visions of his death, where nobody mourns his passing. He also discovers that Tiny Tim has died.
7. Scrooge awakes on Christmas Day and is delighted to find he has the chance to change his miserly ways. He buys a turkey for the Cratchits and attends his nephew's party.
8. Scrooge becomes like a second father to Tiny Tim (who doesn’t die) and gains a reputation for knowing how to celebrate Christmas.

**So…why does Scrooge change?**

* He is upset at the thought that Tiny Tim might die.
* The Ghost of Christmas Present uses his own cruel words against him.
* He sees what he is missing in the family scenes of celebration.

**Themes (bits in italics are other themes that fit under this umbrella theme):**

**The supernatural:** this wasa part of the Christmas story-telling tradition that started in the 17th century. By the 19th century, there was an interest in spiritualism; people believed spirits who resided in the afterlife wanted to communicate with the living. Scrooge has 4 spirits who wish to communicate with him.

**Generosity and compassion:** this is the essence of the ***Christmas*** spirit. It’s a time when ***families*** and friends come together in the ***home*** to share food and exchange gifts but it’s also a time when we’re supposed to think of ***those who are less fortunate*** than us. Scrooge’s nephew and his clerk show compassion towards Scrooge which is in stark contrast to those who coldly dismiss Scrooge (fellow business people, his servants, the pawn shop owner) as he does them. Is there a message here, perhaps? A lack of compassion leads to a lack of compassion?

* Fezziwig represents generosity because he is kind to everyone around him and he is also important because the Christmas party shows the importance of effort and sharing time with people as well as spending money.
* Dickens uses the Ghost of Christmas Present’s torch to show Scrooge and the reader that generosity needs to be offered according to need.
* Despite Tiny Tim’s own poor physical condition, he is concerned about others. He represents the very spirit of generosity when he talks about seeing people notice his disability at church. This is emphasised further by the fact that Dickens makes this a reported event, rather than one we see directly. Since Bob tells us about Tim’s words, this adds an impression of humility to the one of generosity, as we view Tim’s words through the lens of Bob’s wonder at Tim’s generosity of spirit

**Money and wealth**: Dickens uses his novella to show how morally wrong it is to assume the poor are inadequate or lazy. Dickens also uses his characters to show that money/wealth doesn’t automatically bring happiness. The characters in the novella who are happy are shown to be so by their nature, not because of material wealth. Both Fred and Bob love their families and are happy, but materially and in terms of social class they are very different. Dickens does not want his readers to conclude that it is Fred’s wealth which enables him to be happy, as otherwise Bob could not also show a similar positive outlook.

**Social injustice:** Dickens’ story is an attack on a society where there is an unequal distribution of wealth: the rich, who enjoy comfort and feasting at Christmas, ignore the dreadful living conditions of the poor; in fact, they effectively punish the poor for their ***poverty*** through such things as the “Treadmill” and the “Workhouses”. The thieves show how people were driven to steal from the dead. The Ghost of Christmas Present presents the children (Ignorance and Want) and states that “They are Man’s” **responsibility**.

**Isolation:** Scrooge seems to be happy to be alone at the start of the story. However, this is not the case when the Ghpst of Christmas Past takes him back to his childhood. Scrooge is upset as we sees himself alone reading in the schoolroom. Dickens suggests that the effects of isolation multiply, as the future Scrooge is clearly even more isolated than the Scrooge who moves through the story. Scrooge is ***transformed*** in terms of the theme of isolation, since at the start of the story he shuns the company of others, but seeks it out in the end: he visits Fred and his family on Christmas day and enjoys speaking to strangers on the street.

**Redemption:** This means ***seeing*** the error of your ways and being saved from sin or evil. Scrooge is ***transformed*** from a mean, greedy and ***lonely*** old miser, who was ***blind*** to his sin, into a generous, good-natured, beloved character…and just in ***time***! The moral message of the novella is that all human beings have the opportunity / can make the ***choice*** to behave in kinder ways towards each other and be saved from **damnation** (don’t forget the religious aspect!).

**Structure of the novella**

A novella is a complete story which is longer than a short story but shorter than a novel. Dickens keeps the plot tightly focused on Scrooge. There is no sub-plot. The insight Scrooge gains – into many other people’s homes and his own past, as well as the future – would be impossible to achieve as convincingly in a more realistic narrative without the existence of the ghosts.

A Christmas Carol is written to evoke the fireside tales format, specifically that of a ghost story – using staves instead of chapters.

Carol singing was popular when Dickens wrote *A Christmas Carol* and he was certainly a lover of music. A carol is a festive song, particularly popular at Christmas (these carols are often about Christ’s birth and the spirit of giving). When songs are written they’re done so on staves. A stave is a set of five parallel lines on which a musical note is written (see below). So, referring to the chapters as staves **links to the title of the novella** and perhaps suggests to the reader that this will ultimately be **a joyous/moral tale**. The final (fifth) stave returns to many of the ideas in Stave 1 so there’s symmetry to the novella. Furthermore, the last stave is both short and upbeat with Scrooge having rejected all of his earlier miserly ways, becoming a good Christian again.

Dickens wanted this story to be heard by many people, because its core message was very important to him. In keeping with the ghost story form, Dickens uses an intrusive narrator who often comments on the action and reminds us that we are listening to (or reading) a story. This form also allows him to write in a dramatic and sometimes exaggerated way, as well as making some things possible that would otherwise be unrealistic. Finally, the moral message is delivered in a direct way, with a threat of eternal punishment, and yet the message is given with warmth and humour.



**Weather**

* Dickens uses a considerable amount of weather imagery in the beginning of the story partially as a convention of ghost stories, partially to introduce the idea of Scrooge’s emotional coldness
* Dickens uses references to the weather to open and close his novella. In the opening stave there is much description of the ‘cold, bleak, biting weather’, which is also foggy making it difficult to see; while the novella ends on a clear, bright winter’s day, symbolically showing Scrooge’s path from dark to light

**SAMPLE EXAM QUESTION**

You will get an **extract** from the novella and **one question**, which will be in **two parts**. See below for the sample question that the exam board have provided.

**Charles Dickens: *A Christmas Carol***

Read the following extract from Chapter 1 and then answer the question that follows. In this extract Scrooge is being introduced to the reader.



Starting with this extract, how does Dickens present Scrooge as an outsider to society?

Write about:

* how Dickens presents Scrooge in this extract
* how Dickens presents Scrooge as an outsider to society in the novel as a whole. **[30 marks]**

**WHAT ARE THE EXAMINERS LOOKING FOR? (a reminder)**

**(30 marks: AO1=12, AO2=12, AO3=6)**

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

**WHAT SHOULD I WRITE?**

* Firstly, highlight **the key words in the question**
* Now read the extract and highlight good evidence to answer the first bullet point of your question **(5 mins)**
* Write essay
	+ Don’t bother with an introduction – go straight into **analysing the extract and write a PELE structured paragraph** then **refer your point, in answer to the question, to the novel as a whole**. Repeat this about twice more (extract/novel as a whole) – it’s depth and detail that matter **(40 mins)**
	+ **Sum up** how the writer presents…whatever the question asks. **(5 mins)**

**THIS IS WHAT A GOOD EXAMPLE PELE PARAGRAPH LOOKS LIKE**

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| **AO1 (how well you answer the question & use quotes): 40%****AO2 (Analysis of language, structure and form): 40%****AO3 (Context): 20%****Model paragraph for a question about how Scrooge is presented:**The first stave makes it clear how mean-spirited and miserly Scrooge is. Firstly, he is described as being **“as solitary as an oyster”**, a **simile** which demonstrates how Scrooge locks himself away from society and has a hard demeanour (although the simile also **foreshadows** Scrooge later revealing his softer side). The fact that the simile is in a long **complex sentence** of other similes connotes the idea of him being a difficult, complex character. Furthermore, the use of **sibilance** suggests that he is frightening; this is reinforced by sinister physical descriptions where he is described as having **“eyes red”** and **“lips blue”**, evoking images of the living dead. Such gothic descriptions would have **appealed to a Victorian readership, who were fascinated with the macabre and would have identified Scrooge as being a wicked character; Dickens may have wished to suggest to his primarily middle class readership, who were highly concerned with appearance, that those who behave wickedly will appear wicked.** In the novel as a whole Scrooge is presented as an outsider because he is not seen interacting with anyone by his own choice – apart from his put-upon clerk, Bob. He is brutally rude to the **‘two portly gentlemen’** who come into his office to ask for a charitable donation and he is equally dismissive when his own nephew, Fred, comes in to ask Scrooge to spend Christmas with him and his family. **These events at the beginning of the novella help the reader to recognise** Scrooge’s self-inflicted isolation and his shockingly aggressive and confrontational nature. Dickens **juxtaposes** Scrooge’s character alongside Fred’s in order for the reader to see just how detached from traditional family life, and the wider society, Scrooge is. |

**Linking parts of the text together with a focus on AO’s: useful quotes and how to use them**

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| **AO1 (Quotes & response) 40%** | **AO2 (Analysis of language, structure & form) 40%** | **AO3 (Context) 20%** |
| “squeezing, wrenching, grasping, scraping…” **link to** “one coal” | **3rd person narration** delivers a judgemental and somewhat mocking tone which portrays Scrooge in a negative light. **Asyndetic listing** of **verb modifiers** which are all **synonyms** with **negative connotations** suggest that there’s no end to his selfish actions – this is reinforced by the “one coal” that he allows his clerk in the middle of winter; the reader would feel sympathy for Bob Cratchit (the clerk). | This reflects the wealthy who made money at the expense of the poor workers. Dickens was renowned for his detailed writing style with lots of long lists, powerful adjectives, similes and metaphors. After all, he had to fill a weekly column each week!  |
| “as solitary as an oyster” | **Simile** – hard on the outside but hints (**foreshadows** his later transformation) at a softer inner self. **Sibilance** creates a sinister effect which links to his description (see next piece of evidence). |  |
| “eyes red…lips blue” **link to** the ghost “coming up the stairs” **link to** “The chain. . . was long, and wound about him like a tail” **and** “infernal atmosphere” | Placement of **adjectives** is reverse of expectations – suggests he’s a monster.Gothic atmosphere is continued with Dickens’ use of **ellipsis** of “it was” and the use of the **present participle** “coming” to create the effect of it happening now – tense for the reader. See George Booth’s paragraph on the blog to see how you could write about this more complex analysis. The description of Marley’s ghost is disturbing and the “tail” is suggestive of a snake, which itself is **symbolic** of the devil – this idea is reinforced by “infernal *(relating to hell)* atmosphere”. | Gothic description – popular genre. There’s also a similarity to the way that Frankenstein’s monster is described in Mary Shelley’s earlier novel (written in 1818). The image of purgatory would have been very recognisable (and frightening!) to a Christian readership. |
| “fog” | **Repetition / pathetic fallacy** create an uninviting atmosphere (which links to Scrooge’s personality at the start). Also **symbolic** of Scrooge’s inability to see the good around him. | London was known for its smog (mixture of smoke and fog) from all the factories and homes. Dickens actually opens his novel *Bleak House* by describing the smog as being responsible for the “death of the sun”. |
| “a stake of holly through his heart” **vs.** Fred’s (“handsome…eyes sparkled”) / “think of people below them” | Using items associated with Christmas to kill those who celebrate Christmas is violent **imagery** but so **exaggerated** that Scrooge’s character seems more ridiculous than sinister: Dickens doesn’t want the reader to really hate Scrooge’s character otherwise we would feel no joy at his later “transformation”. The **juxtaposition** of Fred’s character who is handsome and charitable makes Scrooge’s character seem even uglier. | Readers would have instantly associated the “holly” and “pudding” with Christmas. |

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| **AO1 (Quotes & response) 40%** | **AO2 (Analysis of language, structure & form) 40%** | **AO3 (Context) 20%** |
| “A solitary child” **link to** “father…much kinder than he used to be” | The use of the Ghost of Christmas Past allows the reader to feel sympathy for Scrooge as we realise that he may have been treated unkindly as a child. Scrooge feels sympathy first for himself and then the young carol singer he threatened the previous evening and then he feels guilty about not being a better uncle to the nephew of his sister who had “a large heart” and died young.  | Dickens himself felt lonely when his family went to a debtors’ prison. |
| Fezziwig: “fuel heaped upon the fire” / “happiness he gives...as great...as a fortune” **link to** “clerk” | All of the words associated with Fezziwig have **positive connotations**. Scrooge actually argues with the ghost who tricks him into defending his former boss by saying that Fezziwig didn’t spend much on the party. It also makes Scrooge think about how he treats his “clerk”.  |  |
| “I release you” from the “contract” **link to** “a golden [idol]” | This is the **language of commerce** which demonstrates that Belle (a name that means beautiful incidentally) understands that Scrooge is obsessed with money. It also suggests that he is no longer a good Christian – see context 🡺 | A biblical allusion (it is a Christmas story after all!) to the story of the gold calf which was worshipped as a false god. |
| “alone” | **Repeated** – suggesting that selfishness will lead to a life of loneliness but also intimates that individually we must pay for our sins in life, e.g. like Jacob Marley does.  | The second idea here would have been a recognisable passage from the bible (Corinthians) to Victorian readers who would have been well versed in the scriptures. |
| “he could not hide the light” | Light is **repeated** and is **symbolic** of see the truth/right path to take. Scrooge doesn’t want to know what his greed has done to him (and others), i.e. losing Belle. He’d rather remain in his “fog” than be illuminated (learn from his past to change his present actions – similar idea to *An Inspector Calls*).  | There’s another biblical **allusion** here. Light represents goodness/hope/God. Again, this would have been obvious to a Victorian readership.  |
| “Transformation” **link to** “Light”  **link to** “Let me profit by it” | Scrooge’s room had been transformed and the word “light” is **repeated** again but Scrooge has also been transformed: he wishes to “profit” by learning any “lesson” the Ghost of Christmas Present has to teach. However, the **language of commerce** here suggests that his learning isn’t yet complete. |  |
| “Because [poverty] needs it most.”  **link to** “This earth of yours” **link to** “They are man’s” – “Ignorance” & “Want” – “shrivelled” & “twisted” | **Personification** of poverty to elicit sympathy – reinforced by the **short sentence**. When Scrooge questions the laws done in God’s name, there’s an attack by the ghost saying the laws are man’s creation. Later he presents the two children (more **personification**) to **metaphorically** represent the rich (ignorant) and the poor (those who are need help); Ignorance might also be interpreted as the lack of education afforded to the poor, which would have enabled them to forge better lives. The description of the poor children is particularly shocking/horrifying. | Dickens was familiar with the poor working conditions of the workers. He also campaigned for the education rights for children. As well as this, see the note about the proposed Sunday Observance Bill in the contextual information, which relates to this exchange between the ghost & Scrooge. You may need to reread the extract. |

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| **AO1 (Quotes & response) 40%** | **AO2 (Analysis of language, structure & form) 40%** | **AO3 (Context) 20%** |
| “Decrease the surplus population”  **link to** “Scrooge hung his head”  **link to** “discovered What the surplus is” | The ghost uses Scrooge’s **earlier** words to attack him when Scrooge begs for Tiny Tim’s life to be spared. There’s also another nice quote (**metaphor**) about the “insect on the leaf” that you may wish to use (see Stave 3). | This is also Dickens’ attack on Malthus’ Theory. Don’t forget that Scrooge is a metaphor for Malthusian capitalists. See contextual information above if you can’t recall what the theory entails. |
| “Their clothes were scanty…but they were happy” **link to** “rememberupon Christmas Day, who made lame beggars walk” | The Cratchits make do with the very little they have, are caring and supportive of one another – shows their generous spirit, even in challenging circumstances (we also see this when the ghost takes Scrooge to a number of terrible places). Even Tiny Tim’s comment is generous: he sees his disability positively as it will make others think of Jesus on Christmas Day. Scrooge is very moved by Tiny Tim and shows concern. | Dickens challenges preconceptions that the wealthy had about the poor. The story of Jesus performing miracles upon the lame and the blind would have been well-known. |
| “If these shadows remain unaltered by the Future, the child will die.” | The **conditional** **subordinate clause** represents Scrooge’s future actions & it’s also **repeated** later. In terms of **syntax**, the **main clause** has been placed at the end to demonstrate the results of those actions. The **brevity** of the main clause is shocking/emotive and **represents** Tiny Tim’s short life. Furthermore, the **modal verb** “will” conveys certainty, making it all the more emotive & persuades Scrooge that his transformation is urgently required in order to save the boy. See George Booth’s paragraph on the blog to see how to write about this. | Child mortality was high and this was largely due to the terrible living conditions of the poor who struggled to survive on such low wages. See contextual information above. |
| “His wealth is of no use to him. He don’t do any good with it.” | Unlike his guests, Fred feels sympathy not anger towards Scrooge. He’s a forgiving character even though he’s been treated badly by Scrooge. | Links to Dickens’ desire for a fairer, more caring society. See contextual notes. |
| “I hope to live to be another man” **or** “he resolved to treasure up every word” **or** “I will honour Christmas in all my heart” | Use any of these quotes to **contrast** with Scrooge’s stubbornness and feelings about others/Christmas at the start of the novella. |  |
| “calico…becoming to the body” **link to** “they have brought him to a rich end” | Scrooge’s good shirt has been replaced by one made of “calico”, which the servant feels is fitting to the type of person he was; his more expensive items are sold to make them money. Scrooge’s body is dealt with by cruel, ugly people who treat him the way he treated others in life. Scrooge is horrified and seems to understand that money is not as important as friends and family. | Calico is a very cheap material. The deceased were usually dressed in their best attire; for the rich that would be silk shirts, etc.  |

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| **AO1 (Quotes & response) 40%** | **AO2 (Analysis of language, structure & form) 40%** | **AO3 (Context) 20%** |
| “bereft, unwatched, unwept, uncared for was the body” **link to** “his sole friend, and sole mourner” **link to** “a happier house for this man’s death” **link to** “[Fred] is the pleasantest-spoken gentleman” | Another long list of **adjectives**, which are **synonyms**. Compare with **repetition** of “sole” (6 times in one sentence!) about Marley at the start of the novella – emphasises that nobody cares about him and reminds us how **similar** Marley and Scrooge are. Then **contrast** what was said about Scrooge with what was said about Fred. | This went against what Victorians considered to be a “good death” where you die surrounded by friends & family and then are mourned afterwards.  |
| “My little child! My little child!” **link to** “thy childish essence was from God!”  | The **repeated** **short** **exclamations** are honest & emotive. Bob Cratchit would elicit sympathy (perhaps guilt?) from primarily female, wealthy readers. Tiny Tim’s generous spirit & selflessness represent the Christmas spirit and as such he seems like an unnecessary sacrifice due to the selfishness of the wealthy. | Link to the high mortality rate of children, particularly amongst the poor – see contextual notes. |
| “I am as light as a feather…as happy as an angel…” | Lots of **similes** to show both Scrooge’s elation at a ‘second chance’ in life (he’s been ‘saved’) and to demonstrate how difficult it is to put into words how happy he is. The “angel” certainly **contrasts** with the devilish description of Marley at the start of the novella. |  |
| “clang, clash, hammer” **link to** “glorious…glorious!”“cold” **link to** “everything could yield him pleasure” | **Onomatopoeia** of unpleasant sounds and yet Scrooge appreciates them which is evident when he repeats/exclaims, “glorious”.Something normally unpleasant like the “cold” gives Scrooge “pleasure” – demonstrates how he has changed / appreciates everything around him. |  |
| “no fog, no mist, clear, bright” | **Motifs** of dark and light again. The “fog” that was repeated at the start is now gone. He has learnt his lesson and transformed. |  |
| “some people laughed…these would be blind anyway”  **link to** “standing in the spirit at your elbow” | The **narrator** seems to remind us that there are still those who are like Scrooge in society. The **declarative sentence** suggests certainty from a mysterious narrator who is “at your elbow” (suggesting that the narrator is an angel/God?) to persuade the selfish wealthy to change their ways for the Day of Judgement. | This idea that God is always watching your actions is something that a Victorian readership would have often heard in church. |
| “to Tiny Tim, who did *not* die, he was a second father” | Scrooge has an adopted family. The **relative clause** and the **italicising** (capitalisation in some editions) of “not” demonstrates that Scrooge’s choices/actions ultimately saved Tim’s life. The novella **ends** on positive note suggesting that we can all change our selfish ways. |  |

**Practice Question 1:**

**Literature Paper 1 Section B – 19th Century Novel**

**Read the extract below from Stave 2 and answer the question that follows:**

*“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.”*

*“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 hard as poverty; and 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 into the hope of being beyond the chance of its sordid reproach. I have seen your nobler aspirations fall off one by one, until the master-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 towards you.”*

*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, 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.”*

*“I was a boy,” he said impatiently.*

*“Your own feeling tells you that you were not what you are,” she returned. “I am. That which promised happiness when we were one in heart, is fraught with misery now that we are two. How often and how keenly I have thought of this, I will not say. It is enough that I have thought of it, and can release you.”*

**Starting with this extract, how does the writer present the relationship between Scrooge and Belle ?**

Write about:

* How the writer presents Scrooge’s relationship with Belle in this extract
* How the writer presents Scrooge’s relationships in the novel as a whole

(30 marks)

**Practice Question 2:**

**Literature Paper 1 Section B – 19th Century Novel**

**Read the extract below from Stave 2 and answer the question that follows:**

*The Spirit touched him on the arm, and pointed to his younger self, intent upon his reading. Suddenly a man, in foreign garments: wonderfully real and distinct to look at: stood outside the window, with an axe stuck in his belt, 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! Yes, yes, I know! One Christmas time, when yonder solitary child was left here all alone, he did come, for the first time, just like that. Poor boy! And Valentine,” said Scrooge, “and his wild brother, Orson; there they go! And what’s his name, who was put down in his drawers, asleep, at the Gate of Damascus; don’t you see him! And the Sultan’s Groom turned upside down by the Genii; there he is upon his head! Serve him right. I’m glad of it. What business had he to be married to the Princess!” To hear Scrooge expending all the earnestness of his nature on such subjects, in a most extraordinary voice between laughing and crying; and to see his heightened and excited face; would have been a surprise to his business friends in the city, indeed. “There’s the Parrot!” cried Scrooge. “Green body and yellow tail, with a thing like a lettuce growing out of the top of his head; there he is! Poor Robin Crusoe, he called him, when he came home again after sailing round the island. ‘Poor Robin Crusoe, where have you been, Robin Crusoe?’ The man thought he was dreaming, but he wasn’t. It was the Parrot, you know. There goes Friday, running for his life to the little creek! Halloa! Hoop! Halloo!”*

**Starting with this extract, how does Dickens present Scrooge as excited?**

Write about:

* How Dickens presents Scrooge as excited in this extract
* How Dickens presents excitement in the novel as a whole

(30 marks)

**Practice Question 3:**

**Literature Paper 1 Section B – 19th Century Novel**

**Read the extract below from Stave 1 and answer the question that follows:**

*Marley’s face. It was not in impenetrable shadow as the other objects in the yard were, but had a dismal light about it, like a bad lobster in a dark cellar. It was not angry or ferocious, but looked at Scrooge as Marley used to look: with ghostly spectacles turned up on its ghostly forehead. The hair was curiously stirred, as if by breath or hot air; and, though the eyes were wide open, they were perfectly motionless. That, and its livid colour, made it horrible; but its horror seemed to be in spite of the face and beyond its control, rather than a part of its own expression.*

*As Scrooge looked fixedly at this phenomenon, it was a knocker again.*

*To say that he was not startled, or that his blood was not conscious of a terrible sensation to which it had been a stranger from infancy, would be untrue. But he put his hand upon the key he had relinquished, turned it sturdily, walked in, and lighted his candle.*

*He did pause, with a moment’s irresolution, before he shut the door; and he did look cautiously behind it first, as if he half expected to be terrified with the sight of Marley’s pigtail sticking out into the hall. But there was nothing on the back of the door, except the screws and nuts that held the knocker on, so he said “Pooh, pooh!” and closed it with a bang.*

*The sound resounded through the house like thunder. Every room above, and every cask in the wine-merchant’s cellars below, appeared to have a separate peal of echoes of its own. Scrooge was not a man to be frightened by echoes. He fastened the door, and walked across the hall.*

**Starting with this extract, how does Dickens create a sense of mystery and tension?**

Write about:

* How Dickens creates mystery and tension in this extract
* How Dickens creates mystery and tension in the novel as a whole

 (30 marks)

**Practice Question 4:**

**Literature Paper 1 Section B – 19th Century Novel**

**Read the extract below from Stave 3 and answer the question that follows:**

*“Forgive me if I am not justified in what I ask,” said Scrooge, looking intently at the Spirit’s robe, “but I see something strange, and not belonging to yourself, protruding from your skirts. Is it a foot or a claw?”*

*“It might be a claw, for the flesh there is upon it,” was the Spirit’s sorrowful reply. “Look here.”*

*From the foldings of its robe, it brought two children; wretched, abject, frightful, hideous, miserable. They knelt down at its feet, and clung upon the outside of its garment.*

*“Oh, Man! look here. Look, look, down here!” exclaimed the Ghost.*

*They were a boy and girl. Yellow, meagre, ragged, scowling, wolfish; but prostrate, too, in their humility. Where graceful youth should have filled their features out, and touched them with its freshest tints, a stale and shrivelled hand, like that of age, had pinched, and twisted them, and pulled them into shreds. Where angels might have sat enthroned, devils lurked, and glared out menacing. No change, no degradation, no perversion of humanity, in any grade, through all the mysteries of wonderful creation, has monsters half so horrible and dread.*

*Scrooge started back, appalled. Having them shown to him in this way, he tried to say they were fine children, but the words choked themselves, rather than be parties to a lie of such enormous magnitude.*

Starting with this extract how does Dickens present the theme of social responsibility?

* Write about how the theme of social responsibility is presented in this extract
* Write about how the theme of social responsibility is presented in the novella as a whole

(30 marks)

**ABE Feb 2017**