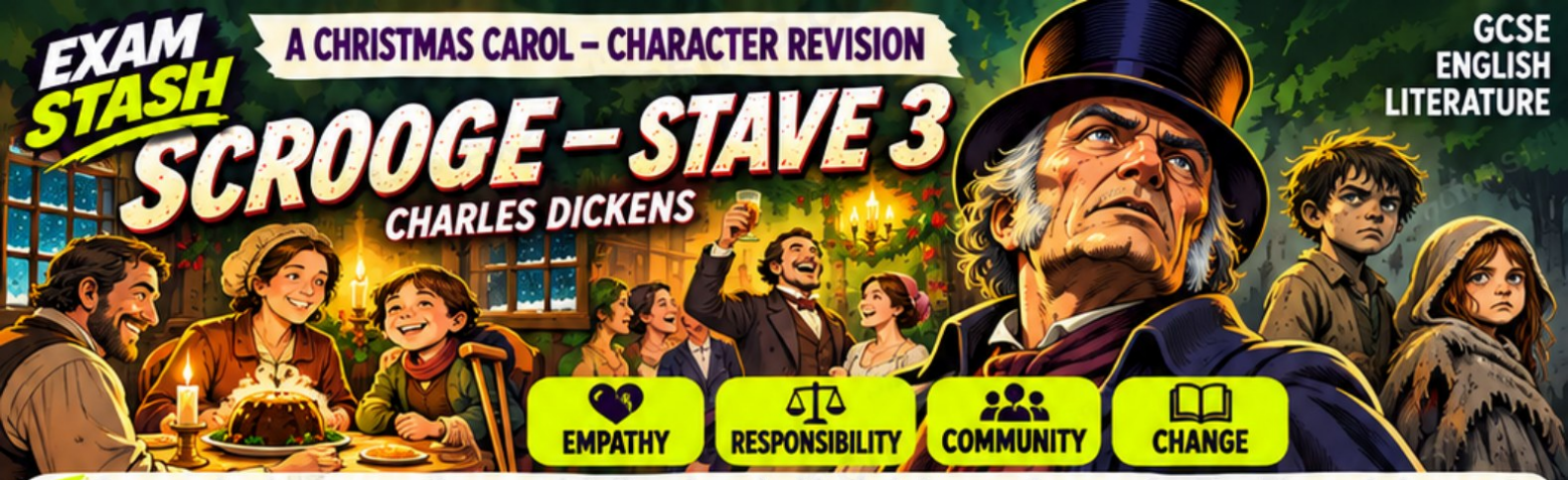
EXAM STASH

A CHRISTMAS CAROL – CHARACTER REVISION

SCROOGE – STAVE 3

CHARLES DICKENS

GCSE ENGLISH LITERATURE



EMPATHY | RESPONSIBILITY | COMMUNITY | CHANGE

Scrooge begins to see other people's lives from inside their homes. Concern for Tiny Tim and shame at his own words move him beyond detached judgement towards social responsibility.

THE JOURNEY: STAVE 3

3.1 **The spirit:** he enters timidly, more ready to learn.



3.2 **Cratchit home:** affection survives poverty; Tiny Tim makes the stakes personal.



3.3 **Fred's party:** Scrooge longs to participate in a community he rejected.



3.4 **Ignorance and Want:** the lesson expands from one household to neglected children and society.



THE BIG IDEA

Scrooge begins to see other people's lives from inside their homes. Concern for Tiny Tim and shame at his own words move him beyond detached judgement towards social responsibility.

KEY CONNECTIONS

- **Tiny Tim** individualises poverty; Bob and Mrs Cratchit show warmth alongside strain and justified anger.
- **Fred's** continued goodwill offers a model of generosity despite rejection.
- **Ignorance and Want** broaden sympathy into a demand for social responsibility; they are not only private warnings about Scrooge's comfort.

5 KEY QUOTATIONS

1	***'He was not the dogged Scrooge he had been'***	**Speaker/Scene:** Narrator, Stave 3 **Method:** Explicit contrast with his former manner	**Analysis:** The narrator marks a change in readiness to learn. Reduced stubbornness is a beginning, not yet proof of lasting reform.
2	***'tell me if Tiny Tim will live'***	**Speaker/Scene:** Scrooge, Stave 3 **Method:** Urgent direct request	**Analysis:** A particular vulnerable child replaces an abstract population. His question reveals fear for someone whose life is affected by his own economic decisions.
3	***'Scrooge hung his head'***	**Speaker/Scene:** Narrator, Stave 3 **Method:** Gesture; moral reversal	**Analysis:** The spirit repeats his own cruel words. His lowered head makes shame visible as he confronts the human meaning of his earlier argument.
4	***'he begged like a boy'***	**Speaker/Scene:** Narrator, Stave 3 **Method:** Simile; altered emotional register	**Analysis:** At Fred's gathering, longing replaces contempt. The childlike eagerness reconnects him with play, affection and the desire to belong.
5	***'Have they no refuge or resource?'***	**Speaker/Scene:** Scrooge, Stave 3 **Method:** Question; echo of the charity scene	**Analysis:** He now asks where vulnerable children can find help. The spirit's reply with his old institutional excuses exposes how inadequate those excuses were.

INTERPRETATION: SCROOGE IN STAVE 3

- **Basic:** Scrooge learns to care about others.
- **Further:** Dickens makes him hear his own words in a changed context.
- **Advanced:** the movement from one family to allegorical children prevents redemption from becoming only a personal friendship with the Cratchits.

CONTEXT (RELEVANT)

Dickens links poverty and lack of education to wider social neglect. The allegorical children make responsibility urgent and collective.



PAIRED EVIDENCE LINK

"Are there no prisons?" *(Stave 1)* ↔ ***"Have they no refuge or resource?"*** *(Stave 3)*: questions move from dismissing need to recognising it.



RECALL TASKS

1. Why does repeating Scrooge's words become such an effective lesson?
2. How does the final vision extend beyond Tiny Tim?

WRITING TASK

How does Dickens develop Scrooge's sympathy and sense of responsibility in Stave 3?

