

Literature Paper 1: Revision Booklet

Overview

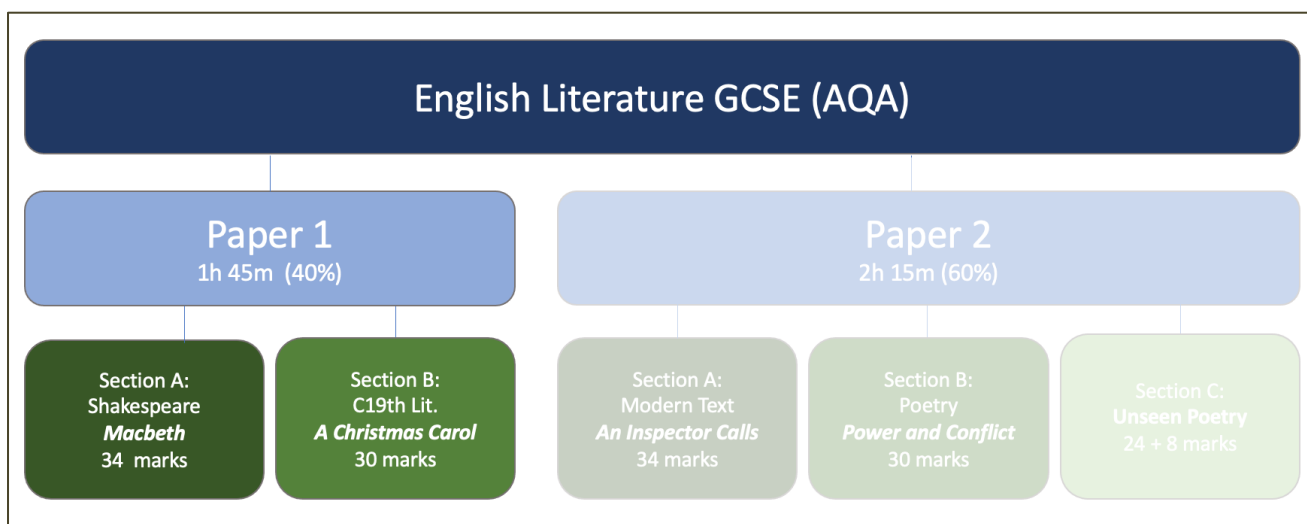
This revision guide is intended to provide you with the key knowledge you need for the English Literature Paper 1 exam as well as the means to prepare for it. It includes the following:

- Exam overview
- Lit. P1 Self-reflection document
- Practice log
- Feedback notes
- Essay self-reflection grid (RAG)
- Organisation and timing guidance
- Exam and question paper format guidance
- Planning guidance (with an annotated example)
- 'Macbeth' knowledge organiser
- 'A Christmas Carol' knowledge organiser

Overall, your revision for this exam should focus on three main areas:

1. Knowledge of the texts.
2. Knowledge of this exam and how to approach it.
3. Knowledge of how to plan and write an essay.
4. **Practice of planning and writing essays.**

Exam Overview



Subject	English Literature
Year group	11
Assessment details	- English Literature Paper 1: <i>Shakespeare and the 19th-century novel</i> 1h45m long - Many questions on lots of different texts but only two that we write answer: one on <i>Macbeth</i> (Section A) and one on <i>A Christmas Carol</i> (Section B) 64 in total (34 marks for Section A; 30 marks for Section B) - Responses for both questions are essays based on extracts from the texts. - The extracts are provided as part of the exam paper but the texts themselves are not. - Students have to answer the question ensuring that they refer to both the extract and the text as whole (although there's no need to refer to these equally).
Topics covered	The exam assesses the ability of students to craft compelling essays about two key texts that have been studied: <i>Macbeth</i> and <i>A Christmas Carol</i>. As well as knowledge of how to write a literature essay, students should have a thorough knowledge of the following for both <i>Macbeth</i> and <i>A Christmas Carol</i>: - Plot - Character and character functions - Themes and ideas (as well as the context that helps us to understand these) - Key quotations - The literary methods used by the writer to craft the text (e.g. genre, setting, characterisation, motifs, structure, language).

Revision Guidance

This booklet provides a wealth of guidance on how to revise effectively for Literature Paper 1. In addition, the approaches outlined in the table below can be particularly helpful.

Please note that there are a vast number of online revision materials. However, video tutorials should be treated with particular caution: many of these make grand promises (e.g. offering tricks to guarantee full marks or telling you they know what the exam questions will be); however, many of them provide advice that is either poor or, in the worst cases, the opposite of what you should do. If in doubt, please check with your teacher.

Reading / watching	While challenging, re-reading these texts independently is an excellent way of securing knowledge of plot, structure and character. However, actively listening to audiobooks or watching productions (either theatre or film) of these texts can also support this.
Revising knowledge of the texts	- Students should learn the key knowledge (quotations, ideas, character functions etc.) from the knowledge organisers for these texts (provided by their teachers). - A collection of video study guides for 'Macbeth' can be found here: https://www.youtube.com/playlist?list=PLqGFsWf-P-cCMpq89C0yaU5scvuYiIKuL - A collection of video study guides for 'A Christmas Carol' can be found here: https://www.youtube.com/playlist?list=PLqGFsWf-P-cBhNFIdX59nQmTodoDmDQsh
Planning practice	Students should practise planning responses to questions (provided by their teachers – see below).
Essay writing practice	Students should practice writing full essays (in both non-timed and timed conditions – see below).

Self-reflection

Regularly complete the table below to get a sense of what you know about Language Paper 1. Write the date at the top of the column and then shade each box either red, amber or green according to the following:

Red: I haven't studied or I have studied it but remember virtually nothing.

Amber: I have some understanding of this. However, there are parts I either don't understand or can't remember.

Green: I know this well and could explain it confidently to someone else.

	RAG				
Date:					
Organisation and Timing					
1. I know generally what Literature Paper 1 is about.					
2. I know what equipment to have for the exam.					
3. I know that there is a lot I need to ignore in the exam paper and what this is.					
4. I know that I only write two essays for this exam: one on 'Macbeth' and one on 'ACC'.					
5. I know how to manage my time so that I give myself equal time on each question.					
6. I know how to revise for this exam.					
7. I know that writing nothing for a question should be avoided at all costs.					
Approaching the question					
8. I know how to approach an extract question.					
9. I know how much I need to refer to both the extract and the text as a whole.					
Essay writing					
10. I know how to plan a literature essay (for an extract question).					
11. I know how to write a thesis statement introduction.					
12. I know how to write a literature essay.					
13. I know what the examiner is looking for in a literature essay.					
14. I know how to discuss 'big ideas' in an essay.					
15. I know how to analyse the writer's craft in an essay.					
16. I know that I am also marked for spelling, punctuation and grammar in this exam.					
Knowledge of the texts: <i>Macbeth</i>					
17. I know the plot of the play (i.e. what happens).					
18. I know who the characters are.					
19. I know the key themes and ideas that Shakespeare explores through the play.					
20. I know the key tools Shakespeare uses to craft the play.					
21. I know the function(s) of each main character.					
22. I know how Shakespeare has structured the play and why.					
23. I know at least 5 key quotations for this play.					
24. I know the key context that helps me to understand and interpret this play.					
Knowledge of the texts: <i>A Christmas Carol</i>					
25. I know the plot of the novella (i.e. what happens).					
26. I know who the characters are.					
27. I know the key themes and ideas that Dickens explores through the novella.					
28. I know the key tools that Dickens uses to craft the novella.					
29. I know the function(s) of each main character.					
30. I know how Dickens has structured the novella and why.					
31. I know at least 5 key quotations for this novella.					
32. I know the key context that helps me to understand and interpret this novella.					

Practice Log

Please use the table below **to record the dates of when you complete plan or practice questions**. This will allow you to keep track of what you have been practising. The blank spaces have been provided for when you complete additional practice papers that aren't part of this pack.

Macbeth		
Question	Planning Practice	Essay Practice
Practice 1		
Practice 2		
Practice 3		
Practice 4		
Practice 5		
Practice 6		
Practice 7		
Practice 8		
Practice 9		
Practice 10		
Practice 11		
Practice 12		

A Christmas Carol		
Question	Planning Practice	Essay Practice
Practice 1		
Practice 2		
Practice 3		
Practice 4		
Practice 5		
Practice 6		
Practice 7		
Practice 8		
Practice 9		
Practice 10		
Practice 11		
Practice 12		

Feedback Notes

Please use the table below to record any feedback on what you can do to improve your performance in this exam. The feedback can come from many places (e.g. specific feedback on an essay, general feedback from your teacher etc.). Refer to these when practising this paper to avoid repeating the same mistakes.

Focus	Feedback
General (e.g. essay technique; how to approach the question etc.)	
Macbeth	
ACC	

Paper 1 Essay Self-Reflection (RAG)

Paper 1 Essay Self-Reflection (RAG)						
	RAG 1	RAG 2	RAG 3	RAG 4	RAG 5	RAG 6
Date						
Overall - marks mostly awarded for *						
1. I answered the question with a well-structured argument.*						
2. I discussed the big ideas the writer is exploring well.*						
3. I discussed how the writer <u>crafts</u> the text to explore these ideas well.*						
4. I discuss the extract AND the text as a whole.						
5. I use effective evidence to support my argument.						
6. I use effective terminology to support my argument.						
Guidance						
7. I highlighted and annotated the question.						
8. I planned my essay.						
9. I planned some initial ideas just based on the question <i>then</i> annotated looked at the extract.						
10. I highlighted and annotated the extract.						
11. I wrote a thesis statement which answered the question.						
12. I mentioned the writer (and what the writer was doing) a lot.						
13. I wrote in paragraphs.						
14. I linked my ideas so that my argument had a thread to it.						
15. I showed off by analysing something (e.g. imagery) in great depth at some point in my essay.						
SPaG						
16. I cared about getting spelling, punctuation and grammar when I wrote this.						
17. My language was formal and suitable for an academic essay.						
18. My handwriting meant that someone else could read my essay without difficulty.						
Guidance: Advanced						
19. I wrote about the text in such a detailed way that suggests I know it completely.						
20. I wrote about the text in a subtle way (rather than being too simplistic).						
21. I evaluated the text (e.g. 'Perhaps the most powerful way that the writer conveys this is...').						
22. I considered alternative interpretations (e.g. It could be that... However, it could also be argued...)						
23. I included original and imaginative analysis (which was supported by the text).						
24. I considered counter-arguments (and challenged them).						
25. I tore apart the question (e.g. in a question about power, considering different <i>types</i> of power).						

Organisation and Timing

- Organisation and timing are very important for all your exams; getting these right is essential. Make sure you're very familiar with the information below.
- The two questions are worth roughly the same (34 marks and 30 marks respectively) so you should spend half your time on each.
- Avoid the trap of spending too much time on your first essay and then having to rush your second.

Exam Equipment



What do I need?

1. At least two **black pens** to write with

- Bring pens that you are comfortable writing with (not all pens are equal).

2. At least two different colour **highlighters** (recommended)

- Having highlighters for this exam makes it easier.

Timings

Section	Focus	Time for Section
A: 'Macbeth'	Read text	50 mins
B: 'A Christmas Carol'	Q5	50 mins
The exam is 1h45m, so this leaves 5 minutes unaccounted for (e.g. to check SPaG).		

Managing Timings

- As soon as the exam starts, write down the start time.
- Add 50 minutes to the start time and write it down. This is when you should be moving on to the next question.
- Then, stick to your timing!

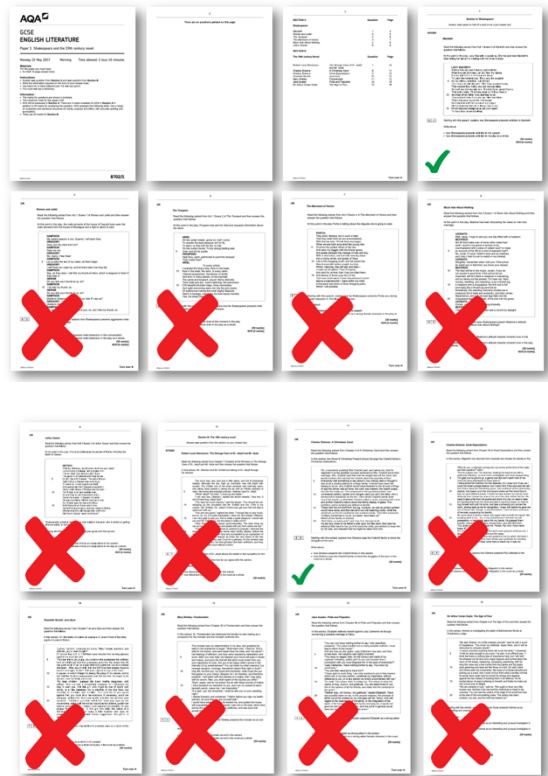
Exam Paper Format

One thing that students often find confusing about this exam is how big the exam booklet is and how many questions there are. This is because there are many different texts that can be studied and the exam paper has to include questions for all of these.

This means that **most of the exam paper is not relevant to you**. On the right is a screengrab of all the pages of an exam paper. The ticks are the questions that are relevant to you; the crosses are the questions that you should ignore.

Key Points:

- Only answer two questions overall.
- Answer the question on 'Macbeth' and the question on 'A Christmas Carol'.



Exam Question Format

- Both the questions you answer for this exam are extract questions: you are provided with an extract from the text.
- However, you must always discuss the extract **AND** the text as a whole. If you only discuss one of them, you throw away an awful lot of marks.
- You don't have to discuss them equally so it's fine to discuss one more than the other – the examiner only wants to see that you've discussed both.
- Don't be tricked by the format – what makes a good essay for 'Macbeth' and 'A Christmas Carol' is exactly what makes a good essay for 'An Inspector Calls' or a poetry essay. This is **always** the case, even if you wording of the question doesn't make this completely clear.

Overall - marks mostly awarded for *	
1. I answered the question with a well-structured argument.*	The three most important things that the examiner is looking for in a literature essay.
2. I discussed the big ideas the writer is exploring well.*	
3. I discussed how the writer crafts the text to explore these ideas well.*	
4. I discuss the extract AND the text as a whole .	This is the only way that an extract question is different.
5. I use effective evidence to support my argument.	Also important – just not as important as the main three.
6. I use effective terminology to support my argument.	

Planning

As with all essays, planning is essential. Indeed, the approach to planning is really very similar to any other literature essay. The only issue that's different for Literature P1 is how to approach the extract part of the question.

Approaching the Extract

Many students find the following approach helpful:

1. Skip straight to question and plan as if there weren't an extract (highlight and annotate question ; mindmap).
2. Then read and highlight the extract with anything that can help you with the essay.
3. Finally, finish your mindmap and plan in paragraphs as you normally would.

Macbeth Practice 1 (AQA Specimen Paper 1)

Section A: Shakespeare

Answer one question from this section on your chosen text.

ETHER

Macbeth

Read the following extract from Act 1 Scene 5 of Macbeth and then answer the question that follows.

At this point in the play Lady Macbeth is speaking. She has just received the news that King Duncan will be spending the night at her castle.

The raven himself is hoarse
That croaks the fatal entrance of Duncan
Under my battlements. Come, you spirits
That tend on mortal thoughts, unsex me here,
And fill me from the crown to the toe topfull
Of direst cruelty: make thick my blood,
Step up to th'aces and passages to remorse
That no compunctious visitings of nature
Shall my fell purpose nor keep peace between
Th'effect and it. Come to my woman's breasts,
And take my milk for gall, you murdering ministers,
Where'er in your sightless substances
You wait on nature's mischief. Come, thick night,
And pall thee in the dunnest smoke of hell,
That my keen knife see not the wound it makes
Nor heaven peep through the blanket of the dark,
To cry 'Hold, hold!'

Starting with this speech, explain how far you think Shakespeare presents Lady Macbeth as a powerful woman.

Write about:

- how Shakespeare presents Lady Macbeth in this speech
- how Shakespeare presents Lady Macbeth in the play as a whole.

[30 marks]
AQA [4 marks]

The Planning Process

4. Annotate the extract for anything useful.

Top Tip: Read the info before the extract – it helps to explain it.

Read the following extract from Act 1 Scene 5 of Macbeth and then answer the question that follows.

At this point in the play Lady Macbeth is speaking. She has just received the news that King Duncan will be spending the night at her castle.

The raven himself is hoarse
That croaks the fatal entrance of Duncan
Under my battlements. Come, you spirits
That tend on mortal thoughts, unsex me here,
And fill me from the crown to the toe topfull
Of direst cruelty: make thick my blood,
Step up to th'aces and passages to remorse
That no compunctious visitings of nature
Shake my fell purpose nor keep peace between
Th'effect and it. Come to my woman's breasts,
And take my milk for gall, you murdering ministers,
Where'er in your sightless substances
You wait on nature's mischief. Come, thick night,
And pall thee in the dunnest smoke of hell,
That my keen knife see not the wound it makes
Nor heaven peep through the blanket of the dark,
To cry 'Hold, hold!'

Starting with this speech, explain how far you think Shakespeare presents Lady Macbeth as a powerful woman.

Write about:

- how Shakespeare presents Lady Macbeth in this speech
- how Shakespeare presents Lady Macbeth in the play as a whole.

1. Highlight and understand the question.

[30 marks]
AQA [4 marks]

2. Write **What? – How? – WHY?**

Top Tip: Do your plan on the same page you're going to write your essay on.

What? How? Why?

What? How? Why?

What? → Controls Macbeth
→ Yes → S-punctuated
→ But → increasingly weak
→ can't kill Duncan
→ M. takes control
→ madness and suicide

How? → Cause and effect
→ if I, ambitious
→ murder
→ with heart
→ unbridled
→ supernatural
→ clues already there

Why? → Thesis
→ Lady M. presented as strong early on
→ Presented as increasingly weak
→ WHY → convey moral messages

5. Plan in paragraphs.

3. Mindmap ideas (thinking about W-H-W).

Macbeth Practice 1 (AQA Specimen Paper 1)

Section A: Shakespeare

Answer **one** question from this section on your chosen text.

EITHER

Macbeth

Read the following extract from Act 1 Scene 5 of *Macbeth* and then answer the question that follows.

At this point in the play Lady Macbeth is speaking. She has just received the news that King Duncan will be spending the night at her castle.

The raven himself is hoarse
That croaks the fatal entrance of Duncan
Under my battlements. Come, you spirits
That tend on mortal thoughts, unsex me here,
5 And fill me from the crown to the toe topfull
Of direst cruelty; make thick my blood,
Stop up th'access and passage to remorse
That no compunctious visitings of nature
Shake my fell purpose nor keep peace between
10 Th'effect and it. Come to my woman's breasts,
And take my milk for gall, you murd'ring ministers,
Wherever in your sightless substances
You wait on nature's mischief. Come, thick night,
And pall thee in the dunkest smoke of hell,
15 That my keen knife see not the wound it makes
Nor heaven peep through the blanket of the dark,
To cry 'Hold, hold!'

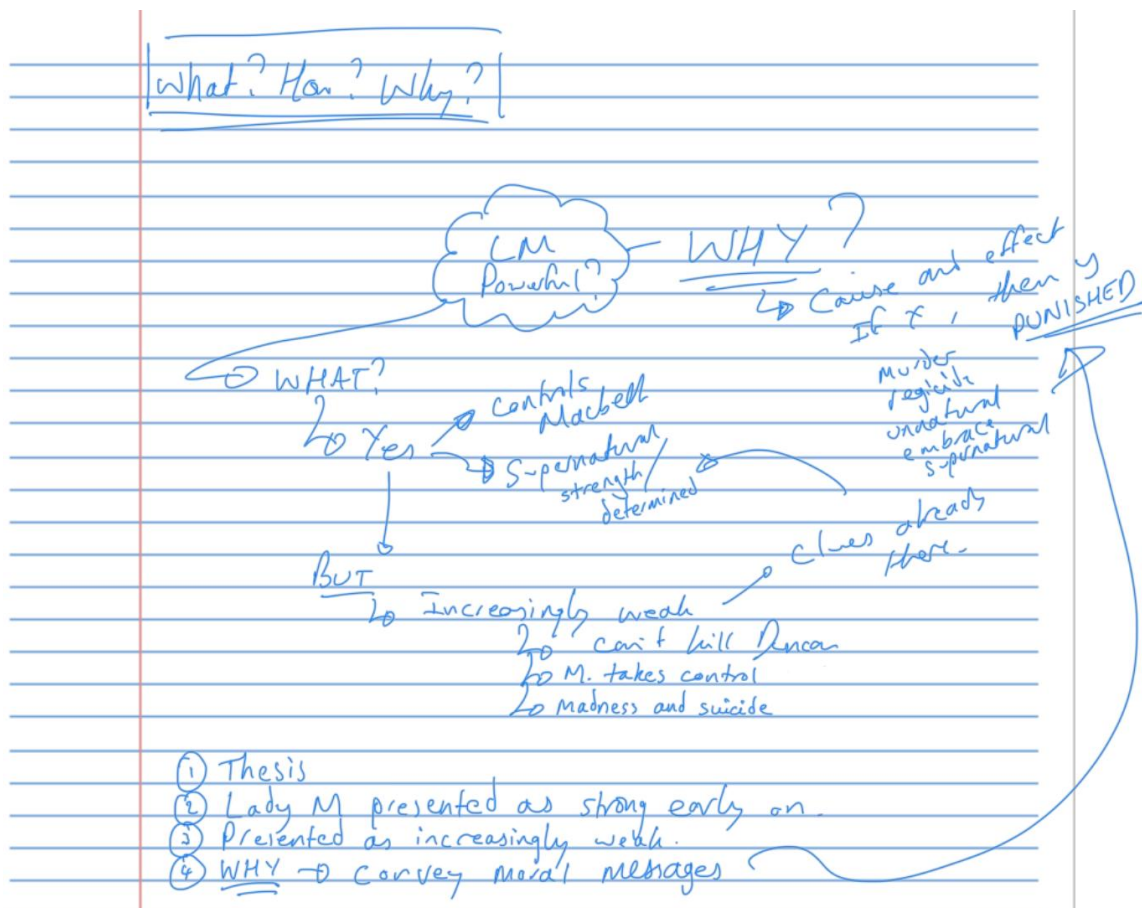
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Starting with this speech, explain how far you think Shakespeare presents Lady Macbeth as a powerful woman.

Write about:

- how Shakespeare presents Lady Macbeth in this speech
- how Shakespeare presents Lady Macbeth in the play as a whole.

[30 marks]
AO4 [4 marks]



In 'Macbeth', it can be argued that Shakespeare presents Lady Macbeth as powerful early on; however, as the play progresses, this power disappears to the extent that she is left broken and, ultimately, dead. It can be argued that Shakespeare does this in order to convey moral messages about cause and effect, suggesting that those who act against the King, God or nature will be punished in both this world and the afterlife.

Shakespeare works to establish Lady Macbeth's power very early in the play by presenting her as the driving force behind the murder of Duncan. In contrast to Macbeth who is reluctant to act, Lady Macbeth immediately decides that Duncan's visit to their castle will be 'fatal' and begins to plot the details, telling Macbeth to act normal – like an 'innocent flower' – but to be secretly ready for a deadly attack – like a 'serpent'. In addition, when Macbeth decides that they shall 'proceed no further' with the murder, Lady Macbeth is shown to quickly manipulate him, questioning his masculinity until he is resolved to kill Duncan despite his numerous doubts. Through this, Shakespeare presents Lady Macbeth as the clear dominant force in the relationship, able to control 'brave' Macbeth through the power of her words.

However, Lady Macbeth's power is shown to be ephemeral and it can be argued that Shakespeare most powerfully conveys this through the presentation of her at the end of the play. In the final scene in which she is seen alive, Lady Macbeth is seen sleepwalking, haunted by the murders she has, in part, been responsible for. In contrast to her claim during the murder of Duncan that 'a little water clears us of this deed', she is shown frantically trying to clean an imaginary 'damned spot' of blood from her hands and wondering if her hands will ever be clean again. The blood here symbolises Lady Macbeth's guilt and her desperate attempts to clean her hands represents the desire to wash the stain of sin from her soul; her inability to do this is the source of her upset. The powerful, controlling, decisive Lady Macbeth of earlier in the play has been replaced by a traumatised and haunted figure, isolated and pitied; once able to control her husband, she can no longer control herself.

It can be argued that Shakespeare presents Lady Macbeth in this way in order to convey a moral message to the audience about cause and effect. While Lady Macbeth is presented as powerful early in the play, she is also presented as a clear villain. Not only does she plot and enable regicide, she engages in what – to a Shakespearean audience – would be regarded as unnatural and unchristian behaviour. For example, in her opening soliloquy, she calls on 'spirits' and asks for the 'dunest smoke of hell' to hide her actions from 'heaven', presenting her as siding with the forces of Satan. Furthermore, her call for the spirits to 'unsex' her and to take her 'milk for gall' presents her as rejecting her 'natural' God-given motherly functions in favour of the ruthless determination needed to kill (and represented by gall). By showing Lady Macbeth's ultimate loss of power (and life), Shakespeare is able to convey powerful moral messages: if a person acts against the king, against God or against nature, punishment awaits in this life and their soul is 'damned' in the next.

In conclusion, it can be seen that Shakespeare presents Lady Macbeth as both powerful and weak in this play in order to convey the idea that that power without morality will be punished.

Knowledge Organisers

The knowledge organisers for 'Macbeth' and 'A Christmas Carol' are provided below. Please note that these are necessarily limited – it's not possible to squeeze everything important about such rich and complex texts onto two pieces of paper. **However**, these documents do contain key information. As with the poetry, knowing everything on these documents will provide you with a strong foundation for the exam.

William Shakespeare's 'Macbeth': Knowledge Organiser

Key Vocabulary		
	Tragic hero	A character with heroic traits, but have a tragic flaw (hamartia) that lead to their downfall.
	Manipulate	To control something or someone to your advantage, often unfairly or dishonestly.
	Duplicity	Being intentionally deceitful. A more colloquial phrase would be two-faced.
	Corruption	An abuse of power for personal gain.
	Motif	A motif is a symbolic image or idea that appears frequently in a story.
	Sacrilegious	Attacking, offending and not showing respect for something considered sacred.
	Treachery	A betrayal of trust.
	Catalyst	In literature: an inciting incident that sets the successive events into motion.
	Tyrant	A cruel and oppressive ruler. A person abusing power or governing in a cruel way.
	Internal Conflict	When someone struggles with their own opposing desires or beliefs.
	Delusion	A false belief or judgment about what is real, occurring especially in mental conditions.
	Futility	Having no effect or achieving nothing; pointlessness.

QUICK OVERVIEW: *Macbeth* is a Jacobean play by William Shakespeare. Shakespeare crafts the character of Macbeth as a tragic hero who faces the consequences of his sinful actions. The audience are encouraged to reflect on key aspects of the human condition including ambition, guilt, and morality.

Plot Overview				
Act One Macbeth and Banquo meet the weird sisters and receive prophecies. Soon after, King Duncan names Macbeth Thane of Cawdor. The promotion seems to support the prophecy. Lady Macbeth receives news from her husband about the prophecy and his new title. She vows to help him become king by whatever means are necessary.	Act Two The Macbeths plot to kill Duncan. Lady Macbeth gives the guards drugged wine so Macbeth can enter and kill the King. He regrets this almost immediately, but his wife reassures him. She leaves the bloody daggers by the dead king just before Macduff. When Macduff discovers the murder, Macbeth kills the drunken guards. Duncan's sons, Malcolm and Donalbain, flee.	Act Three Macbeth becomes King of Scotland but is plagued by feelings of insecurity. He arranges for Banquo and his son Fleance to be killed. Banquo is murdered, but his son escapes. At Macbeth's banquet, sees Banquo's ghost and worries the courtiers with his mad response. Lady Macbeth dismisses the court and unsuccessfully tries to calm her husband.	Act Four Macbeth seeks out the witches who show him three apparitions: beware Macduff, he is safe until Birnam wood moves, he need not fear anyone born of woman. Macbeth embarks on a reign of terror, slaughtering many, including Macduff's family. Macduff had gone to seek Malcolm at the court of the English king. Macduff, pained with grief, persuades him to lead an army against Macbeth.	Act Five Macbeth feels safe until he is told that Birnam Wood is moving towards him. Meanwhile, a guilt-ridden Lady Macbeth walks in her sleep and tells her secrets to her doctor. She dies by suicide. In the midst of a losing battle, Macbeth learns Macduff is the child of a caesarean birth. Macduff triumphs and brings the head of the traitor Macbeth to Malcolm. Malcolm declares peace and goes to Scone to be crowned king.

Key Quotations			
1. 'Fair is foul and foul is fair' – The Witches	2. 'With his brandish'd steel, Which smok'd with bloody execution' - Captain about Macbeth	3. "Stars, hide your fires! Let not light see my black and deep desires." - Macbeth	4. "'Come, you spirits That tend on mortal thoughts, unsex me here and fill me, from the crown to the toe, top-full of direst cruelty!' -Lady Macbeth
5. "I have no spur to prick the sides of my intent, but only Vaulting ambition, which o'erleaps itself And falls on th' other—" – Macbeth	6. 'Is this a dagger which I see before me?' - Macbeth	7. 'Will all great Neptune's ocean wash this blood clean from my hand?' - Macbeth	8. 'I fear, thou play'st most foully for't' - Banquo
9. "O, full of scorpions is my mind, dear wife!" - Macbeth	10 'Out, damned spot! [...] who would have thought the old man to have had so much blood in him?' - Lady Macbeth	11. Tomorrow, and tomorrow, and tomorrow [...] Out, out, brief candle! Life's but a walking shadow' - Macbeth	12. Of this dead butcher, and his fiend-like queen' - Malcolm

Key Context:	
Divine Right of Kings	The Divine Right of Kings is the belief that kings have the right to rule because God has given them the right. Therefore, Jacobean people mostly believed James I was the king because God had chosen him to have that title. Jacobean audiences would have believed that Duncan was the rightful king chosen by God in the play 'Macbeth'. Challenging the Divine Right of Kings meant challenging the wishes of God. Christians would believe that regicide is a sinful act and would result in terrible punishment.
Great Chain of Being	The Great Chain of Being is a hierarchical structure of all matter and life. The chain begins with God and descends through angels, humans, animals and plants to minerals. The Jacobean audience would have believed that to go against the Great Chain of Being would be a serious sin.
Attitudes to Nature	In general, people in Jacobean times believed that human actions could affect nature. In medieval times, it was believed that the health of a country was directly related to the goodness and moral legitimacy of its king. If the King was good and just, then the nation would have good harvests and good weather. If there was political order, then there would be natural order. Macbeth shows this connection between the political and natural world: when Macbeth disrupts the social and political order by murdering Duncan and usurping the throne, nature goes haywire.
Attitudes to Gender	Gender roles were very clearly defined in Jacobean England. Men were expected to be strong and brave; women were expected to be nurturing and to provide children. Furthermore, these roles were viewed not simply as social conventions but as the way men and women were physically constructed by God. Lady Macbeth subverts these expectations and faces the consequences.

Character Functions:

	Macbeth - To perform the role of the tragic hero. - To warn against excessive ambition for power through his downfall. - To warn against challenging the natural hierarchy of Jacobean society.	The Witches - To establish and then develop the theme of the supernatural, symbolising the devil. - To act as a catalyst for Macbeth's ambition.
	Lady Macbeth - To warn against excessive ambition through her downfall. - To reveal the consequences of supernatural corruption. - To reveal the consequences of challenging gender expectations in the Jacobean era.	King Duncan To act as the victim of regicide; Macbeth committed a sacrilegious act. To show another example of Kingship.
	Banquo To act as the foil to Macbeth: a moral and loyal Thane who is not corrupted by the supernatural.	Malcolm To represent the rightful heir as he was nominated Prince of Cumberland by Duncan.
		Macduff's family To reveal that Macbeth (the tragic hero) has descended into tyranny.

Writer's Craft:	
Characterisation	Shakespeare deliberately crafts his characters to serve purposes. See 'Character Function'.
Genre	Macbeth is a Shakespearean tragedy. His character Macbeth is crafted as a tragic hero. The audience observe his character development from respected Thane to tyrannical King. Shakespeare explores how Macbeth must reap the consequences of his sins- Macduff kills him at the end.
Setting	The play is set in medieval Scotland. It is speculated that Shakespeare chose Scotland as the setting as a way to pay homage to England's new ruler, King James I, who also was King James VI of Scotland.
Foil	Shakespeare uses Macbeth's loyal friend Banquo as a character with opposite characteristics to Macbeth in order to draw attention to Macbeth's flaws, in particular his treachery; Banquo resists corruption.
Motif	A motif is a symbolic image or idea that appears frequently in a story. Shakespeare crafts motifs of hands, light and dark and blood. For example, he presents the Macbeths washing hands to symbolise their guilt.
Soliloquy	When an actor speaks their thoughts aloud while alone on the stage, revealing their thoughts to the audience. Shakespeare crafts a number of soliloquies throughout Macbeth.
Aside	An aside allows Shakespeare to reveal characters thoughts to the audience without other characters onstage being aware of them.
Imagery	Shakespeare uses a range of imagery. One famous example is: 'look like the innocent flower/ But be the serpent under't.'

Themes and Ideas:

Power		Shakespeare's play is used to explore power and the abuse of power.
Morality		Shakespeare's play is used to teach lessons about right and wrong. The audience is taught the consequences of immoral acts such as treachery and regicide.
Ambition		Shakespeare crafts Macbeth and Lady Macbeth to warn against excessive ambition.
Gender Roles		Lady Macbeth is used to explore the consequences of challenging gender expectations in the Jacobean era.
Hierarchy		The consequences of ignoring the accepted hierarchies including: the Divine Right of Kings, the Great Chain of Being, and Natural Order.
Guilt		Throughout the play Shakespeare demonstrates the impact of committing sinful acts on Macbeth and Lady Macbeth.
Supernatural		Shakespeare presents the consequences of supernatural corruption on Macbeth, Lady Macbeth and Scottish society.
Kingship		Through Duncan, Macbeth, and Malcolm the play explores the qualities of kings.

Charles Dickens' *A Christmas Carol*: Knowledge Organiser

Key Vocabulary		
Image	Word	Definition
	Social justice	Fairness in the way people are dealt with in society.
	Inequality	The unfair situation in society when some people have more opportunities, money, etc. than other people.
	Morality	The belief that some behaviour is right and acceptable and other behaviour is wrong.
	Transformation	The process of complete change, usually bringing improvement.
	Poverty	The state of being poor; being in a position of not having enough of something which is needed such as money or food.
	Avarice	an extremely strong wish to get or keep money or possessions; extreme greed.
	Responsibility	A duty to care for something; or blame.
	Expose	To make something that is covered or hidden able to be seen; To make public something bad or dishonest.
	Callous	Unkind, cruel, and without sympathy or feeling for other people.
	Society	People in general thought of as a group.
	Benevolent	Well-meaning and kindly.
	Remorse	A feeling of sadness and being sorry for what you have done.

QUICK OVERVIEW: *A Christmas Carol* is a Victorian novella by Charles Dickens. Through the novella, Dickens criticises the social injustice in what he considered a callous and often immoral society. Writing after the New Poor Law of 1834, he was appalled by the suffering he saw in society and the attitudes of many who believed the poor should be sent to workhouses. Dickens attempted to show that an alternative way was possible: society could be transformed with personal greed replaced by empathy and charity. Dickens had planned to write his arguments in a political essay, but chose instead to create a ghost story centred around his most famous protagonist, Ebenezer Scrooge. In this morality tale, spirits visit Scrooge and force him to change his ways.

Plot Overview

To get a sense of plot, there is no substitute for reading the book. Below is an overview of each of the five 'staves' (chapters). This is a very brief guide to the order and structure of the narrative.

Stave One	Stave Two	Stave Three	Stave Four	Stave Five
We are introduced to a wealthy misanthrope Scrooge. He holds callous views about the poor. He is visited by the Ghost of Jacob Marley who warns him that he will be visited by three other spirits in the novella.	Scrooge is visited by the Ghost of Christmas Past, who takes him to his childhood town, his former employer Fezziwig and the moment his relationship with Belle ended. The spirit shines a light on Scrooge's past.	Scrooge is visited by the Ghost of Christmas Present, who represents abundance and displays generosity to the poor. The spirit takes Scrooge to the Cratchits' house where Scrooge sees the disabled child, Tiny Tim, for the first time.	The final spirit is the Ghost of Christmas Yet to Come, who Scrooge fears the most. This phantom reveals Scrooge's future if he does not change his ways, and Scrooge accepts that he must transform.	Awaking on Christmas Day, Scrooge can redeem himself. Excited and childlike, Scrooge shows Christmas spirit. Most importantly, he shows generosity to the Cratchits and charity, promising to live by the spirits' moral lessons.

Key Quotations

1. "Covetous, old sinner" – Dickens describing Scrooge	2. "What reason have you to be merry? You're poor enough." – Scrooge to Fred	3. "I have always thought of Christmas time ... as a good time; a kind, forgiving, charitable, pleasant time" – Fred	4. "The Treadmill and the Poor Law are in full vigour, then?" – Scrooge
5. "If they would rather die ... they had better do it, and decrease the surplus population." – Scrooge talking about the poor	6. "I wear the chain I forged in life" – Marley's Ghost	7. "Another idol has displaced me ... a golden one" – Belle	8. "Spirit," said Scrooge, with an interest he had never felt before, "tell me if Tiny Tim will live."
9. "This boy is Ignorance. This girl is Want. Beware them both..." – The Ghost of Christmas Present	10. "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." – Scrooge	11. "As light as a feather, as happy as an angel, as merry as a schoolboy" – Dickens describing Scrooge	12. "His own heart laughed: and that was quite enough for him." – Dickens describing Scrooge

Key Context:			Writer's Craft:		
	Poverty and social injustice in Victorian Britain	Approximately three-quarters of the British population remained working-class. In Victorian Britain, life for working-class people was very difficult and there was a lot of poverty. Problems faced by the poor included overcrowded housing, low wages, poor diet and lack of food, insecure employment, and the dreaded effects of sickness. Child poverty rates were very high and child mortality (death) was common.	Characterisation	Dickens deliberately crafts his characters to serve purposes. See 'Character Function'.	
	Dickens' personal views and experiences	Dickens had strong moral opinions. He supported the poor, donated to charities, and was critical of social injustice. He believed that literature could bring change to society. He experienced social injustice himself – his father was jailed for getting into debt and Dickens was taken out of school to work in a factory.	Genre	Dickens uses the morality tale genre because it allows him to transform a man like Scrooge, and promote a more moral society. The spirits teach Scrooge moral lessons throughout and reveal that even the worst of mankind can change.	
	The New Poor Law of 1834 and the workhouses	The New Poor Law was brought in to tackle the problem of poverty in Victorian society. In reality, it forced thousands of the poorest into warehouses where they suffered extremely bad living and working conditions. Children were separated from their families. Dickens was very critical of the workhouses; he thought they were callous and punitive.	Structure	The novella is given a five stave structure: stave one introduces the misanthropic Scrooge; the next three see Scrooge in the past, present and future; he then awakes on Christmas Day redeemed.	
	Dickens' intent: the 'poor man's child'	Dickens' intent when writing <i>A Christmas Carol</i> was clear: to get Victorians to sympathise with the tragic injustice of child poverty, child labour, and other circumstances facing poor children. In his words, Dickens wanted his book to be a "sledgehammer blow", a forceful attack on behalf of poor children.	Social commentary	Dickens observed society and presented his views about it in his books. He was angry about society's immoral treatment of the poor, and used his novella to make a powerful criticism of this.	
	Thomas Malthus and the 'surplus population'	The writer Thomas Malthus believed that part of the population was 'surplus' – not needed. He was also influential in the New Poor Law of 1834. Dickens disagreed with Malthus about population size and the best way to address poverty, and used <i>A Christmas Carol</i> to criticise Malthus' views.	Setting	The novella is set in Victorian London, featuring many different places. This is because the novella moves through time including Scrooge's present, his childhood, and even the future after his death.	
Character Functions:			Foil	Dickens uses Scrooge's benevolent nephew Fred as a character with opposite characteristics to Scrooge in order to draw attention to Scrooge's flaws, in particular his misanthropy.	
			Mouthpiece	A mouthpiece is someone who is used to speak another person's views. Fred is used by Dickens to promote his own personal views about Christmas being 'kind, forgiving, charitable, pleasant'.	
			Rhetoric	Moments in the novella are very rhetorical. Dickens doesn't just want his readers to read his message promoting social justice at Christmas time, he wants them to be <i>persuaded</i> by it.	
			Allegory	Dickens uses certain characters to represent deeper ideas about society. By crafting the Spirits, Dickens personifies moral lessons. He uses Ignorance and Want to personify problems in society.	
			Themes and Ideas:		
 Scrooge: - To reveal the effects of avarice. - To suggest that anyone is capable of transformation. - To reveal the causes of inequality and social injustice.		Other characters (in order of appearance): Fred To act as a benevolent foil to Scrooge emphasising the importance of family. Also a mouthpiece for Dickens. The portly gentlemen To represent the virtue of charity supported by Dickens. Mr. Fezziwig To show Scrooge a philanthropic (kind-hearted) version of capitalism. Belle To show Scrooge the consequences that his avarice has had on his personal relationships.	Inequality and social justice		Dickens promotes social justice in society by criticising the effects of social injustice, inequality and poverty. Examples of social injustice are common.
 The Spirits: - To warn of the effects of avarice. - To induce Scrooge's transformation. - To teach Scrooge moral lessons.			Morality		Dickens' novella is used to teach lessons about right and wrong and he transforms Scrooge into a moral person, intending this to be a lesson to society.
 The Cratchit family: - To evoke sympathy for working-class families who face social injustice and poverty. - To show that the poor were deserving of support and empathy from society.			Transformation		Dickens believed that change was necessary in the way society treated the poor. He transformed his callous protagonist to show that anyone is capable of change.
			Avarice/greed		Avarice is criticised throughout the novella. Avaricious characters are punished and shown the consequences of choosing a life of greed.
			Poverty		There are numerous examples of poverty within the novella. Dickens portrays the poor as deserving of society's support and sympathy.
		Charity		Dickens was a personal believer in charity; he promotes the virtue of giving to the poor through the portly gentlemen and the Ghost of Christmas Present.	
		Supernatural/ghosts		Spirits are used to teach Scrooge the moral lessons of the novella. The spirits give the novella structure and induce Scrooge's transformation.	
		Christmas		Like Fred says in Stave One, Dickens believed Christmas should be a 'kind, forgiving, charitable, pleasant time.' Christmas is the perfect time to spread his message.	

Text Knowledge: Additional Support

Although the knowledge organisers provide you with the 'headlines' of what you need to know, it is also useful to explore the texts in more depth. The following are recommendations for how to do this:

1. **Re-read the texts.** Summaries can be helpful but there really is no substitute for sitting down and reading the texts from cover-to-cover. Doing this with physical copies is great, but both texts can also be easily found online.
2. **Read plot summaries.** These are short and can help to jog your memory about what happens. Because these are such well-known texts, there are numerous versions online. However, 'Lit Charts' and 'Spark Notes' are two possible sources (e.g. search for 'Christmas carol plot Lit Charts').
3. **See the texts performed.** Whether live or on the screen, seeing performances of these texts can help to give you a general sense of them. This needn't take a long time (e.g. the 'Animated Tales' version of Macbeth is on YouTube and is just under 30 minutes long. **However**, do be careful with performances as directors like to be creative and so details may be very different to the original.
4. **Read analysis.** Of course, just knowing what happens in these texts isn't going to get you a good grade. Studying literature is all about being able to read like an English expert i.e. analysing how writers craft texts and the messages they convey. Again, there are many sources here, but as with plot, 'Lit Charts' and 'Spark Notes' are helpful online resources.
5. **Watch video tutorials.** There are many of these available online; however, you do need to be careful as quality varies considerably and some of them don't get their facts right (particularly when it comes to knowing what the examiner wants). However, videos produced by 'Mr Bruff' are a generally reliable resource – just search on YouTube for Mr Bruff + the topic you want to study e.g. 'Mr Bruff Macbeth'.
6. **Use a study guide.** Although these will cost you money, they do have the advantage of having exercises and exemplars built in. CGP and York Notes are well-known brands here.

HOWEVER, please note that the above generally have one thing in common: they're very passive i.e. they don't require you to do much thinking. It's essential that whether you're using these or the knowledge organisers, you combine this **memorising key knowledge and lots of practice** (especially past questions and essay planning/writing).

Practice Questions (Without Extracts)

The questions for both 'Macbeth' and 'A Christmas Carol' are extract questions. This means that you if you want to prepare properly for Literature Paper 1, you absolutely have to do plenty of practice with this form of question.

However, **in addition to this**, it can also be helpful to practice planning essays without extracts to give you practice with a range of characters and themes. The questions below are designed with this practice in mind. As an extra challenge, try thinking of one or two key moments that would make a good extract to go with each question.

Macbeth: Practice Essay Questions

1. Explain how far you think Shakespeare presents Lady Macbeth as weak.
2. Write about how Shakespeare presents ambition.
3. How does Shakespeare present strength.
4. Explore how Shakespeare presents the use of power.
5. Explain how far you think Shakespeare presents Macbeth as a villainous king.
6. Explain how far you think Shakespeare presents Macbeth as easily controlled.
7. How does Shakespeare present change.
8. Explore how Shakespeare presents nature.
9. Write about how Shakespeare presents the relationship between Macbeth and Lady Macbeth.
10. Explore how Shakespeare presents the supernatural.
11. Explain how far you think Shakespeare presents Macbeth as a moral man.
12. Explore how Shakespeare presents attitudes towards women.
13. Write about how masculinity is presented.

A Christmas Carol: Practice Essay Questions

1. Explore how Dickens presents the effects of greed in 'A Christmas Carol'.
2. Explore how Dickens presents ideas about poverty and injustice in 'A Christmas Carol'.
3. Explore how Dickens presents the importance of family in 'A Christmas Carol'.
4. Explore how Dickens presents problems in society in 'A Christmas Carol'.
5. Explore how Dickens present ideas about kindness and generosity in 'A Christmas Carol'.
6. Explore how Dickens presents ideas about childhood in 'A Christmas Carol'.
7. Explore how Dickens presents guilt and regret in 'A Christmas Carol'.
8. Explore how Dickens presents the behaviour of the wealthy in 'A Christmas Carol'.
9. Explore how Dickens presents ideas about what Christmas should be in 'A Christmas Carol'.
10. Explore how Dickens presents ideas about right and wrong in 'A Christmas Carol'.
11. Explore how Dickens presents attitudes towards money in 'A Christmas Carol'.
12. Explore how Dickens presents the consequences of cruelty in 'A Christmas Carol'.
13. Explore how Dickens uses ghosts to create change in 'A Christmas Carol'.
14. Explore how Dickens uses the past, present and future to teach lessons in 'A Christmas Carol'.
15. Explore how Dickens uses the character of Ebenezer Scrooge to present ideas about change in 'A Christmas Carol'.

Macbeth Practice 1 (AQA Specimen Paper 1)

Section A: Shakespeare

Answer **one** question from this section on your chosen text.

EITHER

Macbeth

Read the following extract from Act 1 Scene 5 of *Macbeth* and then answer the question that follows.

At this point in the play Lady Macbeth is speaking. She has just received the news that King Duncan will be spending the night at her castle.

The raven himself is hoarse
That croaks the fatal entrance of Duncan
Under my battlements. Come, you spirits
That tend on mortal thoughts, unsex me here,
5 And fill me from the crown to the toe topfull
Of direst cruelty; make thick my blood,
Stop up th'access and passage to remorse
That no compunctious visitings of nature
Shake my fell purpose nor keep peace between
10 Th'effect and it. Come to my woman's breasts,
And take my milk for gall, you murd'ring ministers,
Wherever in your sightless substances
You wait on nature's mischief. Come, thick night,
And pall thee in the dunnest smoke of hell,
15 That my keen knife see not the wound it makes
Nor heaven peep through the blanket of the dark,
To cry 'Hold, hold!'

0 1

Starting with this speech, explain how far you think Shakespeare presents Lady Macbeth as a powerful woman.

Write about:

- how Shakespeare presents Lady Macbeth in this speech
- how Shakespeare presents Lady Macbeth in the play as a whole.

[30 marks]
AO4 [4 marks]

Macbeth Practice 2 (AQA Specimen Paper 2)

Section A: Shakespeare

Answer **one** question from this section on your chosen text.

EITHER

Macbeth

Read the following question from Act 5 Scene 3 of *Macbeth* and then answer the question that follows.

At this point in the play Macbeth is under siege from the English army.

MACBETH

Bring me no more reports; let them fly all:
Till Birnam wood remove to Dunsinane,
I cannot taint with fear. What's the boy Malcolm?
Was he not born of woman? The spirits that know
5 All mortal consequences have pronounced me thus:
'Fear not, Macbeth; no man that's born of woman
Shall e'er have power upon thee.' Then fly,
false thanes,
And mingle with the English epicures:
10 The mind I sway by and the heart I bear
Shall never sag with doubt nor shake with fear.
Enter a Servant
The devil damn thee black, thou cream-faced loon!
Where got'st thou that goose look?

0	1
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Starting with this speech, explain how far you think Shakespeare presents Macbeth as a hero.

Write about:

- how Shakespeare presents Macbeth in this speech
- how Shakespeare presents Macbeth in the play as a whole.

[30 marks]
AO4 [4 marks]

Macbeth Practice 3 (AQA Specimen Paper 3)

Section A: Shakespeare

Answer **one** question from this section on your chosen text.

Either

Macbeth

Read the following extract from Act 1 Scene 7 of *Macbeth* and then answer the question that follows.

At this moment in the play, Macbeth has left the banquet he and his wife are holding for Duncan, and his wife has come to find him.

LADY MACBETH

He has almost supped. Why have you left the chamber?

MACBETH

Hath he asked for me?

LADY MACBETH

Know you not, he has?

MACBETH

We will proceed no further in this business.

- 5 He hath honoured me of late, and I have bought
Golden opinions from all sorts of people,
Which would be worn now in their newest gloss,
Not cast aside so soon.

LADY MACBETH

Was the hope drunk

- 10 Wherein you dressed yourself? Hath it slept since?
And wakes it now to look so green and pale
At what it did so freely? From this time,
Such I account thy love. Art thou afeard
To be the same in thine own act and valour,
15 As thou art in desire? Wouldst thou have that
Which thou esteem'st the ornament of life,
And live a coward in thine own esteem,
Letting I dare not wait upon I would,
Like the poor cat i'th'adage?

MACBETH

- 20 Prithee, peace.
I dare do all that may become a man;
Who dares do more is none.

0	1
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Starting with this moment in the play, explore how Shakespeare presents the marriage between Macbeth and Lady Macbeth.

Write about:

- how Shakespeare presents their relationship at this moment in the play
- how Shakespeare presents their marriage in the play as a whole.

[30 marks]
AO4 [4 marks]

Turn over for the next question

Turn over ►

Macbeth Practice 4 (AQA June 2017)

Section A: Shakespeare

Answer **one** question from this section on your chosen text.

EITHER

Macbeth

Read the following extract from Act 1 Scene 5 of *Macbeth* and then answer the question that follows.

At this point in the play, Lady Macbeth is speaking. She has just read Macbeth's letter telling her about his meeting with the three witches.

LADY MACBETH

Glamis thou art, and Cawdor, and shalt be
What thou art promised; yet do I fear thy nature,
It is too full o'th'milk of human kindness
To catch the nearest way. Thou wouldst be great,
5 Art not without ambition, but without
The illness should attend it. What thou wouldst highly,
That wouldst thou holily; wouldst not play false,
And yet wouldst wrongly win. Thou'dst have, great Glamis,
That which cries, 'Thus thou must do' if thou have it;
10 And that which rather thou dost fear to do,
Than wishest should be undone. Hie thee hither,
That I may pour my spirits in thine ear
And chastise with the valour of my tongue
All that impedes thee from the golden round,
15 Which fate and metaphysical aid doth seem
To have thee crowned withal.

0	1
---	---

Starting with this speech, explore how Shakespeare presents ambition in *Macbeth*.

Write about:

- how Shakespeare presents ambition in this speech
- how Shakespeare presents ambition in the play as a whole.

[30 marks]
AO4 [4 marks]

Macbeth Practice 5 (AQA June 2018)

Section A: Shakespeare

Answer **one** question from this section on your chosen text.

Either

Macbeth

Read the following extract from Act 1 Scene 3 of *Macbeth* and then answer the question that follows.

At this point in the play, after receiving The Witches' prophecies, Macbeth and Banquo have just been told that Duncan has made Macbeth Thane of Cawdor.

BANQUO

But 'tis strange,
And oftentimes, to win us to our harm,
The instruments of darkness tell us truths;
Win us with honest trifles, to betray's
5 In deepest consequence. —
Cousins, a word, I pray you.

MACBETH [Aside]

Two truths are told,
As happy prologues to the swelling act
Of the imperial theme. — I thank you, gentlemen. —
10 This supernatural soliciting
Cannot be ill, cannot be good. If ill,
Why hath it given me earnest of success,
Commencing in a truth? I am Thane of Cawdor.
If good, why do I yield to that suggestion,
15 Whose horrid image doth unfix my hair
And make my seated heart knock at my ribs
Against the use of nature? Present fears
Are less than horrible imaginings.
My thought, whose murder yet is but fantastical,
20 Shakes so my single state of man that function
Is smothered in surmise, and nothing is,
But what is not.

0	1
---	---

Starting with this moment in the play, explore how Shakespeare presents the attitudes of Macbeth and Banquo towards the supernatural.

Write about:

- how Shakespeare presents the attitudes of Macbeth and Banquo towards the supernatural in this extract
- how Shakespeare presents the attitudes of Macbeth and Banquo towards the supernatural in the play as a whole.

[30 marks]
AO4 [4 marks]

Macbeth Practice 6

Section A: Shakespeare

Answer **one** question from this section on your chosen text.

EITHER

Macbeth

Read the following question from Act 1 Scene 1 of *Macbeth* and then answer the question that follows.

At this point in the play, the three witches are meeting.

ACT I SCENE I *A desert place.*

[Thunder and lightning. Enter three Witches]

First Witch When shall we three meet again
In thunder, lightning, or in rain?

Second Witch When the hurlyburly's done,
 When the battle's lost and won.

Third Witch That will be ere the set of sun. 5

First Witch Where the place?

Second Witch Upon the heath.

Third Witch There to meet with Macbeth.

First Witch I come, graymalkin!

Second Witch	Paddock calls.	10
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Third Witch Anon!

ALL Fair is foul, and foul is fair:
Hover through the fog and filthy air.

[Exeunt]

01 Starting with this scene, explore Shakespeare's presentation of the supernatural in the play.

Write about:

- How Shakespeare presents the supernatural in this scene.
- How Shakespeare presents the supernatural in the play as a whole

Macbeth Practice 7

Section A: Shakespeare

Read the following extract from Act 2 Scene 1 of 'Macbeth' and then answer the question that follows.

At this point in the play, Macbeth has just been left alone after speaking to Banquo and Fleance.

Is this a dagger which I see before me,
The handle toward my hand? Come, let me clutch thee.
I have thee not, and yet I see thee still.
Art thou not, fatal vision, sensible
To feeling as to sight? or art thou but
A dagger of the mind, a false creation,
Proceeding from the heat-oppressed brain?
I see thee yet, in form as palpable
As this which now I draw.
Thou marshall'st me the way that I was going;
And such an instrument I was to use.
Mine eyes are made the fools o' the other senses,
Or else worth all the rest; I see thee still,
And on thy blade and dudgeon gouts of blood,
Which was not so before. There's no such thing:
It is the bloody business which informs
Thus to mine eyes. Now o'er the one halfworld
Nature seems dead, and wicked dreams abuse
The curtain'd sleep; witchcraft celebrates
Pale Hecate's offerings, and wither'd murder,
Alarum'd by his sentinel, the wolf,
Whose howl's his watch, thus with his stealthy pace.
With Tarquin's ravishing strides, towards his design
Moves like a ghost. Thou sure and firm-set earth,
Hear not my steps, which way they walk, for fear
Thy very stones prate of my whereabouts,
And take the present horror from the time,
Which now suits with it. Whiles I threat, he lives:
Words to the heat of deeds too cold breath gives.

A bell rings

I go, and it is done; the bell invites me.
Hear it not, Duncan; for it is a knell
That summons thee to heaven or to hell.

01 Starting with this extract, explain how far you think Shakespeare presents Macbeth as a villain.

Write about:

- How Shakespeare presents Macbeth in this extract.
- How Shakespeare presents Macbeth in the play as a whole.

Macbeth Practice 8

Section A: Shakespeare

Macbeth

Read the following extract from Act 2 Scene 2 of 'Macbeth' and then answer the question that follows.

At this point in the play, Macbeth has returned to Lady Macbeth having just murdered Duncan.

MACBETH

I'll go no more:
I am afraid to think what I have done;
Look on't again I dare not.

LADY MACBETH

Infirm of purpose!
Give me the daggers: the sleeping and the dead
Are but as pictures: 'tis the eye of childhood
That fears a painted devil. If he do bleed,
I'll gild the faces of the grooms withal;
For it must seem their guilt.

Exit. Knocking within

MACBETH

Whence is that knocking?
How is't with me, when every noise appals me?
What hands are here? ha! they pluck out mine eyes.
Will all great Neptune's ocean wash this blood
Clean from my hand? No, this my hand will rather
The multitudinous seas in incarnadine,
Making the green one red.

Re-enter LADY MACBETH

LADY MACBETH

My hands are of your colour; but I shame
To wear a heart so white.

01 Starting with this extract, explain how far you think Shakespeare presents Macbeth as feeling guilt.

Write about:

- how Shakespeare presents Macbeth in this speech
- how Shakespeare presents Macbeth in the play as a whole.

Macbeth Practice 9

Section A: Shakespeare

Answer **one** question from this section on your chosen text.

EITHER

Macbeth

Read the following question from Act 2 Scene 3 of *Macbeth* and then answer the question that follows.

At this point in the play, it's the morning after the murder and Macduff has just arrived at Macbeth's castle.

LENNOX

The night has been unruly: where we lay,
Our chimneys were blown down; and, as they say,
Lamentings heard i' the air; strange screams of death,
And prophesying with accents terrible
Of dire combustion and confused events
New hatch'd to the woeful time: the obscure bird
Clamour'd the livelong night: some say, the earth
Was feverous and did shake.

MACBETH

'Twas a rough night.

LENNOX

My young remembrance cannot parallel
A fellow to it.

01 Starting with this extract, explore Shakespeare's presentation of nature.

Write about:

- How Shakespeare presents nature in this extract.
- How Shakespeare presents nature in the play as a whole.

Macbeth Practice 10

Section A: Shakespeare

Macbeth

Read the following extract from Act 3 Scene 2 of 'Macbeth' and then answer the question that follows.

At this point in the play, Macbeth has arranged for the murder of Banquo and Fleance.

MACBETH

O, full of scorpions is my mind, dear wife!
Thou know'st that Banquo, and his Fleance, lives.

LADY MACBETH

But in them nature's copy's not eterne.

MACBETH

There's comfort yet; they are assailable;
Then be thou jocund: ere the bat hath flown
His cloister'd flight, ere to black Hecate's summons
The shard-borne beetle with his drowsy hums
Hath rung night's yawning peal, there shall be done
A deed of dreadful note.

LADY MACBETH

What's to be done?

MACBETH

Be innocent of the knowledge, dearest chuck,
Till thou applaud the deed. Come, seeling night,
Scarf up the tender eye of pitiful day;
And with thy bloody and invisible hand
Cancel and tear to pieces that great bond
Which keeps me pale! Light thickens; and the crow
Makes wing to the rooky wood:
Good things of day begin to droop and drowse;
While night's black agents to their preys do rouse.
Thou marvell'st at my words: but hold thee still;
Things bad begun make strong themselves by ill.
So, prithee, go with me.

Exeunt

01 Write about how Shakespeare presents the relationship between Macbeth and Lady Macbeth. Write about:

- How Shakespeare presents their relationship in this extract
- How Shakespeare presents their relationship in the play as a whole

Macbeth Practice 11

Section A: Shakespeare

Macbeth

Read the following extract from Act 5 Scene 1 of 'Macbeth' and then answer the question that follows.

At this point in the play, the doctor and gentlewoman are observing Lady Macbeth sleepwalk.

LADY MACBETH

Yet here's a spot.

Doctor

Hark! she speaks: I will set down what comes from her, to satisfy my remembrance the more strongly.

LADY MACBETH

Out, damned spot! out, I say! – One: two: why, then, 'tis time to do't. – Hell is murky! – Fie, my lord, fie! a soldier, and afeard? What need we fear who knows it, when none can call our power to account? – Yet who would have thought the old man to have had so much blood in him.

Doctor

Do you mark that?

LADY MACBETH

The thane of Fife had a wife: where is she now?--
What, will these hands ne'er be clean?--No more o'
that, my lord, no more o' that: you mar all with
this starting.

01 Write about how Shakespeare presents guilt in 'Macbeth'.

- How Shakespeare presents guilt in this extract
- How Shakespeare presents guilt in the play as a whole

Macbeth Practice 12

Section A: Shakespeare

Answer **one** question from this section on your chosen text.

EITHER

Macbeth

Read the following question from Act 5 Scene 5 of *Macbeth* and then answer the question that follows.

At this point in the play, Macbeth is in his castle; the English army is advancing.

SEYTON

The queen, my lord, is dead.

MACBETH

She should have died hereafter;
There would have been a time for such a word.
To-morrow, and to-morrow, and to-morrow,
Creeps in this petty pace from day to day
To the last syllable of recorded time,
And all our yesterdays have lighted fools
The way to dusty death. Out, out, brief candle!
Life's but a walking shadow, a poor player
That struts and frets his hour upon the stage
And then is heard no more: it is a tale
Told by an idiot, full of sound and fury,
Signifying nothing.

01 Starting with this extract, write about how Shakespeare presents death in the play.

Write about:

- How Shakespeare presents death in this extract.
- How Shakespeare presents death in the play as a whole.

ACC Practice 1 (AQA Specimen Paper 1)

Charles Dickens: *A Christmas Carol*

Read the following extract from Chapter 1 and then answer the question that follows.

In this extract Scrooge is being introduced to the reader.

	External heat and cold had little influence on Scrooge. No warmth could warm, nor wintry weather chill him. No wind that blew was bitterer than he, no falling snow was more intent upon its purpose, no pelting rain less open to entreaty. Foul weather didn't know where to have him. The heaviest rain,
5	and snow, and hail, and sleet, could boast of the advantage over him in only one respect. They often 'came down' handsomely, and Scrooge never did.
	Nobody ever stopped him in the street to say, with gladsome looks, 'My dear Scrooge, how are you? When will you come to see me?' No beggars implored him to bestow a trifle, no children asked him what it was o'clock, no
10	man or woman ever once in all his life inquired the way to such and such a place, of Scrooge. Even the blindmen's dogs appeared to know him; and when they saw him coming on, would tug their owners into doorways and up courts; and then would wag their tails as though they said, 'No eye at all is better than an evil eye, dark master!'
15	But what did Scrooge care? It was the very thing he liked. To edge his way along the crowded paths of life, warning all human sympathy to keep its distance, was what the knowing ones call 'nuts' to Scrooge.

0 8

Starting with this extract, how does Dickens present Scrooge as an outsider to society?

Write about:

- how Dickens presents Scrooge in this extract
- how Dickens presents Scrooge as an outsider to society in the novel as a whole.

[30 marks]

Turn over for the next question

Turn over ►

ACC Practice 2 (AQA Specimen Paper 2)

Charles Dickens: *A Christmas Carol*

Read this extract from Chapter 3 of *A Christmas Carol* and then answer the question that follows.

In this extract, Scrooge and The Ghost of Christmas Present are watching the Cratchit family on Christmas Day.

5 There was nothing of high mark in this. They were not a handsome family; they were not well dressed; their shoes were far from being water-proof; their clothes were scanty; and Peter might have known, and very likely did, the inside of a pawnbroker's. But, they were happy, grateful, pleased with one another, and contented with the time; and when they faded, and looked happier yet in the bright sprinklings of the Spirit's torch at parting, Scrooge had his eye upon them, and especially on Tiny Tim, until the last.

10 By this time it was getting dark, and snowing pretty heavily; and as Scrooge and the Spirit went along the streets, the brightness of the roaring fires in kitchens, parlours, and all sorts of rooms, was wonderful. Here, the flickering of the blaze showed preparations for a cosy dinner, with hot plates baking through and through before the fire, and deep red curtains,

15 ready to be drawn to shut out cold and darkness. There all the children of the house were running out into the snow to meet their married sisters, brothers, cousins, uncles, aunts, and be the first to greet them. Here, again, were shadows on the window-blind of guests assembling; and there a group of handsome girls, all hooded and fur-booted, and all chattering at once, tripped lightly off to some near neighbour's house; where, woe upon the single man who saw them enter

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Starting with this extract, how does Dickens present the importance of family in *A Christmas Carol*?

Write about:

- how Dickens presents the Cratchits in this extract
- how Dickens presents the importance of family in the novel as a whole.

[30 marks]

ACC Practice 3 (AQA Specimen Paper 3)

Charles Dickens: *A Christmas Carol*

Read the following extract from Chapter 2 and then answer the question that follows.

In this extract, the Ghost of Christmas Past has taken Scrooge to the place where he used to work.

Old Fezziwig laid down his pen, and looked up at the clock, which pointed to the hour of seven. He rubbed his hands; adjusted his capacious waistcoat; laughed all over himself, from his shoes to his organ of benevolence; and called out in a comfortable, oily, rich, fat, jovial voice:

5 “Yo ho, there! Ebenezer! Dick!”

Scrooge’s former self, now grown a young man, came briskly in, accompanied by his fellow-’prentice.

“Dick Wilkins, to be sure!” said Scrooge to the Ghost. “Bless me, yes. There he is. He was very much attached to me, was Dick. Poor Dick! Dear, dear!”

10 “Yo ho, my boys!” said Fezziwig. “No more work to-night. Christmas Eve, Dick. Christmas, Ebenezer! Let’s have the shutters up,” cried old Fezziwig, with a sharp clap of his hands, “before a man can say Jack Robinson!”

You wouldn’t believe how those two fellows went at it! They charged into the street with the shutters—one, two, three—had ’em up in their places—four, five, six—

15 barred ’em and pinned ’em—seven, eight, nine—and came back before you could have got to twelve, panting like race-horses.

“Hilli-ho!” cried old Fezziwig, skipping down from the high desk, with wonderful agility. “Clear away, my lads, and let’s have lots of room here! Hilli-ho, Dick! Chirrup, Ebenezer!”

20 Clear away! There was nothing they wouldn’t have cleared away, or couldn’t have cleared away, with old Fezziwig looking on. It was done in a minute. Every movable was packed off, as if it were dismissed from public life for evermore; the floor was swept and watered, the lamps were trimmed, fuel was heaped upon the fire; and the warehouse was as snug, and warm, and dry, and bright a ball-room,

25 as you would desire to see upon a winter’s night.

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Starting with this extract, explore how far Dickens presents Christmas as a joyful time.

Write about:

- how Dickens presents Christmas as a special time in this extract
- how far Dickens presents Christmas as a special time in the novel as a whole.

[30 marks]

ACC Practice 4 (AQA June 2017)

OR

Charles Dickens: *A Christmas Carol*

Read the following extract from Chapter 3 of *A Christmas Carol* and then answer the question that follows.

In this extract, the Ghost of Christmas Present shows Scrooge the Cratchit family's Christmas celebrations.

Oh, a wonderful pudding! Bob Cratchit said, and calmly too, that he regarded it as the greatest success achieved by Mrs. Cratchit since their marriage. Mrs. Cratchit said that now the weight was off her mind, she would confess she had had her doubts about the quantity of flour. Everybody had something to say about it, but nobody said or thought it was at all a small pudding for a large family. It would have been flat heresy to do so. Any Cratchit would have blushed to hint at such a thing. At last the dinner was all done, the cloth was cleared, the hearth swept, and the fire made up. The compound in the jug being tasted, and considered perfect, apples and oranges were put upon the table, and a shovel-full of chestnuts on the fire. Then all the Cratchit family drew round the hearth, in what Bob Cratchit called a circle, meaning half a one; and at Bob Cratchit's elbow stood the family display of glass. Two tumblers, and a custard-cup without a handle. These held the hot stuff from the jug, however, as well as golden goblets would have done; and Bob served it out with beaming looks, while the chestnuts on the fire sputtered and cracked noisily. Then Bob proposed: "A Merry Christmas to us all, my dears. God bless us!" Which all the family re-echoed. "God bless us every one!" said Tiny Tim, the last of all. He sat very close to his father's side upon his little stool. Bob held his withered little hand in his, as if he loved the child, and wished to keep him by his side, and dreaded that he might be taken from him.

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Starting with this extract, explore how Dickens uses the Cratchit family to show the struggles of the poor.

Write about:

- how Dickens presents the Cratchit family in this extract
- how Dickens uses the Cratchit family to show the struggles of the poor in the novel as a whole.

[30 marks]

ACC Practice 5 (AQA June 2018)

Charles Dickens: *A Christmas Carol*

Read the following extract from Chapter 4 of *A Christmas Carol* and then answer the question that follows.

In this extract, Scrooge meets the Ghost of Christmas Yet To Come.

The Phantom slowly, gravely, silently, approached. When it came near him, Scrooge bent down upon his knee; for in the very air through which this Spirit moved it seemed to scatter gloom and mystery.

It was shrouded in a deep black garment, which concealed its head, its face, its
5 form, and left nothing of it visible save one outstretched hand. But for this it would have been difficult to detach its figure from the night, and separate it from the darkness by which it was surrounded.

He felt that it was tall and stately when it came beside him, and that its mysterious presence filled him with a solemn dread. He knew no more, for the
10 Spirit neither spoke nor moved.

"I am in the presence of the Ghost of Christmas Yet To Come?" said Scrooge. The Spirit answered not, but pointed onward with its hand.

"You are about to show me shadows of the things that have not happened, but will happen in the time before us," Scrooge pursued. "Is that so, Spirit?"

The
15 upper portion of the garment was contracted for an instant in its folds, as if the Spirit had inclined its head. That was the only answer he received.

Although well used to ghostly company by this time, Scrooge feared the silent shape so much that his legs trembled beneath him, and he found that he could hardly stand when he prepared to follow it. The Spirit paused a moment, as
20 observing his condition, and giving him time to recover.

But Scrooge was all the worse for this. It thrilled him with a vague uncertain horror, to know that behind the dusky shroud, there were ghostly eyes intently fixed upon him, while he, though he stretched his own to the utmost, could see nothing but a spectral hand and one great heap of black.

25 "Ghost of the Future!" he exclaimed, "I fear you more than any spectre I have seen. But as I know your purpose is to do me good, and as I hope to live to be another man from what I was, I am prepared to bear you company, and do it with a thankful heart. Will you not speak to me?"

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Starting with this extract, explore how Dickens presents Scrooge's fears in *A Christmas Carol*.

Write about:

- how Dickens presents what Scrooge is frightened of in this extract
- how Dickens presents Scrooge's fears in the novel as a whole.

[30 marks]

ACC Practice 6

Charles Dickens: *A Christmas Carol*

Read the following extract from chapter 1 and then answer the question that follows.

In this extract, Scrooge is being introduced to the reader.

Oh! But he was a tight-fisted hand at the grind- stone, Scrooge! a squeezing, wrenching, grasping, scraping, clutching, covetous, old sinner! Hard and sharp as flint, from which no steel had ever struck out generous fire; secret, and self-contained, and solitary as an oyster. The cold within him froze his old features, nipped his pointed nose, shriveled his cheek, stiffened his gait; made his eyes red, his thin lips blue and spoke out shrewdly in his grating voice. A frosty rime was on his head, and on his eyebrows, and his wiry chin. He carried his own low temperature always about with him; he iced his office in the dogdays; and didn't thaw it one degree at Christmas.

External heat and cold had little influence on Scrooge. No warmth could warm, no wintry weather chill him. No wind that blew was bitterer than he, no falling snow was more intent upon its purpose, no pelting rain less open to entreaty. Foul weather didn't know where to have him. The heaviest rain, and snow, and hail, and sleet, could boast of the advantage over him in only one respect. They often "came down" handsomely, and Scrooge never did.

Nobody ever stopped him in the street to say, with gladsome looks, "My dear Scrooge, how are you? When will you come to see me?" No beggars implored him to bestow a trifle, no children asked him what it was o'clock, no man or woman ever once in all his life inquired the way to such and such a place, of Scrooge. Even the blind men's dogs appeared to know him; and when they saw him coming on, would tug their owners into doorways and up courts; and then would wag their tails as though they said, "No eye at all is better than an evil eye, dark master!"

But what did Scrooge care? It was the very thing he liked. To edge his way along the crowded paths of life, warning all human sympathy to keep its distance, was what the knowing ones call "nuts" to Scrooge.

Starting with this extract, how does Dickens present Scrooge as an isolated figure?

Write about:

- how Dickens presents Scrooge in this extract
- how Dickens presents Scrooge's isolation from society in the novel as a whole

[30 marks]

ACC Practice 7

Charles Dickens: *A Christmas Carol*

Read the following extract from chapter 1 and then answer the question that follows.

In this extract, Fred visits his Uncle Scrooge.

"Christmas a humbug, uncle!" said Scrooge's nephew. "You don't mean that, I am sure."

"I do," said Scrooge. "Merry Christmas! What right have you to be merry? What reason have you to be merry? You're poor enough."

"Come, then," returned the nephew gaily. "What right have you to be dismal? What reason have you to be morose? You're rich enough."

Scrooge having no better answer ready on the spur of the moment, said "Bah!" again; and followed it up with "Humbug."

"Don't be cross, uncle!" said the nephew.

"What else can I be," returned the uncle, "when I live in such a world of fools as this? Merry Christmas! Out upon merry Christmas! What's Christmas time to you but a time for paying bills without money; a time for finding yourself a year older, but not an hour richer; a time for balancing your books and having every item in 'em through a round dozen of months presented dead against you? If I could work my will," said Scrooge indignantly, "every idiot who goes about with 'Merry Christmas' on his lips, should be boiled with his own pudding, and buried with a stake of holly through his heart. He should!"

"Uncle!" pleaded the nephew.

"Nephew!" returned the uncle, sternly, "keep Christmas in your own way, and let me keep it in mine."

"Keep it!" repeated Scrooge's nephew. "But you don't keep it."

"Let me leave it alone, then," said Scrooge. "Much good may it do you! Much good it has ever done you!"

"There are many things from which I might have derived good, by which I have not profited, I dare say," returned the nephew. "Christmas among the rest. But I am sure I have always thought of Christmas time, when it has come round -- apart from the veneration due to its sacred name and origin, if anything belonging to it can be apart from that -- as a good time: a kind, forgiving, charitable, pleasant time: the only time I know of, in the long calendar of the year, when men and women seem by one consent to open their shut-up hearts freely, and to think of people below them as if they really were fellow-passengers to the grave, and not another race of creatures bound on other journeys. And therefore, uncle, though it has never put a scrap of gold or silver in my pocket, I believe that it *has* done me good, and *will* do me good; and I say, God bless it!"

Starting with this extract, how does Dickens present views about Christmas?

Write about:

- how Dickens presents views of Christmas in this extract
- how Dickens presents the importance of Christmas in the novel as a whole

[30 marks]

ACC Practice 8

Charles Dickens: *A Christmas Carol*

Read the following extract from chapter 1 and then answer the question that follows.

In this extract, Scrooge is visited by two charity collectors.

"At this festive season of the year, Mr. Scrooge," said the gentleman, taking up a pen, "it is more than usually desirable that we should make some slight provision for the Poor and Destitute, who suffer greatly at the present time. Many thousands are in want of common necessities; hundreds of thousands are in want of common comforts, sir."

"Are there no prisons?" asked Scrooge.

"Plenty of prisons," said the gentleman, laying down the pen again.

"And the Union workhouses?" demanded Scrooge. "Are they still in operation?"

"They are. Still," returned the gentleman, "I wish I could say they were not."

"The Treadmill and the Poor Law are in full vigour, then?" said Scrooge.

"Both very busy, sir."

"Oh! I was afraid, from what you said at first, that something had occurred to stop them in their useful course," said Scrooge. "I'm very glad to hear it."

"Under the impression that they scarcely furnish Christian cheer of mind or body to the multitude," returned the gentleman, "a few of us are endeavouring to raise a fund to buy the Poor some meat and drink and means of warmth. We choose this time, because it is a time, of all others, when Want is keenly felt, and Abundance rejoices. What shall I put you down for?"

"Nothing!" Scrooge replied.

"You wish to be anonymous?"

"I wish to be left alone," said Scrooge. "Since you ask me what I wish, gentlemen, that is my answer. I don't make merry myself at Christmas and I can't afford to make idle people merry. I help to support the establishments I have mentioned -- they cost enough; and those who are badly off must go there."

"Many can't go there; and many would rather die."

"If they would rather die," said Scrooge, "they had better do it, and decrease the surplus population. Besides -- excuse me -- I don't know that."

Starting with this extract, how does Dickens present Scrooge's attitude to the poor? Write about:

- how Dickens presents Scrooge's attitude to the poor in this extract
- how Dickens presents attitudes towards the poor in the novel as a whole

[30 marks]

ACC Practice 9

Charles Dickens: *A Christmas Carol*

Read the following extract from chapter 1 and then answer the question that follows.

In this extract, Scrooge is visited by the Ghost of Jacob Marley.

They were succeeded by a clanking noise, deep down below; as if some person were dragging a heavy chain over the casks in the wine merchant's cellar. Scrooge then remembered to have heard that ghosts in haunted houses were described as dragging chains.

The cellar-door flew open with a booming sound, and then he heard the noise much louder, on the floors below; then coming up the stairs; then coming straight towards his door.

"It's humbug still!" said Scrooge. "I won't believe it."

His colour changed though, when, without a pause, it came on through the heavy door, and passed into the room before his eyes. Upon its coming in, the dying flame leaped up, as though it cried, "I know him; Marley's Ghost!" and fell again.

The same face: the very same. Marley in his pigtail, usual waistcoat, tights and boots; the tassels on the latter bristling, like his pigtail, and his coat-skirts, and the hair upon his head. The chain he drew was clasped about his middle. It was long, and wound about him like a tail; and it was made (for Scrooge observed it closely) of cash-boxes, keys, padlocks, ledgers, deeds, and heavy purses wrought in steel. His body was transparent, so that Scrooge, observing him, and looking through his waistcoat, could see the two buttons on his coat behind.

Starting with this extract, how does Dickens present the Ghost of Jacob Marley?

Write about:

- how Dickens introduces the Ghost of Jacob Marley in this extract
- how Dickens presents Jacob Marley in the novel as a whole

[30 marks]

ACC Practice 10

Charles Dickens: *A Christmas Carol*

Read the following extract from chapter 1 and then answer the question that follows.

In this extract, the Ghost of Jacob Marley is talking to Scrooge about his punishment.

"It is required of every man," the Ghost returned, "that the spirit within him should walk abroad among his fellowmen, and travel far and wide; and if that spirit goes not forth in life, it is condemned to do so after death. It is doomed to wander through the world -- oh, woe is me! -- and witness what it cannot share, but might have shared on earth, and turned to happiness!"

Again the spectre raised a cry, and shook its chain and wrung its shadowy hands.

"You are fettered," said Scrooge, trembling. "Tell me why?"

"I wear the chain I forged in life," replied the Ghost. "I made it link by link, and yard by yard; I girded it on of my own free will, and of my own free will I wore it. Is its pattern strange to you?"

Scrooge trembled more and more.

"Or would you know," pursued the Ghost, "the weight and length of the strong coil you bear yourself? It was full as heavy and as long as this, seven Christmas Eves ago. You have laboured on it, since. It is a ponderous chain!"

Scrooge glanced about him on the floor, in the expectation of finding himself surrounded by some fifty or sixty fathoms of iron cable: but he could see nothing.

"Jacob," he said, imploringly. "Old Jacob Marley, tell me more. Speak comfort to me, Jacob!"

"I have none to give," the Ghost replied. "It comes from other regions, Ebenezer Scrooge, and is conveyed by other ministers, to other kinds of men. Nor can I tell you what I would. A very little more, is all permitted to me. I cannot rest, I cannot stay, I cannot linger anywhere. My spirit never walked beyond our counting-house -- mark me! -- in life my spirit never roved beyond the narrow limits of our money-changing hole; and weary journeys lie before me!"

Starting with this extract, how does Dickens present the idea that actions have consequences?

Write about:

- how Dickens presents the consequences of Jacob Marley's actions
- how Dickens presents the idea that actions have consequences in the novel as a whole

[30 marks]

ACC Practice 11

Charles Dickens: *A Christmas Carol*

Read the following extract from chapter 1 and then answer the question that follows.

In this extract, the Ghost of Jacob Marley gives Scrooge a warning.

"But you were always a good man of business, Jacob," faltered Scrooge, who now began to apply this to himself.

"Business!" cried the Ghost, wringing its hands again. "Mankind was my business. The common welfare was my business; charity, mercy, forbearance, and benevolence, were, all, my business. The dealings of my trade were but a drop of water in the comprehensive ocean of my business!"

It held up its chain at arm's length, as if that were the cause of all its unavailing grief, and flung it heavily upon the ground again.

"At this time of the rolling year," the spectre said "I suffer most. Why did I walk through crowds of fellow-beings with my eyes turned down, and never raise them to that blessed Star which led the Wise Men to a poor abode! Were there no poor homes to which its light would have conducted me!"

Scrooge was very much dismayed to hear the spectre going on at this rate, and began to quake exceedingly.

"Hear me!" cried the Ghost. "My time is nearly gone."

"I will," said Scrooge. "But don't be hard upon me! Don't be flowery, Jacob! Pray!"

"How it is that I appear before you in a shape that you can see, I may not tell. I have sat invisible beside you many and many a day."

It was not an agreeable idea. Scrooge shivered, and wiped the perspiration from his brow.

"That is no light part of my penance," pursued the Ghost. "I am here to-night to warn you, that you have yet a chance and hope of escaping my fate. A chance and hope of my procuring, Ebenezer."

Starting with this extract, how does Dickens present feelings of remorse?

Write about:

- how Dickens presents Marley's remorse in this passage
- how Dickens presents remorse in the novel as a whole

[30 marks]

ACC Practice 12

Charles Dickens: *A Christmas Carol*

Read the following extract from chapter 2 and then answer the question that follows.

In this extract, the Ghost of Christmas Past is introduced to the reader.

He spoke before the hour bell sounded, which it now did with a deep, dull, hollow, melancholy One. Light flashed up in the room upon the instant, and the curtains of his bed were drawn.

The curtains of his bed were drawn aside, I tell you, by a hand. Not the curtains at his feet, nor the curtains at his back, but those to which his face was addressed. The curtains of his bed were drawn aside; and Scrooge, starting up into a half-recumbent attitude, found himself face to face with the unearthly visitor who drew them: as close to it as I am now to you, and I am standing in the spirit at your elbow.

It was a strange figure -- like a child: yet not so like a child as like an old man, viewed through some supernatural medium, which gave him the appearance of having receded from the view, and being diminished to a child's proportions. Its hair, which hung about its neck and down its back, was white as if with age; and yet the face had not a wrinkle in it, and the tenderest bloom was on the skin. The arms were very long and muscular; the hands the same, as if its hold were of uncommon strength. Its legs and feet, most delicately formed, were, like those upper members, bare. It wore a tunic of the purest white, and round its waist was bound a lustrous belt, the sheen of which was beautiful. It held a branch of fresh green holly in its hand; and, in singular contradiction of that wintry emblem, had its dress trimmed with summer flowers. But the strangest thing about it was, that from the crown of its head there sprung a bright clear jet of light, by which all this was visible; and which was doubtless the occasion of its using, in its duller moments, a great extinguisher for a cap, which it now held under its arm.

Even this, though, when Scrooge looked at it with increasing steadiness, was not its strangest quality. For as its belt sparkled and glittered now in one part and now in another, and what was light one instant, at another time was dark, so the figure itself fluctuated in its distinctness: being now a thing with one arm, now with one leg, now with twenty legs, now a pair of legs without a head, now a head without a body: of which dissolving parts, no outline would be visible in the dense gloom wherein they melted away. And in the very wonder of this, it would be itself again; distinct and clear as ever.

"Are you the Spirit, sir, whose coming was foretold to me?" asked Scrooge.

"I am."

Starting with this extract, how does Dickens present the Ghost of Christmas Past?

Write about:

- how Dickens introduces the Ghost of Christmas Past in this extract
- how Dickens presents Scrooge's past in the novel as a whole

[30 marks]