STOKE DAMEREL
Community College

Cycle 2

English

Year 10

Name: _____

Tutor: _____

Year 10 Homework Timetable

Monday	Bedrock Learning	Ebacc Option D	Option C	Modern Britain
Tuesday	English	Tassomai	Option B	Art Option A
Wednesday	Hegarty	Science	Modern Britain	Option C
Thursday	Ebacc Option D	Tassomai	Bedrock Learning	Option B
Friday	Hegarty	Science	English	

Tassomai - 2 Daily Goals per week
Hegarty - 4 tasks of Hegarty per week

Block A	Block B	Block C	Block D
Art	Business Studies	Art	French
Dance	Child Development	Business Studies	Geography
Drama	Catering	Geography	History
Media Studies	Computer Science	Health & Social Care	
Music	Drama	History	
Photography	Health & Social Care	Catering	
	IT	Photography	
	Media Studies	Sport	
	Sociology	Travel & Tourism	
	Sport		

Aspire | Achieve | Thrive

GREENSHAW LEARNING TRUST

Year 10 - Homework plan English - *A Christmas Carol*

Week / Date	Homework task	Exam Question
Week 1 November 15th	**Cornell Notes:** Scrooge in Stave One	**Question 1** ● How is Scrooge presented at the start of the novella? ● Why has Dickens presented him in this way?
Week 2 November 22nd	**Revision Card:** Victorian Workhouses	**Question 2** ● How does Dickens present Scrooge's attitude towards the poor? ● How does Dickens present Scrooge's attitude towards Christmas?
Week 3 November 29th	**Cornell Notes:** Jacob Marley	**Question 3** ● How is the ghost of Jacob Marley presented? ● What is the purpose of the ghost of Jacob Marley?
Week 4 December 6th	**Revision Card:** The Ghost of Christmas Past	**Question 4:** ● How is the ghost of Christmas Past presented? ● What does Scrooge learn from the Ghost of Christmas Past?
Week 5 December 13th	**Cornell Notes:** Poverty in *A Christmas Carol*	**Question 5** ● How is the Ghost of Christmas Present presented? ● What does Scrooge learn about the Cratchit family from the Ghost of Christmas Present?
Week 6 January 3rd	**Revision card:** The Ghost of Christmas Yet to Come	**Question 6** ● How is the Ghost of Christmas Yet to Come presented? ● What does Scrooge learn from the Ghost of Christmas Yet to Come?
Week 7/Week 8 January 10th/January 17th	**Revision**: Cornell Notes / Mind map / Revision Card	**Revision**
Week 9 January 24th	**Plug the gaps**	

Y11 Knowledge Organiser - 'A Christmas Carol' and Language Paper 2 Section A: Reading 19th Century Texts

Week 1 - 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?

Week 5 - 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 of 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?

Week 6 - 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 sprung 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' "

Week 1 - 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

Week 4 - 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.

Week 3 - 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

Week 3 - Dickens' ideas and intentions

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

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

Week 2 - 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 was 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

Date…….

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

Use quotations to support your answer.
Answer:-

WEEK 2

Date…….

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

Use quotations to support your answer.
Answer:-

WEEK 3

Date…….

- How is the ghost of Jacob Marley presented?
- What is the purpose of the ghost of Jacob Marley?

Use quotations to support your answer.
Answer:-

WEEK 4

Date…….

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

Use quotations to support your answer.
Answer:-

WEEK 5

Date…….

- How is the Ghost of Christmas Present presented?
- What does Scrooge learn about the Cratchit family from the Ghost of Christmas Present?

Use quotations to support your answer.
Answer:-

WEEK 6

Date…….

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

Use quotations to support your answer.
Answer:-

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.

Date / / **Topic**

WEEK 1

Questions	Notes

Summary

Date / / **Topic**

Questions	Notes

Summary

Date / / **Topic**

WEEK 3

Questions	Notes

Summary

Date / / **Topic**

Questions	Notes

Summary

Date / / Topic

WEEK 5

Questions	Notes

Summary

Date / / **Topic**

Questions	Notes

Summary

Revision Page

Revision Page

Revision Page

Revision Page

Revision Page

Revision Page

Revision Page

Revision Card on Victorian Workhouses	**Answers**
1. What did the workhouses provide for people? 2. What were the conditions like in Victorian workhouses? 3. Why were the workhouses established? 4. Why do the charity workers in ACC say ‘many can't go there; and many would rather die.’?	

Revision Card on the Ghost of Christmas Past	**Answers**
1. How is the Ghost of Christmas Past described? 2. What does the Ghost of Christmas Past show Scrooge? 3. What does Scrooge learn from the Ghost of Christmas Past? 4. How does Scrooge leave the Ghost of Christmas Past?	

Revision Card on the Ghost of Christmas Yet to Come	**Answers**
1. How is the Ghost of Christmas Yet to Come described? 2. What does the Ghost of Christmas Yet to Come show Scrooge? 3. What does Scrooge learn from the Ghost of Christmas Yet to Come? 4. Why was Scrooge so afraid of the Ghost of Christmas Yet to Come?	