



Aspire Achieve Thrive

Spring Term
Term 2
English
Year 10

Name: _____

Tutor: _____

Year 10 Homework Timetable

Monday	English Task 1	Ebacc Option A Task 1	Option C Task 1
Tuesday	Option B Task 1	Modern Britain Task 1	Science Task 1
Wednesday	Sparx Maths	Option C Task 2	Sparx Science
Thursday	Ebacc Option A Task 2	Sparx Catch Up	Option B Task 2
Friday	Modern Britain Task 2	Science Task 2	English Task 2

Sparx Science

- Complete 100% of their assigned homework each week

Sparx Maths

- Complete 100% of their assigned homework each week

Option A (EBACC)
French
Geography
History

Option B
Art
Business Studies
Catering
Music
Sport
IT
Childcare
Triple Science
Travel and Tourism

Option C
Business Studies
Catering
Drama
Health & Social Care
Sport
Computer Science
Media
Photography
Sociology

Half Term 3 (5 weeks) - Year 10		
Week / Date	Homework task 1 Cornell Notes	Homework task 2 Exam Question
Week 1 8th January 2024	Cornell Notes on: Ignorance and Want	Question: How is Scrooge presented in the quote 'as solitary as an oyster'?
Week 2 15th January 2024	Revision Cards on: key quotes - Scrooge	Question: What is the significance of the quote: 'I wear the chains I forged in life'?
Week 3 22nd January 2024	Cornell Notes on: The theme of poverty in ACC	Question: What is the significance of the quote 'He could not hide the light: which streamed from under it, in an unbroken flood upon the ground'?
Week 4 29th January 2024	Revision Cards on: Key quotes- Fred	Question: According to Jenny Joseph, in her poem 'Warning', what is old age like?
Week 5 5th February 2024	Cornell Notes on: The theme of Christmas in 'A Christmas Carol'	Question: According to Dylan Thomas, what should old people do?

Half Term 4 (6 weeks) - Year 10

Week / Date	Homework task 1 Cornell Notes	Homework task 2 Exam Question
Week 6 19th February 2024	Cornell Notes on: The motif of music in 'A Christmas Carol.'	Question: What kind of death does the speaker wish for in Roger McGough's poem 'Let me die a young man's death'?
Week 7 26th February 2024	Revision Cards on: Key quotes - Bob.	Question: How does W.B. Yeats describe old age in 'When you are old'?
Week 8 4th March 2024	Cornell Notes on: The theme of family in 'A Christmas Carol.'	Question: In 'Before You Were Mine' how does Carol Ann Duffy imagine her mum's life before she was born?
Week 9 11th March 2024	Revision Cards on: Key quotes- Fezziwig.	Question: How does Elizabeth Jennings describe the relationship of her elderly parents in 'One Flesh'?
Week 10 18th March 2024	Cornell Notes on: The symbolism of fire in 'A Christmas Carol.'	Question: Describe the tone of Clive James' poem 'Japanese Maple'.
Week 11 25th March 2024	Revision Cards on: Key quotes - Belle.	Question: How does Wendy Cope use the metaphor of 'Names' to describe the changing stages of Eliza's life?

Knowledge Organiser

KS4 A Christmas Carol Knowledge Organiser					
Preface	1.	Charles Dickens write a note to his readers to explain that he wants to introduce an entertaining idea to them.	Dickens' Life	1.	Charles Dickens was born on February 7, 1812 in Hampshire into a middle class family.
Stave One	1.	Introduced to Ebenezer Scrooge on Christmas Eve. He is a lonely miser obsessed with money. He won't pay to heat the office properly – meaning Bob Cratchit is very cold. Scrooge is described as 'solitary as an oyster'.		2.	His father was imprisoned for debt leading to poverty for the family.
	2.	We learn Jacob Marley, Scrooge's business partner, died exactly 7 years earlier.	Industrial Revolution	3.	Dickens was put to work at Warren's Blacking Factory.
	3.	Scrooge is irritated that Christmas Day seems to be interrupting his business. Scrooge is visited by his nephew Fred, who invites his uncle to Christmas dinner. Scrooge refuses repeating 'Good Afternoon'.		4.	Dickens found employment as an office boy at an attorneys.
	4.	Scrooge is visited by two charity workers, asking for donations. Scrooge refuses and exclaims he wants to be left alone.		5.	A Christmas Carol was written in 1843
	5.	Scrooge allows Bob to have Christmas Day off.		1.	From 1780, factory owners in Britain began to use coal-fired steam engines to power the machines in big factories, bringing great fortune.
	6.	Scrooge, when he is home, is visited by the Ghost of Jacob Marley – warning him he will be visited by three more ghosts to help him change his ways.		2.	Transition from traditional farming methods to machinery led to Industrial revolution.
Stave Two	1.	Scrooge is visited by the Ghost of Christmas Past who takes him to witness his past.	Malthus and the Poor Laws	3.	People flocked from the countryside to the cities. London's population between 1800 and 1900 from 1 million to 6 million people.
	2.	Scrooge is taken first to his schoolboy years and he is reminded how his friends would go home from Christmas while he was left at school.		4.	This led to over-crowding and hunger, disease and crime. There were no proper drainage / sewage systems. Many families had to share one tap / toilet. Children suffered the most and were exploited by factory owners who forced them to work long hours in dangerous conditions.
	3.	We see him with his sister, who one year took him home for the holidays.			
	4.	Next we are shown Scrooge as a young apprentice, working for Fezziwig. Dickens describes the Christmas ball Fezziwig organised for his employees.			
	5.	Finally, Scrooge is taken to see his ex-fiancée, Belle. We see the scene when they break up, as money has taken over Scrooge's life.			
	6.	Scrooge cannot bear to see any more and struggles with the spirit.			
Stave Three	1.	Scrooge is then visited by the Ghost of Christmas Present.	Charity	1.	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.
	2.	The spirit shows Scrooge how the Cratchit family celebrate Christmas. Scrooge asked if Tiny Tim will live. The spirit explains unless there are changes, he will die. The spirit reminds Scrooge of his earlier words: 'decrease the surplus population'		2.	Malthus believed people should families in later life and not have too many children.
	3.	Scrooge is then taken to see how others celebrate Christmas: miners, lighthouse workers, sailors on a ship.		3.	Dickens believed Malthus was wrong. He believed there was plenty of food to go around but only if the rich were more generous. Dickens felt it wrong the poor should suffer because the rich were too selfish to share their wealth. 'Are there no prisons?'
	4.	He is then taken to Fred's house at Christmas, where they are playing games.		4.	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.
	5.	The spirit then begins to age and see under the spirit's robes two children: Ignorance and Want.		5.	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. Conditions in workhouses were unpleasant to discourage the poor from relying on society to help them.
	6.	The Ghost of Christmas Yet to Come then appears.			
Stave Four	1.	The Ghost of Christmas Yet to Come is described.	Education	6.	Industrial revolution led to a gap between the rich and poor with many struggling to survive relying on the generosity of those better off than themselves.
	2.	The spirit takes Scrooge to see a group of businessmen discussing someone who has died.		7.	Some philanthropists were keen to enhance the lives of the workers. Cadburys tried to provide quality homes and improve lifestyles of workers at their factory in Bournville.
	3.	Scrooge is then taken to see Old Joe, where he is in the process of buying property off the dead man – which have been stolen.			
	4.	Scrooge then returns to Bob Cratchit's house, where it is revealed Tiny Tim has died.			
	5.	Scrooge is then taken to the graveyard and is shown a grave stone and realises this is for him.			
	6.	Scrooge falls to his knees and begs that he will change his ways.			
			Religion	1.	Dickens believed strongly in the importance of education.
				2.	As part of his campaign against the treatment of the poor, Dickens worked with a friend called Angela Burdett-Coutts.
				3.	In 1840s, Dickens and Coutts became involved in the Ragged Schools. The aim was to provide poor children with basic education.
				4.	Dickens believed that it is through education that one can leave poverty.
				1.	Christianity held a strong influence in Victorian Britain, especially amongst the middle / upper classes.
				2.	Good Christians believed in a strict moral code – attending church regularly, avoiding alcohol and exercise sexual restraint.
				3.	Dickens' view on Christianity was different. He believed that to be a good Christian people should seek out opportunities to do good deeds for other people.
				4.	Sabbatarianism – when people spent Sunday going to church and resting. Dickens was opposed to this

			<p>because it meant that working poorer people were denied any enjoyment on their one day off – everything was shut.</p> <p>5. Poorer people didn't have ovens at home so often food cooked by bakers. Sabbatarianism meant that many people couldn't get a hot meal on Sundays because the bakers were shut.</p>
Stave Five	<ol style="list-style-type: none"> Scrooge wakes up in his own bed announcing, 'I am quite a baby'. Scrooge wonders how much time has passed and calls to a boy. He then sends the boy to the poulterer for the prize turkey to give to Bob Cratchit, Scrooge meets one of the charity collectors from earlier and whispers to him that he will give a large donation. 'I will honour Christmas in my heart, and try to keep it all the year' Scrooge then goes to Fred's house and is welcomed in. He enjoys the dinner and party. On Boxing Day, Scrooge arrives early to work, and plays a trick on Bob. Scrooge then tells him he is going to raise his salary and promises to help Bob's struggling family. Scrooge is described to have completely changed and becomes a 'second father' to Tiny Tim – 'who did not die.' 	Christmas	<ol style="list-style-type: none"> At the start of the 19th century Christmas was hardly celebrated. By the end of the century, it was the most important celebration of the year. Traditions associated with Christmas became important: cards, crackers, carols, decorations, gifts and Christmas dinner. Prince Albert in 1840 brought a tree from Germany to Britain for the first time. Christmas Card dates back to 1843 when Henry Cole asked an artist to design one for him. They were expensive so children made their own. Christmas celebrations were becoming more secular as feasts and games became a central part of the festivities.

Characters		Features of form (Novella)		Themes
1. Ebenezer Scrooge	<p>Miserly, mean, bitter, materialistic, unsympathetic, indifferent, cold, selfish, isolated, cynical, charitable, value driven, generous, happy, sociable, transformed.</p> <p>'Oh! But he was a tight-fisted hand at the grindstone, Scrooge! a squeezing, wrenching, grasping, scraping, clutching, covetous, old sinner!'</p> <p>Bah! Humbug!</p>	1. Allegory	A story which can be interpreted to reveal a hidden meaning, typically a moral or political one.	1. Christmas spirit
		2. Novella	A novella is longer than a short story, but not as long as a traditional novel.	
		3. Stave	A set of five parallel lines on any one or between any adjacent two of which a note is written to indicate its pitch.	2. Redemption
		4. Omniscient narrator	A narrator that sees everything, including what a character is thinking and feeling.	3. Education
		5. Protagonist	The leading character in a novel.	4. Supernatural
		6. Tone	How the narrator or a character speaks; can also be set through description.	5. Family
		7. Victorian Ghost story	It mixes a modern setting with supernatural events. The ghosts all have horrifying aspects to their appearance.	6. Appearance versus reality
		8. Pathetic fallacy	Where human feelings and responses are attributed to inanimate things or animals e.g. the weather.	7. Loneliness and isolation
		9. Contrast	The differences between two characters or settings etc.	8. Time
		10. Symbolism	The use of symbols to represent ideas or qualities.	9. Poverty and Social Responsibility
6. Marley's Ghost	Materialistic, self-centred, terrifying, haunting, exhausted, direct, reformed, regretful, hopeful, selfless, wise	11. Foreboding	A feeling that something bad will happen.	Additional quotations: 'Heaped up on the floor, to form a king of throne, were turkeys, geese, game, poultry, brawn, great joints of meat, sucking-pigs, long wreaths of sausages, mince-pies, plum-puddings, barrels of oysters, red-hot chestnuts, cherry-cheeked apples, juicy oranges, luscious
		12. Repetition	Saying the same thing more than once for emphasis.	
		13. Sensory language	Language that connects to the five senses to create an image or description.	
7. Bob Cratchit	Uncomplaining, tolerant, courteous, deferential, patient, civil, eager, pleasurable, good-humoured, playful, caring, tender, cheerful, loving, forgiving.	14. Flashback	These are ways in which a narrative's dialogue re-order's a given story by "flashing back" to an earlier point in the story	
		15. Vignettes	Short impressionistic scene that focuses on one moment or character and gives an impression about that character	
		16. Mirroring	When a character, for example, resembles another character.	
		17. Tension and suspense	A building of extreme emotion / anticipation where the outcome is uncertain.	

8. Fred	Warm-hearted, empathetic, cheerful, optimistic, even-tempered, insightful, determined, generous, forgiving, jovial, enthusiastic, caring 'his face was ruddy and handsome; his eyes sparkled.'	18. Dramatic Irony	Where the reader knows something that a character(s) are not aware of.	<p>pears, immense twelfth-cakes, and seething bowls of punch'</p> <p>'I am as light as a feather, I am as happy as an angel, I am as merry as a schoolboy. I am as giddy as a drunken man.'</p> <p>'Girded round its middle was an antique scabbard; but no sword was in it'</p> <p>'I'll raise your salary, and endeavour to assist your struggling family.'</p>
		19. Similes	A figure of speech involving the comparison of one thing with another thing of a different kind, used to make a description more emphatic or vivid..	
		20. Narrative Arc	Narrative arc refers to the chronological construction of plot in a novel or story. Typically, a narrative arc looks something like a pyramid, made up of the following components: exposition, rising action, climax, falling action, and resolution	
9. Ghost of Christmas Past	Contradictory, strong, gentle, quiet, forceful, questioning, mysterious, ephemeral 'It was a strange figure – like a child: yet not so like a child as like an old man,	21. Foil	Something or someone with opposite characteristics to the subject, used to balance them out and even to draw attention to their feelings.	
		22. Personification	Attributing a human characteristic to something non-human.	
		23. Dialogue	A discussion or conversation, or simply the words spoken by a character.	
10. Ghost of Christmas Present	Compassionate, abundant, generous, cheerful, jolly, friendly, severe, sympathetic, Prophetic	24. Motif	An image that is repeated throughout a text showing the dominance of an idea.	
		25. Nomenclature	A name which helps to give the reader an idea of a character's personality.	
11. Ghost of Christmas Yet to Come	Mysterious, silent, ominous, intimidating, frightening, resolute	26. Exposition	Exposition is a literary device used to introduce background information about events, settings, characters, or other elements of a work to the audience or readers. Exposition is crucial to any story, for without it nothing makes sense.	
		27. Cyclical structure	The reader reaches a sense of closure when the piece finds its way back to the beginning of the narrative.	
12. Tiny Tim	Frail, religious, angelic, symbolic, innocent, pure 'God bless us, everyone!'	28. Denouement	The denouement is the outcome of the story, generally occurring after the climax of the plot.	
		29. Resolution	The ending/outcome of the novel.	

STEP 2: CREATE CUES

What: Reduce your notes to just the essentials.

What: Immediately after class, discussion, or reading session.

How:

- Jot down key ideas, important words and phrases
- Create questions that might appear on an exam
- Reducing your notes to the most important ideas and concepts improves recall. Creating questions that may appear on an exam gets you thinking about how the information might be applied and improves your performance on the exam.

Why: Spend at least ten minutes every week reviewing all of your previous notes. Reflect on the material and ask yourself questions based on what you've recorded in the Cue area. Cover the note-taking area with a piece of paper. Can you answer them?

STEP 1: RECORD YOUR NOTES

What: Record all keywords, ideas, important dates, people, places, diagrams and formulas from the lesson. Create a new page for each topic discussed.

When: During class lecture, discussion, or reading session.

How:

- Use bullet points, abbreviated phrases, and pictures
- Avoid full sentences and paragraphs
- Leave space between points to add more information later

Why: Important ideas must be recorded in a way that is meaningful to you.

STEP 3: SUMMARISE & REVIEW

What: Summarise the main ideas from the lesson.

What: At the end of the class lecture, discussion, or reading session.

How: In complete sentences, write down the conclusions that can be made from the information in your notes.

Why: Summarising the information after it's learned improves long-term retention.

WEEK 1: Cornell Notes (Homework task 1)

Date08 / 01 / 24	Topic: Ignorance and Want	Revision guide page:
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links	Notes
Questions	

Summary

WEEK 1: Exam Question (Homework task 2)

Date 08/01/24

Question: How is Scrooge presented in the following quote? 'As solitary as an oyster.'

Answer:

WEEK 1: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 2: Exam Question (Homework task 2)

Date 15/01/24

Question: What is the significance of the quote: 'I wear the chains I forged in life'?

Answer:

WEEK 2: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 3: Cornell Notes (Homework task 1)

Date	22 / 01 / 24	Topic: The theme of poverty in ACC	Revision guide page
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links	Notes
Questions	

Summary

WEEK 3: Exam Question (Homework task 2)

Date 22/01/24

Question: What is the significance of the quote 'He could not hide the light: which streamed from under it, in an unbroken flood upon the ground'?

Answer:

WEEK 3: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 4: Exam Question (Homework task 2)

Date 29/01/24

You can wear terrible shirts and grow more fat
And eat three pounds of sausages at a go
Or only bread and pickle for a week
And hoard pens and pencils and beermats and things in boxes.

Question: According to Jenny Joseph, in her poem 'Warning', what is old age like?

Answer:

[illegible]

WEEK 4: Exam Question review and improvement (Classwork)

Question:

Answer:

[illegible]

WEEK 5: Cornell Notes (Homework task 1)

Date	05 / 02 / 24	Topic: The theme of Christmas in ‘A Christmas Carol’	Revision guide page
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links	Notes
Questions	

Summary

WEEK 5: Exam Question (Homework task 2)

Date 05/02/24

Do not go gentle into that good night,
Old age should burn and rave at close of day;
Rage, rage against the dying of the light.

Question: According to Dylan Thomas, what should old people do?

Answer:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

WEEK 5: Exam Question review and improvement (Classwork)

Question:

Answer:

[illegible]

WEEK 6: Cornell Notes (Homework task 1)

Date19 / 02 / 24	Topic: The motif of music in ‘A Christmas Carol’.	Revision guide page
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links	Notes
Questions	

Summary

WEEK 6: Exam Question (Homework task 2)

Date 19/02/24

Let me die a youngman's death
not a free from sin tiptoe in
candle wax and waning death
not a curtains drawn by angels borne
'what a nice way to go' death

Question: What kind of death does the speaker wish for in Roger McGough's poem 'Let me die a young man's death?'

Answer:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

WEEK 6: Exam Question review and improvement (Classwork)

Question:

Answer:

[illegible]

WEEK 7: Exam Question (Homework task 2)

Date 26/02/24

When you are old and grey and full of sleep,
And nodding by the fire, take down this book,
And slowly read, and dream of the soft look
Your eyes had once, and of their shadows deep;

Question: How does W.B. Yeats describe old age in 'When you are old'?

[illegible]

WEEK 7: Exam Question review and improvement (Classwork)

Question:

Answer: _____

[illegible]

WEEK 8: Cornell Notes (Homework task 1)

Date04 / 03 / 24	Topic: The theme of family in ‘A Christmas Carol.’	Revision guide page
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links Questions	Notes

Summary

WEEK 8: Exam Question (Homework task 2)

Date 04/03/24

I'm not here yet. The thought of me doesn't occur in the ballroom with the thousand eyes, the fizzy, movie tomorrows the right walk home could bring. I knew you would dance like that. Before you were mine, your Ma stands at the close with a hiding for the late one. You reckon it's worth it.

Question: In 'Before You Were Mine' how does Carol Ann Duffy imagine her mum's life before she was born?

[illegible]

WEEK 8: Exam Question review and improvement (Classwork)

Question:

Answer: _____

[illegible]

WEEK 9: Exam Question (Homework task 2)

Date 11/03/24

Tossed up like flotsam from a former passion,
How cool they lie. They hardly ever touch,
Or if they do it is like a confession
Of having little feeling - or too much.

Question: How does Elizabeth Jennings describe the relationship of her elderly parents in 'One Flesh'?

[illegible]

WEEK 9: Exam Question review and improvement (Classwork)

Question:

Answer: _____

[illegible]

WEEK 10: Cornell Notes (Homework task 1)

Date 18 / 03 / 24	Topic: The symbolism of fire in 'A Christmas Carol.'	Revision guide page
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links	Notes
Questions	

Summary

WEEK 10: Exam Question (Homework task 2)

Date 18/03/24

My daughter's choice, the maple tree is new.
Come autumn and its leaves will turn to flame.
What I must do
Is live to see that. That will end the game
For me, though life continues all the same:

Question: Describe the tone of Clive James' poem 'Japanese Maple'.

Answer: _____

[illegible]

WEEK 10: Exam Question review and improvement (Classwork)

Question:

Answer: _____

[illegible]

WEEK 11: Exam Question (Homework task 2)

Date 25/03/24

She was Eliza for a few weeks
when she was a baby –
Eliza Lily. Soon it changed to Lil.
Later she was Miss Steward in the baker's shop
And then 'my love', 'my darling', Mother.

Question: How does Wendy Cope use the metaphor of 'Names' to describe the changing stages of Eliza's life?

Answer: _____

[illegible]

Question:

[illegible]

Week 2

<div>Revision Card on</div> <div>Key Quotes = Scrooge</div>	<div>Answers</div>
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Week 4

<div>Revision Card on</div> <div>Key Quotes= Fred</div>	<div>Answers</div>
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Week 7

<div>Revision Card on</div> <div>Key Quotes= Bob</div>	<div>Answers</div>
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Week 9

Revision Card on Key Quotes= Fezziwig	Answers
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Week 11

Revision Card on Key Quotes= Belle	Answers
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Aspire (ACHIEVE) Thrive

Develop your character



Aspire | Achieve | Thrive