



Autumn Term
Term 1
English
Year 10

Name: _____

Tutor: _____

Care to Learn

Learn to Care

Year 10 Homework Timetable

Monday	English Task 1	Option A Task 1	Option C Task 1
Tuesday	Option B Task 1	Sparx Maths	Science Task 1
Wednesday	Sparx Maths	Option C Task 2	Sparx Science
Thursday	Option A Task 2	Sparx Science	Option B Task 2
Friday	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
History
Geography

Option B
Health and Social Care
Languages
Drama

Option C
Psychology
Health and Social Care
Sport

Half Term 1 (8 weeks) - Year 10

Week / Date	Homework task 1 Cornell Notes	Homework task 2 Exam Question
Week 1 1st September 2025	Cornell Notes on: Life in 1912 Britain	Question: How is Mr Birling presented in Act 1 of <i>An Inspector Calls</i> ?
Week 2 8th September 2025	Revision Cards on: Mr Birling	Question: How is Sheila presented in <i>An Inspector Calls</i> ?
Week 3 15th September 2025	Cornell Notes on: Life in 1945 Britain	Question: How does the character of Eric change over the course of the play?
Week 4 22nd September 2025	Revision Cards on: Sheila Birling	Question: What was Priestley's message when writing the play?
Week 5 29th September 2025	Cornell Notes on: Women in 1945	Question: How does the writer present the effects of war in 'Exposure'?
Week 6 6th October 2025	Revision Cards on: Eric Birling	Question: How does the poet present memory in 'Remains'?
Week 7 13th October 2025	Cornell Notes on: 'The Charge of the Light Brigade'	Question: How does the poet present the father's experience?
Week 8 20th October 2025	Revision Cards on: Poetic devices	Question: Why does Priestley use a circular narrative in <i>An Inspector Calls</i> ?

Half Term 2 (7 weeks) - Year 10

Week / Date	Homework task 1 Cornell Notes	Homework task 2 Exam Question
Week 9 3rd November 2025	Cornell Notes: Scrooge in Stave One	Question - How is Scrooge presented at the start of the novella? - Why has Dickens presented him in this way?
Week 10 10th November 2025	Revision Card: Victorian Workhouses	Question - How does Dickens present Scrooge's attitude towards the poor? - How does Dickens present Scrooge's attitude towards Christmas?
Week 11 17th November 2025	Cornell Notes: Jacob Marley	Question - How is the ghost of Jacob Marley presented? - What is the purpose of the ghost of Jacob Marley?
Week 12 24th November 2025	Revision Card: The Ghost of Christmas Past	Question - How is the ghost of Christmas Past presented? - What does Scrooge learn from the Ghost of Christmas Past?
Week 13 1st December 2025	Cornell Notes: Poverty in <i>A Christmas Carol</i>	Question - How is the Ghost of Christmas Present presented? - What does Scrooge learn about the Cratchit family from the Ghost of Christmas Present?
Week 14 8th December 2025	Revision card: The Ghost of Christmas Yet to Come	Question - How is the Ghost of Christmas Yet to Come presented? - What does Scrooge learn from the Ghost of Christmas Yet to Come?
Week 15 15th December 2025	Cornell Notes: Charles Dickens Context	Question How does the writer use language here to describe the photograph? (8 marks)

Knowledge Organiser - 'A Christmas Carol'

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

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.	<u>Dickens' Biography</u> - 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 attorney's. - A Christmas Carol was written in 1843 <u>Dickens' ideas and intentions</u> 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.	<u>Social and Historical Context</u> 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 have 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.
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Knowledge Organiser - 'An Inspector Calls'

Characters -

An Inspector Calls has six main characters. The Birling family and Gerald Croft, Sheila's fiancé. Inspector Goole arrives to conduct his investigation into the death of Eva Smith, who changes her name to Daisy Renton. The Birlings' maid, Edna, may seem insignificant but she serves as a reminder of the Birlings' wealth and the presence of the lower classes.

Mr Arthur Birling - 'heavy-looking, rather portentous... in his middle fifties with fairly easy manners but rather provincial in his speech'.

Mrs Sybil Birling - 'about fifty, a rather cold woman and her husband's social superior'.

Sheila Birling - 'a pretty girl in her early twenties, very pleased with life and rather excited'.

Eric Birling - 'early twenties, not quite at ease, half shy, half assertive'.

Gerald Croft - 'attractive chap, about thirty... very much the easy well-bred man about town'.

Inspector Goole - 'creates an impression of massiveness, solidity and purposefulness' / 'in his fifties' / 'he speaks carefully, weightily'.

Secondary characters

Eva Smith/Daisy Renton and Edna - the Birlings' maid

Key Events - Summary

An inspector arrives at the Birling house. He tells them how a girl called Eva Smith has killed herself by drinking disinfectant - he wants to ask them some questions. The Inspector reveals that the girl used to work in Arthur Birling's factory and he had her sacked for going on strike. Mr Birling refuses to accept any responsibility for her death. The Inspector then reveals that Sheila thought that Eva had made fun of her, complained and got her sacked. Sheila is deeply ashamed and feels responsible for the girl's death. The Inspector forces Gerald to confess to an affair he had with Eva. Sheila respects Gerald's honesty but returns the engagement ring he gave her. It is revealed that Sybil Birling had refused to help the pregnant Eva. It turns out that it was Eric who got Eva pregnant, and stole money from his father to help her. The Inspector leaves. The family ring the infirmary and there is no record of a girl dying from drinking disinfectant. Suddenly the phone rings, Mr Birling answers it, to his horror the phone call reveals that a young woman has just died from drinking disinfectant and the police are on their way to question them about it. The curtain falls and the play ends.

Key quotations

Opening: 'large suburban house' / 'Edna, the parlour maid, is just clearing the table, which has no cloth of dessert plates and champagne glasses' / 'all five are in evening dress of the period'

Mr Birling: "nobody wants war" / "unsinkable, absolutely unsinkable" / 'hard headed practical man of business' / 'We're not all mixed up like bees in a hive' / "a man has to mind his own business and look after himself and his own-and-(doorbell rings) / "It's my duty to keep labour costs down" / 'I was quite justified'

Sheila: "But these girls aren't cheap labour they're people" / 'you were jealous of her' / "I'll never do it again to anybody" / "You're just beginning to pretend all over again" / "Well, he inspected us alright" / 'Fire and blood and anguish. And it frightens me the way you talk, and I can't listen to any more of it'

Gerald: 'I think Miss Birling ought to be excused from any more questioning' / 'gave me a glance that was nothing less than a cry for help' / 'I was sorry for her' / 'wonderful Fairy Prince' / 'I'm rather more - upset - by this' / 'that man wasn't a police officer...I'm almost certain' / 'Everything's all right now Sheila. What about this ring?'

Mrs Birling 'I don't think that we can help you much' / "She called herself Mrs Birling-" / "She only has herself to blame" / "I accept no blame" / "a girl of that class" / "I was the only one who didn't give into him"

Eric "I was in that state when a chap easily turns nasty" / "I wasn't in love with her or anything" / 'You're not the kind of father a chap could go to' / "You killed her" / "He was our inspector alright" / "we all helped to kill her"

The Inspector: "she was in great agony" / 'no work, no money coming in, and living in lodgings, with no relatives to help her, lonely, half starved, she was feeling desperate' / "one line of inquiry at a time" / "each of you helped to kill her" / "Public men, Mr Birling, have responsibilities as well as privileges" / "Millions and millions and millions of Eva Smiths and John Smiths" / "with their lives, their hopes and fears, their chance of happiness, all intertwined with our lives" / "we are responsible for each other" / "will be taught it in fire and blood and anguish"

Key Terms - Authoritative Commanding and self-confident; likely to be respected and obeyed / **Bourgeoisie** The capitalist class who own most of society's wealth and means of production (Communist definition) / **Catalyst** An event or person that causes great change / **Class** A system of ordering society: people are divided into groups based on perceived social or economic status / **Condescending** Treating someone as if you are more important or more intelligent than them / **Conservative** Averse to change or innovation and holding traditional values / **Dramatic irony** The situation in which the audience of a play knows something that the characters do not know / **Equality** The right of different groups of people to have a similar social position and receive the same treatment / **Hierarchy** A system in which people or things are arranged according to their importance / **Industrialist** A person involved in the ownership and management of industry (usually factories) / **Oppression** Extended cruel or unjust treatment or use of authority / **Progressive** Arguing for progress, change, improvement, or reform.

Themes -

Age - There is a marked difference in attitude between the younger and the older generations, as noted by Inspector Goole in Act One. The young are honest and admit their faults. The old will do anything to protect themselves. Gerald Croft is caught in the middle, being neither very young nor old.

Gender - Mr Birling shows that he has a patronising view of women. Gerald makes sexist and superficial comments about the women in the bar he visits. The 'patriarchy' is a system of society or government in which men hold the power and women are largely excluded from it. This was dominant in 1912.

Class - Priestley calls for equality in society through the idea of social responsibility. In the play, the need for equality is best understood by the extreme inequality that is depicted. There are several classes (different levels of society) depicted in the play. The Birlings and Gerald represent the classes that have the greatest power. Eva, Edna, the factory workers, shop assistants and prostitutes represent the lower classes. They have little or no power.

Priestley's Biography -

- John Boynton Priestley was born 13th September 1894 and died 14th August 1984.
- He was born in an extremely respectable suburb of Bradford and lived a life much like the Birlings in 'Inspector Calls'.
- At 16, he left school to work as a clerk in a wool firm (Helm and Co). This made him aware of what life was like for the working-class.
- Priestley also served during the First World War, making him exposed to the horrors of war. He was also a radio broadcaster in WW2.
- By 1930-1940, Priestley became concerned about the consequences of social inequality.
- During 1942, he and others set up a new socialist political party, the Common Wealth Party, which merged with the Labour Party in 1945.
- Priestley was influential in developing the idea of the Welfare State.

Priestley's ideas and intentions -

By setting the play in the Edwardian period, Priestley is able to remind his post-war audience what society was like only 30 years previously, when a small minority of rich aristocrats and middle-class business owners dominated the wealth in the country.

At a turning point like 1945 when the play was written, Priestley wanted to encourage his audiences to push for social and political change in Britain. Priestley was a noted socialist and wanted to bring about change in British society.

By performing this play to the public in Post-War Britain, Priestley was able to influence the British people into supporting socialist reforms.

Social and Historical Context -

Edwardian Period: The play is set in 1912 during the Edwardian period. This is the time between the end of the Victorian era and the start of the First World War in 1914. In this time period class divisions were still very clear with there being virtually no welfare state or benefits in place for the poorer sections of society.

The Post-War Period: The play was performed in 1945 (in the Soviet Union and in the UK in 1946). This was a time of significant social, economic and political upheaval after two World Wars that completely altered the makeup of British society.

Socialism: A political philosophy that and theory that believes the means of production, distribution, and exchange should be owned or regulated by the community. Britain pre-1945 had always been a capitalist or imperialist society and socialism was a relatively new political theory. The British Labour Party was formed several decades before advocating socialism in the country. In 1945 it won a famous General Election victory, ousting then Prime Minister Winston Churchill. New PM Clement Attlee brought in the British welfare state which included the National Health Service, where everyone in the country contributed to the NHS through National Insurance and everyone was able to use it without charge.

Social Responsibility: The Inspector wanted each member of the family to share the responsibility of Eva's death: he tells them, "each of you helped to kill her." Eva Smith is the symbol of the poor who are denied social justice. Birling believes his responsibilities are only to himself and his family – and to make profit. Gerald agrees. Mrs Birling only gives charity to those she feels deserve it. Initially, Sheila and Eric are unaware of how the working class struggle. Through the Inspector, Priestley delivers a powerful socialist political message about social responsibility.

Capitalism: An economic and political system in trade and industry are controlled by private owners for profit, not the state. Britain has – for most of its modern history – been a capitalist society. Priestley was frustrated at what he saw as economic inequality in society and wanted to use the Second World War as a catalyst for change. He therefore advocated socialism over capitalism.

The Titanic: A colossal passenger ship that sank on its maiden voyage from Britain to America in 1912. Arthur Birling boasts of the tremendous power of the Titanic in one of his early speeches in the play. However, Priestley and the audience are aware the Titanic sank a few days after Birling makes his speech. Priestley therefore uses the Titanic as a symbol of greed and capitalism and shows that its power and control will inevitably sink. It also makes Birling look incredibly foolish.

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)

Topic: Life in 1912 Britain	Revision guide page:
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[illegible]

Summary

WEEK 1: Exam Question (Homework task 2)

Question: How is Mr Birling presented in Act 1 of *An Inspector Calls*? [30 marks]

Answer:

WEEK 1: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 2: Exam Question (Homework task 2)

Question: How is Sheila presented in *An Inspector Calls*? [30 marks]

Answer:

WEEK 2: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 3: Cornell Notes (Homework task 1)

Topic: Life in 1945 Britain	Revision guide page
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[illegible]

Summary

WEEK 3: Exam Question (Homework task 2)

Question: How does the character of Eric change throughout the play? [30 marks]

Answer:

WEEK 3: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 4: Exam Question (Homework task 2)

Question: What was Priestley's message when writing the play? [30 marks]

Answer:

WEEK 4: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 5: Cornell Notes (Homework task 1)

Topic: Women in 1945	Revision guide page
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[illegible]

Summary

WEEK 5: Exam Question (Homework task 2)

Question:

Merciless iced east winds knife us
For love of God seems dying
But nothing happens

How does the writer present the effects of war in 'Exposure'? [30 marks]

Answer:

WEEK 5: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 6: Exam Question (Homework task 2)

Question:

Probably armed, possibly not
Blood shadow
His bloody life in my bloody hands

How does the poet present memory in 'Remains'? [30 marks]

Answer:

WEEK 6: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 7: Cornell Notes (Homework task 1)

Topic: 'The Charge of the Light Brigade'	Revision guide page
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[illegible]

Summary

WEEK 7: Exam Question (Homework task 2)

Question:

Her father embarked at sunrise
A one way journey into history
Which had been the better way to die

How does the poet present the father's experience? [30 marks]

Answer:

[illegible]

WEEK 7: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 8: Exam Question (Homework task 2)

Question: Why does Priestley use a circular narrative in *An Inspector Calls*? [30 marks]

Answer:

WEEK 8: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 9: Cornell Notes (Homework task 1)

Topic: Scrooge in Stave One	Revision guide page
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Links	Notes
Questions	

Summary

WEEK 9: Exam Question (Homework task 2)

Question: How is Scrooge presented at the start of the novella? [30 marks]

- Why has Dickens presented him in this way?

Use quotations to support your answer.

Answer:

WEEK 9: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 10: Exam Question (Homework task 2)

Question: How does Dickens present Scrooge's attitude towards the poor? [30 marks]

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

Use quotations to support your answer.

Answer:

WEEK 10: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 11: Cornell Notes (Homework task 1)

Topic: Jacob Marley	Revision guide page
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Links	Notes
Questions	

Summary

WEEK 11: Exam Question (Homework task 2)

Question: How is the ghost of Jacob Marley presented? [30 marks]

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

Use quotations to support your answer.

Answer:

WEEK 11: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 12: Exam Question (Homework task 2)

Question: How is the ghost of Christmas Past presented? [30 marks]

- What does Scrooge learn from the Ghost of Christmas Past?

Answer:

WEEK 12: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 13: Cornell Notes (Homework task 1)

Topic: Poverty in ACC	Revision guide page
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Links Questions	Notes

Summary

WEEK 13: Exam Question (Homework task 2)

Question: How is the Ghost of Christmas Present presented? [30 marks]

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

Answer:

WEEK 13: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 14: Exam Question (Homework task 2)

Question: How is the Ghost of Christmas Yet to Come presented? [30 marks]

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

Answer:

WEEK 14: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 15: Cornell Notes (Homework task 1)

Topic: Charles Dickens	Revision guide page
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Links Questions	Notes

Summary

WEEK 15: Exam Question (Homework task 2)

Question: How does the writer use language here to describe the photograph? (8 marks)

The man is wearing a light-coloured hat, angled down on his head and partially shading his face. His face appears to be more darkly tanned than hers. She's turned half towards him, and smiling, in a way she can't remember smiling at anyone since. She seems very young in the picture, too young, though she hadn't considered herself too young at the time. He's smiling too - the whiteness of his teeth shows up like a scratched match flaring – but he's holding up his hand, as if to fend her off in play, or else to protect himself from the camera, from the person who must be there, taking the picture; or else to protect himself from those in the future who might be looking at him, who might be looking at him through this square, lighted window of glazed paper. As if to protect himself from her. As if to protect her. In his outstretched, protecting hand there's the stub end of a cigarette.

Answer:

WEEK 15: Exam Question review and improvement (Classwork)

Question:

Answer:

Week 2

Revision Card on	Answers
Mr Birling: Write down 3 key quotations for this character.	



Week 4

Revision Card on	Answers
Sheila Birling: Write down 3 key quotations for this character.	



Week 6

Revision Card on	Answers
Eric Birling: Write down 3 key quotations for this character.	

Week 8

Revision Card on Poetic Devices: Write down the definitions of three poetic devices with examples.	Answers
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Week 10

Revision Card on Victorian Workhouses. 1. When was the Poor Law Amendment Act? 2. What did it introduce? 3. What was the impact of it?	Answers
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Week 12

Revision Card on The Ghost of Christmas Past. Write down 3 key quotations for this character.	Answers
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Week 14

Revision Card on The Ghost of Christmas Yet to Come. Write down 3 key quotations for this character.	Answers
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