The Novel 'A Christmas Carol': Learning Checklist

	Red	Amber	Green
Context: Knowledge			
• The life of Dickens			
• Dickens' intentions in writing			
• English life in the 1800s: Family Life			
• English life in the 1800s: Social Reform			
• English life in the 1800s: Work and Industry			
• English life in the 1800s: Victorian Cities			
• Conventions of Gothic Literature			
• The 1834 New Poor Law			
• Dickens' perspective on education			
• Victorian fascination with ghosts			
Context: Skills			
I understand how the above contextual information can influence meaning.			
I can use specific contextual details in my analysis and interpretations.			
Subject Terminology			
I can confidently use this relevant subject terminology in my writing:			
• Novella			
• Satire			
• Caricature			
• Symbolism			
• Connotations			
• Mood			
• Pathetic fallacy			
• Abstract nouns			
• Dramatic irony			
• Climax			
• Epiphany			
• Tone			
• Parable			
Analysis: Skills			
I understand how to judiciously select a quotation.			
I can evaluate the effect of quotations on the reader.			
I can write an analytical paragraph by:			
• Writing a sentence (or two) answering the question and making interpretations			
• Including a quotation from the text to support my point			

• Explaining how my quotations support my point			
• Zooming in on key words and phrases in the quotations and explain the effects of these in detail			
• Analysing the effects of your chosen quotation			
• Linking other relevant quotations to my analysis and analysing those in detail too			
• Explaining the writer's intentions for including this quotation			
• Making a clear and relevant link to the context of the novella			
• Finding an alternative interpretation for your quotation, and thinking of a different way of understanding the quotation			
I can write a full analytical response answering an 'Extract and closed-book' assessment by analysing a given extract in detail and referring to other parts of the novella to support my response.			
Writing: Skills			
I can deliver a convincing exposition and introduce the conflict/problem at an appropriate time in my narrative.			
I can create tension using a variety of methods.			
My writing accurately matches the task.			
The tone, style and formality of my writing is appropriate (avoid slang and abbreviations).			
I include a range of ideas in my response.			
I use varied vocab and ambitious vocabulary used accurately and for effect.			
I can include language devices to develop ideas (metaphor, simile, personification, etc).			
I structure my writing for clarity and impact – for example: an engaging opening/narrative hook; overall circular structure; repetition; sentence structures used for effect; flashback; cliff-hanger.			
I use paragraphs that are well sequenced and build upon each other.			