



An Inspector Calls

GCSE AQA Exam Preparation Pack

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Teacher's Introduction

The purpose of this resource is to encourage students to revise not only the key characters, quotations, plot events and themes of *An Inspector Calls* but also to practise the assessment objectives which need to be demonstrated under examination conditions. To this end, there is a range of activities which focus on one or more of the main assessment objectives.

Each activity stands alone which provides the flexibility to be able to tailor the resources to meet the exact needs of the student. There is also a range of activity types including homework tasks, classroom projects, independent revision, paired or group work. The resource has been designed to be used for revision in the lead-up to formative assessments and the summative examination. It can also support lesson plans as each activity is focused upon a key event, theme or character in the play.

Remember!

Always check the exam board website for new information, including changes to the specification and sample assessment material.

The play has been divided into the main scenes with discussion of the key themes, setting, narrative technique and context which each of these sections reflects. The interpretations that have been provided are not conclusive or definitive but offer some analysis of the specific references.

There are quotations included throughout, with some analysis of the key words therein, so that students can build their confidence and skills in remembering important words and phrases to support their ideas. This is because the examination is closed-text meaning that students need to be very familiar with quotations.

The use of stage directions is frequent throughout this resource because, as a work of drama, it is pivotal that students view it as a performance and not as words on a page. As a result there are many quotations which relate to costume, staging, lighting, etc. as they are all significant in conveying information about character, plot and theme.

Each activity works on a key skill which is required for the examination, and some activities include a range of assessment objectives so that students become more familiar and comfortable with the requirements. There are, therefore, activities which focus on close analysis of key passages as well as essay planning and writing advice. There are also twelve original questions to test the same skills as the AQA board to provide students with ample practice. The sample material will help students to consider some of the content that could be included in their answers.

The edition of the play is Heinemann with an introduction by Tim Bezant. All page references are to this edition.

November 2016

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* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

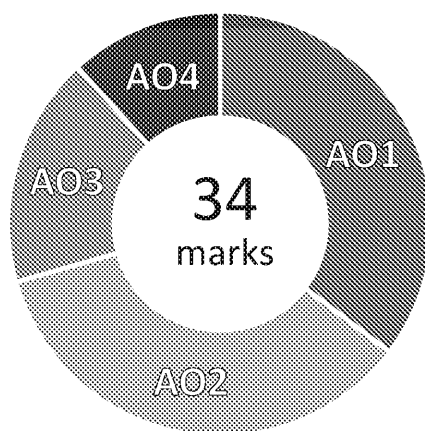
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STUDENT-FRIENDLY SPECIFICATION INFORMATION

AQA GCSE English Literature – Specification Information

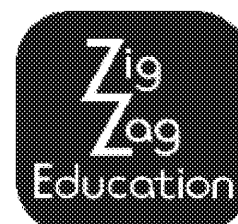
Paper 2, Section A: Modern Prose or Drama (Modern Texts)

- Closed-book, written exam
- Choice of two questions per text
- Essay question
- 34 marks in total:
 - AO1: 12 marks
 - AO2: 12 marks
 - AO3: 6 marks
 - AO4: 4 marks
- Paper 2 overall (Sections A, B and C) is 2 hours 15 minutes long and is worth 60 marks



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REVISION OF THE TEXT

SCENE SUMMARY TABLE

Priestley divides the play into three acts. The table below shows how the main plot events could be divided

| Scenes | Key themes | Setting / stage directions | Notes |
|---|--|--|---|
| <i>The Birling family and Gerald at the engagement party (pp. 2–11)</i> | <ul style="list-style-type: none"> • Class The high status of Mrs Birling shows that she is more aware of social etiquette and corrects her husband. The prosperity and high social status of the Birling family is evident through their clothes and the type of food and drink they consume. • Gender roles The distance between Gerald and Sheila is represented by her suspicions about his behaviour last summer. • Materialism The materialism of the family is evident through Sheila's reaction to the engagement ring which makes her feel 'really engaged' • Political ideas More socialist views are first shown in his speeches. | <ul style="list-style-type: none"> • The furniture is 'substantial and heavily comfortable, but not cosy and homelike' (p. 1) – reflects the relationships between the family members as being quite formal and distant. • 'All five are in evening dress of the period, the men in tails and white ties, not dinner jackets' (p. 1) – it is a formal and special occasion. • 'He holds them for a moment before continuing' (p. 6) – Mr Birling enjoys being the centre of attention and expects people to listen to him. • 'We have the air of a good dinner' (p. 10) – symbolises how the arrival of the inspector will 'burst their bubble' of respectability. | <ul style="list-style-type: none"> • Dramatic irony: the audience knows so much more about the Birling family than they are aware of to set the scene for the tragedy to follow. • Hubris: the characters are so confident in their own beliefs that they refuse to listen to anyone who might question them. They are so proud of their own achievements that they involve themselves in the next disaster. • The Inspector: when he first appears, he shows a sense of authority and a |

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| Scenes | Key themes | Setting / stage directions |
|---|--|---|
| <p><i>The Inspector arrives and questions Mr Birling, making him confess he sacked Eva (pp. 11–19)</i></p> | <ul style="list-style-type: none"> • Class The Inspector as an outsider is shown through the differences in their clothes between him and those of the Birling family (p. 11). The vulnerability of poor women (p. 11) is shown through the decision on Eva's life by the Inspector. • Power The Birling family use their power and influence to their advantage – 'I know the Brumley police officers pretty well' (p. 11). The power struggle between the Inspector and Mr Birling begins. | <ul style="list-style-type: none"> • Edna has already increased the amount of light on stage (p. 10) which shows how the Inspector will 'cast a light on the dark secrets of the family.' • 'Dressed in a plain darkish suit of the period' (p. 11) is a marked contrast to the elaborate attire of the Birling family, showing his difference in social status. • 'cutting through massively' (p. 11) shows how the Inspector asserts authority by interrupting Mr Birling. • 'the Inspector interposes himself between them and the photograph' shows the Inspector taking control of the events. • 'with marked change of tone' (p. 11) Mr Birling goes from anger and impatience to trying to ingratiate himself with the Inspector. |
| <p><i>The Inspector questions Sheila, making her confess she had Eva sacked from Milwards (pp. 20–24)</i></p> | <ul style="list-style-type: none"> • Society As all the characters are linked together, seemingly small decisions have huge effects on others. This theme could be described as being 'a chain of events' because each character treats Eva badly which ultimately leads to her suicide. • Power The powerlessness of poor women in society who are treated for no reason. • Gender All women (regardless of class) are judged primarily on their appearance. Eric's alcoholism is explicitly stated and will become more important later. | <ul style="list-style-type: none"> • 'he moves nearer a light' (p. 21) – the Inspector is often associated with light as an emblem of truth and purity. • 'cutting in, massively' (p. 22) – the Inspector asserts authority over Sheila who looks as if she is 'crying' (p. 22) – she has been deeply affected by the news. |

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| Scenes | Key themes | Setting/stage directions | Notes |
|--|--|---|--|
| <i>The distance and mistrust in Sheila and Gerald's relationship is evident (pp. 25–28)</i> | <ul style="list-style-type: none"> • Reputation Gerald is keener to cover up his involvement with Eva/Daisy to the Inspector than to his future wife (p. 26). • Gender roles Sheila is described as being hysterical (pp. 26–27) but is actually the most lucid of the captive characters. Neither Sheila nor Gerald is how they appeared at the beginning (p. 28). | <ul style="list-style-type: none"> • 'then he comes forward, leaving the door open behind him' (p. 27) – the Inspector interrupts the conversation between Sheila and Gerald, again showing how he is dictating all events. | <ul style="list-style-type: none"> • Sheila really loves Eva/Daisy and the Inspector judges her. • Sheila and Gerald do not mistrust to her but to him. • Gerald hides his past but not his future. |
| <i>The Inspector questions Gerald, making him confess that he kept Eva as his mistress (pp. 33–40)</i> | <ul style="list-style-type: none"> • Power Neither of her parents listens to Sheila, although she is the most perceptive of all the characters (p. 33). Sheila becomes increasingly assertive with Mrs Birling (p. 35) and sarcastic with Gerald (p. 34), marking an important character change in her. • Materialism Sheila becomes less materialistic as she returns the engagement ring to Eva (p. 40). | <ul style="list-style-type: none"> • 'rather wildly, with laugh' (p. 33) – Sheila reacts with a great deal of emotion. She is frequently described as being 'hysterical'. • 'harshly' (p. 35) – the Inspector repeats 'she's dead' to state the facts and the severity of the situation. • 'turning on him, sharply' (p. 37) – there is an instant power shift between the Inspector and Mr Birling. They react to each other with anger and impatience. • 'she hands him the ring' (p. 40) – Sheila returning the ring shows a key change in her character's priorities. | <ul style="list-style-type: none"> • The Inspector's verbs (p. 33) come from the author's authority. • Omniscience already involved asks questions to make his point. • Gerald's relationship with Eva is made clear (p. 33). |

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| Scenes | Key themes | Setting/stage directions | Notes |
|---|---|--|---|
| <i>The Inspector questions Mrs Birling about her decision to refuse Eva help from the charity (pp. 41–49)</i> | <ul style="list-style-type: none"> • Power Upper-class women abuse what power they have as well – Mrs Birling is prejudiced against Eva (p. 43). • Responsibility Mrs Birling accepts no responsibility for her actions. Mrs Birling is more concerned with public appearance – ‘the Press might easily take it up’ (p. 45). | <ul style="list-style-type: none"> • ‘Birling and Mrs Birling exchange bewildered and rather frightened glances’ (p. 43) – the Inspector’s questioning has unnerved the usually composed Birling. • ‘Mrs Birling becomes intimidated and agitated by the Inspector.’ • ‘with sudden alarm’ (p. 48) – Sheila is perceptive and the first person to realise Eric’s importance. • ‘Inspector holds up a hand’ (p. 49) – the Inspector orchestrates the events through his body language. | <ul style="list-style-type: none"> • The Inspector’s questioning is a key theme. • Mrs Birling’s attitude towards the charity and the child. • Mrs Birling’s husband’s concern for his reputation. • The Inspector’s role in the play. • The Inspector’s role in the play. |
| <i>The Inspector questions Eric, making him confess he was the father of Eva’s child (pp. 50–56)</i> | <ul style="list-style-type: none"> • Alcohol Eric’s dependency on alcohol becomes more apparent (p. 51) as do the consequences of this. • Class All etiquette and sense of social mores disintegrate as even Mrs Birling disobeys her husband. Eric’s refusal to know what’s going on (p. 53). Distance in the relationship between Eric and Mr Birling is shown (p. 54). | <ul style="list-style-type: none"> • ‘explosively’ (p. 51) – Mr Birling’s anger has increased and he is losing control of his emotions. • ‘Eric goes for a whisky’ (p. 51) shows how adept he is at getting alcohol and his dependency on it. • ‘He goes for a whisky while she makes her mother out’ (p. 52) – Mr Birling asserts his last remaining authority over his wife and daughter but even this is overturned when ‘Mrs Birling and Sheila come back’ (p. 53). • ‘Mrs Birling, distressed, shakes her head but does not reply’ (p. 55) – Mrs Birling’s petulant behaviour is shown by her refusing to answer. | <ul style="list-style-type: none"> • Act 2 ends with Eric’s confession. • The Inspector’s role in the play. • Mrs Birling’s attitude towards the charity and the child. • The Inspector’s role in the play. • The Inspector’s role in the play. |

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| Scenes | Key themes | Setting/stage directions | Notes |
|---|---|---|--|
| <p>The characters question the identity of the Inspector.</p> <p>Sheila and Eric do not think that it changes anything; Mr and Mrs Birling think they have been 'bluffed' and are, therefore, exonerated from their behaviour (pp. 57–72)</p> | <ul style="list-style-type: none"> Responsibility Sheila and Eric take responsibility for their behaviour; Mr and Mrs Birling do not. It is Sheila and Gerald who are perceptive enough to question the identity of the Inspector. The audience sees how if he was a plain police officer; in a way, he does not matter as he has shattered the fragile façade of respectability, which was arguably his purpose. | <ul style="list-style-type: none"> 'flaring up' (p. 59) – Sheila's anger starts to rise as she realises that her parents have learned nothing from the experience. 'threatening Eric' (p. 65) shows how Mr Birling blames Eric, although he seems to be more concerned about the damage to his reputation than Eva's treatment. 'He looks round triumphantly at them' (p. 66) – Gerald feels victorious as he has solved the mystery which allows them to relinquish responsibility. 'they stare guiltily and dumbfounded' (p. 72) shows that they do feel some blame for the events. | <ul style="list-style-type: none"> The Inspector's 'turn' (p. 59) shows his power. Gerald's question 'return' (p. 66) shows Mr Birling's excuse. Mr Birling's excuse 'uncle' (p. 66) shows Inspector's power. |

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CHARACTER SUMMARY TABLE

| Character | One-line description | Key quotation | Language used to present them |
|--------------------|---|--|--|
| <i>Mr Birling</i> | Frequently referring to himself as a 'hard-headed businessman', he is very concerned with his reputation and status and takes responsibility for his actions. He is a capitalist and a head of household. | 'But the way some of these cranks talk and write now, you'd think this new machinery was everybody's fault. It isn't. It's everybody else, as if we were all mixed up together like bees in a hive – community and all that nonsense' (p. 10). | <ul style="list-style-type: none"> Preoccupied with his business, even at his daughter's wedding party (p. 4) Self-important and demands attention from everybody (p. 6) Oblivious to the modern world as his predictions are wrong (p. 6) Likes to be in control 'Leave this to me' p. 6 Desire to climb up the social ladder – 'Honours list' (p. 8) Capitalist as he is only concerned with higher profits Self-aggrandising (p. 11) Patronising – 'that child' (p. 33) Obsessed with reputation (p. 34) Abnegates responsibility – 'bluffed' (p. 60) Head of household – 'your father can decide what we ought to do' (p. 61) |
| <i>Mrs Birling</i> | Socially superior to Mr Birling, Mrs Birling is very aware of social etiquette and corrects her husband and children. She denies Eva any help from her charity as she felt Eva was 'impertinent' for using the name Birling. She has no sympathy for her role in her death. | 'Unlike the other three, I did nothing I'm ashamed of or that won't bear investigation' (p. 44). | <ul style="list-style-type: none"> Oblivious to the modern world – 'what an expression!' (p. 3) Orders children – 'Eric I want you a minute' (p. 7) / 'ought to go to bed' (p. 30) but lacks authority Assertive but remains polite – 'please do not contradict me like that' (p. 30) Defensive – 'impertinent' (p. 44) Abnegates responsibility – 'I've done nothing wrong' (p. 44) |

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| Character | One-line description | Key quotation | Language used to present them |
|-----------------------|--|---|--|
| <i>Sheila Birling</i> | Initially presented as a petulant child, Sheila is the daughter of the household who is engaged to be married to Gerald Croft. She undergoes a major character change, taking responsibility for her part in Eva's death. | 'You mustn't try to build up a kind of wall between us and that girl' (p. 30). | <ul style="list-style-type: none"> Referred to as 'child' by her parents throughout suggesting that she does not change or mature in their eyes Says relatively little in Act One but grows into herself and finds her voice Strong reactions such as 'excited' and 'mysterious' suggest she is very emotional Does the copious use of exclamation marks Uses many questions (p. 17) to show she is inquisitive and curious Perceptive – 'was he really a police inspector?' (p. 58) Sarcastic – 'I'm supposed to be engaged to the hero of it' (p. 34) |
| <i>Eric Birling</i> | The son of the Birling family, Eric is an immature and irresponsible young man who drinks too much and enjoys the privileges of his social status. He is the father of Eva's unborn child and like Sheila, he is a scapegoat in Eva's death. | 'You're beginning to pretend now that nothing's really happened at all. And I can't see it like that' (p. 64) | <ul style="list-style-type: none"> Frequently tipsy or drunk – (p. 3; p. 51) Immature and bickers with sister (p. 3; p. 50) Uses power and status to his advantage – 'I threatened to make a row' (p. 52) Irrational – 'she was pretty and a good sport' (p. 52) Disagrees with his father (p. 6; p. 16) Distracted and uncommunicative, suggesting he is preoccupied with a memory (p. 9) |

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| Character | One-line description | Key quotation | Language used to present them |
|--------------------------------|---|---|---|
| <i>Gerald Croft</i> | The son of Lady and Sir George Croft, Gerald is from a well-respected family and Mr Birling is delighted that he will marry Sheila. Gerald takes Eva/Daisy as his mistress and seems to be a successful businessman. He refuses to believe that his dead. | 'So I insisted on Daisy moving into those rooms and I made her take some money to keep her going there' (p. 10) | <ul style="list-style-type: none"> Polite and respectful as repeatedly says 'thank you' (pp. 2-8) Asks permission as he is still an outsider to his behaviour and Sheila returning the engagement ring (p. 61) Thinks that women are defined by their appearance – 'clothes as important' (p. 9) A savvy business man 'They'd be all broke if I know them' (p. 15) Shares Mr Birling's views – 'You couldn't have done anything else' (p. 15) Distance with Sheila (p. 28) Chivalrous – 'nothing less than a cry for help' (p. 35) A man of action – 'I asked him about this Inspector Goole' (p. 62) |
| <i>Eva Smith /Daisy Renton</i> | Eva/Daisy is the victim of all the characters at the engagement party. She is from a much lower social class and is disadvantaged because she is a prostitute. As we see her, she could be regarded as a metaphor for the lower classes in society. | 'So after two months, with no money coming in, and living in lodgings, with no relatives, no friends, lonely, half-starved, she was feeling desperate' (p. 19). | <ul style="list-style-type: none"> We never hear from Eva/Daisy directly. This could represent how women such as Eva are not given a 'voice' in society. We gather a lot of information from how other characters describe her. She is often discussed in terms of her appearance: Sheila, Eric, Gerald and the Inspector all describe her as being 'pretty' while Mr Birling says she was a 'lively good-looking girl'. |

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| Character | One-line description | Key quotation | Language used to present them |
|-----------------|--|---|---|
| Inspector Goole | An abrupt and inquisitive character, the Inspector is the only person who is not related to the family. He controls all the action and who is allowed to talk and when. He is true to his duty to the Education. | 'We don't live alone. We are members of one body. We are responsible for each other' (p. 56). | <ul style="list-style-type: none"> • Abrupt and pragmatic – 'Burnt her inside out' (p. 11) • In control of events (p. 12) • Interrogative – 'He' throughout showing is control and inquisitive • Goole's views – 'we have to share something' (p. 29) • Omniscient – 'and anyhow I knew already' (p. 34) • Persistent in his investigation and lines of inquiry (p. 41) • Imperatives to show he is in control – 'Stop!' (p. 55) • Prescient – 'they will be taught it is fire and blood and anguish' (p. 56) |

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REVISION ACTIVITIES

CLOSE ANALYSIS OF KEY PASSAGE (PP. 6-7)

1. Make notes in the boxes in answer to each of the questions.

a) What does this stage direction suggest about Mr Birling?

He holds them for a moment before continuing.

Birling: [...] There's a good deal of silly talk about the days – but – and I say, as a hard-headed business man, I have to take risks and know what I'm about – I say, you can ignore all this pessimistic talk. [...] Last month, just because the miners came out on strike, there was a lot of wild talk about possible labour trouble in the near future. Don't worry. We've passed the worst of it [...] And we're in for a time of steadily increasing prosperity.

Gerald: I believe you're right, sir.

Eric: What about war?

Birling: Glad you mentioned it, Eric. I'm coming to that. Just because the Kaiser makes a speech or because a few German officers have too much to drink and begin talking nonsense, you'll hear some people say that war's inevitable. And to that I say – fiddlesticks! The Germans don't want war. Nobody wants war, except some half-civilised folks in the Balkans. And why? There's too much at stake these days. Everything to lose and nothing to gain by war.

Eric: Yes, I know – but still –

Birling: Just let me finish, Eric. You've a lot to learn. And I'm taking as a hard-headed, practical business. And I say there isn't a chance of war. The world's developing so fast that it'll make war impossible. Look at the progress we're making. In a year or two we'll have aeroplanes that will be able to go anywhere. And look at the way the auto-mobile's racing headway – bigger and faster all the time. And then ships. Why, a fortnight ago I went over this new liner last week – the *Titanic* – she sails next week – forty-six thousand eight hundred tons – New York in five days – every luxury – and unsinkable, absolutely unsinkable. That's what you've got to keep your eye on, facts like that, progress like that – and a few German officers taking nonsense and scaremongers here making a fuss about nothing. [...] In twenty or thirty years' time – let's say 1940 – you may be giving a little party like this for your son or daughter might be getting engaged. And I tell you, by that time you'll be living in a world that'll have forgotten all these capitalist versus labour agitations and all these silly war scares.

c) How does Mr Birling describe himself and what does that suggest about his worldview?

e) The audience knows more about the events than the characters. What is this technique called and what effect does it have?

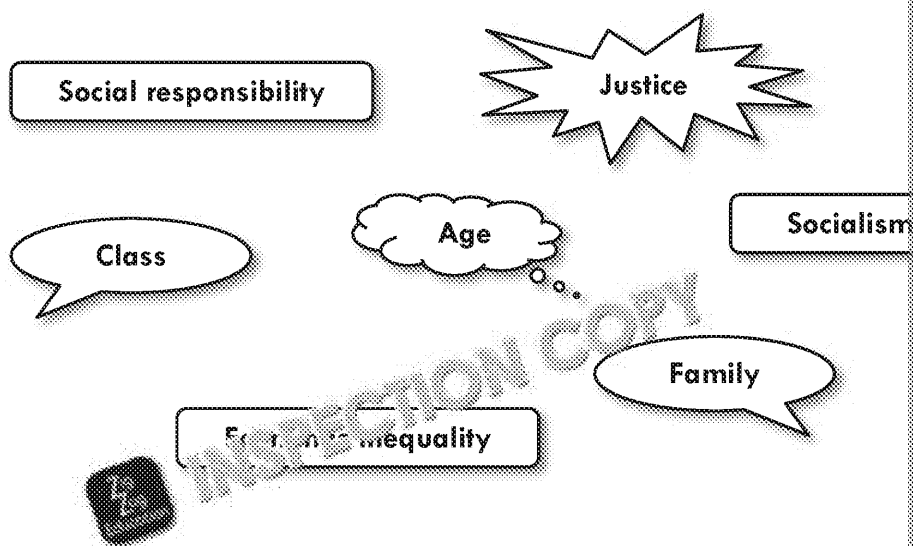
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REVISION OF KEY THEMES

2. On each table, your teacher will place a sheet of paper with one of the main



- In small groups, each group will sit around one of the tables and work on
- Write this theme in your book, leaving a full page for your work. You can have the centre of the page ready to mind map.
- For just five minutes, you should write into your book as many quotations on this theme as you can remember.
- When time runs out, you will move to the next station and do the same.
- After all stations have been completed, you should have an excellent revision resource.
- Discuss with the class:
 - Any theme you found difficult to remember quotations for (and help with answers)
 - Any quotation you remember but couldn't find
 - Any really good quotation you think the rest of the class would find useful

Extension questions

- Add analysis to the quotations you have selected by highlighting any words that are important in terms of language choices. Share your ideas with your group.
- Team up with another group. One group reads out a quotation and the other group deduce which character said it. The winning group is the one that deduces the most quotations.



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REVISION OF CHARACTERS AND THEMES

- 3.
- Complete the grid by filling in the boxes below.
 - Highlight the most important word or phrase from each quotation.
 - Try to fill in **all** the rows. Use the blank rows to add another quotation of your choice.
 - There may be more than one theme for each quotation.

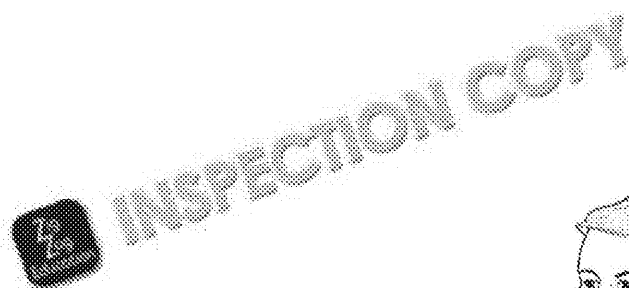
| Character | Quotation with the most important word or phrase highlighted | How does this |
|--------------|--|--|
| Mr Birling | 'I have an idea that your mother – Lady Croft – while she doesn't object to my girl – for you might have done just as well for yourself secondly' (p. 8) | <ul style="list-style-type: none"> • Family – marriage • advance social • Birling mentions • Class – Gerald • Mr Birling too • Honours list. |
| Mrs Birling | 'If the girl's death is due to anybody then it's due to him' (p. 48) | |
| | 'The point is, you don't seem to have learnt anything' (p. 58) | |
| Eva/Daisy | | |
| Eric Birling | | |
| | | |
| Gerald Croft | | <ul style="list-style-type: none"> • Economic inequality • Gender inequality |

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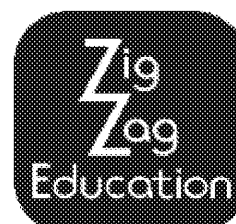
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| Character | Quotation with the most important word or phrase highlighted | How does this |
|-----------------|---|---------------|
| | | |
| | 'If there weren't, the factories and warehouses wouldn't know where to look for cheap labour' (p. 12) | |
| | ...es mean something quite different to a woman' (p. 9) | |
| Inspector Goole | 'we don't live alone. We are members of one body. We are responsible for each other' (p. 56) | |
| Mrs Birling | | |
| Sheila Birling | | |



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REVISION OF CHARACTER

4. Write one sentence to explain how each character is involved in Eva/Daisy's story. In your copy of the play, try to remember quotations to support your answers.



MR BIRLING

Explanation:

Quotation:

MRS BIRLING

Explanation:

Quotation:



SHEILA BIRLING

Explanation:

Quotation:



GERALD CROFT

Explanation:

Quotation:



INSPECTOR GOOLE

Explanation:

Quotation:

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REVISION OF KEY QUOTATIONS

5. a) The quotations below are all about the theme of social responsibility. For each quotation:
- Identify who said it.
 - State what it shows about the character.
 - Select the most important word or phrase you will remember for the quotation.

| | | |
|---|---|-----------------------|
| 'a man has to mind his own business and look after himself and his own' (p. 10) | 'we've several hundred young women there, y'know, and they keep changing' (p. 12) | Mr Birling |
| 'what do you mean by saying that? You talk as if we were responsible' (p. 18) | 'after all, y'know, we're respectable citizens and not criminals' (p. 22) | social responsibility |
| 'Public men, Mr Birling, have responsibilities as well as privileges' (p. 41) | 'Go and look for the father of the child. It's his responsibility' (p. 45) | Inspector Goole |

- b) Using the quotations above and any others you can remember, write an answer to the question 'How important is social responsibility in *An Inspector Calls*?' (10 marks)
- Used quotation marks
 - Used short quotations and have included specific word analysis, e.g. 'responsibility'.
 - Not repeated words from the quotation in your explanation
 - Included your own interpretation of the text (e.g. what you think Priestley is saying)
 - Remained focused on the question

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EXAM PREPARATION ACTIVITY

ESSAY PLANNING

1. a) Planning your answer is very important before you start writing so that you write a more coherent essay where each point is clearly supported with relevant evidence. Choose one character that you feel confident writing about and plan your answer.

How is X presented by [author] in the text?

You should look at:

- How X is presented by [author]
- How [author] explores the significance of X through their writing

TIP: Decide what is going to be the main topic of each paragraph and make a label for your analysis (e.g. the word '.....' represents...) and method analysis (e.g. simile/metaphor/imperative, etc. shows ...), context and link to theme.

You could use the template below to help you.

Introduction

- Briefly describe the character and their relationship with others.
- Briefly describe the main points about how the character is presented and how they develop in the essay).
- Briefly describe how language and method are used to show how the character links to theme(s).

Paragraph one

Point:

.....

Evidence:

.....

Explanation:.....

.....

Word analysis:

.....

Method analysis:

.....

Context:

.....

Link to theme:

.....

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Paragraph two

Point:

Evidence:

Explanation:.....

Word analysis:

Phrase analysis:

Context:

Link to theme:

Paragraph three

Point:

Evidence:

Explanation:.....

Word analysis:

Method analysis:

Context:

Link to theme:

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Paragraph four

Point:

.....

Evidence:

.....

Explanation:

.....

Word analysis:

.....

Link analysis:

.....

Context:

.....

Link to theme:

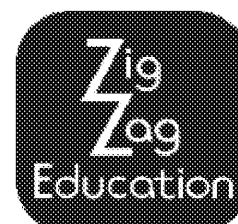
.....

Conclusion

- Sum up the main points about the character and how they are presented.
- Sum up their relationship with theme(s).
- Sum up how this character communicates Priestley's message.
- Briefly include your own opinion about the character's presentation.
- Do not discuss anything which you have not already developed in your essay.

- b) Choose another of the main characters and plan your essay in answer to the above question. Planning your response will help you to order your ideas without having to write the whole essay.

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ESSAY WRITING

2. The examiner is looking for you to demonstrate a number of skills in your essay.

Below is a short paragraph which was written in answer to the question 'What is your view on corporate social responsibility?'

Read the paragraph and identify if the following features are present:

- quotations have been used to support comments
- quotations are embedded in the sentence
- some language features have been analysed
- some structural features have been identified and analysed
- context has been included
- spelling, punctuation and grammar are all accurate

Mr Birling is '... think that people is society are responsible for each other' (p. 10) to suggest he thinks it's ridiculous for people to be '... community and all that nonsense' accentuates how absurd he finds it because of the time the play is set. In 1912, society was more divided by gender, class and economics than it is today so the notion of everybody being responsible for everybody else would seem more unlikely for somebody like Mr Birling.

a) Which skills are missing?

b) What detail could you add to the skills that are present?

.....

c) Re-write the paragraph making sure you show each of the above skills and



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EXAM TECHNIQUE

3. Whenever you write an essay, remind yourself to include the following:
- All three sentence types: simple (a sentence with one main verb idea), compound (a sentence containing more than one verb idea linked by connectives such as 'and' or 'but') and complex (a sentence containing a main clause and a subordinate clause).
 - Correct punctuation for subordinate clauses. Commas should be used to separate a subordinate clause from the main clause if you can't find any, you need to add some to make sure you have a range.
 - Key words are spelled correctly. Refer to your list if you need to. Make sure you don't make the same spelling mistakes over and over again.

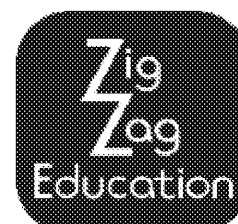
Extend your SPaG!

As part of sentence structure and having a wide vocabulary, vary your connectives (words that join together ideas in sentences). Swap some of the plain 'and', 'but' and 'however' for the following:

| Make a contrast | Before |
|---|--------|
| <i>On the other hand</i> <i>Alternatively</i> <i>Whereas</i> <i>Unlike</i> <i>Instead of</i> <i>Although</i> <i>Except</i> <i>Aside from</i> <i>Not including</i> | |
| To explain in more detail | To add |
| <i>As follows</i> <i>As long as</i> <i>Considering</i> <i>To enlighten</i> <i>To clarify</i> <i>In explanation</i> <i>Consequently</i> <i>Meanwhile</i> | |

Write out a couple of sentences from an essay you have written, on sheets of paper. Leave out the connectives. Write out a list of complex connectives and then pair them up with different alternatives by pairing them up visually.

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SPANDG

4. a) Read through the following extract which is an example of a paragraph number of spelling, punctuation and grammatical errors. Read through

Sheila's attitude towards Gerald starts to change when she realises it's Eva/Daisy. It's stated when she says 'but your forgetting I'm supposed to be the hero of it' (p. 34). She is being sarcastic because Gerald is not the hero of the story, he has connotations of a fairy tale. Her re-action could be because at that time, men and women were more defined in their roles and so women were expected to be rescuing. The sexes were more gratefully unequal than we are today.

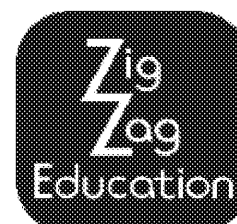
- b) Re-write the paragraph making sure that all the following features are

- content has been used to support comments
- citations are embedded in the sentence
- some language features have been analysed
- some structural features have been identified and analysed
- context has been included
- spelling, punctuation and grammar are all accurate

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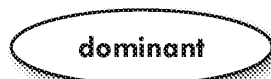
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5. One key skill to show in the exam is a varied vocabulary so you can precisely interpretations.
- First identify which character said it.
 - Then match each of the quotations to words you could use to describe shown.
 - Finally, write down at least two more words for each quotation.

If you don't know the meaning of any of the words, look them up in a dictionary.

Some of the words can relate to more than one quotation.



'I was a... man for
year – 2... Lord Mayor
... years ago – and I'm
still on the Bench – so I
know the Brumley police
officers pretty well' (p. 11)

Character:

'Burnt her inside out,
of course' (p. 11)

Character:

'So I insisted on Daisy
moving into those rooms
and I made her take some
money to keep her going
there' (p. 37)

Character:

'They're over-tired. In
the morning they'll be
as amused as we are'
(p. 71)

Character:

'I don't... much
non-sense about it when
a girl goes and kills
herself' (p. 68)

Character:

'All right, Gerald,
you needn't look at
me like that' (p. 23)

Character:



Extension Question

- Analyse the literary effects of the quotations you have used.

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PRACTICE EXAM-STYLE QUESTIONS

Try these in preparation for your exam. Some could be done at home as well as at school.

1. How is power explored by Priestley in *An Inspector Calls*?

You should look at:

- Ideas of power
- How these ideas are presented through Priestley's writing

2. How is the Inspector presented as a moral compass in *An Inspector Calls*?

You should look at:

- The Inspector's responses to the characters he interrogates
- How his character is presented through Priestley's writing

3. How are equal rights explored by Priestley in *An Inspector Calls*?

You should look at:

- Ideas of equality revealed in the play
- How these ideas are presented through Priestley's writing

4. How do the older generation differ from the younger characters in *An Inspector Calls*?

You should look at:

- How both generations have different reactions to the Inspector
- How each generation is presented through Priestley's writing

5. How are class differences explored by Priestley in *An Inspector Calls*?

You should look at:

- Ideas of class
- How these ideas are presented through Priestley's writing

6. In what ways does Eric change, and why, in *An Inspector Calls*?

You should look at:

- Eric's responses to the Inspector and his family
- How his character is presented through Priestley's writing

7. In what ways is Eva a metaphor for lower class women in *An Inspector Calls*?

You should look at:

- Eva's treatment by the other characters
- How Eva is presented through Priestley's writing

8. How is the setting important in *An Inspector Calls*?

You should look at:

- Ideas about setting
- How the setting is presented through Priestley's writing

9. How is family explored in *An Inspector Calls*?

You should look at:

- Ideas about family
- How family is presented through Priestley's writing

10. In what ways is the Inspector the central character of *An Inspector Calls*?

You should look at:

- The role the Inspector has
- How the Inspector is presented through Priestley's writing

11. How is social responsibility explored in *An Inspector Calls*?

You should look at:

- Ideas about social responsibility
- How social responsibility is presented through Priestley's writing

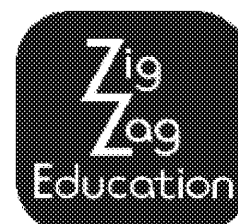
12. In what ways is the ending significant in *An Inspector Calls*?

You should look at:

- What ideas are expressed by the ending
- How the ending is presented

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AQA GCSE STUDENT SELF OR PEER

This mark scheme combines the ideas given in the AOs and the AQA mark scheme. You should use this to

| | | Level → | 0 marks | Level 1 | Level 2 |
|------------------------------------|-----|---|---|------------------|--------------------|
| | | Key words → | Nothing worthy of credit | Simple, explicit | Supported relevant |
| Skills to demonstrate in your work | AO1 | I demonstrate knowledge of the text.* | | | |
| | AO1 | I give an informed personal response. | | | |
| | AO1 | I use references to the text to support my interpretations. | | | |
| | AO2 | I analyse the methods used by the author. | | | |
| | AO2 | I analyse the effects of these methods on the reader. | If this is not done, give 0 marks for this skill. | | |
| | AO2 | I use appropriate subject terminology. | | | |
| | AO3 | I understand the relationship between text and context. | | | |

*This does not appear in the AQA SAMs mark scheme

AO4 – assessed in Section A only

| | | Performance Descriptor → | 0 marks | Threshold |
|-----|--|---|-------------------------------------|-----------------|
| | | Key words | Nothing written / threshold not met | Reasonably good |
| AO4 | | I use accurate spelling and punctuation. | | |
| AO4 | | I use a range of vocabulary and sentence structures to convey my ideas. | | |

Best area:

Areas to work on:

Teachers should refer to the mark schemes given on the AQA website for marking and to ensure students

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WORKED-THROUGH EXAMPLE

INITIAL PLANNING ACTIVITY

- a) Read the question below and highlight the keywords that you need to focus on. Your answer should address all parts of the question.

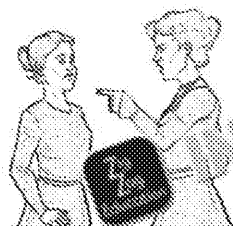
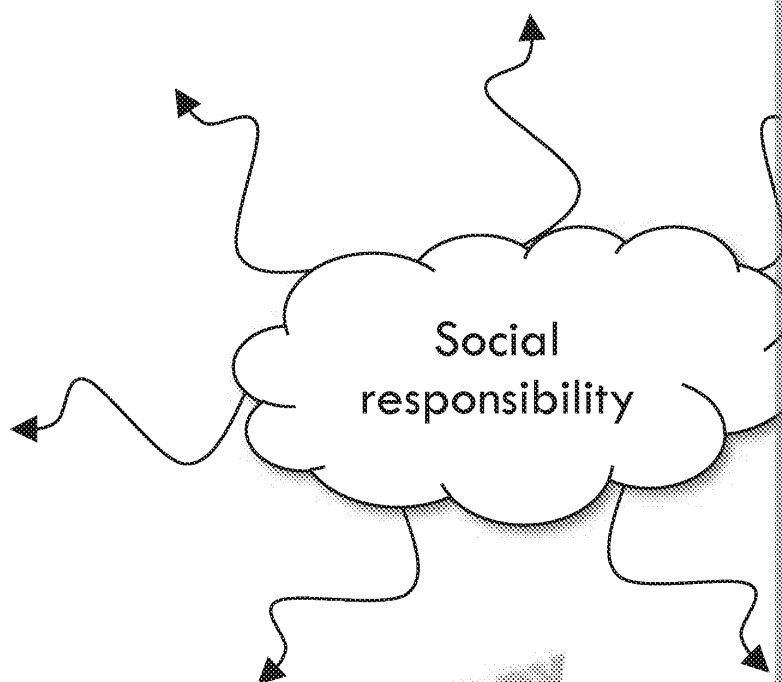
QUESTION

How is social responsibility explored in *An Inspector Calls*?

You should look at:

- Ideas about social responsibility
- How social responsibility is presented through Priestley's writing

- b) Complete the mind map below with your initial ideas in answer to the question.
- How all the characters express the theme of social responsibility
 - The language used to express these ideas
 - Contextual issues such as why Priestley makes this theme prominent, etc.



“

Write your key quotations here:

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SAMPLE PLAN

- c) In your essay you should aim to write about five paragraphs. Before you start your response so that you know what points you want to make in each paragraph yourself. It might be ideal to work through events chronologically, or by character. If you follow the PEEL structure below in each paragraph, you are more likely to achieve your objectives. Complete the boxes. The first one has been done for you.

Introduction

- Briefly describe what social responsibility is.
- Briefly describe what social responsibility is in the play and how different people see it.
- Briefly describe how language and methods are used to show social responsibility.
- Briefly describe how social responsibility links to the message of the play.

Point What is the main topic of the paragraph and how does it relate to the overall message of the play?

Evidence What key quotation can be used to support the point?

Explanation How can you further explain the key quotation? Make sure you mention any literary devices or techniques and their effects.

Link How does all of this relate back to context?

Paragraph one

Point Mr Birling does not want society to change and is satisfied with the current state of affairs.

Evidence 'knighthood, of course'

Explanation Birling is a member of the old order who does not want to change and is lacking in good judgement through dramatic irony.

Link Priestley had witnessed the horrors of war and ridicules the current state of affairs.

Paragraph two

Point:

Evidence:

Explanation:

Link:

Paragraph three

Point:

Evidence:

Explanation:

Link:

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Paragraph four

Point:

.....

Evidence:

Explanation:

.....

Link:

.....

Conclusion

- List the main points about social responsibility and how it is presented.
- Explain how social responsibility relates to Priestley's message.
- Briefly include your own opinion about the presentation of social responsibility.
- Do not discuss anything which you have not already developed in your paragraphs.

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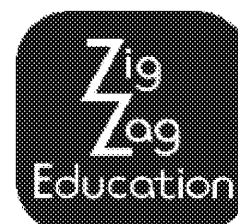
WRITING FRAME

d) Using the information in the table, write out each paragraph in full sentences

| | |
|------------------------|--|
| Introduction | |
| Paragraph one | TIP: Remember |
| Paragraph two | |
| Paragraph three | |
| Paragraph four | |
| Conclusion | TIP: Remember to use a range together and make sure |

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QUESTION

How is social responsibility explored in *An Inspector Calls*?

You should look at:

- Ideas about social responsibility
- How social responsibility is presented through Priestley's writing

Social responsibility is a major theme that runs through the entire play because it is so important to the author, Priestley. He had witnessed the horrors of war and knew that the world's leaders would consider going to war on such a scale again. He uses each of the different aspects of society; some positive, some negative, so there is both danger and hope. Firstly, Mr and Mrs Birling are important figures who represent the old order of the world before war. When we first meet Mr Birling, he is being self-congratulatory about his individual awards like 'a Member of the Order of the British Empire' (p.8). He also brags about his 'Royalty' and being 'Mayor' himself a couple of years ago. However, we are given a different judgement when he makes statements like 'Germans don't want war' and 'unsinkable'. Priestley uses dramatic irony as his audience know that WW2 took place. Priestley wanted to present Mr Birling as flawed and selfish as this made his character more obvious one in the light of this character's errors. Priestley even goes so far as to make the world's leaders by having Birling ridicule 'these Bernard Shaws and H G Wellses' (p.7) who were known for their social conscience. He calls people like that 'cranks' which seems an unfair judgement.

AO1 – understanding of text and use of references

AO2 – analysis of language and methods

AO3 – awareness of context, e.g. Priestley's motivation

Mrs Birling is also a member of the old order and as such she does not want to accept any notion that she is in some way responsible for Eva's death. She repeatedly insists 'I can't take any blame for it at all' and lays all the guilt firmly with the father of the child. Her attitude suggests that she will not allow herself to be judged for her actions. It is again through her that we expose Mrs Birling's selfishness and how she cares more for keeping the class division than for a woman in need. When Eva came to Mrs Birling for financial help, while she was turned her away because 'she impertinently made use of our name' (p.44). That Eva had crossed some invisible class barrier, Mrs Birling denied her a last chance at redemption. Through, at the end of the play they do all they can to convince themselves and the audience that what was nothing but a hoax. Mr Birling straight away refers to himself, using the phrase 'a special reason for not wanting a public scandal' (p.70) as he panics about losing his position. He even sees humour in the situation, 'They'll be as amused as we are' (p.71). She and Mr Birling are shocked that their parents cannot learn from the Inspector's lesson. They are Priestley's hope for the future, that the world will change after seeing the horror of what has happened.

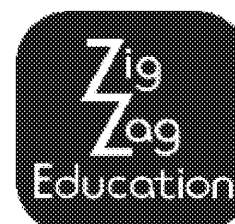
AO1 – understanding of text and use of references

AO2 – analysis of language and method

AO3 – awareness of context

Throughout the play, Sheila and Eric admit their faults and seem to show character and become more socially responsible. Sheila moves from being 'very pleased with life and confident in the power of her class' to being 'very young and very pretty' and 'used her power 'to punish the girl' Eva who she thought laughed at her to show her 'selfish, vindictive creature' (p.28). Her apology, 'I'm desperately sorry', seems to be genuine. Her brother Eric, who was a drunk and the 'kind of chap' who 'easily turns nasty' and 'forget' which suggests he does now have the chance to change, some sort of inner strength. After all, he had lost a child as well as his pride. Sheila uses the power of her class to help Eva.

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'a kind of wall between us and that girl' (p. 30) in order to show that the division is a barrier which can be overcome or destroyed by the Inspector's questioning. The future as the younger generation has learned the lessons that the Inspector was

AO1 – understanding of text and use of references
AO2 – analysis of language and methods
AO3 – awareness of context

The Inspector is the most socially aware and socially responsible character. His contrast with those of Mr and Mrs Birling and this contrast is made evident before he has spoken through their clothes that the characters belong to very different social classes. Each character shows their involvement with Eva and so the Inspector is able to show that he is the opposite of Mrs Birling's comments about 'girls of that class' which serve to protect her. As the Inspector views society as a single entity, he states that 'we don't live on our own. We are responsible to each other' (p. 56). The repetition of the collective 'we' again that the Inspector speaks that everybody is in a sense dependent on and on Priestley's views are spoken through the Inspector and so the character largely echoes those of the writer.

AO1 – understanding of text and use of references
AO2 – analysis of language and methods
AO3 – awareness of context

In summary, Priestley uses the theme of social responsibility against each character during interrogation. Some of them are willing to change, others are not, but hopefully we can see Priestley's message clearly.

Commentary

This answer would be awarded Level 4. It demonstrates some secure language and use of 'blame' in paragraph two. Quotations are used throughout in order to support ideas and are generally embedded into the sentences, the level of cohesion is good (AO4). Overall, the answer follows a logical order with the topic sentences clearly expressing the main ideas in each paragraph. Context (AO3) is evident within each paragraph and it has been used to answer the question.

The answer would move into the next level if there was a greater amount of metacommentary in the question. Although there is some subject terminology (first person pronoun, 'these' etc.) these are not used to show exactly how Priestley's language expresses his message and would benefit from having much more specific information in terms of what is being said. It would also be appropriate to include a personal response about how successful the Inspector is in communicating his message. This greater specificity could be shown throughout. For example, about 'these Bernard Shaws and John Edgars' (p. 7) could have been employed to show his own views. This would have given the answer the extra depth that is required for a higher level. It could also have been improved by using fewer quotations and discussing them in more detail, rather than using too many quotations in quick succession which paragraph three would benefit from this).



Overall it is quite a strong answer with all the AOs being addressed. With a little more detail the essay would move up into the next level.

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IMPROVE YOUR ESSAY

- e) Compare your essay to the exemplar. What is different between your essay separately at each AO and fill in the table to practise improving your style.

| AO1 – What is different? | AO1: re-write a section of your essay |
|---|---------------------------------------|
|  | |
| AO2 – What is different? | AO2: re-write a section of your essay |
| | |
| AO3 – What is different? | AO3: re-write a section of your essay |
|  | |

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SAMPLE STUDENT ESSAYS WITH AC

SAMPLE ESSAY ONE

QUESTION

In what ways does Eric change, and why, in *An Inspector Calls*?

You should look at:

- Eric's responses to the Inspector and his family
- How his character is presented through Priestley's writing

Read through the following sample essay which was written in answer to the above question.

Eric undergoes many changes in *An Inspector Calls*. The questions of how and why he changes are central to Priestley's socialist ideas and how damaging to society people can be if they do not take responsibility for each other.

When we first meet Eric, he could be considered as silly when he makes statements like 'I had to laugh' (p.3). Sheila knows that he is 'squiffy' but he denies it although he knows the truth about his character. Using words such as 'squiffy' is one way in which he tries to never admit the truth or say things plainly. Eric is clearly drunk but nobody will admit it to continue their façade of respectability. The audience notices throughout the play his mentioning drink such as when he says 'We'll drink their health' about Sheila and the stage direction 'he takes decanter and helps himself to the port' (p.9). This is where it would achieve extra relevance for the audience. It is clear through his behaviour, quite disjointed and stilted, as well as his behaviour, that Eric has a dependency on alcohol.

Even so, he is a pleasant character who jokes with his sister good-naturedly and when the Inspector first mentions Eva's death as she exclaims 'My God!' which gives the audience more than meets the eye. This feeling grows when Eric stands up to his father's old-fashioned views when they discuss why Mr Birling refused to give Eva a raise. Eric defends her, 'I kept her on instead of throwing her out' and reveals that he, like Priestley, has a socialist view of the younger characters who, like Sheila, demonstrate an appreciation for social justice. He should all look after one another, especially the more vulnerable in society.

However, Priestley toys with our sympathy for Eric because of his long disappearance. His revelations about his behaviour come out without Eric being able to defend himself. The audience is less inclined to be sympathetic to his defence as their views have been shaped by the other characters. When Eric returns, Priestley has spent the remainder of Act Two on Eva's pregnancy with Eric's child. Also during this time, his mother, Mrs Birling, has been shown knowing she was blaming her on her. As Eric re-enters, he is described as 'looking distressed'. Even without saying anything, we can see that he has changed from his previous state. Immediately after this he is indeed the father of her child as the curtain draws.

Next, Eric gains some of our sympathy back as he admits his actions, 'You know I was drunk' (p.51). Mrs Birling, he immediately takes responsibility and sees where his fault lies. Then Sheila, who is also keen to admit her guilt. Then our sympathy dips again for Eric's drinking and hanging around with loose women, perhaps even prostitutes as he says 'I was a bit of a sort' (p.51). He can barely remember their first night together because of drinking (p.51) which makes the audience feel he has been careless with Eva's feelings, just the worst thing Eric admits to is that he forced himself on Eva. He says, 'I was easily turned nasty'. Calling himself a 'chap' at this point seems ironic as he was previously a 'chap'.

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practically excuses his actions with his choice of 'easily'. It seems that Eva was becomes even more dislikeable when he says, 'I wasn't in love with her or anyth things can't get worse for Eric, he even admits to being a thief. He stole from Eva money to live on. He tells Mr Birling, 'You're not the kind of father a cha trouble' which further implicates the family's wider dysfunction in Eva's death

Eric is redeemed somewhat as he is left obviously troubled by how his actions a 'likely to forget' when the Inspector gives his final speech claiming 'each of you longer the carefree boy that he was on Act One. He has begun to see that he is responsibility for others. He cares little for knighthoods and for his father's self play, only Sheila and Eric still believe in the lesson taught to them by the Inspector are not as long or fluent as Sheila's, his shorter lines p. up feel more honest character is indeed disturbed and distressed by what he has heard.

Priestley used the young characters as hope for change for the future. He had and the horror of the future. If people like Eric cannot change their ways in life events, Priestley has despaird for the future. However, he presents the possibility of a future who might be more socially responsible.

Activity One (AO1, AO2, AO3)

Using three different colours, highlight where there are examples the different AO

- AO1 = blue
- AO2 = red
- AO3 = green

The marks for each AO are awarded in the following proportions:

34 marks in total:

- AO1: 12 marks
- AO2: 12 marks
- AO3: 6 marks
- AO4: 4 marks

Look at how much blue, red and green you have highlighted on the essay. Is the blue as red? Is there about half as much green as red? Is there about half as much more for the AOs which are insufficiently addressed in the table below:

| Assessment objective | Comments to add |
|----------------------|-----------------|
| AO1 | |
| AO2 | |
| AO3 | |

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Activity Two (AO4)

Cohesion is an important skill to show in your essay. Cohesion relates to how well how they flow together. Cohesion can be improved by the use of connectives.

- Re-read the sample essay and highlight all the connectives that have been used.
- Replace them with any other connectives that you think are more expressive.
- Add any more connectives throughout the essay which you think improve it.

TIP: If you are unsure of what connectives you could use, look back at Section 3 –

Repeat this exercise for your own essay.

Activity Three – Using the mark scheme

Below is a commentary using the mark scheme of the first three paragraphs of the commentary.

Eric undergoes many changes in *An Inspector Calls*. The questions of how and why because they help to show Priestley's socialist ideas and how damaging to society they take responsibility for each other.

AO3 is hinted at here but not discussed in enough detail. This is a shame that the student knows something about Priestley's views.

When we first meet Eric, he could be considered as silly when he makes statements 'had to laugh' (p.3). Sheila knows that he is 'squiffy' but he denies it although he tells the truth about his character.

AO1 and AO2 are in evidence as there is a good understanding of the embedded quotations to illustrate points.

Using words such as 'squiffy' is one way in which the Birling family do not want to say things plainly. Eric is clearly drunk but nobody will admit that and so they maintain their respectability.

AO2 is shown here with some word analysis and inclusion of the metaphor.

The audience notices throughout the play that Eric is often drinking or mentions 'We'll drink their health' about Sheila and Gerald's engagement (p.4) or the stage and helps himself to the port (p.9). This would be more visible on stage where it has relevance for the audience.

AO2 is implied here as there is a sense that it is drama and so uses metaphors to convey ideas.

It is clear that Eric is both his speech which is often quite disjointed and stilted, as he has a dependency on alcohol.

Even so, he is a pleasant character who jokes with his sister good-naturedly and the Inspector first mentions Eva's death as she exclaims 'My God!' which gives the audience a glimpse of what is to come than meets the eye.

AO1 and AO2 as understanding is shown and supported through use of evidence.

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This feeling grows when Eric stands up to his father's old fashioned, selfish, capricious, why Mr Birling refused to give Eva a raise.

AO3? There is another hint at context but again there is not enough explicit credit to be given.

Eric defends her saying, 'He could have kept her on instead of throwing her out'. Priestley, has a social conscience. Eric is one of the younger characters who, like her, has an appreciation for social responsibility, that we should all look after one another in society.

AO3? Another hint but more detail required

However, Priestley toys with our sympathy for Eric because of his long disappearance. His honour come out without Eric being able to defend himself. The audience is inclined to be sympathetic to his defence as their views have been shaped by the characters. When Eric returns, Priestley has spent the remainder of Act Two with Eric's child. Also during this time, his mother, Mrs Birling, has been knowing she was blaming her own son.

AO2 Good understanding of use of methods and stagecraft.

As Eric re-enters, he is described as 'looking extremely pale and distressed'. We can see that he has changed from young and carefree. We can immediately infer the death of her child as the curtain dramatically falls.

| Assessment Objectives | Suggested Mark |
|---|--|
| AO1 Read, understand and respond to texts. Students should be able to maintain a critical style and develop an informed personal response and use textual references, including quotations, to support and illustrate interpretations. | References used to support arguments Good focus on the question Clear understanding of the text Style not always critical telling of the play (6/10) |
| AO2 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. | Some good identification of language, form and structure quoting relevant quotations left without analysis |
| AO3 Show understanding of relationships between texts and the contexts in which they were written. | Much of the reference to context is being explicit. No explicit reference to context throughout |

Using the above as an example, complete the commentary for the rest of the essay.

Next, Eric loses our sympathy back as he admits his actions, 'You know Mrs Birling, I immediately takes responsibility and sees where his fault lies. Then Sheila, who is also keen to admit her guilt. Then our sympathy dips again for Eric drinking and hanging around with loose women, perhaps even prostitutes as he says 'sort' (p.51). He can barely remember their first night together because of drinking (p.51) which makes the audience feel he has been careless with Eva's feelings, for the worst thing Eric admits to is that he forced himself on Eva. He says, 'I was easily turns nasty'. Calling himself a 'chap' at this point seems ironic as he was practically excuses his actions with his choice of 'easily'. It seems that Eva was becomes even more dislikeable when he says, 'I wasn't in love with her or anything'.

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things can't get worse for Eric, he even admits to being a thief. He stole from Eva money to live on. He tells Mr Birling, 'You're not the kind of father a chap can go to for trouble' which further implicates the family's wider dysfunction in Eva's death.

Eric is redeemed somewhat as he is left obviously troubled by how his actions are 'likely to forget' when the Inspector gives his final speech claiming 'each of you is no longer the carefree boy that he was on Act One. He has begun to see that he has a responsibility for others. He cares little for his own life and for his father's self-interest, only Sheila and Eric still believe in the lesson taught to them by the Inspector. Their lines are not as long or fluent as Sheila's, but their shorter lines perhaps feel more honest. Eric's character is indeed distressed and distressed by what he has heard.

Priestley used the younger characters as hope for change for the future. He highlights the horrors they involve. If people like Eric cannot change their ways in the events, Priestley despaired for the future. However, he presents the possibility of a future who might be more socially responsible.

Fill in the table below with your ideas for a suggested mark based on the second

| Assessment Objectives | Suggested Mark |
|---|----------------|
| AO1 Read, understand and respond to texts. Students should be able to maintain a critical style and develop an informed personal response and use textual references, including quotations, to support and illustrate interpretations. | |
| AO2 Analyse the language, form and structure used by a writer to create meaning and effects, using relevant subject terminology where appropriate. | |
| AO3 Show understanding of relationships between texts and the contexts in which they were written. | |

Discuss with a partner your reasons for awarding the mark you have for each of the

⊕ **Extension:** Re-write one of the paragraphs making sure you fully meet the assessment objectives

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SAMPLE ESSAY TWO

QUESTION

In what ways does Eric change, and why, in *An Inspector Calls*?

You should look at:

- Eric's responses to the Inspector and his family
- How his character is presented through Priestley's writing

The essay below was written in answer to the above question. The essay uses some of the points made in the previous sample answer but expresses them differently.

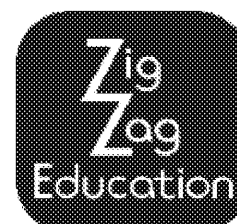
Eric undergoes many changes in *An Inspector Calls*, especially in terms of his acceptance of responsibility, his relationships with his family and whether the audience sympathises with him. Through Eric's changing attitude, Priestley is able to promulgate his socialistic views. As Eric takes more and more responsibility for his actions, there is also a sense of hope for the future.

The Inspector treats Eric like a 'young man' which is a marked contrast to how Mr Birling frequently refers to his son with diminutive names such as 'boy' and 'lad'. Eric is forced to take responsibility as he is forever a child in his father's eyes. Mr Birling is proud of his son and his achievements, but as Eric grows up, he becomes more and more disillusioned about his life and as such the revelations about his behaviour are a complete shock. The Inspector almost hurts that Eric did not confide in him but as Eric feels that he's 'not the one to turn to when he's in trouble', the distance in their relationship is clear. Indeed it is the Inspector who fills this void and adopts more of a paternal role with Eric. The Inspector does not ask leading questions and it is these which allow Eric to finally be honest about his actions. Eric feels a sense of relief when Eric is able to unburden himself because it was clear in Act One that with the memory of a past event when he says 'Yes, I remember' but then 'he's not the one to turn to when he's in trouble', he seems to be troubled by something but is either unable to say what this is. Consequently, the audience can detect that Eric is not a one-dimensional character but has an interior life as well. The Inspector also seems to take more of a paternal role with Eric. In the first few minutes of meeting Eric that he has a drink problem, something which the Inspector is an interested observer but something that neither of his parents could see. The Inspector's use of euphemistic expressions of 'queer and excitable mood' which Mr and Mrs Birling use to describe Eric allows Eric to be more forthright and honest.

As Eric feels able to talk to the Inspector and crucially as the Inspector listens to him, Eric becomes more and more agitated. This could be because Mr Birling is worried about what could come from these revelations but it could also be because he does not like the Inspector, the head of the household. Mr Birling reacts 'explosively' to the Inspector wanting Eric to calm down before the questioning begins. The Inspector is the catalyst for the revelation which encourages the rift between Eric and his father to be exposed but it was also clear from the beginning that Eric stands up to his father's selfish, capitalist views which he refused to give Eva a raise. Eric's father says, 'He could have kept her on in the factory'. Eric reveals that his father 'has a social conscience'. His use of the modal verb 'could' suggests that he had a choice of how to behave and that he chose to take the selfish path, in Eric's eyes a contrast to Mr Birling's use of language when he makes it seem as though he could not help it. He says 'I was quite justified' which suggests that Mr Birling feels it was his right to behave as such. This contrasts with Eric as the expression 'throwing out' accentuates how disposable in Mr Birling's eyes but how Eric sees it as unfair.

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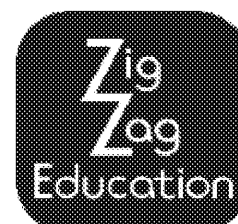


Eric also changes in terms of his relationship with Sheila. At the beginning of the play, Eric is immature and has a brother-sister relationship that is more akin to very young siblings. He is immature by saying 'steady the buffs' when she kisses Gerald and Sheila uses words such as 'naughty' to get him into trouble with their parents. However, Sheila and Eric both share a horrific experience with Eva's death. For example, he exclaims 'My God!' which gives us the idea that he is shocked to the eye. The use of the exclamation mark represents an emotional reaction which is not verbose. Similarly when Eric re-enters at the start of Act Three, he is 'pale and distressed'. Even without saying anything, the audience can see that he is young and carefree. The change in Sheila and Eric's relationship is brought about individually and as such their relationship is also a more adult one. At the end of the play, they are no longer calling each other names but have become united in their guilt. Indeed, they are seen as emblematising the Inspector's statement of '... nothing else we'll share of this'. Birling goes further into denial about their behaviour and Eric and Sheila become more responsible for their actions.

Eric is initially presented as a silly character who is unable to control his behaviour. He says, 'I just had a rough'. The adverb 'suddenly' suggests that he acting on impulse. His actions seem benign and he is presented as an affable young man. However, he is considered to be amusing in the opening scenes of the play soon becomes the cause of concern due to his behaviour. He admits to heavy drinking and hanging around with loose women. He says, 'she wasn't the usual sort'. As Eric can identify a 'type' or a 'sort' of 'woman' that he frequents them quite regularly. He can barely remember the first night he was drunk. He again euphemistically states, 'I'm not very clear about it' (p.51) which suggests he has been careless with Eva's feelings, just using her for company. Yet the worst of his behaviour is that he forced himself on Eva. He says, 'I was in that state when a chap easily turns violent'. This point seems ironic as he was not at all gentlemanly and he practically excluded her from his life 'easily'. It seems that Eva was afraid of turning him down. Eric's use of adverbs like 'easily' and the first one the audience hears in Act One show that Eric is not always in control of his personality changes for the worse when he has been drinking. Priestley has presented Eric as a personality which contrasts greatly with his appearance. Dressed in his 'tails' and as a young play, he seems to be a paragon of respectability but his behaviour towards Eva is one of violence, her and abuse of his power. Priestley uses Eric as a vehicle to show the superficial nature of the young gentlemen.

Eric is redeemed somewhat as he is left obviously troubled by how his actions are 'likely to forget' his actions and states that 'we all admitted' the roles in her death. 'forget' is quite telling as it suggests that he will be in some way haunted by his actions in Act One. By also using a collective pronoun 'we', it becomes apparent that all concerned share in the blame, which is more similar to the Inspector's viewpoint. He must change and take responsibility for his actions. He cares little for knightly attitudes. At the end of the play, only Sheila and Eric still believe in the lessons of the Inspector. Although Eric's speech is not as long or fluent as Sheila's, his speech is honest and gives a sense of truth. The character is indeed disturbed and distressed because he has used the young characters as hope for change for the future. He had already seen the horrors they would have to live with if people like Eric cannot change their ways in light of what Priestley despaired for the future. However, he presents the possibility of change for those who might be more socially responsible.




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Activity One (AO2)

- Read through the essay and highlight all the instances of AO2 (where language has been analysed).
- One of the noticeable differences between the two answers is how much analysis of form is present.

For each of the quotations below, find how the quotation has been analysed in the two answers. Write your answer in the relevant column.

| Quotation | Analysis of quotation in Answer one | Analysis of quotation in Answer two |
|--|--|---|
|  'Suddenly I felt I just had to laugh' | When we first meet Eric, he can be considered as silly when he makes statements 'I'll deny I felt I just had to laugh' | Eric is introduced as a character whose behaviour just had to be 'suddenly' an impulse but his actions seem as an affair. Later analysis of the use of adverb 'suddenly' in the quotation shows how it hears in a character who is always in a state of personal crisis. He has been |
| 'Squiffy' | | |
|  'My God' | | |
|  'He could have kept her on instead of throwing her out' | | |

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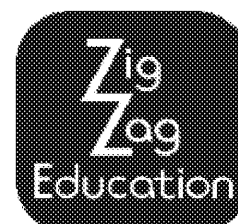


| Quotation | Analysis of quotation in Answer one | Analysis |
|---|-------------------------------------|----------|
| 'She wasn't the usual sort' | | |
| 'You're not the kind of father a chap could go to when he's in trouble' | | |
| 'Not likely to forget' | | |

Discuss your findings with a partner. Think about how the same quotation can be analysed and to different depths.

- c) Choose one quotation from either your own essay or the table above and write how its language, form and structure help Priestley to convey meaning. Try to use your own answer.


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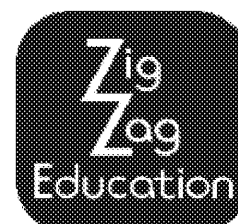
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Activity Three – Commentary for Essay Two

As you are now becoming more familiar with the mark scheme, use the following criteria to decide what assessment objectives that have been met next to the sentences that show it.

| | | Level → | 0 | Level 1 | Level 2 |
|------------------------------------|-----|--|---|------------------|--------------------|
| | | Key words | Nothing worthy of credit | Simple, explicit | Supported relevant |
| Skills to demonstrate in your work | AO1 | I demonstrate knowledge of the text.* | | | |
| | AO1 | I present a informed personal response. | | | |
| | AO1 | I make references to the text to support my interpretations. | | | |
| | AO2 | I analyse the methods used by the author. | | | |
| | AO2 | I analyse the effects of these methods on the reader. | If this is not done, give 0 marks for this skill. | | |
| | AO2 | I use appropriate subject terminology. | | | |
| | AO3 | I understand the relationship between text and context. | | | |

*This does not appear in the AQA SAMs mark scheme

AO4 – assessed in Section A only

| | | Performance Descriptor → | Threshold |
|-----|--|---|-----------------------|
| | | Key words | Reasonably reasonable |
| AO4 | | I use accurate spelling and punctuation. | |
| AO4 | | I use a range of vocabulary and sentence structures to convey my ideas. | |

Best area:

Areas to work on:

Teachers should refer to the mark schemes given on the AQA website for marking and to ensure student

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SAMPLE ESSAY THREE

Activity One

Complete a plan for an essay which would answer the following question. Remember to meet each of the assessment objectives. If you are unsure, use the writing frame for

QUESTION

How is power explored by Priestley in *An Inspector Calls*?

You should look at:

- Ideas of power
- How these ideas are presented through Priestley's writing

Activity Two

The answer below is a sample essay of a student who has answered this question. Write the PEEL for each paragraph.

Power is important in *An Inspector Calls*. Different characters have different powers and they behave towards each other in different ways. For example, all the Birling family has power over Daisy because of their social position and wealth. This means they treat her with little respect. The Inspector, however, also has some power over the family. As he knows a lot of secrets about the family and so could harm their reputation, he has power as she can make the other characters feel guilty about their involvement. This shows power to show how unfair society is.

Eva is sacked by Mr Birling. This shows that he had power over her because when she was causing 'trouble' by asking for more money, he could easily get rid of her. In 1912, when it was set, workers had few rights and so if it was thought that they weren't doing their job, they could be fired. Eva suffers from this inequality and she also does in relation to Sheila. Sheila is jealous of how pretty Eva is. She says that she had 'big dark eyes' and that she was more beautiful than it did Sheila. This makes Sheila annoyed and vengeful and so she gets her revenge on her. In 1912, women were judged a lot more on their appearance than they are now.

Gerald's affair with Eva/Daisy is shown when the Inspector starts asking him about it. He is in charge at this point but Gerald was definitely in charge in his relationship with Eva. When he gives her 'a cry for help' which makes him seem like the hero as he comes to her when his friend returns and it is no longer convenient for him. Eric also suggests that his attentions are unwanted but as he 'threatens to turn nasty', he has power. The word 'threaten' shows that Eric uses his physical power over Eva. This shows that men have much more power over women.

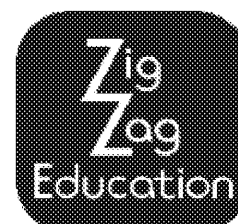
Mrs Birling does not confess her involvement in Eva's death. She wouldn't give her any charity because she thought it was 'impertinent' that Eva called herself 'Mrs Birling'. She sometimes married for power and prestige and her name was very important. This shows her power to stop Eva receiving any more help.

The Inspector asks lots of questions to make the characters admit they knew Eva. He has power because he has information about the family and as knowledge is power, he has some control. He makes them feel like they have to tell him what has happened as it would ruin his reputation. That's why he has power. It's all about power because it means that there can't be a court case. In 1912, when it was set, you could keep what power you had. Eva has some power, although it seems like she doesn't. The family with how they treated her. Eric says as much in the quotation 'not like I will always have the memory of his involvement'. This is probably the only power Eva has.

Power is not equal in *An Inspector Calls* because some characters have much more power than others. Of this, society is unfair as the characters with more power treat others as they see fit. Priestley thought that society shouldn't be like this and so he wrote *An Inspector Calls*. Because of differences in power, it will be abused.

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Plan of essay

Paragraph One

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Paragraph Two

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Paragraph Three

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Paragraph Four

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Paragraph Five

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E

L

Paragraph

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Activity Three

Read through the commentary below for this essay.

Power is important in *An Inspector Calls*. Different characters have different power and they behave towards each other in different ways. For example, all the Birling family has power over Eva/Daisy because of their social position and wealth. This means they treat her with little respect. The Inspector, however, also has some power over the family. As he belongs to a higher class, he does know a lot of secrets about the family and so could harm their reputation. Eva has power as she can make the other characters feel guilty about their involvement in her death.

AO1 throughout but opportunity missed for AO2 as no use of quotation.

Priestley uses power to show how unfair society is.

Some implicit AO3 but development needed.

Eva is sacked by Mr Birling. This shows that he had power over her because when he was causing 'trouble' by asking for more money, he could easily get rid of her.

AO1 and some AO2 through embedded reference but no analysis.

In 1912, which is when the play was set, workers had few rights and so if it was found they were not doing their job properly, they could be fired.

AO3 but development needed to avoid vague comments.

Eva suffers from this inequality and she also does in relation to Sheila. Sheila is jealous of how pretty Eva is. She says that she had 'big dark eyes' and that that was what she liked about her. This makes Sheila annoyed and vengeful and so she gets her fired.

AO1 but no analysis of language, form or structure.

In 1912, women were judged a lot more on their appearance than they are today.

AO3 but more detail needed and a greater link with the text.

Gerald's affair with Eva/Daisy is shown when the Inspector starts asking him about it. He is in charge at this point but Gerald was definitely in charge in his relationship with her before. By giving him 'a cry for help' which makes him seem like a victim, he is able to get her out of her when his friend returns and it is no longer a problem for him.

AO1 and limited AO2.

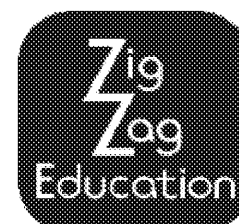
Eric also has an affair with Eva. It is suggested that his attentions are unwanted and 'nasty', Eva is unhappy in the relationship progress. The word 'threaten' shows that Eric is threatening Eva.

More sustained AO2 as there is some method and language analysis.

This shows that men had much more power over women.

AO3 but development needed.

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Mrs Birling does not confess her involvement in Eva's death. She wouldn't give charity because she thought it was 'impertinent' that Eva called herself 'Mrs Birling'.

AO1 but no analysis for AO2.

In 1912, women sometimes married for power and prestige and so her surname Mrs Birling uses her power to stop Eva receiving any money.

AO3

The Inspector asks lots of questions to make the characters admit they knew Eva. He has some control over the information about the family and as knowledge is power, he has some control over anyone else to know about what has happened as it would ruin his reputation. He thinks that it's all a 'bluff' which means that there can't be a court case.

AO2 but development needed.

In 1912, reputation was an important way that you could keep what power you had.

AO3

Eva has some power, although it seems like she doesn't. She can haunt the family. Eric says as much in the quotation 'not likely to forget' as it shows that he will be involved. This is probably the only power that Eva has.

AO1 as awareness of consequences for the characters.

Power is not equal in *An Inspector Calls* because some characters have much more of this, society is unfair as the characters with more power treat others as though they don't matter. Priestley thought that society shouldn't be like this and so he wrote *An Inspector Calls* to show that if there are differences in power, it will be abused.

AO3 but comment is rather vague.

Commentary

This answer would score between 11 and 13 (Level 3) out of 34. There is some explicit analysis which means that AO2 is lacking. References are present and are generally good but there is not enough linkage between the quotation, the point and the question. The student clearly knows the play but there needs to be more detail on writer's methods and more specific analysis.

a) Based on this and your own ideas, what would you change in order to move your answer to Level 4?

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b) Combine your plan with the plan for the sample essay provided here in order to write a final answer as possible to answer this question.

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SAMPLE ESSAY FOUR

The following essay is written using the same plan as the previous answer. Read

The theme of power is central to *An Inspector Calls* as it is arguably the disparity of power different characters have which causes the social injustice and lack of responsibility. Power is explored through the relationships between the characters and it is in these relationships that change occurs so too does the power dynamic. This means that Priestley's message is both necessary and possible because what seems like a solid, respectable and stable household in the play soon disintegrates into a fragmented and vulnerable household at the end. All of the characters seem to have exerted and abused their power over Eva/Daisy. She is the perceived victim who has the upper hand as she has the ultimate power to either cause a 'public scandal' or by haunting the characters through their acceptance of their role in her death.

Each character exerts a different kind of power over Eva; Sheila and Mr Birling use financial power. Mr Birling fires Eva because she asked for 'higher wages' and Mr Birling has too much invested in her as a detrimental effect on his business. The use of the comparison that Eva was not asking for a huge amount and indeed this is borne out by the fact that she only asks for an increase from 'twenty two' shillings to 'twenty five'. Mr Birling acts swiftly rather abruptly that 'she had to go' which suggests that there was no choice in the matter of 'causing trouble in the works'. The lexical choice of 'trouble' portrays the role of the play is set. Women were meant to be obedient and respectful but yet Eva is dismissed, which may have been unsettling for Mr Birling. As Eva is also poor, she is seen as 'cheap' and is disposed of when it is no longer required. Mr Birling says as much when he states 'I'm changing'. Mr Birling therefore exerts financial power over Eva by sacking her, taking away his control over Eva. Women of the time were largely judged on their appearance and there are references to women being obsessive about their clothes. Mr Birling says the token 'of their self-respect' and Eva is described as enjoying being among the 'better' people. She feels jealous because Eva is more attractive than her, she uses her power to influence a wealthier woman from a respectable family, Sheila has power over lower class people 'rid of that girl'. Sheila uses a threat and an imperative in order to have Eva sacked.

Eric and Gerald have power over Eva sexually. They both use her for physical pleasure when she is no longer required. In this way, they treat her as disposable which Mr Birling also 'throws her out'. This treatment relates to the power differences between the men and the women. It is made clear that men of the Birling's class have actual friends such as 'Joe Meggarty', use 'women of the town' for their own gratification. The accepted behaviour that Mr Birling even tries to defend himself when Sheila calls out of the modal verb 'you must understand' shows that men should accept their position as clearly more powerful than Eva/Daisy. Mr Birling's relationship with her is not equal. He uses a number of tactics as 'I made her take some money' and 'I insisted' on her moving into the room. Mr Birling is portrayed as being caring and nurturing, but they also show the power imbalance. In her relationship with Eric, power is still not balanced. She refuses to marry him because he 'didn't have the money' which she thinks it is 'stolen'. Although Eric does not have the same power as his father, it is still Eva who suffers all the negative consequences of their affair. It is Eva's pregnancy alone.

Mrs Birling has power over Eva in terms of the help she can provide. Mrs Birling is one of the few places that poor women could seek aid in 1912. The NHS did not exist, so any medical treatment had to be paid for, and there was not a social security system available for the unemployed. Therefore poor women had few options. Mrs Birling refuses Eva on the grounds that she is offended that Eva has dared to call herself 'Mrs Birling'. This seems like a power play.

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desperate woman help and pathos is added to this action when it becomes clear that the child and so Eva could have legitimately taken that surname. Like Mr Birling, she takes responsibility for her actions, repeatedly saying 'I've done nothing wrong' even when she is 'prejudiced against the case'. Her impartiality in judging the case shows how she is different from the other women of the charitable committee.

Although the Birlings have a higher social status and are wealthier and more powerful than Eva, the latter two characters still have some element of control. The Inspector has a great amount of power as far as Mr Birling is concerned as he can cause a great deal of involvement was made widely known. This is arguably the only factor which Mr Birling is preoccupied with his reputation so the Inspector holds a lot of control through his power. The only character who has no voice, no presence or power is Eva, who has no control over events. It is her death which causes the Inspector to arrive and the play leading to the disintegration of a once proud, respectable family. It is also her death which gives the Inspector ultimate power because the characters have to live with the guilt and the final stage direction of the characters staring 'guiltily' suggests that each of them knows they do not want to face it.

Priestley uses the various power dynamics in the play in order to show how the characters are. Although it seems that the Birlings are impenetrable and that their authority is undermined when a few questions are asked. In this way, the fragility of their power and this allows Priestley to promote his view of there being one society which is based on power inequalities are.

Activity One

Look at the introductions and conclusions from each of the sample essays and decide which assessment objectives have been met.

| Sample essay three | Assessment objectives |
|--|-----------------------|
| <p>Introduction</p> <p>Power is important in <i>An Inspector Calls</i>. Different characters have different amounts of power and as such they behave towards each other in different ways. For example, all the Birling household and Gerald have power over Eva/Daisy because of their social position and wealth. This means that they treat her badly and with little respect. The Inspector, however, also has some power over the family because although he is lower class, he does know a lot of secrets about the family and could harm their reputation. Eva has some power as she can make the other characters feel guilty about their involvement in her death. Priestley uses power to show how unfair society is.</p> | |
| <p>Conclusion</p> <p>Power is not equal in <i>An Inspector Calls</i> because some characters have much more of it than others. Because of this, society is unfair as the characters with more power treat others as though they are inferior. Priestley thought that society shouldn't be like this and so he wrote <i>An Inspector Calls</i> to show that if there are differences in power, it will be abused.</p> | |

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| Sample essay four | Assessment |
|---|------------|
| <p>Introduction</p> <p>The theme of power is central to <i>An Inspector Calls</i> as it is arguably the disparity in the amount of power that different characters have which causes the social injustice and lack of responsibility which Priestley was against. Power is explored through the relationships between the characters and it is interesting that as these relationships change so too does the power dynamic. This means that Priestley can express that social change is both necessary and possible because what seems like a solid, respectable and powerful family at the start of the play soon disintegrates into a fragmented and vulnerable household at the end. At the beginning, all of the characters seem to have exerted and abused their power except Eva/Daisy but yet at the end, it is the perceived victim who has the upper hand as she has the ultimate power to either ruin the family through a 'public scandal' or by haunting the characters through their acceptance of the 'guilt' and 'blame' they have in her death.</p> | |
| <p>Conclusion</p> <p>Priestley uses the various power dynamics in the play in order to show how interconnected all of the characters are. Although it seems that the Birlings are impenetrable and that they hold all the power, their authority is undermined when a few questions are asked. In this way, the fragility of their power is shown and this allows Priestley to promote his view of there being one society which is not divided and how futile power inequalities are.</p> | |

Activity Two

Using the mark scheme you have seen in the previous activities, assess what level introduction and each conclusion. Justify your ideas with criteria from the mark

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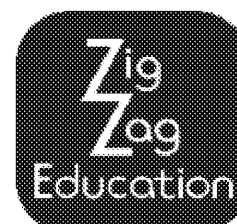
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Activity Three (AO4 – the quality of the writing in terms of spelling, punctuation)

Although both essays follow the same plan, they would score different levels for cohesion. This can be seen through the topic sentences (the sentences at the start of what the paragraph is about). Look at the table below which shows each of the

| Paragraph | Sample essay one | Sample essay two |
|-----------|---|---|
| 1 | Power is important in <i>An Inspector Calls</i> . | The theme of power in <i>An Inspector Calls</i> is shown in the amount of power the characters have. Priestley was a socialist. |
| 2 | Eva is sacked by Mr Birling. | Each character has a different amount of power over Eva. Mr Birling has control over her. |
| 3 | Eric's affair with Eva/Daisy is shown when the Inspector starts asking him questions. | Eric and Gerald are the only characters who have a relationship with Eva/Daisy. |
| 4 | Mrs Birling does not confess her involvement in Eva's death. | Mrs Birling has the most power because she can get the help she wants. |
| 5 | The Inspector asks lots of questions to make the characters admit they knew Eva/Daisy. | Although the Birling family are rich and have a high status and are more powerful than the Inspector, the Inspector still has more power. |
| 6 | Power is not equal in <i>An Inspector Calls</i> because some characters have much more of it than others. | Priestley uses the Inspector to show that no one has all of the power. |

- a) What do you notice about the differences between the topic sentences in essay one and essay two? Which essay would score higher and why?

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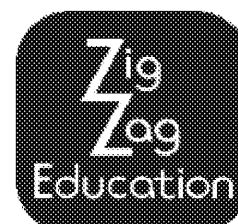
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- b) Look at your own essay and focus on your topic sentences. Change or rephrase them to make them clearer and improved.

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ANSWERS TO REVISION ACTIVITIES

1.
 - a) Commanding and self-important. Requires full attention on him and is rather of some useful advice to impart.
 - b) Written in 1945 and set in 1912. Mr Birling seems oblivious and ridiculous as a wrong. The audience is less likely to trust his judgement.
 - c) 'hard headed business man' suggests that business is the only important aspect and profits are his main business concern.
 - d) Monologue. The other characters defer to Mr Birling. He is the head of the family conversation.
 - e) Dramatic irony. Mr Birling seems ridiculous as he is out of touch with reality. The events that he says will not happen.
 - f) Battle of Dunkirk. Following peaceful, 11,000 Allied troops were killed and

2. Personal responses but some suggested content could include:

Justice – Inspector Goole wants social justice for the perpetrators to feel guilty for the death.

Mr and Mrs Birling feel that the only punishment is a 'public scandal' and because the question as to whether they escape justice.

The ending makes it unclear what justice can prevail as the identity of the Inspector and Birling are acting as they did before.

Social responsibility – Mr and Mrs Birling take no responsibility for their behaviour. Eric and Sheila do take responsibility for their actions and feel guilty. Gerald is also upset by Daisy's death.

Family – the façade of a seemingly respectable family is easily shattered by a few questions. Gerald joining the family is also advantageous for business prospects. Each relationship in the family is strained and distant in different ways.

Class – Difference between the Inspector and the Birling family. Subtle differences as Mrs Birling is higher class than Mr Birling. Gerald Croft is higher class than the Birlings.

Economic inequality – the wealthy use their influence to benefit themselves. The poor are powerless and do not have any job security or influence. Poor women, e.g. Eva, are the most vulnerable.

Hope – Eva remained hopeful that her life could and would improve and she tried to earn more money.

The Inspector is hopeful that society will change and that people will learn lessons. There is hope that the younger generation is willing to take responsibility.

Gender inequality – women are viewed and valued in terms of their appearance and Men have the power in relationships. Men have the power in business – women are 'cheap labour'.

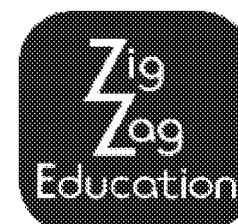
Age – Eric is quite childish in his relationship with Sheila – calls her names, etc. The older and younger generations react differently to the Inspector and his revelations. Eric and Sheila are treated differently by their parents, e.g. referred to as 'child', 'girl'.

Socialism – Captain and Inspector Goole and Priestley are both socialists. Mr and Mrs Birling are capitalists and remain so throughout. Eric and Sheila become more socialist in their viewpoints and undergo character change.

Extension questions

- This will depend upon which quotations have been chosen. Students should be trying to use as much as they can to justify the keywords so that they are more memorable for them.
- Personal response

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3.

| Character | Quotation with the most important word or phrase highlighted | How does this |
|-----------------|---|---|
| Mr Birling | 'I have an idea that your mother – Lady Croft – while she doesn't object to my girl – feels you might have done better for yourself socially –' (p. 8) | <ul style="list-style-type: none"> • Family – marriage socially or entrepreneur • Class – Gerald's partner Birling too hopes to |
| Mrs Birling | 'If the girl's death is due to anybody then it's due to him ' (p. 48) | <ul style="list-style-type: none"> • Social responsibility as being with the fact feel guilty about it |
| Sheila Birling | 'The point is, you don't seem to have learnt anything ' (p. 58) | <ul style="list-style-type: none"> • Social responsibility a scandal which could death is not important |
| Eva/Daisy | 'It's a favourite haunt of women of the town ' (p. 34) | <ul style="list-style-type: none"> • Gender inequality privileged men will that, in this case, Gerald |
| Eric Birling | 'You're a little sneak ' (p. 50) | <ul style="list-style-type: none"> • Age – Eric is very immature in his relationship with childishly. |
| Inspector Goole | 'Public men, Mr Birling, have responsibilities as well as privileges ' (p. 41) | <ul style="list-style-type: none"> • Class – the Inspector and powerful men how other people |
| Gerald Croft | 'I insisted on a parting gift of enough money' (p. 39) | <ul style="list-style-type: none"> • Economic inequality dependent on the • Gender inequality much less power than |
| Eric Birling | 'That doesn't matter to me . The one I knew is dead' (p. 69) | <ul style="list-style-type: none"> • Social responsibility responsibility when |
| Inspector Goole | 'If there weren't, the factories and warehouses wouldn't know where to look for cheap labour ' (p. 19) | <ul style="list-style-type: none"> • Economic inequality have to accept low become more wealthy |
| Mr Birling | ' clothes mean something quite different to a woman ' (p. 9) | <ul style="list-style-type: none"> • Gender inequality their appearance versus their intelligence of |
| Inspector Goole | 'we don't live alone. We are members of one body. We are responsible for each other ' (p. 56) | <ul style="list-style-type: none"> • Socialism – the Inspector be more equal and to reduce the inequality |
| Mrs Birling | 'Besides, you're not the type – you don't get drunk' (p. 50) | <ul style="list-style-type: none"> • Class – Mrs Birling classes and thinks due to their level of |
| Sheila Birling | 'It was my fault ' (p. 23) | <ul style="list-style-type: none"> • Social responsibility blame and feels guilty in the way the generation |

4. **Mr Birling** – sacks Eva from the factory as she was the leader of a group who asked for a raise in pay and told them to clear out' (p. 15)

Mrs Birling – influenced the charity to not help Eva as she called herself 'Mrs Birling' and showed 'impertinence' (p. 43)

Sheila – got Eva sacked from the factory as she was jealous of Eva's beauty – 'I couldn't bear it' (p. 52)

Eric – got Eva pregnant at the end of a drunken night out – 'And that's when it happened' (p. 52)

Gerald – 'rescued' Eva/Daisy from the unwanted advances of older men and kept her as a mistress rather than a cry for help' (p. 35)

Inspector Goole – read a diary left behind by Eva and investigates her death – 'she was a good girl' (p. 12)

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5. a)

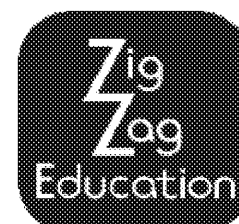
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|--|---|
| 'a man has to mind his own business and look after himself and his own' (p. 10). Mr Birling – capitalist and individualistic. Concerned with money and profits. | 'we've several hundred young women there, y'know, and they keep changing ' (p. 12). Mr Birling – sees his workers as disposable and easily changeable. No loyalty to them. |
| 'what do you mean by saying that? You talk as if we were responsible ' (p. 18). Sheila Birling – at first, Sheila does not feel she is involved in Eva's death but later feels guilty. | 'after all, y'know, we're respectable citizens and not criminals ' (p. 22). Gerald Croft – does not feel he has done anything wrong before the investigation begins |
| 'Public men, Mr Birling, have responsibilities as well as privileges ' (p. 44). Mrs Birling – feels that it is only the father who is responsible and should be made to help the mother. She is later shown to be hypocritical. | 'So I look for the father of the child. It's his responsibility ' (p. 45). Mrs Birling – feels that it is only the father who is responsible and should be made to help the mother. She is later shown to be hypocritical. |

b) Personal response

ANSWERS TO EXAM PREPARATION ACTIVITIES

- Personal response
 - Personal response but could use any of the detail from the Character Summary
- All the skills are there except for a comment about structure. This could relate comes at the end of another speech by Mr Birling or it could relate to who he is. Other skills require the addition of much more detail. There is a grammatical error.
 - Suggested content: Two quotations have been used but they do not directly relate to the analysis is needed to join these together.
The second quotation has not been adequately embedded in the sentence so far.
A language feature, 'simile', has been identified but not analysed. What is the effect?
No structural comment – see above.
Context is there but more detail is needed about where Mr Birling is in society.
Grammatical error – see above.
 - Personal response but needs to include examples for each bullet point.
- Personal response
- The mistakes are in bold below:
Sheila's attitude towards Gerald **stats** to change when she realises that he was not the hero when she says 'but **your** forgetting I'm supposed to be engaged **two** the hero' because Gerald is not the 'hero'. The word 'two' also has connotations of a false hero because during the time that the play is set, men and women were **more** defined in their roles. The sexes were more **grately unequal** than we are now.
 - Personal response but specific attention should be on spelling, punctuation and grammar.
- 'I was a **man** for years – and Lord Mayor two years ago – and I'm still on the **police officers** pretty well' (p. 11). Mr Birling – self-aggrandising and pompous.
'Burnt her inside out, of course' (p. 11). Inspector – pragmatic and abrupt.
'All right, Gerald, you needn't look at me like that' (p. 23) Sheila – defensive and hypocritical.
'So I insisted on Daisy moving into those rooms and I made her take some money to Gerald – dominant and controlling.
'I don't see much nonsense about it when a girl goes and kills herself' (p. 68). Eric – condescending.
'They're over-tired. In the morning they'll be as amused as we are' (p. 71). Mrs Birling – condescending.

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Extension – suggested content

- 'I was an alderman for years – and Lord Mayor two years ago – and I'm still on the B police officers pretty well' (p. 11) – repetition of first person pronoun so the focus is important. Use of dashes to show he is listing his achievements and pausing in between.
- 'Burnt her inside out, of course' (p. 11) – accentuating the horror by positioning 'burnt' at the start of the sentence. Use of contrast 'inside out' to show the effects of the disinfectant. 'Of course' shows assumed knowledge.
- 'All right, Gerald, you needn't look at me like that' (p. 23) – defensive 'All right' to soothe vocative 'Gerald' so clearly addressing him directly. Second person pronoun 'you' to show authority.
- 'So I insisted on Daisy moving into those rooms and I made her take some money to go to the cinema' (p. 23) – use of forceful language 'insisted' and 'made her' to show his authority and power in the household and 'there' to make it place-specific.
- 'I don't see much nonsense about it when a girl goes and kills herself' (p. 68) – use of contrast between Mr Birling's perception and the reality of Eva's death. Use of the word 'girl' to make Eva seem more vulnerable. Use of abrupt and non-apologetic language through the statement 'I don't see much nonsense about it' again reflects her desperation.
- 'They're over-tired. In the morning they'll be as amused as we are' (p. 71) – use of the division between the characters. Patronising language 'over-tired' to show how the older generation looks down on the younger.

INDICATIVE CONTENT FOR PRACTICE EXAM-STYLE QUESTIONS

- All the characters have, and ultimately abuse, their power over Eva/Daisy.
 - Sheila and Mr Birling have power over Eva's employment.
 - Eric and Gerald have power over Eva sexually.
 - Mrs Birling has power over her in terms of the help she can provide.
 - The Inspector has power over the Birlings and Gerald by being able to initiate the confession.
 - The Inspector has power over the Birlings and Gerald as he appears to be omniscient before they confess.
 - Eva/Daisy has power over the Birlings and Gerald by haunting them with the guilt of her death.
- Reacts with anger to Mr and Mrs Birling
 - Is calm with Sheila as she accepts responsibility for her behaviour
 - Treats Eric as if he is a child but makes him see the error of his ways
 - Generously suggests that at least Gerald showed Eva/Daisy some affection
 - The Inspector is the voice of Priestley as he speaks the author's socialist views
 - Makes Mr and Mrs Birling appear ridiculous and out of touch with reality
 - Is able to affect the views of the younger generation (Eric and Sheila) and to a lesser extent the older generation.
- Society is deeply unequal along economic, social and gender lines.
 - The Inspector advocates for greater equality in society.
 - Eva/Daisy is the character who suffers the most from the inequality.
 - Eva/Daisy tries to instigate more equality/higher pay and is punished.
 - The characters with the power (Mr and Mrs Birling) have no desire to redress the inequality.
 - Women, regardless of class, have very limited influence in relationships and society.
 - Life for lower-class women is even more unequal.
- The older generation reacts with anger to the Inspector's questioning.
 - The older generation feels as though the Inspector is rude and should have more respect for their status.
 - The older generation resists being challenged or questioned about their behaviour.
 - The younger generation is more cooperative with the Inspector's questioning.
 - The younger generation all react more emotionally and sympathetically to the Inspector's questioning.
 - The younger generation feels guilty and so provides some hope for the future of society.
 - It is also the younger generation (Sheila and Gerald) who first question the ideas of the older generation.
- There are differences between the Inspector and the Birling family.
 - There are subtle differences as Mrs Birling is higher class than Mr Birling.
 - Gerald Croft is higher class than the Birlings.
 - The Inspector talks about the poor conditions of the lower classes.
 - Mr Birling wants to climb the social ladder – Honours List.
 - The Inspector is not impressed by class distinctions and does not behave politely to the Birlings.
 - There is very little social mobility – it is as if people live in different 'worlds'.

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6.
 - Eric's attitude towards his family and how this changes as the play develops
 - Eric's attitude towards the Inspector at the start and as the play progresses
 - Comment on stage directions including Eric and how other characters speak to him
 - Comment on Eric's presence on and off stage and the fluency of his speech
 - Eric's ideas about social responsibility and how he might show hope for the future
 - How Priestley uses Eric to show the attitudes of the younger generation
 - What Eric shows about 'current' attitudes towards social responsibility
7.
 - The audience never sees Eva so she might not be one person.
 - The audience never hears any words spoken directly by Eva. She is voiceless and represents all the women of her class.
 - Everything we know about Eva comes from the other characters.
 - We do not know if Eva/Daisy is really one person and neither do the other characters have the same photograph.
 - The Inspector talks about there being 'millions and millions and millions' of Evas.
 - Eva experiences all the prejudices suffered by being a lower-class woman.
 - Sheila and Eric think it doesn't matter if she exists or not as they still feel guilty. They think they are exonerated if Eva is not a real person.
8.
 - The setting is a stark contrast and as everything happens in one place, there is a sense of inevitability.
 - There is the sense that the Inspector intrudes upon a private gathering to expose secrets.
 - It shows how quickly the upper class façade can disintegrate.
 - There is the idea that the audience is also seeing 'behind closed doors' at how the family really is.
 - It is a world of excess as shown through the food and their clothes.
 - The mood changes when the Inspector arrives as shown by the increased atmosphere.
 - The setting makes it seem as though the Birlings are a world apart and isolated in their own domain.
9.
 - There is a distance and mistrust in all the relationships of the family.
 - Eric feels he could not talk to his father (p. 54); Sheila does not want to listen to her father.
 - Mr and Mrs Birling are both oblivious to Eric's very obvious drinking problem.
 - The problems in the family are all just under the surface and are exposed by a single event.
 - The appearance that it is a strong family at the beginning is superficial and artificial.
 - Family can be used to strengthen business ties, e.g. through Sheila and Gerald.
 - Gerald's parents do not attend the engagement party, suggesting either disinterest or disapproval.
10.
 - The Inspector is an outsider and he has no vested interest in protecting the reputation of the family.
 - The Inspector's questions make all the characters confess their involvement.
 - He has a hugely disruptive effect on the engagement party.
 - He breaks down all the superficial appearances of the family.
 - He does not speak to the other characters in a reverential manner as they are used to being treated that way, making them more likely to give away their secrets.
 - He shows how all the characters including Eva Smith are interconnected and so use each other.
 - His identity is unclear as he may or may not be a police officer. It is up to the audience to decide if he is significant or not.
11.
 - There are clear differences between the Inspector on one side and Mr and Mrs Birling on the other.
 - Inspector Goole feels that everybody should be responsible for everybody else.
 - Mr and Mrs Birling feel that people should look after themselves.
 - Society in the play is clearly divided and the Inspector wants to change this.
 - Eric and Sheila become more socially responsible throughout the play.
 - There is a sense of hope for the future as Eric and Sheila of the younger generation are shown.
 - There is the idea that because Mr and Mrs Birling remain unchanged and irresponsible, as a police inspector is on his way.
12.
 - The ending is very ambiguous and disorientating for the characters and also the audience.
 - Once it has been decided that the Inspector is not a real police officer, Mr and Mrs Birling are left in a state of shock.
 - Eric and Sheila (and to a lesser extent, Gerald) feel that the identity of the Inspector is important.
 - The stage direction of the telephone ringing 'sharply' (p. 72) bursts the protective bubble of the family.
 - They all stare 'guiltily' (p. 72) suggesting that they all learnt their lesson eventually.
 - There is a clear contrast between Mr Birling repeating being 'bluffed' (p. 69) and the Inspector's final statement.
 - The disorientation shows that the characters are living in uncertain times (1912).

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ANSWERS TO WORKED-THROUGH EXAMPLE

a) How is **social responsibility** explored in *An Inspector Calls*?

You should look at:

- **Ideas** about social responsibility
- **How** social responsibility is **presented** through Priestley's writing

b) Could include any of the following:

- Clear differences between the Inspector on one side and Mr and Mrs Birling on the other
- Inspector Goole feels that everybody should be responsible for everybody else
- Mr and Mrs Birling feel that people should look after themselves
- Society in the play is clearly divided and the Inspector wants to change this
- Eric and Sheila become more socially responsible throughout the play
- Sense of some hope for the future as Eric and Sheila of the younger generation have changed
- Idea that because Mr and Mrs Birling remain unchanged and irresponsible, his inspector is on his way

c) Personal response

d) Personal response

e) Personal response

ANSWERS TO SAMPLE STUDENT ESSAYS WITH ACTIVITIES

Essay One

1. See the commentary for where each AO is present.
2. Connectives highlighted. Personal response for which to add.
3. Second half of commentary:

Next, Eric gains some of our sympathy back as he admits his actions, 'You know, don't you, I was in that nasty state of mind when I was with her' (p.51). Unlike Mr and Mrs Birling, he immediately admits where his fault lies. This is similar to his sister, Sheila, who is also keen to admit her part for Eric as he admits to heavy drinking and hanging around with loose women, perhaps wasn't the usual sort' (p.51). He can barely remember their first night together because of it' (p.51) which makes the audience feel he has been careless with Eva's feelings. The worst thing Eric admits to is that he forced himself on Eva. He says, 'I was in that state of mind when I was with her' (p.51). Calling himself a 'chap' at this point seems ironic as he was not at all gentlemanly. His actions with his choice of 'easily' (some AO2 as there is passing mention of method) seems that Eva was afraid of turning him down. He becomes even more dislikeable as he says 'I was in that state of mind when I was with her' (p.52). Just as we think things can't get worse for Eric, he even admits his father's business and gave Eva money to live on. He tells Mr Birling, 'You're not in a position when he's in trouble' which further implicates the family's wider dysfunction in Eva's death. There is clear understanding of plot events but little which shows analysis of form.

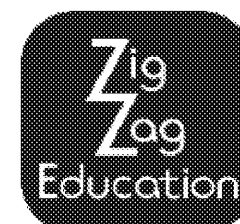
Eric is redeemed somewhat as he is left obviously troubled by how his actions affected her. He 'can't forget' when the Inspector gives his final speech claiming 'each of you helped to kill that boy that he was on Act One. He has begun to see that he must change and take responsibility' (p.52). He cares little for knighthoods and favours his father's selfish attitude, but he and Eric still believe in the lesson taught to them by the Inspector. Although Eric's and Sheila's, his shorter lines perhaps feel more poignant and give a sense that the character is distressed by what he has heard. (AO2 is implicit but more development of the effect)

Priestley uses the younger characters as hope for change for the future. He had already shown that the older generation is responsible. If people like Eric cannot change their ways in light of such early warnings, then the future is bleak. However, he presents the possibility of change in the lead characters. Eric and Sheila are more socially responsible (AO3 is present and is more developed than earlier in the essay)

The mark in the table should be broadly similar to that awarded for the first half of the essay.

Extension: Personal response

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Essay Two

1. a) See commentary (below) for AO2.
b)

| Quotation | Analysis of quotation in Answer one | Analysis of quotation in Answer two |
|---|--|---|
| 'Squiffy' | Sheila knows that he is 'squiffy' but he denies it although her accusation sets us up for the truth about his character. Using words such as 'squiffy' is one way in which the Birling family do not want to ever admit the truth or say things plainly. Eric is clearly drunk but nobody will admit that and so they continue their façade of respectability. | Eric teases Sheila as she kisses Gerald 'squiffy' to try to get to his parents. |
| 'My God' | Even so, he is a pleasant character who jokes with his family. He is naturally and has an honest reaction when the Inspector first mentions Eva's death as he exclaims 'My God!' which gives us the idea there is more to him than meets the eye. | However, Sheila's reaction to finding out about the girl's death is an example, he exclaims 'My God!' which gives us the idea there is more to him than meets the eye. The use of the exclamation mark suggests an emotional reaction because it is not a question. |
| 'He could have kept her on instead of throwing her out' | Eric defends her saying, 'He could have kept her on instead of throwing her out' and reveals that he, like Priestley, has a social conscience. | Eric defends her saying, 'He could have kept her on instead of throwing her out' and reveals that he, like Priestley, has a social conscience. Instead of throwing her out, Eric could have kept her on. Priestley, has a social conscience. The modal verb 'could' suggests a choice about how to deal with her. There is a contrast here when he makes it clear that he has made a different choice to his father. 'Justified' which suggests that his actions are acceptable in a better world. This contrasts with his father's actions 'out' accentuates his father's actions as being disposable in Mr Birling's world. This is unfair. |
| 'She wasn't the usual sort' | Then our sympathy dips again for Eric as he admits to heavy drinking and hanging around with loose women, perhaps even prostitutes as he says, 'She wasn't the usual sort' (p.51). | He admits to heavy drinking and hanging around with loose women. He says, 'she wasn't the usual sort' which suggests that he is not a 'type' or a 'sort' of person. |
| 'You're not the kind of father a chap could go to when he's in trouble' | He tells Mr Birling, 'You're not the kind of father a chap could go to when he's in trouble' which further implicates the family's wider dysfunction in Eva's death (p.54). | Mr Birling seems to be a man who can confide in him but when he is in trouble, he is not the kind of father a chap could go to. The distance in the relationship could be argued to be a result of Mr Birling adopting more of a paternalistic attitude. |
| 'Not likely to forget' | He claims he is not likely to forget' when the Inspector gives his final speech 'each of you helped to kill her' and is no longer the carefree boy that he was on Act One. | He claims he is not likely to forget' when the Inspector gives his final speech 'each of you helped to kill her' and is no longer the carefree boy that he was on Act One. The use of the word 'likely' suggests that he is not likely to forget, just like he is not likely to forget. |

- c) Personal response
2. See commentary (below) for AO3.
 - a) More context
 - b) More relevant and varied context
 - c) Context is used throughout essay two
 - d) Personal response

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3. Commentary

Eric undergoes many changes in *An Inspector Calls*, especially in terms of his attitude, relationships with his family, and whether the audience sympathises with him or not. The attitude that Priestley is able to promulgate his socialist views and as Eric begins to reflect on his actions, there is also a sense of hope for the future (**AO3 – context interwoven**).

The Inspector treats Eric like a 'young man' which is a marked contrast to how his father frequently refers to his son with diminutive names such as 'boy' and 'lad' (**AO1 and AO2**). Mr Birling does not take responsibility as he is forever a child in his father's eyes. Mr Birling does not act as such the revelations about his behaviour are a complete shock to him (**AO2**). Mr Birling did not confide in him but as Eric feels that he's 'not the kind of father a chap could put the distance in their relationship is clear (**AO1 and AO2**). Indeed it could be argued that the Inspector adopts more of a paternal role with Eric. The Inspector does ask him direct and simple questions to allow Eric to finally be honest about his actions (**AO2**). The audience can almost feel the Inspector to unburden himself because it was clear in Act One that he was preoccupied with his own business. He says 'Yes, I remember' but then 'he checks himself' as he stops himself from speaking something but is either unable or chooses not to divulge what this is. Consequently, the Inspector is not a one-dimensional character but has a strong interior life as well (**AO2**). The Inspector's paternal role with Eric is deduced in the first few minutes of meeting Eric that he is not just a 'young man' but something that neither of them is aware of. Eric does not use the euphemistic expressions of 'queer and excitable mood' which Mr Birling allows Eric to be more forthright and honest (**AO1 and AO2**).

As Eric feels able to talk to the Inspector and crucially as the Inspector listens to him, he becomes more and more agitated. This could be because Mr Birling is worried about what will come from these revelations but it could also be because he does not like the Inspector's intrusion into the household (**AO1 and AO2 with a hint at AO3**). Mr Birling reacts 'explosively' to the Inspector's intrusion and drinks to calm his nerves before the questioning begins (**AO1 and AO2**). The Inspector's role of each character and he encourages the rift between Eric and his father to be exposed as deeply embedded. For example, Eric stands up to his father's old fashioned, selfish attitude and discusses why Mr Birling refused to give Eva a raise. Eric defends her saying, 'He could have thrown her out' and reveals that he, like Priestley, has a social conscience (**AO3**). Eric emphasises that Mr Birling had a choice about how to behave and that he chose to behave as he did. The modal verb here is a contrast to Mr Birling's use of language when he makes it clear that he made a different decision (**AO1 and AO2**). He says 'I was quite justified' which suggests that it is acceptable in a business sense to behave as such. This contrasts with Eric as the Inspector shows how this 'cheap labour' is disposable in Mr Birling's eyes but how Eric sees it as unfair.

Eric also changes in terms of his relationship with Sheila. At the beginning of the play, they have a brother-sister relationship that is more akin to very young children. Eric 'buffs' when she kisses Gerald and Sheila uses words such as 'squiffy' to try to get him to stop. However, Sheila and Eric both share a horrified reaction to finding out about Eva's death. 'Oh God!' which gives us the idea there is more to him than meets the eye (**AO1 and AO2**). The exclamation mark represents an emotional reaction which is perhaps more honest. Similarly when Eric re-enters at the start of Act Three, he is described as 'looking exhausted' without saying anything, the audience can see that he has changed from being young and carefree to a more adult one. At the end of Act Three, they are no longer calling each other 'brother' and 'sister'. Their guilt. Indeed the brother and sister could be seen as emphasising the Inspector's point that 'we'll share our guilt' because as Mr and Mrs Birling go further into denial about their actions, Eric and Sheila are increasingly unified in their shame for their actions (**AO1 and AO2**).

Eric is initially presented as a character who is unable to control his behaviour and is prone to 'bursting out' and 'laughing'. This 'bursting out' suddenly suggests that he is acting on impulse but at this point, he is presented as an affable young man (**AO1 and AO2**). However, the Inspector's questioning in the opening scenes of the play soon becomes the reason for more indefensible behaviour, heavy drinking and hanging around with loose women, perhaps even prostitutes as well. As Eric can identify a 'type' or a 'sort' of 'women of the town', it suggests that he is not just a 'young man' but something that neither of them is aware of (**AO1 and AO2**). He can barely remember the first night he spends with Eva as he was drunk and states, 'I'm not very clear about it' (p.51) which makes the audience feel he has been using her for company. Yet the worst thing Eric admits to is that he forced himself on her when a chap easily turns nasty'. Calling himself a 'chap' at this point seems ironic as he practically excuses his actions with his choice of 'easily' (**AO1 and AO2**). It seems that Eric is not always in control of himself and that his personality changes for the worse when he is drunk. Priestley has presented Eric as having a personality which contrasts greatly with his father.

'tails and white tie' at the start of the play, he seems to be a paragon of respectability. He shows only disrespect towards her and abuse of his power. Priestley uses Eric as a contrast to the appearances of these fine young gentlemen (AO3).

Eric is redeemed somewhat as he is left obviously troubled by how his actions affected her. He 'forgets' his actions and states that 'we all admitted' the roles in her death. The use of the collective pronoun 'we', it becomes apparent that Eric is trying to make everybody feel responsible. It is more similar to the Inspector's viewpoint (AO2 throughout). Eric has begun to see his responsibility for others. He cares little for knighthoods and for his father's selfish attitude. Sheila and Eric still believe in the lesson taught to them by the Inspector. Although Eric is more fluent than Sheila's, his shorter lines perhaps feel more honest and give a sense that he is distressed by what he has heard (AO1 and AO2). Priestley used the younger characters to show the future. He had already seen two world wars and the horrors they involve. If people in light of such earth shattering events, Priestley despairs for the future. However, he believes in a change in the leaders of the future who might be more socially responsible (AO3).

Suggested band for this essay is grade 20 out of 34 as it is a clear and explained response. It appears throughout so there is a good understanding of the text and analysis of references in the structure. There is a good awareness of how the writer's methods affect the audience. It is more successful in the introduction and conclusion. To improve this answer, more specific terminology is required.

Essay Three

1. Personal response but could include any of the following:
 - All the characters have, and ultimately abuse, their power over Eva/Daisy.
 - Sheila and Mr Birling have power over Eva's employment.
 - Eric and Gerald have power over Eva sexually.
 - Mrs Birling has power over her in terms of the help she can provide.
 - The Inspector has power over the Birlings and Gerald by being able to initiate a confession.
 - The Inspector has power over the Birlings and Gerald as he appears to be omniscient before they confess.
 - Eva/Daisy has power over the Birlings and Gerald by haunting them with the guilt of their actions.
- 2.

Paragraph One

P power is unequal in the play
E no quotations are provided
E the Birlings have more power but the Inspector and Eva have some as well
L Priestley shows how unfair society is

Paragraph Two

P Eva is sacked by Mr Birling and by Sheila
E 'trouble' / 'big dark eyes'
E Mr Birling is impatient / Sheila is jealous
L workers had few rights / women judged on their appearance

Paragraph Three

P Gerald and Eric have affairs with Eva
E 'cry for help' / 'turns nasty'
E hero / villain
L men had more power in relationships

Paragraph Four

P Mrs Birling refuses Eva's help
E 'impertinent'
E use of language to be prejudiced against Eva's case
L women are judged for power

Paragraph Five

P Inspector Goole and Eva have some power
E 'bluff' / 'not likely to forget'
E destroy reputation / haunt with guilt
L reputation and respectability the most important

Paragraph Six

P power is unequal
E no quotations are provided
E society is unfair
L Priestley against social inequality

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Essay Four

1. Essay three – introduction

Power is important in *An Inspector Calls*. Different characters have different amount towards each other in different ways. For example, all the Birling household and Gerald because of their social position and wealth. This means that they treat her badly and however, also has some power over the family because although he is lower class, he is the family and so could harm their reputation. Eva also has some power as she can be guilty about their involvement in her death **(AO1 throughout but opportunity missed or analysis of method)**. Priestley uses power to show how unfair society is **(Some in needed)**.

Essay three – conclusion

Power is not equal in *An Inspector Calls* because some characters have much more of society is unfair as the characters with more power treat others as though they are in society shouldn't be like this and Priestley uses *An Inspector Calls* to show that if there abused **(AO3 but comment is a bit vague)**.

Essay four – introduction

The theme of power is central to *An Inspector Calls* as it is arguably the disparity in characters have which causes the social injustice and lack of responsibility which Priest **awareness of context and links the writer's purpose to the text**). Power is explored the characters and it is interesting that as these relationships change so too does the **structure of the play affects meaning**). This means that Priestley can express that is possible because what seems like a solid, respectable and powerful family at the start a fragmented and vulnerable household at the end **(AO2 and AO3 which links method text)**. Equally, at the beginning, all of the characters seem to have exerted and abused yet at the end, it is the perceived victim who has the upper hand as she has the ultimate through a 'public scandal' or by haunting the characters through their acceptance of her death **(AO1 and AO2 through the use of precise and embedded references to context)**.

Essay four – conclusion

Priestley uses the various power dynamics in the play in order to show how interconnected **(AO2 as analysis of method is evident and some linking to purpose)**. Although it seems impenetrable and that they hold all the power, their authority is undermined when in way, the fragility of their power is shown and this allows Priestley to promote his view is not divided and how futile power inequalities are **(AO3 as context linked with text)**.

2. The theme of power is central to *An Inspector Calls* as it is arguably the disparity in characters have which causes the social injustice and lack of responsibility which Priest **awareness of context and links the writer's purpose to the text**). Power is explored the characters and it is interesting that as these relationships change so too does the **structure of the play affects meaning**). This means that Priestley can express that is possible because what seems like a solid, respectable and powerful family at the start a fragmented and vulnerable household at the end **(AO2 and AO3 which links method text)**. Equally, at the beginning, all of the characters seem to have exerted and abused yet at the end, it is the perceived victim who has the upper hand as she has the ultimate through a 'public scandal' or by haunting the characters through their acceptance of her death **(AO1 and AO2 through the use of precise and embedded references to context)**.

Each character exerts a different kind of power over Eva; Sheila and Mr Birling have **is strong as the essay is well structured and well expressed**). Mr Birling fires Eva because and Mr Birling felt that this would have too much of a detrimental effect on his business comparative adjective 'higher' implies that Eva was not asking for a huge amount and statistics as they only wanted an increase from 'twenty two' shillings to 'twenty five' aggressively by saying rather abruptly that 'she had to go' which suggests that there because she was 'causing trouble in the works' **(AO2)**. The lexical choice of 'trouble' 1912, the time the play is set. Women were meant to be obedient and respectful but forthright which may have been unsettling for Mr Birling **(AO3)**. As Eva is also poor, can be disposed of when it is no longer required. Mr Birling says as much when he

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changing'. Mr Birling therefore exerts financial power over Eva by sacking her (AO3) control over Eva. Women of the time were largely judged on their appearance and references to women being obsessive about their clothes. Mr Birling says that cloth self-respect' and Eva is described as enjoying being among the 'pretty clothes' (AO1) jealous because Eva is more attractive than her, she uses her power to influence Mr woman from a respectable family, Sheila has power over lower class women which and AO3). Sheila uses a threat and an imperative in order to have Eva sacked from

Eric and Gerald have power over Eva sexually (AO4 as well structured). They both then discard her when she is no longer required. In this way, they treat her as disposable Birling also 'throws her out' (AO1 and AO2). This treatment relates to the power difference in class between the men and the women (AO3). It is made clear that men of the Birling actual friends such as 'Joe Meggarty', use 'women of the town' for their own gratification be such accepted behaviour that Mr Birling even tries to defend Gerald when Sheila of the modal verb 'you must understand' shows that women should accept their men clearly more powerful than Eva/Daisy in their relationship. He uses a number of imperatives made her take some money' and 'go on her moving into the rooms' (AO2). As caring and nurturing, this shows the power imbalance. In her relationship with Eric more balanced. Eric agrees to marry her because he 'didn't love' her and also stops it is 'stupid' (AO1 and AO2). Although Eric does not have the same power over Eva, she suffers all the negative consequences of their affair. It is Eva who has to cope with it

Mrs Birling has power over Eva in terms of the help she can provide. Mrs Birling's control of the few places that poor women could seek aid in 1912. The NHS did not exist, meals were paid for, and there was not a social security system available for people who could not afford to had few options (AO3). Mrs Birling refuses Eva on the grounds of 'impertinence' as she likes to call herself 'Mrs Birling'. This seems like a petulant reason for denying a desperate woman to this action when it becomes clear that Eric was the father of the child and so Eva's surname (AO1 and AO2). Like Mr Birling, Mrs Birling accepts no responsibility for her actions, she has done nothing wrong' even though she admits to being 'prejudiced against the case'. This shows how she used her power to influence the other women of the charitable committee.

Although the Birlings have a higher social status and are wealthier and more powerful than the latter two characters still have some element of control. The Inspector has perhaps more power as far as Mr Birling is concerned as he can cause a 'public scandal' if the family name is known (AO1 and AO2). This is arguably the only factor which Mr Birling cares about his reputation so the Inspector holds a lot of control through the questions he asks. Even though Eva has no voice, no presence and seemingly therefore no power, can also exert some control over the family. It causes the Inspector to arrive and these secrets to be revealed, leading to the disintegration of the family. It is also her death which could exert the ultimate power because each of the characters feels some blame, even if they do not admit it (AO1 and AO2).

Priestley uses the various power dynamics in the play in order to show how interconnected they are (AO2 as analysis of method is evident and some linking to purpose). Although it seems that the Birlings are impenetrable and that they hold all the power, their authority is undermined when the Inspector arrives. In this way, the fragility of their power is shown and this allows Priestley to promote his view that power is not divided and how futile power inequalities are. (AO1 and AO2) context linked with text

This essay would score around 23-25 marks out of 40, with 3 out of 4 for AO4, so overall it is a thoughtful and developed and the questions are embedded in sentences which also show a clear sense of purpose. There is a clear sense of purpose in the way the methods affect the reaction of the characters. The interweaving of the comments relating to the play so there is excellent linking of the answer to the question. The answer is improved by the addition of more subject terminology.

3. a) Essay two scores higher because the topic sentences are more focused on the relevant and clear. The topic sentences advance the essay forward.
- b) Personal response

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