

English GCSE transition Booklet

With a focus on 'A Christmas Carol' preparation.

Year 10 → Year 11

GCSE Literature and Language

This booklet is designed to be completed through the summer weeks. It is expected that you are completing 2 pieces each week during the summer break as a form of research and revision. The focus is on pre-learning 'A Christmas Carol' as well revising some other units across the GCSE.

| <u>Activity</u> | <u>Completed? Parent signature</u> | <u>Teacher signature</u> |
|--|------------------------------------|--------------------------|
| 1. Researching ACC context 2. Retrieval- Lang P1 (Q1, Q3) | | |
| 3. ACC stave 1 4. Retrieval- Macbeth and Masculinity | | |
| 5. ACC- Plot 6. Retrieval- AIC Gerald and Sheila | | |
| 7. Retrieval- Lang P1 8. ACC- research | | |
| 9. Retrieval Macbeth- 10. ACC- character | | |
| 11. Retrieval- Unseen poetry 12. Retrieval -unseen poetry | | |

Task 1:
Context in 'A Christmas Carol'

Here are a few aspects of context that are explored by Dickens in 'A Christmas Carol'.
Research and annotate around each icon regarding life in the 19th century.



Social injustice



Poverty



Christmas



Inequality



The supernatural

Task 2:
Retrieval- Lang P1

Read the extract below and answer the questions. Keep in mind the skills you need for each Language question.

Source A

This extract is from the beginning of a novel by Graham Joyce. A young married couple, Zoe and Jake, are on a skiing holiday in the French Pyrenean mountains.

1 It was snowing again. Gentle six-pointed flakes from a picture book were settling on
her jacket sleeve. The mountain air prickled with ice and the smell of pine resin.
Several hundred metres below lay the dark outline of Saint-Bernard-en-Haut, their
5 Pyrenean resort village; across to the west, the irregular peaks of the mountain
range.

Zoe pulled the air into her lungs, feeling the cracking cold of it before letting go.
And when the mountain seemed to nod and sigh back at her, she almost thought
she could die in that place, and happily.

9 If there are few moments in life that come as clear and as pure as ice, when the
10 mountain breathed back at her, Zoe knew that she had trapped one such moment
and that it could never be taken away. Everywhere was snow and silence. Snow
and silence; the complete arrest of life; a rehearsal and a pre-echo of death. She
pointed her skis down the hill. They looked like weird talons of brilliant red and gold
14 in the powder snow as she waited, ready to swoop. *I am alive. I am an eagle.*

15 The sun was up now; in a few minutes there would be more skiers to break the
eerie morning spell. But right now they had the snow and the morning entirely to
themselves.

There was a whisper behind her. It was the effortless track of Jake's skis as he
came over the ridge and caught up with her.

20 'This is perfection.'

'You ready to go?' she asked.

'Yep. Let's do it.'

They'd got up early to beat the holiday-making hordes for this first run of the
morning. Because this – the tranquillity, the silence, the undisturbed snow and the
25 feeling of proximity to an eagle's flight – was what it was all about. Jake hit the west
side of the steep but broad slope and she took the east, carving matching parallel
tracks through the fresh snow.

28 But at the edge of the slope, near the curtain of trees, she felt a small slab of snow
slip from underneath her. It was like she'd been bucked, so she took the fall-line* to
30 recover her balance. Before she'd dropped three hundred metres, the whisper of
her skis was displaced by a rumble.

Zoe saw at the periphery of her vision that Jake had come to a halt at the side of the
piste and was looking back up the slope. Irritated by the false start they'd made,
she etched a few turns before skidding to a halt and turning to look back at her

0 1

Read again the first part of the source, from lines 1 to 5.

List four things about Zoe's surroundings from this part of the source.

[4 marks]

- 1 _____

- 2 _____

- 3 _____

- 4 _____

Task 3:
Retrieval- ACC- Stave 1

In this part of the text, Bob Cratchit is asking Scrooge for a day off from work as it is Christmas. Read the extract below and answer the questions.

1 – Highlight any words that tell you about the weather. Describe the weather.

2 – ‘Piercing, searching, biting cold’ Are these verbs, adjectives or nouns?

What does it tell you about the temperature?

3- The novel starts on Christmas Eve. How would you expect people to act on Christmas Eve? Does Scrooge act in this way?

4 – ‘The clerk smiled faintly’ – Do you think Bob Cratchit (the clerk) likes Scrooge? Do you think Scrooge treats him nicely?

Foggier yet, and colder! Piercing, searching, biting cold. If the good Saint Dunstan had but nipped the Evil Spirit's nose with a touch of such weather as that, instead of using his familiar weapons, then indeed he would have roared to lusty purpose. The owner of one scant young nose, gnawed and mumbled by the hungry cold as bones are gnawed by dogs, stooped down at Scrooge's keyhole to regale him with a Christmas carol: but at the first sound of God bless you, merry gentleman! May nothing you dismay! Scrooge seized the ruler with such energy of action that the singer fled in terror, leaving the keyhole to the fog and even more congenial frost.

At length the hour of shutting up the counting-house arrived. With an ill-will Scrooge dismounted from his stool, and tacitly admitted the fact to the expectant clerk in the Tank, who instantly snuffed his candle out, and put on his hat.

“You'll want all day tomorrow, I suppose?” said Scrooge.

“If quite convenient, Sir.”

“It's not convenient,” said Scrooge, “and it's not fair. If I was to stop half-a-crown for it, you'd think yourself ill-used, I'll be bound?”

The clerk smiled faintly.

“And yet,” said Scrooge, “you don't think me ill-used, when I pay a day's wages for no work.”

The clerk observed that it was only once a year.

Task 4:
Retrieval-Macbeth and Masculinity

LITERATURE ESSAY PLAN

| Question: | | |
|--|---|---|
| To what extent would you argue that Macbeth is a masculine character? | | |
| Thesis Statement | | Notes |
| <i>An introduction to your argument that you will develop in your essay.</i> | In _____, It could be argued _____ | <i>Critically consider the question and the text as a conscious construct. Consider a range of viewpoints across the entire text. Consider the writer's intentions and context.</i> |
| Paragraph 1 | | |
| <i>Topic sentence WHAT</i> | During the exposition of the play, Shakespeare _____ | <i>Set out the idea you are going to explore / analyse in this paragraph Start at the exposition. Consider context.</i> |
| HOW <i>Prove your argument/topic sentence through language and structure</i> | | <i>Use two quotations -Keep quotes short - Embed quotes - Analyse them thoroughly - Analyse techniques/words. Link back to the topic sentence -does the quote support your argument?</i> |
| HOW | Additionally, | <i>Ensure you are considering both language and structural techniques and how they support your argument.</i> |
| WHY <i>What are the writer's intentions?</i> | Perhaps Shakespeare was intending to _____ | <i>Always consider WHY the writer is doing this within the context of the play - their message / big idea</i> |
| Paragraph 2 | | |
| <i>Topic sentence WHAT</i> | As the play develops, Shakespeare _____ | <i>Choose a moment from the middle of the play to explore As the play develops...</i> |
| HOW | | <i>As above & Consider motifs, symbols, dramatic irony, archetypes, allusions, semantic fields, juxtaposition, sentence types</i> |
| HOW | Furthermore, | <i>As above Consider foreshadowing, peripeteia, catalyst</i> |

Question:

To what extent would you argue that Macbeth is a masculine character?

Thesis Statement

Notes

WHY

Perhaps Shakespeare was intending to _____

The writer may have been attempting to:
Challenge
Criticise
Highlight
Expose
Explore
Warn
Teach
Endorse

Paragraph 3

Topic Sentence
WHAT

Towards the denouement of the play, Shakespeare _____

Explore how the character/theme has developed or changed towards the **ending/denouement** of the play

HOW

Use quotations towards the conclusion of the play. Contrast the opening of the play to the ending. Consider if there is a **cyclical structure/clear transformation in characterisation**

HOW

Moreover,

How does the writer **resolve the issues** of the play? What **techniques** do they use to do so?

WHY

Perhaps Shakespeare was intending to _____

Show that you are thinking what the writer's **ultimate purpose** is in constructing the text. Acknowledge that **views may have changed** since the time the play was written. Ensure you **do not deviate** from the question.

Conclusion

As has been demonstrated,

Add a **conclusion linking** to your thesis statement. Consider how a **modern audience** would react to reading / watching the play today? Does the message still hold true?

Question:*To what extent would you argue that Macbeth is a masculine character?***Thesis Statement****Notes****Success criteria – tick EACH box to make sure you’ve covered all of the criteria.**

| | | |
|------------|--|-------|
| AO1 | Have you included a thesis statement (introduction) and a conclusion? | ✓ / x |
| | Have you addressed the key idea in the question at the beginning and end of each paragraph? | ✓ / x |
| | Have you used topic sentences at the start of each paragraph? Do they answer the question? | ✓ / x |
| | Have you used discourse markers (therefore, however, although) in your answer? | ✓ / x |
| AO2 | Have you used quotes that support and ‘prove’ your argument? | ✓ / x |
| | Where you can, have you stated a language or structural technique / method used? | ✓ / x |
| | Have you analysed the quotes in detail in relation to the question? | ✓ / x |
| | Have you considered the effect of individual words and their connotations? | ✓ / x |
| AO3 | Have you considered why the writer has constructed the character in this way? | ✓ / x |
| | Have you considered what the writer is exploring / challenging / indicating / demonstrating? | ✓ / x |
| | Have you considered how the play might have been received at the time? Would modern audiences feel differently? Why / why not? | ✓ / x |

Task 5:
Understanding the plot

1a. Watch the animated summary of 'A Christmas Carol'

<https://www.youtube.com/watch?v=8fzPJUtstn4>

1b. Alternatively, read the summary of the text below:

Summary:

Ebenezer Scrooge is a miserly old man of stingy nature, who spends his Christmas Eve in his counting-house. We meet him in a truly inhumane situation: his clerk is left to freeze because Scrooge does not want to spend money for heating, his nephew's invitation for a Christmas party is turned down, and he refuses to contribute to the charity two gentlemen explain him about.

Later that night, after he turns down everyone who tries to connect to him, he returned home to his dark, unheated apartment, and he is visited by the ghost of Jacob Marley, his partner who has passed away.

Jacob tells him the story of how he was left to wander as a ghost on Earth: he received punishment for leading a greedy life, never thinking about others, and therefore he is condemned to wander the world tied down with heavy chains.

That is the reason why he appeared in front of Scrooge – to help him avoid the same gloomy fate, which awaits him if he continues his old ways.

He then tells him that during the following three evenings, he will get the visit of three different spirits.

Then, he disappears, and Scrooge falls asleep.

Jacob's story seems to be true: Scrooge awakes just before the Ghost of Christmas Past arrives by his side. He looks strange – he has a childlike appearance with a glowing head.

He is there to take Scrooge to the Christmases in the past and all the events he has forgotten about.

Facing his own history, he sheds a few tears and feels moved and regretful, before the ghost takes him back to the present, and into his bed.

Next comes the Ghost of Christmas Present, who is a giant dressed in a green fur robe, who takes him around the city to see how Christmas will be celebrated that year.

He visits the fest of the Cratchits, and for the first time sees their disabled son called Tiny Tim, and his kind and courageous heart. He also invisibly attends the Christmas party to which his nephew invited him.

Scrooge enjoys these events so much, that he wishes to stay until the very end.

However, as time passes, the Ghost also gets older and sicker.

Finally, toward the end of the day, he shows him the two starving children Want and Ignorance, who live under his coat and make him older.

He disappears into thin air, as Scrooge notices the Ghost of Christmas Yet to Come coming. He is a dark, hooded Ghost that takes him in different places and mysterious situations that are gloomy and dark.

Scrooge is told that the events he sees are connected to the death of an unnamed man.

He sees a businessman talking about the reaches the dead man possessed, a few vagabonds trying to capitalise on his death, and a poor family being happy and relieved because of the death of this man, who was their creditor.

Scrooge wishes to know why he is shown such things and what is the last lesson, so the Ghost takes him to the graveyard, in front of that man's tomb.

Scrooge is surprised to his no other but his very own name written on the grave.

He is desperate!

He does not wish for such an end to his life!

In his desperation, he begs the spirit to change his fate and promises to change the way he was leading his life so far. He promises that he will honour Christmas and will become a much better man.

After all of these cries out for help, he finds himself safe in his own bed.

Answer the questions below after reading the summary of the plot:

- 1. How do you think Scrooge is presented throughout the text?**
- 2. Having researched context, what do you think a 19th century reader's response would be to a text with ghosts?**
- 3. What do you think is the message of the novella?**
- 4. Having completed task 1 and 3, what do you think about Scrooge's relationship with the Cratchits?**
- 5. What events in the summary show that Scrooge might have changed throughout the course of the novella?**

Task 6:

Retrieval-An Inspector Calls

TASK #1 – Sheila and Gerald’s relationship begins to crumble quickly. Why do you think Priestley destroys their relationship so quickly?

Gerald: You’ve been through it – and now you want to see somebody else put through it.

Sheila: (*bitterly*) So that’s what you think I’m like. I’m glad I realized it in time, Gerald.

Gerald: No, no, I didn’t mean -

Sheila: (*cutting in*) Yes, you did. And if you’d really loved me, you couldn’t have said that. You listened to that nice story about me. I got that girl sacked from Milwards. And now you’ve made up your mind I must obviously be a selfish, vindictive creature.

Gerald: I neither said that nor even suggested it.

Sheila: Then why say I want to see somebody else put through it? That’s not what I mean at all.

Gerald: All right then, I’m sorry.

Sheila: Yes, but you don’t believe me. And this is just the wrong time not to believe me.

Inspector: (*massively taking charge*) Allow me, Miss Birling. (to Gerald.) I can tell you why Miss Birling wants to stay on and why she says it might be better for her if she did. A girl died tonight. A pretty, lively sort of girl, who never did anybody any harm. But she died in misery and agony – hating life –

Sheila: (*Distressed*) Don’t please – I know, I know – and I can’t stop thinking about it –

Inspector: (*Ignoring this*) Now Miss Birling has just been made to understand what she did to this girl. She feels responsible. And if she leaves us now, and doesn’t hear any more, then she’ll feel she’s entirely to blame, she’ll be alone with her responsibility, the rest of tonight, all tomorrow, all the next night--

Sheila: (*eagerly*) Yes, that’s it. And I know I’m to blame – and I’m desperately sorry – but I can’t believe – I won’t believe – it’s simply my fault that in that in the end she – she committed suicide. That would be too horrible –

Inspector: (*sternly to them both*) You see, we have to share something. If there’s nothing else, we’ll have to share our guilt.

Sheila: (*staring at him*) Yes. That’s true. You know. (She goes close to him, wonderingly.) I don’t understand about you.

Inspector: (*calmly*) There’s no reason why you should.

// he regards her calmly while she stares at him wonderingly and dubiously. Now Mrs Birling. Enters, briskly and self-confidently, quite out of key with the little scene that has just passed. Sheila feels this at once.//

TASK #2 – What atmosphere is Priestley trying to convey here? Why? How does he do it?

TASK #3 – Highlight all the lines that imply Sheila is beginning to take responsibility. Explain your choices.

TASK #4 – How is the Inspector presented in this scene?

TASK #5 – ‘There’s no reason why you should’ – Is it important that we understand who the Inspector is or not? Explain.

Task 7:
Retrieval- Lang P1

Section B: Writing

You are advised to spend about 45 minutes on this section. Write in full sentences. You are reminded of the need to plan your answer. You should leave enough time to check your work at the end.

Question 5: You are going to enter a creative writing competition.

Your entry will be judged by a panel of professional writers.

Either:

Write a story in which a hot air balloon plays a significant part.

OR:

Write a description suggested by this photograph:



(24 marks for content and organisation

16 marks for technical accuracy)

Task 8:

Read the article. Highlight two sentences in each paragraph which you deem to be the most important. Down the left-hand side, add a title for each paragraph. On the right-hand side, summarise what each paragraph is saying in two or three bullet points. One has been done for you so you can see what your work should look like.

Paragraph

Titles

*A
Victorian
ghost
story*

The ghosts give the story its irresistibly logical structure, and make Scrooge think that he is prepared for each succeeding visitation. Preparing to meet the second of the three spirits, 'nothing between a baby and a rhinoceros would have astonished him very much' (Stave 3). But of course he is surprised. The Ghost of Christmas Present surprises him by showing him flashes of humour and happiness in the most unlikely of circumstances. And when Scrooge sees the visions revealed by the third of the spirits, he naturally fails to recognise what the reader knows from the first: that the dead man, abandoned after the scavengers have done with him, is himself.

Marley's Ghost announces them. 'You will be haunted ... by Three Spirits' (Stave 1). Scrooge is even told at what times they will appear. The ghosts bring fatality to the narrative: Scrooge cannot resist the visions they set before him. He must awake at the destined times to encounter the world that he has made for himself. Time-consciousness is built into the narrative (those bells). The ghosts have only their allotted spans. 'My time is nearly gone,' says Marley's Ghost. 'My time grows short,' observes the first of the three spirits, 'quick!' (Stave 1; Stave 2). Chronology is of the essence: Christmas is a special day made all the more significant by the unfolding of these visions at their hours. On Christmas Eve Marley's Ghost tells Scrooge of three visits in three consecutive nights, but he wakes to find that it is Christmas Day. 'The Spirits have done it all in one night' – which means that he still has the day to redeem himself (Stave 5).

A Christmas Carol is a brilliant narrative success, and was a huge commercial coup. It forged the association between Christmas and ghost stories, and led Dickens to write a series of such tales for Christmas. It also showed how the genre worked best within limitations of time and length, so that the short story and the novella were best suited to ghostly tales. Dickens had set a new literary fashion in motion.

Bullet Point Paragraph Summary

*-Dickens was interested in why
people believed in ghosts.
-Dickens made ghosts part of the
real world in his novel unlike other
writers in earlier stories.*

Task 9:

Retrieval- Macbeth

Starting with this extract, explore how far Shakespeare presents Macbeth as an ambitious character.

You could write about:

- how Shakespeare presents Macbeth as an ambitious character in the extract
- how Shakespeare presents Macbeth as an ambitious character in the play as a whole.

Highlight and annotate the extract with initial ideas that jump out at you.

What could you discuss from the extract in your answer?

DUNCAN

My plenteous joys,
Wanton in fulness, seek to hide themselves
In drops of sorrow. Sons, kinsmen, thanes,
And you whose places are the nearest, know
We will establish our estate upon
Our eldest, Malcolm, whom we name hereafter
The Prince of Cumberland; which honour must
Not unaccompanied invest him only,
But signs of nobleness, like stars, shall shine
On all deservers. From hence to Inverness,
And bind us further to you.

MACBETH

The rest is labour, which is not used for you:
I'll be myself the harbinger and make joyful
The hearing of my wife with your approach;
So humbly take my leave.

DUNCAN

My worthy Cawdor!

MACBETH

[Aside] The Prince of Cumberland! that is a step
On which I must fall down, or else o'erleap,
For in my way it lies. Stars, hide your fires;
Let not light see my black and deep desires:
The eye wink at the hand; yet let that be,
Which the eye fears, when it is done, to see.

Task 10:

ACC- Character profiles

**Using your research and your understanding from task 3 and 5, create
2 character profiles.**

Name: Ebenezer Scrooge



Description of Scrooge's personality:

Key quote picked from task 3 that evidences his personality traits:

Name: Bob Cratchit



Description of Bob's personality:

A large empty rectangular box for writing a description of Bob's personality.

Key quote picked from task 3 that evidences his personality traits:

A large empty rectangular box for writing a key quote that evidences his personality traits.

Task 11: Unseen poetry

1. In 'Woman Work' how does the poet present the speaker's feelings about her life? [24 marks]

Woman Work

I've got the children to tend
The clothes to mend
The floor to mop
The food to shop
Then the chicken to fry
The baby to dry
I got company to feed
The garden to weed
I've got the shirts to press
The tots to dress
The cane to be cut
I gotta clean up this hut
Then see about the sick
And the cotton to pick.

Shine on me, sunshine
Rain on me, rain
Fall softly, dewdrops
And cool my brow again.

Storm, blow me from here
With your fiercest wind
Let me float across the sky
'Til I can rest again

Fall gently, snowflakes
Cover me with white
Cold icy kisses and
Let me rest tonight.

Sun, rain, curving sky
Mountain, oceans, leaf and stone

Star shine, moon glow
You're all that I can call my own.

Maya Angelou

Task 12: Unseen poetry

2. In both 'Woman Work' and 'Overheard in County Sligo' the speakers describe feelings about their lives. What are the similarities and/or differences between the way the poets present these attitudes?
[8 marks]

Overheard in County Sligo

I married a man from County Roscommon
and I live in the back of beyond
with a field of cows and a yard of hens
and six white geese on the pond.

At my door's a square of yellow corn
caught up by its corners and shaken,
and the road runs down through the open gate
and freedom's there for the taking.

I had thought to work on the Abbey* stage
or have my name in a book,
to see my thought on the printed page,
or still the crowd with a look.

But I turn to fold the breakfast cloth
and to polish the lustre and brass,
to order and dust the tumbled rooms
and find my face in the glass.

I ought to feel I'm a happy woman
for I lie in the lap of the land,
but I married the man from County Roscommon
and I live at the back of beyond.

Gillian Clarke

*Abbey: A well-known theatre in Dublin