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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
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