



HOW TO WRITE AN ESSAY



AN ESSAY

WHAT IS AN ESSAY?

An essay is a form of non-fiction writing that provides a perspective on something

An essay is not a series of random, unconnected paragraphs

An essay is a formal piece of writing

An essay is organised around a general idea or thesis that you want to explore

The audience of an essay is an academic reader



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Help, I'm struggling with...	Turn to page...
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THE THESIS STATEMENT

WHAT IS IT?

It tells your reader what your essay will be about

It is the first two sentences of your essay

It directly answers the question you are being asked

It discusses the why behind the text



SENTENCE ONE

ANSWER THE QUESTION

Imagine you are telling someone on the street the answer to your question in just one sentence.

You should aim to use your taught vocabulary.

EXAMPLE 1

Start with an adverbial phrase such as 'throughout...'

Throughout A Christmas Carol, Dickens presents Scrooge as a character capable of transformation, from a **miserly curmudgeon** to a seemingly **benevolent**, Christian, moral man.

Call the author by their surname only

Discuss 2-3 ideas that you will be covering in your essay

Use your taught vocabulary

EXAMPLE 2

Throughout An Inspector Calls, J.B Priestley presents Mr. Birling as a **hubristic**, **pompous caricature** of a middle-class businessman, incapable of **empathising** with those he considers below him

THE THESIS STATEMENT

SENTENCE ONE

Below is the vocabulary you have learned to describe each character

A CHRISTMAS CAROL	Scrooge at the start	Miserly
		Avaricious
		Curmudgeonly
		Parsimonious
	Fred	Benevolent
		Amiable
		Magnanimous
	Cratchits	Impoverished
		Romanticised
		Microcosm
	Scrooge by the end	Redeemed
		Repentant
		Philanthropic
	Societal ideas	Capitalism
		Empathy
		Purgatory

MACBETH	Macbeth	Insatiable
		Hubristic
		Grandiose
		Callous
		Nihilistic
	Lady Macbeth	Ruthless
		Duplicitous
		Malevolent
		Plagued
	The Witches	Equivocating
		Paradoxical
		Nefarious
	Macduff	Noble
		Avenging
		Clinical
	Societal ideas	Transgressive
		Hierarchical
		Patriotism

THE THESIS STATEMENT SENTENCE ONE

THE VOCABULARY

An Inspector Calls	Mr Birling	Sycophantic
		Pompous
		Caricature
	Mrs Birling	Performative
		Unrepentant
		Sanctimonious
	Sheila Birling	Infantilised
		Perceptive
		Petulant
	Eric Birling	Privileged
		Penitent
		Reckless
	Gerald Croft	Morally ambiguous
		Exploitative
		Manipulative
	Goole	Compelling
		Omniscient
		Socialist
	Eva Smith	Subjugated
		Objectified
		Diligent
	Societal ideas	Patriarchal
		Capitalism
		Socialism



What if the question isn't about a character?



REMEMBER:

The characters are there to illustrate the themes. If the question is about greed, talk about Scrooge. If the question is about family, talk about Scrooge, Fred or the Cratchit family. If the question is about generosity, talk about Scrooge's lack of generosity at first, and his generosity later on. Every question wants you to talk about a character.

THE THESIS STATEMENT

SENTENCE ONE

YOUR TURN:

In A Christmas Carol, how does Dickens present ideas about generosity and charity?

Write your sentence 1 to answer this question

In A Christmas Carol, how does Dickens present ideas about poverty and hardship?

Write your sentence 1 to answer this question

In A Christmas Carol, how does Dickens present ideas about family?

Write your sentence 1 to answer this question

THE THESIS STATEMENT

SENTENCE ONE

YOU COULD HAVE WRITTEN:

In A Christmas Carol, how does Dickens present ideas about generosity and charity?

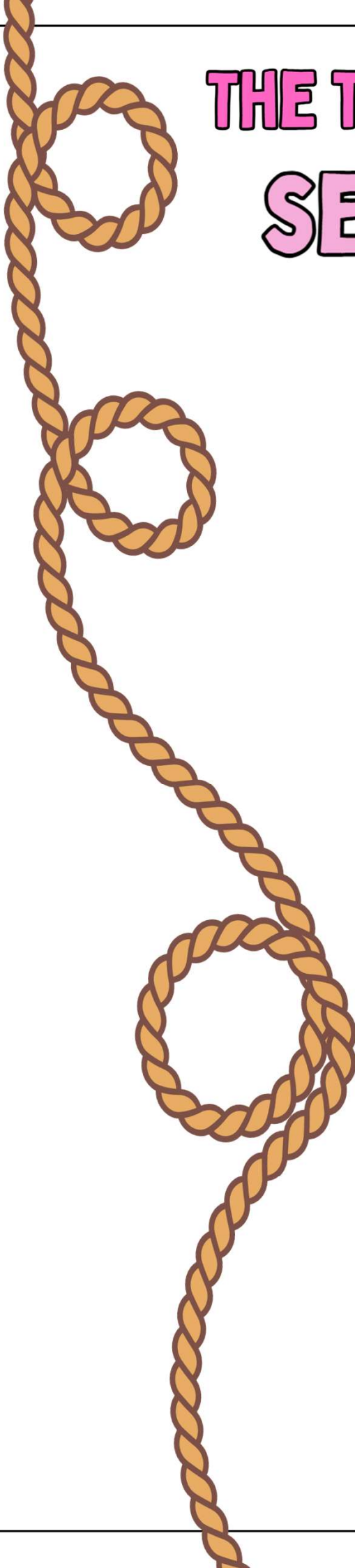
Throughout A Christmas Carol, Dickens presents his readers with the character of Scrooge, who learns about the importance of generosity and charity, and transforms from a miserly, curmudgeonly, avaricious man into a benevolent man who is generous and charitable.

In A Christmas Carol, how does Dickens present ideas about poverty and hardship?

Throughout A Christmas Carol, Dickens presents his readers with characters such as the Cratchit family, whose impoverished and difficult lives illustrate a microcosm of the Victorian poor, and through the eyes of the avaricious Scrooge, the greedy in society can begin to view those in poverty as human beings with complex inner lives.

In A Christmas Carol, how does Dickens present ideas about family?

Throughout A Christmas Carol, Dickens presents his readers with the character of Scrooge, who has willfully abandoned all ideas of family in favour of avarice and greed and is subsequently miserable.



THE THESIS STATEMENT SENTENCE TWO

THE BIG IDEA

Coming outside of the text

This is our golden thread
on which our **whole**
essay rests.

You will refer back to
your big idea many
times in your essay.

It is the whole **point** of
your essay.

THE THESIS STATEMENT

SENTENCE TWO

THE BIG IDEA

Coming outside of the text

The big idea of a text is another way of saying 'what was the point of writing this?' – what big idea was the writer trying to tell us about the real world we live in?

Remember, our characters are not real people, they are made up to communicate a message to the reader.

You should use your critical verbs and tentative language.

EXAMPLE 1

Tentative
language like
perhaps,
arguably

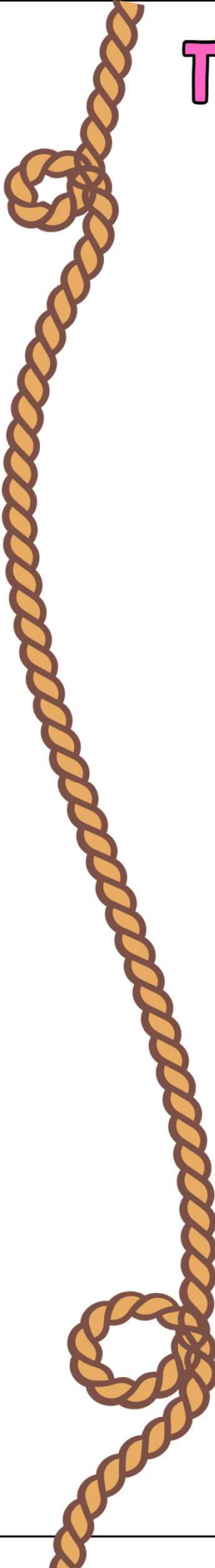
Perhaps this idea has been explored by Dickens to suggest that everybody, even the most seemingly irredeemable in society, can find redemption through the following of Christian values

Critical verb
(like to
suggest)

Exploring how
the events or
characters
may reflect
societal
ideas.

EXAMPLE 2

Perhaps this has been explored by Priestley to criticise the wealthy in society who believe that helping the poor and destitute is the job of somebody else rather than the job of everybody.



THE THESIS STATEMENT SENTENCE TWO

The Golden Thread

Perhaps this idea has been explored by Dickens to suggest that everybody, **even the most seemingly irredeemable in society, can find redemption through the following of Christian values.**

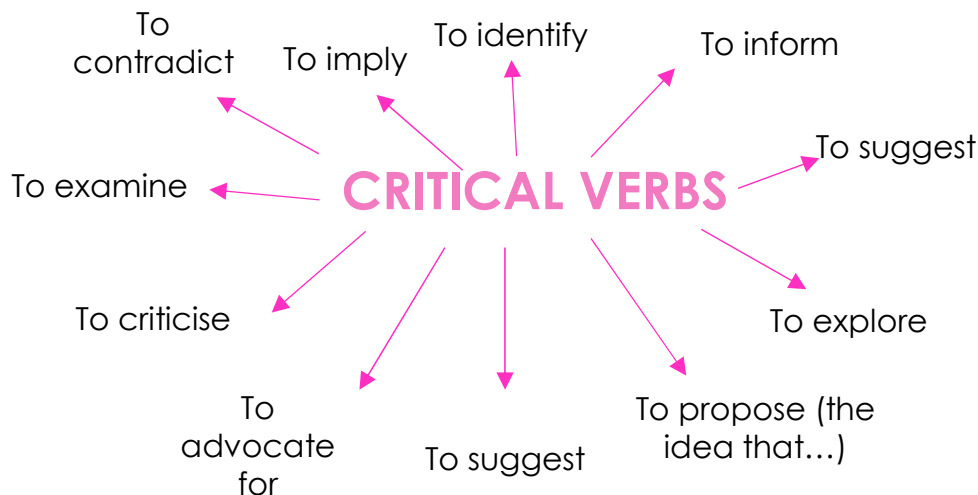


I will be referring in my essay to the idea of everyone finding redemption through Christian values in every paragraph, at every turn of my essay, because this is my golden thread

THE THESIS STATEMENT

SENTENCE TWO

These are some of the critical verbs you have been taught. There are more and this list is not exhaustive.



TENTATIVE LANGUAGE

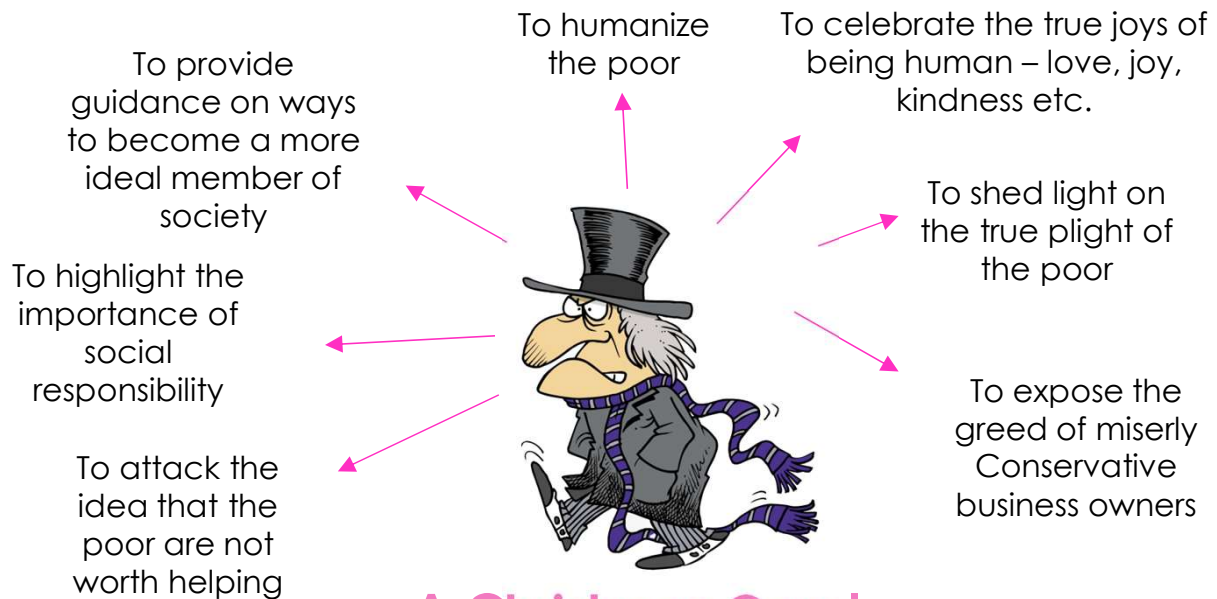
REMEMBER: If you are tentative, you are aware that there is not one, certain answer. We cannot say for certain why a book was written, but we can tentatively suggest potential reasons using all the information at our disposal.

Ways to write tentatively

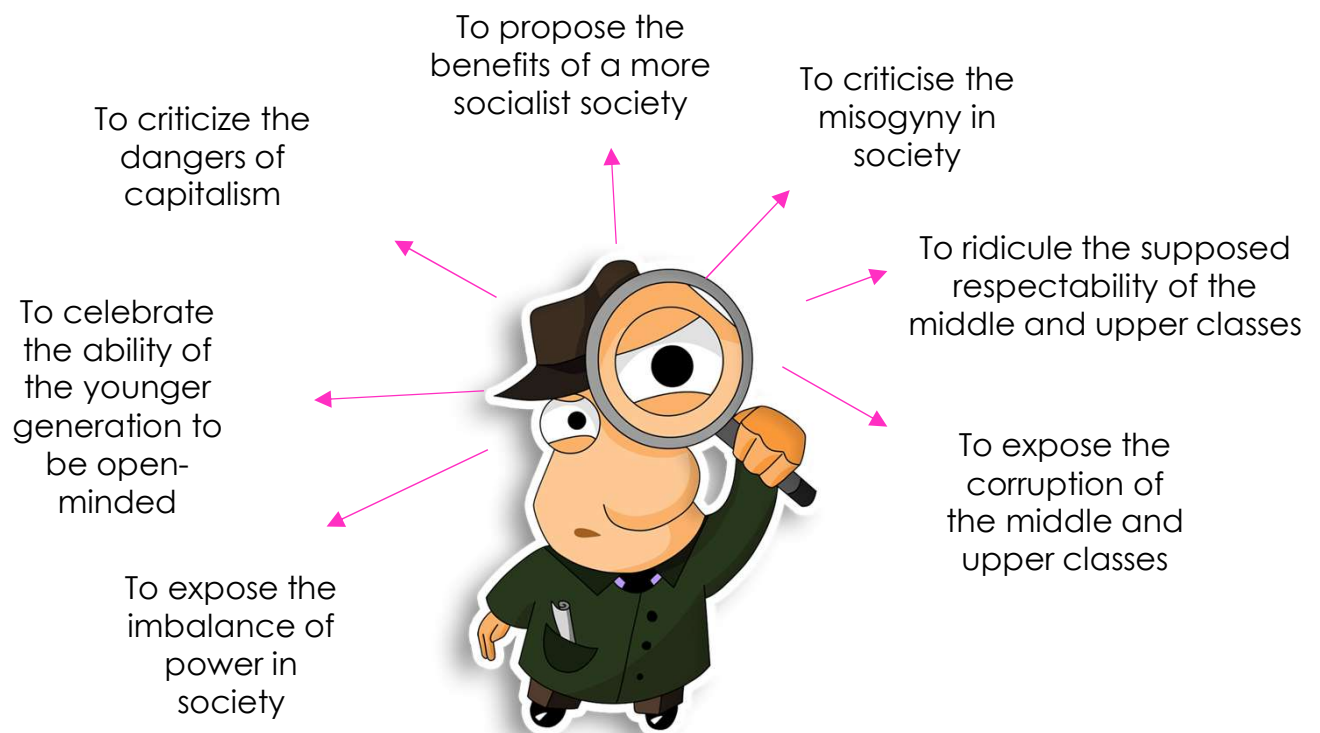
Modal verbs (could, would, may, might)	Perhaps...	Write in third person	Use the passive voice
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THE THESIS STATEMENT SENTENCE TWO

You have been taught some 'big ideas' but you are welcome to have your own big ideas too! Here are some you have been taught.



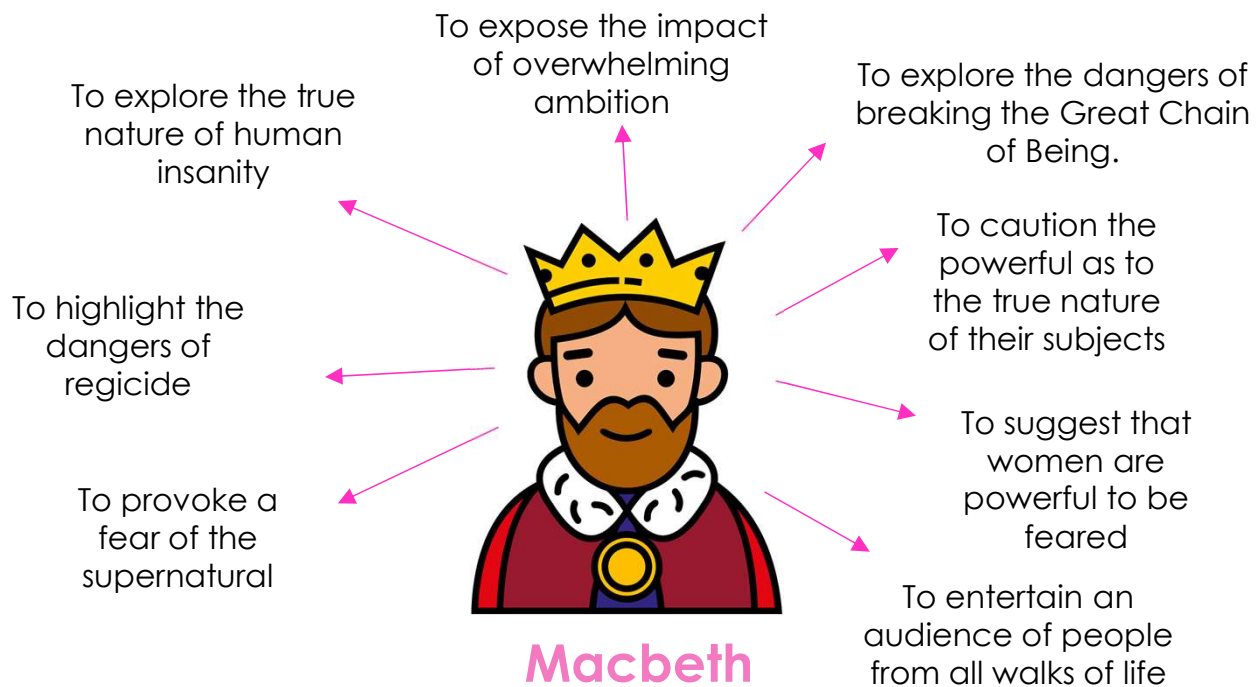
A Christmas Carol



An Inspector Calls

THE THESIS STATEMENT SENTENCE TWO

You have been taught some 'big ideas' but you are welcome to have your own big ideas too! Here are some you have been taught.



We do not live inside the heads of these writers!



REMEMBER:

Once a text leaves its writer, it's less about what they wanted, and more about how we perceive it.

Our writers might have never intended any of these things at all, but it is important that we consider the idea that every text that we study together is **political**. It is designed to communicate some sort of message to wider society.

Our job is to use all of the information we have from the societal context at the time and the information in the text itself to make inferences about what we were intended to learn.

THE THESIS STATEMENT

SENTENCE TWO

YOUR TURN:

In A Christmas Carol, how does Dickens present ideas about generosity and charity?

In A Christmas Carol, how does Dickens present ideas about poverty and hardship?

In A Christmas Carol, how does Dickens present ideas about family?

THE THESIS STATEMENT

SENTENCE TWO

YOU COULD HAVE WRITTEN:

In A Christmas Carol, how does Dickens present ideas about generosity and charity?

Dickens might have done this to criticise the wealthy in society whose greed and avarice was causing such hardship to others, in order to force them to reevaluate their own levels of charity and empathy with their fellow men.

In A Christmas Carol, how does Dickens present ideas about poverty and hardship?

Dickens may have done this to explore the idea that those in poverty are human beings worth saving, contrary to the general opinion of the poor amongst the wealthy at the time, that poverty was self-inflicted and could be easily eradicated by the poor themselves, with hard work and sensible decision-making.

In A Christmas Carol, how does Dickens present ideas about family?

Dickens could have explored this idea to contradict the deeply capitalist idea that the only thing that can bring happiness and joy is money, and instead present the idea that family, love and community should be at the centre of our pursuits.

Make a note below of any of the ideas you want to steal from our examples:

THE TOPIC SENTENCE

WHAT IS IT?

It tells the reader what you are going to talk about in your paragraph



Nothing in a topic sentence should be new – it should be from the thesis

It continues to directly answer the question

It does not contain a quotation

STEP ONE

Decide which parts of your thesis statement sentence one would make strong paragraphs

IF THIS IS THE THESIS

Throughout A Christmas Carol, Dickens presents Scrooge as a character capable of transformation, from a miserly curmudgeon to a seemingly benevolent, Christian, moral man. Perhaps this idea has been explored by Dickens to suggest that everybody, even the most seemingly irredeemable in society, can find redemption.

MY PARAGRAPHS COULD BE

1. About Scrooge being a miserly curmudgeon at first
2. About him growing more benevolent
3. About him ending a Christian, moral man.

THE TOPIC SENTENCE

STEP TWO

Put your thesis statement sentence two of your thesis into your topic sentence in some way every time. This is to maintain an argument throughout your essay.

EXAMPLE 1

IF THIS IS THE THESIS

Throughout A Christmas Carol, Dickens presents Scrooge as a character capable of transformation, from a miserly curmudgeon to a seemingly benevolent, Christian, moral man. Perhaps this idea has been explored by Dickens to suggest that everybody, even the most seemingly irredeemable in society, can find redemption.

THESE ARE THE TOPIC SENTENCES

1. In Stave One, Dickens presents Scrooge as a **caricature of a miserly curmudgeon** in order to make his character appear utterly **irredeemable**.
2. By Stave Three, Dickens has begun to show us a **sort of redemption** in Scrooge's character as he transforms into a man who is more **benevolent**, or at least concerned about his fellow men.
3. By the end of the novella, Dickens shows us a character who has **transformed** entirely into a man with appropriately **Christian morals**, to suggest that anybody is **capable** of **redemption**

THE TOPIC SENTENCE

YOUR TURN:

**IF THIS IS THE THESIS, WHAT ARE THE
THREE TOPIC SENTENCES?**

In A Christmas Carol, how does Dickens present ideas about poverty and hardship?

Throughout A Christmas Carol, Dickens presents his readers with characters such as the Cratchit family, whose impoverished and difficult lives illustrate a microcosm of the Victorian poor, and through the eyes of the avaricious Scrooge, the greedy in society can begin to view those in poverty as human beings with complex inner lives. Dickens may have done this to explore the idea that those in poverty are human beings worth saving, contrary to the general opinion of the poor amongst the wealthy at the time, that poverty was self-inflicted and could be easily eradicated by the poor themselves, with hard work and sensible decision-making.

THE TOPIC SENTENCE

YOUR TURN:

YOU COULD HAVE WRITTEN:

In A Christmas Carol, how does Dickens present ideas about poverty and hardship?

Throughout A Christmas Carol, Dickens presents his readers with characters such as the Cratchit family, whose impoverished and difficult lives illustrate a microcosm of the Victorian poor, and through the eyes of the avaricious Scrooge, the greedy in society can begin to view those in poverty as human beings with complex inner lives. Dickens may have done this to explore the idea that those in poverty are human beings worth saving, contrary to the general opinion of the poor amongst the wealthy at the time, that poverty was self-inflicted and could be easily eradicated by the poor themselves, with hard work and sensible decision-making.

1. In Stave One, Dickens presents Scrooge as greedy and avaricious in order to demonstrate that not only does he contribute to the poverty of others, but he makes his own life difficult too.

2. In Stave Three, Dickens introduces us to the Cratchit family, whose impoverished and difficult lives illustrate a microcosm of the Victorian poor.

3. Finally, in Stave Five, Dickens presents us with the impact that Scrooge becoming more benevolent has had upon the lives of the poor, specifically the Cratchit family, in order to suggest that ordinary wealthy people can remove the hardship of others with their generosity.

Check yours

THE TOPIC SENTENCE

YOUR TURN:

**IF THIS IS THE THESIS, WHAT ARE THE
THREE TOPIC SENTENCES?**

In A Christmas Carol, how does Dickens present ideas about generosity and charity?

Throughout A Christmas Carol, Dickens presents his readers with the character of Scrooge, who learns about the importance of generosity and charity, and transforms from a miserly, curmudgeonly, avaricious man into a benevolent man who is generous and charitable. Dickens might have done this to criticise the wealthy in society whose greed and avarice was causing such hardship to others, in order to force them to reevaluate their own levels of charity and empathy with their fellow men.

THE TOPIC SENTENCE

YOUR TURN:

**IF THIS IS THE THESIS, WHAT ARE THE
THREE TOPIC SENTENCES?**

In A Christmas Carol, how does Dickens present ideas about family?

Throughout A Christmas Carol, Dickens presents his readers with the character of Scrooge, who has willfully abandoned all ideas of family in favour of avarice and greed and is subsequently miserable. Dickens could have explored this idea to contradict the deeply capitalist idea that the only thing that can bring happiness and joy is money, and instead present the idea that family, love and community should be at the centre of our pursuits.

EVIDENCE

WHAT IS IT?

Our evidence proves that our topic sentence is true

It should be short and embedded into the sentence you are writing

We need to draw on lots of evidence, not just one quotation!

It might be a quotation

It might just be a reference to the text

If our topic sentence is:

In Stave One, Dickens presents Scrooge as a caricature of a miserly curmudgeon in order to make his character appear utterly irredeemable.

Our evidence for this paragraph might be:

- 'Darkness is cheap, and Scrooge liked it'
 - 'Solitary as an oyster'
 - 'Are there no prisons'
- 'I can't afford to make idle people merry'
- Scrooge's eyes being 'red' and like a 'ferret'



What if I forget a quotation?



REMEMBER: This is not supposed to be a memory test!

Don't make them up! It's worse to write 'darkness is cheap and it's Scrooge's favourite' than it would be to go for **Scrooge lives in a house that he chooses to keep in 'darkness'** or even **Scrooge lives in a house that he chooses not to light to save money**. You can analyse it just as well even if you don't know it word for word, and it still counts as evidence.

EVIDENCE

EMBEDDING QUOTATIONS:

INSTEAD OF...

“In the quotation ‘solitary as an oyster’

“In the line ‘solitary as an oyster’



WE WANT IT TO SAY...

“Dickens describes Scrooge as ‘solitary’, comparing him to ‘an oyster’



INSTEAD OF...

“In the quotation ‘another idol has displaced me’

“In the line ‘another idol has displaced me’



WE WANT IT TO SAY...

“Belle feels that ‘another idol has displaced [her]’



QUICK NOTE: Square brackets 💡

If you want to embed a quotation but it is in the wrong tense or is using the wrong pronoun for the sentence etc. then you can change the words slightly so long as you put the word you have changed in square brackets, as in the example above.

EVIDENCE

EMBEDDING QUOTATIONS:

Your turn:

Instead of...	What should it be?
In the quotation 'hard and sharp as flint'.	
In the quotation 'their shoes were far from being waterproof'	
In the quotation 'no child asked him what it was o'clock'	
In the quotation 'decrease the surplus population'	
In the quotation 'Holding up his hands in a last prayer to have his fate reversed'	

EVIDENCE

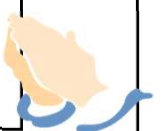
PAIRING QUOTATIONS:

Sometimes it is worth putting two or three quotations together if their pair particularly well to show a before and after, particularly with *Macbeth* and *A Christmas Carol*.

A good revision activity might be to think of more pairs!

Possible pairs for *A Christmas Carol*

"The ancient tower of a church, whose gruff old bell was always peeping slyly down at Scrooge"	"He went to church"
"No child asked him what it was o'clock"	"He patted children on the head"
"No beggars implored him to bestow a trifle"	"He questioned beggars"
"His stiffened gait"	"He had never dreamed that any walk—that anything—could give him so much happiness."
"The cold within him froze his old features"	"He was so fluttered and glowing with good intentions"
"Decrease the surplus population"	"Walking with his hands behind him, Scrooge regarded everyone with a delighted smile"
"Hard and sharp as flint"	"As light as a feather"
"Solitary as an oyster"	"A solitary child neglected by his friends"
"Ferret eyes"	"Darkness is cheap and Scrooge liked it"
"He lay in a dark, empty house" (Scrooge's body)	"The room was lighted cheerfully and hung with Christmas." (Tim's body)
"Are there no prisons?"	"Oh, no, kind Spirit! say [Tiny Tim] will be spared."
"Two smaller Cratchits came tearing in, screaming"	"The noisy little Cratchits were as still as statues"
"A squeezing, wrenching, grasping, scraping, clutching, covetous, old sinner"	"Holding up his hands in a last prayer to have his fate reversed"

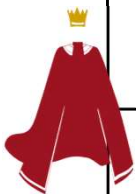


EVIDENCE

PAIRING QUOTATIONS:

Possible pairs for Macbeth

'Brave Macbeth, well he deserves that name'	'This dead butcher and his fiend like queen'
'Unseamed him from the nave to the chaps, and fixed his head upon our battlements '	'Here comes newer comfort. [Re-enter MACDUFF , with MACBETH's head]'
'Stars hide your fires, let not light see my black and deep desires'	'Out, out, brief candle! Life's but a walking shadow'
'Why do you dress me in borrowed robes?'	'A giant's robe on a dwarfish thief'
'My hands are of your colour but I shame to wear a heart so white'	'Will these hands ever be clean?'
'Will all great Neptune's ocean wash this blood clean from my hand?'	'All the perfumes of Arabia will not sweeten this little hand'
'Look like the innocent flower but be the serpent under it'	'Be innocent of the knowledge dearest chuck'
'Fair is foul and foul is fair' (Witches)	'So fair and foul a day I have not seen' (Macbeth)
'O, full of scorpions is my mind, dear wife' (Macbeth)	'I have almost forgot the taste of fears' (Macbeth)
'I fear you are too full of the milk of human kindness' (Lady Macbeth)	'I must also feel it as a man' (Macduff)
'To win us to our harms the instruments of darkness tell us truths' (Banquo)	'Stay imperfect speakers tell me more' (Macbeth)



ANALYSIS

WHAT IS IT?

It is an exploration of our evidence

It might be exploring what the evidence **suggests** or **implies** about a character or idea

It might be discussing the **connotations** of individual words

It might be exploring the **symbolism** or **metaphor** used by the writer

It might be exploring a quotation by using another, contrasting quotation



This is by far the hardest part to explain, because analysis can be many, many different things. We must become lawyers of language, and look at our evidence to decide what it is demonstrating to us about the idea at hand. Let's look at some examples first:

ANALYSIS USING CONNOTATIONS

In Stave One, Dickens presents Scrooge as a caricature of a miserly curmudgeon in order to make his character appear utterly irredeemable. He has 'red' 'eyes', **suggesting he is almost monstrous. He is presented as the true caricature of an evil villain, and is almost devilish in appearance as 'red' has connotations of hellishness and violence.**

ANALYSIS USING SYMBOLISM

In Stave One, Dickens presents Scrooge as a caricature of a miserly curmudgeon in order to make his character appear utterly irredeemable. Scrooge lives in a house that is in constant 'darkness' because this is 'cheap' for him. **Firstly, this suggests to us that Scrooge is so miserly he will not even provide himself with life's bare necessities despite having the money to do so. However, symbolically we can see too that Scrooge chooses to live a life of metaphorical 'darkness' and misery because it is easier than choosing the light of a moral, Christian existence.**

ANALYSIS USING OTHER QUOTATIONS

Tiny Tim is, to his family, 'as good as gold and better', **suggesting to us that his worth to his family supersedes money and wealth. Interestingly, 'gold' so far in the novella has only been associated with wealth – Belle tells us 'a golden idol' has displaced her in Scrooge's affections. Thus, the Cratchits offer us another way of looking at wealth – as not related to money, but related to love, family and community.**

ANALYSIS

**THE MAIN THREE THINGS WE ANALYSE ARE
CONNOTATIONS, METAPHORS AND SYMBOLISM**

CONNOTATIONS

Connotations are things that come to mind when we hear a certain word. For example, we might see the colour 'red' and think of blood or danger.

Not all words have strong connotations. We cannot just pick any word at random and say it has connotations. For example 'oyster' has stronger connotations than 'solitary', so it makes sense to discuss the word 'oyster' from 'solitary as an oyster'.

METAPHORS

A metaphor is a word or phrase that is used in the place of something else. For example, Scrooge living in darkness is a metaphor for him being unchristian and in need of redemption.

Scrooge himself is a metaphor for miserly businessmen.

Being compared to an 'oyster' uses 'oysters' as a metaphor for being solitary and closed-off from the world.

SYMBOLS

Symbols in texts are physical objects (nouns) that stand in for something else.

Tiny Tim's crutch is a symbol for his disability; Marley's chains are a symbol of his entrapment and lack of freedom in the afterlife; the ghosts glowing torch is a symbol of his generosity and benevolence.

ANALYSIS

Let's try and break it down into three steps:

STEP ONE

Overall, what does your piece of evidence suggest about whatever the topic of your paragraph is (in our case, Scrooge)?

Scrooge has 'red' 'eyes', **suggesting he is almost monstrous.**

He lives in 'darkness', **suggesting Scrooge is so miserly he will not even provide himself with life's bare necessities**

STEP TWO

Can we see anything *symbolic, metaphorical* or perhaps something with strong *connotations*?

He is the true caricature of an evil villain, and is almost devilish in appearance as 'red' has *connotations* of hellishness and violence.

However, we can see too that Scrooge chooses to live a life of *metaphorical 'darkness'* and misery because it is easier than choosing the light of a moral, Christian existence.

STEP THREE

Can we relate it to another quotation or piece of evidence?

He is the true caricature of an evil villain, and is almost devilish in appearance as 'red' has connotations of hellishness and violence. **However, by the end of the novella Scrooge is 'happy as an angel', thus we see the full transformation from devilish monster into angelic purity.**

Then you can apply step two again to your new quotation and the analysis cycle continues

ANALYSIS

CONNOTATIONS

QUICK NOTE: Connotations



Things can only have connotations of **other things**. This means that connotations are always **nouns**, not adjectives.

For example:

- 'Red' has connotations of 'violence' not 'violent'.
- 'Green' has connotations of 'growth' not 'grown'.
- 'Oysters' have connotations of 'loneliness' not 'lonely'.
- 'Light' has connotations of 'hope' not 'hopeful'.

YOUR TURN:

[illegible]

WRITER'S INTENTIONS

WHAT IS IT?

It is part of our analysis and does not just come at the end of every paragraph

It explores what our evidence is potentially designed to teach us

It is helping to explore whatever the big idea was in our thesis statement – that golden thread

It uses critical verbs

It uses tentative language



Much like in our thesis statement, it is not our job to 'guess' what our writer intended, but as part of our analysis we can interpret our evidence as being designed to teach the reader something. This is where we come outside of the text and explain what our evidence suggests to us about real life.

REMEMBER:

It usually only takes one sentence every now and again, and should be part of your analysis. We are not tacking it on the end of our paragraph, we are building it in as part of our analysis comments.

You can introduce them with **conjunctions** like 'thus', 'therefore' etc.

However, we can see too that Scrooge chooses to live a life of metaphorical 'darkness' and misery because it is easier than choosing the light of a moral, Christian existence. **Thus, we can see that Scrooge's 'dark' existence is designed to criticise the miserly lives of the avaricious wealthy, and the hyperbolic nature of the criticism almost makes their lives laughable, highlighting the irony of those with the most money in society using it in ways that benefit nobody.**

WRITER'S INTENTIONS

REMEMBER: It is linked to your analysis

Discussion of writer's intentions is just another way of extending your analysis of your evidence. It isn't a random comment at the end of your paragraph, it's built in! Look back at your analysis of the below quotations and see if you could come outside of the text now.

YOUR TURN:

[illegible]

WRITING ACADEMICALLY

Your essay is a piece of writing. It is designed to be read by an academic person. If you can believe it, academics read essays for not just information, but to be entertained too. That is why your essay has to be academically written, but also should be written with the same things in mind as when you are doing any piece of writing.

WHAT IS IT?

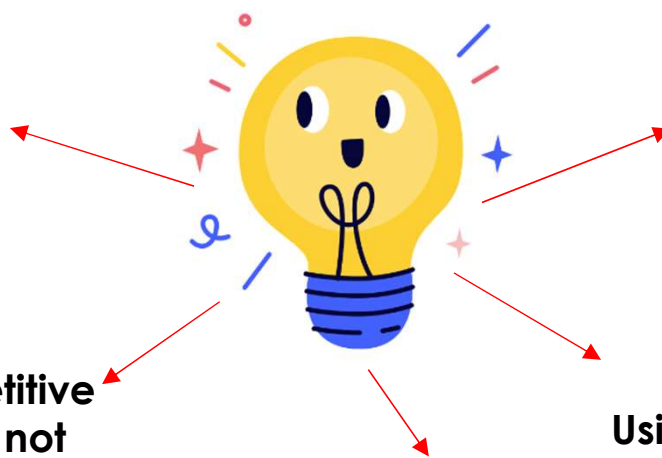
Varying your sentence structure

Using discourse markers like firstly, secondly etc. to guide your reader

Avoiding repetitive phrases e.g. not starting every paragraph the same way

Using a variety of punctuation including semi-colons and dashes

Using the third person and the passive voice



 "I think..."	Becomes... 
I think Scrooge is miserly at first because it makes it more impactful when he changes.	Initially, Scrooge is a caricature of a miser simply because it makes his change all the more impactful by the end.
I think Fezziwig is supposed to represent what Scrooge could have been.	Through Fezziwig, we see an almost hyperbolised example of what a Victorian boss could be.
I think the purpose of Scrooge is to criticise wealthy businessmen	Through the character of Scrooge, Dickens offers a symbol of all wealth businessmen through which he can criticise their actions.

WRITING ACADEMICALLY

USING YOUR SENTENCE TYPES

Remember, this is just another piece of writing. We can apply some of our more academic sounding sentence types from creative writing here, for example:

The Not Only But Also sentence	Scrooge is not only living in literal 'darkness', but also the metaphorical 'darkness' of a loveless, isolated life.
The Colon Clarification sentence	This helps us to see what Scrooge's ultimate fear really is: poverty
The Writer's Aside sentence	But – as previously discussed – Scrooge must be the caricature of evil to make his transformation all the most impactful
The Comma Sandwich sentence	Clearly, despite Fred's best efforts , Scrooge is not willing to accept the love of his family into his life.
The Not, Nor, Nor, Ultimately sentence	Thus, it is not receiving the love of his nephew Fred, nor re-living the joyous generosity of Fezziwig, nor even witnessing once more the innocent purity of his sister Fan – but it is ultimately the death of Tiny Tim that changes Scrooge's ways.
Fronting (adverbial, adjectival, verb, prepositional)	<i>Vary the starts of your sentences using our variety of fronting methods.</i>

FINAL TOP TIPS

The question will say 'starting with this extract' if there is an extract. They mean in your head, not that you have to start your essay by talking about the extract.

As long as you mention the extract at least once, that is enough. You do not need a 50/50 split or anything close.

Write your essay in the order that the text is written in – cover the beginning, middle and end of the text if you can, in that order.

Firstly, second, finally are great discourse markers for starting your paragraphs

A thesis and two chunky paragraphs is better than a thesis and three tiny paragraphs – if you write slowly, don't aim for three.

This structure works for Macbeth, A Christmas Carol and An Inspector Calls, but it also works for Paper 1 Language Question 4, and the paragraph structures work for Paper 1 Question 2 and Question 3 too.

You have been taught SO much analysis of your texts – learn what you have been taught from your exercise book. You do not need a Youtuber to tell you the answers!

PUT IT TOGETHER AND WHAT'VE YOU GOT?

Throughout *A Christmas Carol*, Dickens presents Scrooge as a character capable of transformation, from a miserly, greedy curmudgeon to a seemingly benevolent, Christian, moral man. Perhaps this idea has been explored by Dickens to suggest that everybody, even the most seemingly irredeemable in society, can find redemption through the following of Christian values.

In Stave One, Dickens presents Scrooge as a caricature of a miserly curmudgeon in order to make his character appear utterly irredeemable. We learn of his 'red eyes', 'grating voice', 'stiffened gait', 'pointed nose', and 'shrivelled cheek' – perhaps implying that his greed has physically impacted upon his facial features. The idea of being 'shrivelled' and 'stiffened' has connotations of lifelessness; his lack of empathy with his fellow men has physically drained the very life out of him. The idea of having 'red eyes' suggests a sort of monstrosity; he is presented to us as if he is a true villain, a hyperbolic caricature of evil. It implies to us that the ultimate impact of Scrooge's individualism, and his blatant disregard for others, has turned him into a monster in the eyes of both Dickens and wider society. It is interesting, however, that his voice 'grates' in the beginning, but then by Stave 5 his laugh is described as a 'splendid laugh, a most illustrious laugh. The father of a long, long line of brilliant laughs', clearly implying that these physical changes can be reversed, should one decide to shed one's greed and live a more Christian and loving existence. It is interesting also how, throughout, Christianity and generosity are so intrinsically linked. Scrooge, when greedy, is a poor Christian – the 'church bell was always peeping slyly down at Scrooge', suggesting perhaps that God is omnipresent, but also that Scrooge has shut out his teachings. It 'peeps' because it is ashamed of the person Scrooge has become. In Stave Three, Scrooge is shown how 'the steeples called good people all to church and chapel', and they wear their 'best clothes', explicitly informing us that 'good people' attend Church, and that they spend money on their attire for the occasion. Here, the generosity of Christians is emphasised clearly – both in terms of the time they give to God, but also in relation to the money they spend on themselves. Unlike Scrooge, contented to stray from the light of God – as we learn 'darkness was cheap and Scrooge liked it', implying that he is content to live in the 'darkness' of an irreligious existence, simply because it is easier than it would be to confront his own sinful greed. By the end of the novella, however, we are told in plain and simple terms that 'he went to church'. It is implied here that, once redeemed, Scrooge is generous with the time he gives to God. Whilst *A Christmas Carol* is far from Christian propaganda, it is certainly the case that Dickens implies that good people are those who follow the teachings of a religious society.

In Stave Two we learn of his relationship with Belle – a relationship which seemingly may have had the capacity to keep Scrooge on the straight and narrow. Belle tells us that 'another idol has displaced her' in his affections. Of course, again if we turn to the underlying Christian undertones of the novella, any Christian reader would be aware that it is a sin to worship a false 'idol', and even more sinful if that 'idol' is money. It implies both that Scrooge has strayed from his loving, caring relationship with his fiancé, but also in turn he has strayed from his relationship with God. The narrator also describes how 'the passion [of his greed] had taken root' and how in his eyes one could see 'where the shadow of the growing tree would fall'. The imagery of 'roots' and 'trees' arguably suggests the inherent nature of Scrooge's guilt and how it has taken a true hold of him internally, but one could also, again, argue that this is religious imagery. The word 'fall' is heavily loaded – and may reference the 'fall of man' as described in the story of Adam and Eve. Thus, the 'tree' becomes the tree in the garden of Eden, and we see Dickens once more compare Scrooge's guilt to sin – this time, original sin. Thus, it is implied that greed will bring about the fall of mankind, and that if those in Victorian society continue to be tempted by the illustrious riches brought about by hoarding their wealth and continuing to exploit the poor and vulnerable, then mankind cannot hope to survive.

Finally, throughout the novella, Dickens implies that moving more towards the light of God is the key to overcoming avariciousness. Making use of the motif of light, Dickens shows us how much Scrooge's hope increases the more he moves towards accepted Christian values. Again, in the beginning, 'darkness was cheap and Scrooge liked it'; here, metaphorical darkness implies that Scrooge finds it easier to exist in a darkened, hopeless world than he would to change his ways. Indeed, he has physically adjusted to the dark, with his 'ferret eyes', and he appears to have adapted to life in the darkness, again suggesting how his greed has impacted upon his individual features physically. However, as Scrooge moves throughout his past and present, he is shown the light at every turn. Fezziwig's 'calves shone like moons', there was a 'bright, clear jet of light' from the head of the Ghost of Christmas Past, our 'jolly giant' has a 'glowing torch', Mrs Cratchit instructs her children to 'sit ye down before the fire and have a warm', the room in which they house the body of Tiny Tim is even 'lighted cheerfully and hung with Christmas' – all suggesting that where there is love, kindness and family, there is light and hope too. The description of the room in which Tim's body is kept is especially interesting, as Scrooge's body 'lay in a dark, empty house', suggesting his lack of empathy in life has led him to a dark and dismal resting place, unlike Tim, who has provided only joy in his brief time on Earth. Ultimately, though, Dickens shows through this motif that change and redemption is possible, as Scrooge's final moments are described as having 'no fog, no mist, clear, bright, jovial golden sunlight'. The idea of 'sunlight' is interesting, as with the other references to light the source is often artificial (a torch, the jet of light, the Cratchit fire, Christmas lights and so on) whereas now Scrooge emits clear, bright and natural light – something easy, not forced. 'Sunlight' also has connotations of growth and new life, perhaps suggesting that Scrooge, after embracing the 'light' of God's teachings, is more able to grow and thrive as a person. In all, through the motif, Dickens teaches us that it is more productive to embrace the light of the world than it is to force oneself to live in the darkened shadows caused by greed and avarice.