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| **👻 Marks: A Christmas Carol** (30) | **🔍 Marks: An Inspector Calls** (30+4) | **🟢 Marks: Total** (64) |
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| **🎯 Targets: Assessment Objectives** |
| * AO1: Maintain a critical style and develop an informed personal response * AO1: Use textual references, including quotations, to support and illustrate interpretations * AO2: Analyse the language, form and structure used to create meanings and effects * AO2: Use relevant subject terminology where appropriate * AO3: Show understanding of the relationships between texts and the contexts in which they were written * AO4: Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation |

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| **🎯 Targets: A Christmas Carol** |
| * Analyse Belle’s accusations of greed and selfishness in greater depth * Identify further examples of Scrooge’s greed in the novel and analyse the effect of it (e.g. on Marley and the Cratchits) * Provide examples of contrasting generosity (e.g. Fezziwig’s party) * Explore the significance of the figures of Ignorance and Want * Make connections between poverty, suffering and responsibility * Contrast the respective values held by Scrooge and Bell * Explore the idea that Scrooge is a caricature whose worst characteristics are purposefully exaggerated * Reflect on the idea that the eventual change in Scrooge represents wider changes that Dickens wanted to see in society * Analyse Dickens’ use of language in greater depth (e.g. ‘growing tree’, ‘golden’ ‘idol’; the adverbs ‘softly’, ‘impatiently’) |

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| **🎯 Targets: An Inspector Calls** |
| * Analyse Sheila’s changing relationship with her parents and Gerald * Explore how Sheila reacts to the Inspector and draw contrasts with the other characters * Identify relevant details about Eva Smith’s life and explore their significance * Explore the presentation of Eva’s Smith’s fate and link this to ideas about social class * Analyse Mrs Birling’s behaviour and attitudes * Compare the attitudes of the male characters towards women * Explore the Inspector’s ideas about how society could be differently organised * Provide further examples of how the ‘younger’ and ‘older’ generations react to the Inspector * Contrast the presentation of the ‘younger’ and ‘older’ generations * Analyse the presentation of Mr Birling and Mrs Birling through their speech * Explore the structural contrast before and after the arrival of the Inspector * Identify relevant stage directions regarding how the characters react to the Inspector * Explore ideas about inter-generational change in a capitalist society * Explain the differences in attitude towards social class |