



Be World Class

Autumn Term

Term 1

English

Year 10

Name: _____

Tutor: _____

Year 10 Homework Timetable

Monday	English Exam Question	English Sparx	Maths Sparx
Tuesday	Option A Exam Question	Science Carousel	Science Sparx
Wednesday	Option B Exam Question	Option A Carousel	Maths Sparx
Thursday	Option C Exam Question	Option B Carousel	Science Sparx
Friday	Science Exam Question	Option C Carousel	Catch Up Sparx

Sparx Science

- Complete 100% of their assigned homework each week

Sparx Maths

- Complete 100% of their assigned homework each week

Option A (EBACC)	Option B	Option C
Computer Science	Business Studies	Art
Languages	Hospitality and Catering	Business Studies
Geography	Drama	Hospitality and Catering
History	Music	Computer Science
	Geography	Drama
	Health and Social Care	Photography
	ICT	Science (Triple)
	Media Studies	Sport
	Music	
	Religious Studies	
	Sport	
	Travel and Tourism	

Half Term 1 (7 weeks) - Year 10

Week / Date	Homework task 1 Exam Question
Week 1 7th September 2026	Question: How is Mr Birling presented in Act 1 of <i>An Inspector Calls</i> ?
Week 2 14th September 2026	Question: How is Sheila presented in <i>An Inspector Calls</i> ?
Week 3 21st September 2026	Question: How does the character of Eric change over the course of the play?
Week 4 28th September 2026	Question: What was Priestley's message when writing the play?
Week 5 5th October 2026	Question: Why does Priestley use a circular narrative in <i>An Inspector Calls</i> ?
Week 6 12th October 2026	Question: How does the writer present the effects of war in 'Exposure'?
Week 7 19th October 2026	Question: How does the poet present memory in 'Remains'?

Half Term 2 (6 weeks) - Year 10

Week / Date	Homework task 1 Exam Question
Week 8 9th November 2026	Question • How is Scrooge presented at the start of the novella? • Why has Dickens presented him in this way?
Week 9 16th November 2026	Question • How does Dickens present Scrooge's attitude towards the poor? • How does Dickens present Scrooge's attitude towards Christmas?
Week 10 23rd November 2026	Question • How is the ghost of Jacob Marley presented? • What is the purpose of the ghost of Jacob Marley?
Week 11 30th November 2026	Question • How is the ghost of Christmas Past presented? • What does Scrooge learn from the Ghost of Christmas Past?
Week 12 7th December 2026	Question • How is the Ghost of Christmas Present presented? • What does Scrooge learn about the Cratchit family from the Ghost of Christmas Present?
Week 13 14th December 2026	Question • How is the Ghost of Christmas Yet to Come presented? • What does Scrooge learn from the Ghost of Christmas Yet to Come?

Plot		Character			Context
Act 1 Set in April 1912, Brumley (Midlands). The Birling family and Gerald Croft are celebrating Sheila Birling’s engagement to Gerald Croft with a dinner. Mr. Birling lectures his son, Eric Birling, and Gerald about the importance of every man looking out for himself if he wants to get on in life. Edna (the maid) announces that an inspector has arrived. Inspector Goole says that he is investigating the death of a young woman who committed suicide, Eva Smith. Mr. Birling is shown a photograph of Eva and, after initially denying recognising the woman in the photo, he remembers firing her in 1910 for organising a strike over workers’ pay. Sheila recalls also having Eva sacked about her manner when served by her in an upmarket department store. The Inspector reveals that Eva Smith changed her name to Daisy Renton. Gerald reveals to Sheila he had an affair with Daisy Renton.		Inspector Goole	Priestley’s mouthpiece; advocates social justice.	Righteous, powerful, unconventional, imposing, sardonic and mysterious.	1912 Just before the sinking of the Titanic and a couple of years before WW1. British society was completely divided by class. Those with the most money had the most power. Only men who owned property could vote; women couldn’t vote. There was not much government support which is why charities were so important. Things were beginning to change: there was miner’s strike in 1912 (the largest the country had ever seen) and the Labour Party formed in 1906 to represent the interests of the working class. Women Women in 1912, regardless of social class, were seen as second-class citizens – a fact underlined by their lack of a right to vote. It was the deplorable state of working-class women’s lives that prompted Emmeline Pankhurst to found the Women’s Social and Political Union (WSPU) in 1903. It was a women-only organization that campaigned for the vote for women. Pankhurst believed the lack of the vote was the key factor underpinning the inferior status of women in Edwardian Britain. The suffrages fought to bring equality for women. WW1 (1914-1918) WW1 was a watershed moment in European history. Survivors were disillusioned and felt betrayed by the men who sent them to war. Priestley described the war as a ‘huge, murderous public folly’ and felt that ‘the British command specialized in throwing men away for nothing’. He fought in the war and lost many friends and cited the war as the cause for his prejudice against the ruling class. WW1 proved to be a turning point for the campaign for women’s right to vote. During the war, suffragettes effectively put on hold their campaign of civil direct action in the interests of national unity. As men went to the Western Front, women proved how indispensable they were in the fields and armaments factories. By 1918 women over 30 were given the right to vote. The Great Depression / The Great Slump A period of national economic downturn in the 1930s which had its origins in the global Great Depression. By 1932 registered unemployed numbered 3.5 million. The Beveridge Report (published 1942) Proposed the creation of a Welfare State. Called for a dramatic turn in British social policy with provision for nationalized healthcare (NHS) and free education. The Labour Party adopted the report and offered a new comprehensive welfare policy reflecting a consensus that social changes were needed.
Act 2 Gerald explains to the Inspector that he had an affair with Eva but hasn’t seen her since he ended their relationship back in Autumn 1911. Sheila gives her engagement ring back to Gerald. The Inspector turns his attention to Mrs. Birling. She confesses that she also had contact with Eva but that Eva gave herself a different name. Eva approached a charity chaired by Mrs. Birling to ask for help. Eva was desperate and pregnant but help was refused by Mrs. Birling because she was offended by the girl calling herself Mrs. Birling. She tells Eva that the baby’s father should be made entirely responsible. She also tells Inspector Goole that the father should be held entirely responsible and be made an example of.		Arthur Birling	Businessman and capitalist who is against social equality. A self-made man (new money).	Arrogant, pompous, selfish, stubborn, prejudiced and overconfident.	
		Sybil Birling	Husband’s social superior; believes in personal responsibility.	Cold, supercilious, prejudiced and remorseless.	
		Sheila Birling	Changes her views and pities Eva. Regrets her actions.	Curious, compassionate, astute, remorseful and sensitive.	
		Eric Birling	Drinks too much; regrets his actions.	Reckless, immature, frustrated and compulsive.	
		Gerald Croft	Businessman engage to Sheila and politically close to Birling.	Evasive and pragmatic.	
Act 3 Eric is revealed as the father. He stole money from Mr. Birling’s office to provide money to Eva. The Inspector delivers his final speech. After he leaves, the family begin to suspect that he was not a genuine police inspector. A phone call to the Chief Constable confirms this. Next, they phone the infirmary to be informed that no suicide case has been brought in. Mr. Birling, Mrs. Birling and Gerald congratulate themselves that it was all a hoax and they can continue as before. This attitude upsets Sheila and Eric. The phone rings. Mr. Birling announces to the family that a girl has just died on her way to the infirmary and a police officer is coming to question them.		Eva Smith	Comes to represent victims of social injustice.	Emblematic, vulnerable, principled.	
Key Info		Theatrical Stagecraft: Dramatic Devices			1945 Following the end of WW2, the majority of the British people, and particularly the working class and returning servicemen and women, did not want a return to pre-war Conservative economic policies which they blamed for the hardship of the 1930s. There was a mood for widespread social change. At the 1945 general election, Winston Churchill was defeated by the Labour Party headed by Clement Attlee. Many of Beveridge’s reforms were then implemented. ‘Bernard Shaws and H.G. Wellses’. Both the noted Irish playwright George Bernard Shaw (1856-1950) and the father of science-fiction H.G. Wells (1866-1946) were well-known and outspoken socialists.
		Dramatic Irony	The audience knows what the characters don’t.		
		Stage directions	Instructions for the actors; often revealing.		
		Setting	Constant throughout (the Birlings’ Dining Room) but subtle changes e.g. lighting to reflect a change in mood.		
Written: 1945 First Performed: Russia 1945 England 1946		Three Unities or Classical Unities	Rules for drama derived from Aristotle’s <i>Poetics</i> . Unity of action: a play should have one action. Unity of time: the action should occur over a period less than 24 hours. Unity of place: a play should exist in a single physical space.		
Set: April 1912 (one evening) Structure: Three Act Play Genre: Drawing Room Play					

A Christmas Carol

Characters

Ebenezer Scrooge- The main character. He begins as a mean spirited, lonely and miserable man. It is his redemption and wish to change that shapes the book.

Bob Cratchit- Scrooge's Clerk. Poor and with a large family. Bob is scared of Scrooge due to relying on him for survival. Dickens includes Bob in the story to represent the poor and their grateful nature.

Fred- Scrooge's Nephew. Fred represents how people should think and act at Christmas. Shows what it is to be a kind and charitable man.

Tiny Tim- Bob's son. Tiny Tim represents the poor, starving and disadvantaged children who were everywhere in London at this time. He is a kind and cheerful character despite his circumstances.

Marley's Ghost- Scrooge's business partner (now dead). He warns Scrooge what will happen if he doesn't take notice of the ghosts' messages.

The Ghost of Christmas Past- Shows Scrooge his sad childhood, happy past (with Fezziwig and his sister) and his broken engagement. He makes Scrooge remember his own life and what shaped him.

The Ghost of Christmas Present- Takes Scrooge to Bob Cratchit's house. Shows Scrooge his nephew standing up for him against others. He shows him the poor being grateful for what they have and being joyous in their families. He shows Scrooge Ignorance and Want. The main message about the rich in society.

The Ghost of Christmas Yet to Come- Shows Scrooge how people will remember him if he does not change. Why is this character important?

Key Events

1. Scrooge being nasty to Bob, Fred and the charity workers. What does this show about Scrooge?

2. Marley's Ghost appearing. What is the message of the ghost? Why is this important?

3. The Ghost of Past takes Scrooge to his old school, to Fezziwig, and to the place where he breaks off his engaged marriage. How do you think these events make Scrooge feel?

4. The Ghost of Christmas Present showing Scrooge Bob Cratchit's poor family. How do you think these events make Scrooge feel? Why does Dickens show us a poor family being cheerful at Christmas?

5. The Ghost of Christmas Yet to Come showing Scrooge how people will react to his death if he does not change. Remember dramatic irony here. How does this Ghost make Scrooge change?

6. Scrooge offering Bob a raise in salary. How does this show that Scrooge has changed? What does he now understand about Bob's life?

7. Scrooge going to Fred's for Christmas dinner. Why does Scrooge do this? How does it show he has changed?

8. The Ghost of Present showing Ignorance and Want, the two children from the streets of London. Why does the Ghost show us these? Why are they called Ignorance and Want? What do they show us about how Dickens felt about the poor?

Key quotations

Scrooge - 'as solitary as an oyster' / 'as hard and sharp as flint' / 'squeezing, wrenching, grasping, covetous old sinner' / 'tight-fisted hand at the grindstone' / 'no warmth could warm, no wintry weather chill' / 'Are there no prisons? Are there no workhouses?' / 'decrease the surplus population' / 'a solitary boy neglected by his friends' / 'I will honour Christmas in my heart, and try to keep it all the year. I will live in the Past, the Present, and the Future' / 'I am as giddy as a schoolboy' / 'Scrooge was better than his word. He did it all, and infinitely more; and to Tiny Tim, who did not die, he was a second father'

Marley - 'Old Marley was as dead as a door-nail' / 'I wear the chain I forged in life...I made it link by link, yard by yard, and of my own free will I wore it'

Ghost of Christmas Past - 'like a child: yet not so like a child as like an old man' / 'from the crown of its head there sprang a bright clear jet of light'

Ghost of Christmas Present - 'there sat a jolly Giant, glorious to see, who bore a glowing torch, in shape not unlike Plenty's horn, and held it up, high up, to shed its light on Scrooge' / 'It was clothed in one simple green robe, or mantle, bordered with white fur' / 'free as its genial face, its sparkling eye, its open hand, its cheery voice, its unconstrained demeanour, and its joyful air' / 'I see a vacant seat [...] in the poor chimney-corner, and a crutch without an owner, carefully preserved. If these shadows remain unaltered by the Future, the child will die'

Ghost of Christmas Yet to Come - 'The Phantom slowly, gravely, silently approached. When it came, Scrooge bent down upon his knee; for in the very air through which this Spirit moved it seemed to scatter gloom and mystery' / 'Scrooge feared the silent shape so much that his legs trembled beneath him'

Cratchit family 'The clerk's fire was so very much smaller that it looked like only one coal' / 'dressed out but poorly in a twice-turned gown' / 'his threadbare clothes darned up and brushed, to look seasonable' / 'Alas for Tiny Tim, he bore a little crutch, and had his limbs supported by an iron frame'

Key Terms - Satire- use of humour or ridicule to criticise **Asyndeton**- list without conjunctions **Polysyndeton**- list with conjunctions (and) **Simile**- comparing using 'like' or 'as' **Metaphor**- saying one thing is another **Personification**- make object human **Pathetic fallacy**- weather to create mood **Pathos**- language to evoke pity **Allusion**- reference to another literary work **Hyperbole**- exaggerated statement **Connotation**- associated meaning of word **Characterisation**- built up description of character in text **Semantic field**- words related in meaning **Imagery**- visually descriptive language **Conflict**- problem faced by characters **Resolution**- point where conflict is resolved **Foreshadowing**- clue about something later **Foreboding**- sense that something will occur **Juxtaposition**- two contrasted ideas **Backstory**- insight into character's past **Exposition**- revelation of something **Poetic justice**- good rewarded bad punished **Melodrama**- exaggerated characters/events **Motif**- repeated image or symbol **Antithesis**- contrast of ideas in same grammatical structure **Authorial intrusion**- where author pauses to speak directly to reader **Allegory**- characters/events represent ideas about religion, morals or politics

Themes -

The Christmas Spirit- This is the spirit of kindness, happiness and goodwill that people are supposed to show at Christmas. Certain characters show Christmas spirit – Dickens feels that this is important for people to do.

The Supernatural- Dickens shows very clearly that he believes our actions in this life affect the kind of life we have after we die. He uses Tiny Tim to show what will happen if Scrooge does not change.

Redemption and Free Will- In order to save himself Scrooge has to choose to change. He has to make choices by the end that show he has changed as a person. Dickens is showing the rich that they can choose to change and save humanity and change its fate.

Criticism of Victorian Society- Dickens felt that the poor in England were very badly treated by the rich. He uses characters like the Cratchit family to show this. Dickens uses Scrooge to show how the rich often did not care: 'Are there no prisons? Are there no workhouses? Dickens was on the side of the poor.

Dickens' Biography -

- Charles Dickens was born on February 7, 1812 in Hampshire into a middle class family.
- His father was imprisoned for debt leading to poverty for the family.
- Charles was put to work at Warren's Blacking Factory.
- Dickens found employment as an office boy at an attorneys.
- A Christmas Carol was written in 1843

Dickens' ideas and intentions

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

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

Social and Historical Context -

Poverty - Due to the effects of the industrial revolution, people were flocking into the towns and cities in search of employment. Large numbers of people were looking for work, so wages were low, barely above subsistence level. If work dried up, or was seasonal, men were laid off, and because they had hardly enough to live on when they were in work, they had no savings to fall back on. Living conditions for the poor were appalling- large houses were turned into flats and the landlords who owned them, were not concerned about the upkeep or the condition. These houses were extremely overcrowded and dirty. There were children living with their families in these desperate situations but there were also numerous homeless children living on the streets of London. Sometimes, the only water the poor had access to was from the sewage ditch in the street.

Industrial Revolution - The population of the towns and cities was increasing rapidly. During the Victorian era, Britain became one of the world's primary economic powers. After the invention of steam power, many people moved from rural areas to the cities to search for higher paying work. The people who moved to the city in search of work were dubbed the "working class". Britain became an industrial hub and the economy was strong. With a sharp increase in production, Britain's trade industry increased drastically as well. Everything converted from traditional, manual labour to machine-driven, highly-productive labour. This caused a reduction in the amount of men needed for work, which therefore increased poverty levels and crime in the cities. Working with machinery was also more dangerous and life threatening for the workers.

The Poor Law - 1798, Thomas Malthus wrote that the human population would grow faster than food supplies leading to famines and death. Malthus believed poverty was the result of overpopulation. Malthus believed people should families in later life and not have too many children. Malthus thought existing poor laws in Britain were too charitable. Poverty relief, he believed, encouraged laziness in the poor and reduced the incentive to work hard and save money. In 1834 a new Poor Law was introduced to reduce the financial help available to the poor. It also ruled that all unemployed people would have to enter a workhouse in order to receive food and shelter.

The Workhouse - The Poor Law Amendment Act of 1834 allowed the poor to receive public assistance only if they went to the workhouse. Workhouses were deliberately made to be miserable in order to deter the poor from relying on public assistance. In the workhouse, the poor had to work for their food and accommodation. Workhouses were appalling places and the poor would often beg on the streets or die to avoid going to these places. Upon entering the workhouse, the poor were stripped and bathed. If a family entered the workhouse, they were split up and they would be punished if they tried to speak to one another. Children received an education which did not include the two most important skills of all, reading and writing, which were needed to get a good job. They sometimes were 'hired out' to work in factories and mines where they were made to do dangerous and deadly jobs.

WEEK 1: Exam Question

Question: How is Mr Birling presented in Act 1 of *An Inspector Calls*?

Answer:

WEEK 1: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 2: Exam Question

Question: How is Sheila presented in *An Inspector Calls*?

Answer:

WEEK 2: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 3: Exam Question

Question: How does the character of Eric change over the course of the play?

Answer:

WEEK 3: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 4: Exam Question

Question: What was Priestley's message when writing the play?

Answer:

WEEK 4: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 5: Exam Question

Question: Why does Priestley use a circular narrative in *An Inspector Calls*?

Answer:

WEEK 5: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 6: Exam Question

Question: How does the writer present the effects of war in 'Exposure'?

Answer:

WEEK 6: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 7: Exam Question

Question: How does the poet present memory in 'Remains'?

Answer:

WEEK 7: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 8: Exam Question

Question: How is Scrooge presented at the start of the novella?
Why has Dickens presented him in this way?

Answer:

WEEK 8: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 9: Exam Question

Question: How does Dickens present Scrooge's attitude towards the poor?
How does Dickens present Scrooge's attitude towards Christmas?

Answer:

WEEK 9: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 10: Exam Question

Question: How is the ghost of Jacob Marley presented?
What is the purpose of the ghost of Jacob Marley?

Answer:

WEEK 10: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 11: Exam Question

Question: How is the ghost of Christmas Past presented?
What does Scrooge learn from the Ghost of Christmas Past?

Answer:

WEEK 11: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 12: Exam Question

Question: How is the Ghost of Christmas Present presented?

What does Scrooge learn about the Cratchit family from the Ghost of Christmas Present?

Answer:

WEEK 12: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 13: Exam Question

Question: How is the Ghost of Christmas Yet to Come presented?
What does Scrooge learn from the Ghost of Christmas Yet to Come?

Answer:

WEEK 13: Exam Question review and improvement (Classwork)

Question:

Answer:
