



GCSE English Literature

Context

Component Two - this type of question is what is known as an 'exploding extract'. You will be given an extract from the novella and will work through it analysing what they have asked you to focus on. The you will 'explode' out to the rest of the text.

Preface Charles Dickens write a note to his readers to explain that he wants to introduce an entertaining idea to them.

Stave One 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 We learn Jacob Marley, Scrooge's business partner, died exactly 7 years earlier. 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. Scrooge is visited by two charity workers, asking for donations. Scrooge refuses and exclaims he wants to be left alone. Scrooge allows Bob to have Christmas Day off.

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.

Stave Two Scrooge is visited by the Ghost of Christmas Past who takes him to witness his past. 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. We see him with his sister, who one year took him home for the holidays. Next we are shown Scrooge as a young apprentice, working for Fezziwig. Dickens describes the Christmas ball Fezziwig organised for his employees. 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. Scrooge cannot bear to see any more and struggles with the spirit.

Stave Three Scrooge is then visited by the Ghost of Christmas Present. The spirit shows Scrooge how the Cratchit family celebrate Christmas. Scrooge asked if Tiny Tim will live. The spirit explain unless there are changes, he will die. The spirit reminds Scrooge of his earlier words: 'If he is to die, he had better do it, and decrease the surplus population' Scrooge is then taken to see how others celebrate Christmas: miners, lighthouse workers, sailors on a ship. He is then taken to Fred's house at Christmas, where they are playing games. The spirit then begins to age, and see under the spirit's robes two children: Want and Ignorance. The Ghost of Christmas Future then appears.

Stave Four The Ghost of Christmas Future is described. The spirit takes Scrooge to see a group of businessmen discussing someone who has died. Scrooge is then taken to see Old Joe, where he is in the process of buying property of the dead man – which have been stolen. Scrooge then returns to Bob Cratchit's house, where it is revealed Tiny Tim has died. Scrooge is then taken to the graveyard and is shown a grave stone and realises this is for him. Scrooge falls to his knees and begs that he will change his ways.

Stave Five Scrooge wakes up in his own bed. 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. 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.'

Key Characters:

Ebenezer Scrooge Miserly, mean, bitter, materialistic, unsympathetic, indifferent, cold, selfish, isolated, cynical, charitable, value driven, generous, happy, sociable, transformed.

Marley's Ghost Materialistic, self-centred, terrifying, haunting, exhausted, direct, reformed, regretful, hopeful, selfless, wise.

Bob Cratchit Uncomplaining, tolerant, courteous, deferential, patient, civil, eager, pleasurable, good-humoured, playful, caring, tender, cheerful, loving, forgiving.

Fred Warm-hearted, empathetic, cheerful, optimistic, even-tempered, insightful, determined, generous, forgiving, jovial, enthusiastic, caring

Ghost of Christmas Past Contradictory, strong, gentle, quiet, forceful, questioning, mysterious
Ephemeral.

Ghost of Christmas Present Compassionate, abundant, generous, cheerful, jolly, friendly, severe, sympathetic

Tiny Tim Frail, ill, good, religious,

Ghost of Christmas Future Mysterious, silent, ominous, intimidating, frightening, resolute



Further support may be found:
<https://senecalearning.com/>
<https://www.bbc.com/education/topics/zwhkxsg>

Themes
Christmas spirit
Redemption
Poverty and Social Responsibility
Supernatural
Family
Appearance versus reality
Loneliness and isolation
Time



Assessment Task
Diagnostic and summative
Autumn/Year 11 & PPE

Features of form (Novella)	
Allegory	A story which can be interpreted to reveal a hidden meaning, typically a moral or political one.
Novella	A novella is longer than a short story, but not as long as a traditional novel.
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.
Omniscient narrator	A narrator that sees everything, including what a character is thinking and feeling.
Protagonist	The leading character in a novel.
Tone	How the narrator or a character speaks; can also be set through description.
Fairytale genre	A genre (type of story) that incorporates an element of the magical.
Pathetic fallacy	Where human feelings and responses are attributed to inanimate things or animals.
Contrast	The differences between two characters or settings etc.
Symbolism	The use of symbols to represent ideas or qualities.
Foreboding	A feeling that something bad will happen.
Repetition	Saying the same thing more than once for emphasis.
Sensory language	Language that connects to the five senses to create an image or description.
Analepsis (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
Prolepsis (flashforward)	These are ways in which a narrative's dialogue re-order's a given story by "flashing forward" to a moment later in the chronological sequence of events
Mirroring	<i>When a character, for example, resembles another character.</i>
Parallel structures	<i>Using the same pattern of words to show that two or more ideas have the same level of importance.</i>
Tension and suspense	A building of extreme emotion / anticipation where the outcome is uncertain.
Dramatic Irony	<i>Where the reader knows something that a character(s) are not aware of.</i>
Cliff-hanger	A dramatic and exciting ending to an episode of a serial, leaving the audience in suspense and anxious not to miss the next episode.
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..
Circular structure	The reader reaches a sense of closure when the piece finds its way back to the beginning of the narrative.
Foil	Something or someone with opposite characteristics to the subject, used to balance them out and even to draw attention to their feelings.
Personification	Attributing a human characteristic to something non-human.
Exaggeration	A statement that represents something as better or worse than it really is.
Dialogue	A discussion or conversation, or simply the words spoken by a character.
Rhetorical questions	A question that is asked in order to make a point rather than elicit an answer.
Interrogation	
Motif	
Character	



Events	
Dickens' Life	Charles Dickens was born on February 7, 1812 in Hampshire into a middle class family. His dad 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
Industrial Revolution	From 1780 factory owners in Britain began to use coal-fired steam engines to power the machines in big factories, bringing great fortune. Transition from traditional farming methods to machinery led to Industrial revolution. People flocked from the countryside to the cities. London's population between 1800 and 1900 from 1 million to 6 million people. 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.
Malthus and the Poor Laws	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 over-population. Malthus believed people should families in later life and not have too many children. 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. 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. 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.
Charity	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. 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.
Education	Dickens believed strongly in the importance of education. As part of his campaign against the treatment of the poor, Dickens worked with a friend called Angela Burdett-Coutts. In 1840s, Dickens and Coutts became involved in the Ragged Schools. The aim was to provide poor children with basic education. Dickens believed that it is through education that one can leave poverty.
Religion	Christianity held a strong influence in Victorian Britain, especially amongst the middle / upper classes. Good Christians believed in a strict moral code – attending church regularly, avoiding alcohol and exercise sexual restraint. Dicken's 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. Sabbatarianism – when people spent Sunday going to church and resting. Dickens was opposed to this because it meant that working poorer people were denied any enjoyment on their one day off – everything was shut. 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.
Christmas	Start of 19 th 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.