Year 11 – English – An Inspector Calls

Plot Summary

Act One

1. The Birling family are celebrating the engagement of Sheila Birling and Gerald Croft.
2.
3.
4.

Act Two

1. The interrogation moves to Gerald; it comes to light that Gerald ....
3.
4.
5.

Act Three

1. The Inspector then questions Eric...
2.
3.
4.

Context

The play was written in 1945 but set in 1912 – during this period, both world wars had happened.

- Priestley fought in WWI and saw the horrors. At the end of the WWII he saw the class, age and gender divides all broken down and fought for the country to keep it like that, rather than go back to Edwardian attitudes of 1912 of patriarchy and rich people ruling without considering the poor.
- After WWII, the Labour Party (a socialist party) won the general election in a landslide victory against the Conservatives. Priestley held socialist beliefs and wanted to encourage others to behave in a socialist way
- In 1912 women did not have the right to vote and were seen as less than men; by 1945 they could vote and had more value in society after the war

Writer's Intentions

- Priestley wrote the morality play, An Inspector Calls, as a warning for people to treat each other more equally otherwise horrible events could follow like World War One and Two.
- He highlighted the divisions that existed in pre-war Britain by setting the play in 1912 and through the characters.
- He wanted his 1945 audience to see how damaged society was and wanted to encourage them to work together and look after each other.
- He believed these socialist values would help the country to avoid another war. He uses the character Inspector Goole as his mouthpiece for his socialist views and he shows his audience that the younger generation (through Eric and Sheila) have the ability to enforce these changes that society need.



Characters

Sybil Birling
Arthur's wife of a higher class. An unsympathetic woman who represents the bourgeoise upper class. She is adamant that she is blameless in Eva Smith's suicide.

Arthur Birling
Sybil's husband. He represents the capitalist class that controls the wealth and means of production; he is concerned with material gain and conventional attitudes. He is a wealthy factory owner in his mid 50s.

Eric Birling
Sybil and Arthur's son. He is adolescent in his manner and drinks too much. He forced himself on Eva, got her pregnant, then stole money from his father to support her. He accepts responsibility.

Sheila Birling
Sybil and Arthur's daughter. She's in her early twenties; bright, lively and optimistic. Unlike her parents and fiancé, she expresses deep regret for her role in Eva Smith's suicide.

Edna
The maid of the Birling family; used a symbol of their wealth.

Gerald Croft
Sheila's fiancé. Gerald Croft represents the aristocracy: the highest class of society, comprised of rich land owners and people who inherit their wealth from their parents. He had an affair with Eva.

Eva Smith
She never appears on stage; she has already committed suicide. She represents the proletariat who are exploited by the upper classes, like the Birlings.

Inspector Goole
A mysterious figure. His name evokes the word 'ghoul', meaning spirit or phantom. He appears to have supernatural powers of observation and persuasion. He reflects a socialist point of view.

Year 11 – English – An Inspector Calls

Character	Quotations	Character Adjectives
Mr Birling 	'if you don't come down sharply on some of these people, they'd soon be asking for the earth.' **"A man has to look after himself –and his family too"** "I've got to cover this up"	Narcissistic Arrogant
Mrs Birling 	**"girls of that class"** "When you're married, you'll realise men have important work to do. **"I think she had only herself to blame"** "I blame the young man who was the father of the child"	Superior Prejudiced
Sheila 	'But these girls aren't cheap labour – they're *people*.' **'You mustn't try to build up a kind of wall between us and that girl.'** "Between us, we drove that girl to suicide."	Naïve Remorseful
Eric 	**"He could have kept her on instead of throwing her out"** "I was in a state when a chap easily turns nasty" **"You lot may be letting yourself out nicely, but I can't"**	Privileged Culpable
Gerald 	"I hate those hard eyed dough faced women" **"I didn't install her there so that I could make love to her"** "Everything's alright now."	Self-serving Duplicitous
The Inspector 	The lighting changes from **'pink and intimate'** to **'brighter and harder'.** "There are millions and millions of Eva Smiths." **"We are all members of one body."**	Omniscient Influential

"Unsinkable, absolutely unsinkable" ***Mr Birling about the titanic. (Act 1)*** 	The Titanic was seen as the _____**of wealth and power**. The fact that it tragically sunk however provided a _____ **commentary on society as the higher classes** were much more likely to survive due to their higher orientation on the boat – just as, in society, the rich are more likely to prosper. **Priestley uses** _____**here to illustrate how Eva Smith and the working class are often left to suffer as a** _____**power.**
Eva Smith/ Daisy Renton 	The name **Eva** comes from the root of the name Eve, often associated with the Eve of the _____ **of Eden** who is the Bible's first ever female. Therefore, perhaps Eva Smith may be intended as a character _____ **as a whole**. This idea is further supported by her surname **Smith which is the most** _____**.** Thus, Eva Smith can equally be seen to be a **generic character is a** _____treatment of working class women.
"… they will be taught it in fire and blood and anguish" ***The inspector in his final speech (Act 3)*** 	During his _____ **final speech**, the Inspector uses the **apocalyptic imagery** of 'fire', 'blood' and 'anguish' to convey the consequences of **society's** _____. He may have used this to _____an d imply that they were an _____**of capitalist attitudes**, implying that a return to capitalist beliefs will lead to further disaster. The Bible refers to 'Burning fire' as a _____ so the biblical reference reinforces the idea that Goole is a **divine messenger doing God's bidding.**

Year 11 – English – Language Paper 1 Section A

Start of the exam

- ✓ Use the context box to infer (e) information about what the text is about and make predictions

Top Tips

- ✓ Use the **What/How** paragraph structure,
- ✓ On questions 2 and 4, **zoom in** on words from text.
- ✓ Refer to the **steer of the question throughout** and
- ✓ Keep quotes to 5-10 words long.

Additional information:

1: Multiple choice

– Tick the boxes of the correct answers.

Top tips:

Read the correct section.

4 marks

2: The 'Language' Question

How does the writer use language to…? based on a specific part of the source e.g. lines 8-18.

Top tips:

Read the correct section

Highlight and annotate first, creating a plan.

Name and analyse the methods.

8 marks

3 The 'Structure' Question

How has the writer structured the text to build suspense/tension etc? Based on the whole text.

Top tips:

Check the focus.

Ensure you look at the beginning, middle and end of the text.

Mention how the focus grows/chances/decreases as the text progresses, and WHY this happens

8 marks

Question	marks % of paper	% of GCSE
1	4	10	5
2	8	20	10
3	8	20	10
4	20	50	25

QUESTION 2 Sentence Stems	The use of the _____ implies… This creates the impression of…. This evokes a sense of… It allows a better insight into …. This intensifies… This creates an image of … The reader is able to imagine/think/feel…

QUESTION 3 Sentence Stems	In the beginning/middle/end... The shift in... The writer is doing this here to... As the extract open, the writer focuses our attention on… As the text develops, the writer shifts the focus to… By the end of the extract, the focus is……

Year 11 – English – Language Paper 1 Section A

4: The 'Agree' Question



To what extent do you agree with the statement provided? Based on a specific part of the source.

Top tips:

Both agree and disagree with the statement.

Include methods and explore the impact of these on the statement.

Keep linking to the statement, and how your analysis demonstrates whether you agree/disagree.

20 marks

QUESTION 4 Sentence structure	○ P1: Answer the question 'Firstly, I agree that… try and include more than one evidence example. ○ P2: Develop with another point to prove your view; 'The writer also…' ○ P3: Counter argument; 'However, there are moments in the extract when…' ○ P4: Try and identify a different trait for the final point; 'It is clear that, for the majority of the extract, there is actually a feeling of…' Vocabulary: Ultimately/however/it could be argued/somewhat/possible/partially...

Analytical Verbs (similar to" shows")

The writer _(active verb)___ the…

- Connotes
- Depicts
- Demonstrates
- Illustrates
- Portrays
- Reflects

- Conveys
- Exhibits
- Emphasises
- Implies
- Presents
- Suggests

Vocabulary	Definition
Foreshadowing	Writer suggesting something that happens in the future of the text.
Counter argument	Demonstrating the opposite view
Analysis	Picking apart quotations, demonstrating what they show about characters/themes
	4

Year 11 – English – Language Paper 1 Section B

Start of the exam

Top Tips

- ✓ 5- minute plan with question in mind.
- ✓ Use a variety of punctuation.
- ✓ Keep your tone consistent
- ✓ Use a variety of structural (e) features: flashbacks (f)
- ✓ Use a wide variety of descriptive language and vocabulary.
- ✓ Keep to one or two characters in a narrative.
- ✓ 5 minutes' of checking SPaG, including paragraphing.

5: The 'Writing for a purpose' question.

Question 5: Writing a narrative or description AO5/AO6
You will produce an opening to a story or description based on a picture or a sentence detailing your task.

*Your local newspaper is running a creative writing competition, and the best entries will be published. **Either** write an opening to a story about time travel as suggested by this picture or write a description of a time you felt happy in your life.*

Key skills:

AO5: You should:

Ensure the story or description is **clear.**

AO6: You should:

Use **varied and accurate** sentence structures.

Section B: Question 5

AO	marks	% of paper	% of GCSE
5	24	30	15
6	16	20	10

Key language devices to use:

Simile

Where you compare two things by saying they're like something else:

"He was as timid as an urban fox."

Pathetic fallacy

Where you use the weather to set the atmosphere (b).

"The sky became cloudy and darkness fell."

Metaphor

Where you compare two things by saying something is something else when it clearly is not.

"She was a night owl."

Sensory Language

Where you use vocabulary to describe the character's five senses.

"I could taste blood streaming from my lip."

Punctuation to use

Question Mark	?	Exclamation Mark	!
Comma	,	Full stop	.
Semi-Colon	;	Speech Marks	" "
Colon	:	Apostrophe	'

	Key terms	Definition
A	Cyclical	Returning back to a previous point like a cycle.
B	Atmosphere	The tone or mood.
C	Vice versa	The two items can be switched around or reversed.
D	Motif	An object which is repeated and has importance to the events. E.g. a raven for death.
E	Structural	The way a text is put together, whether through paragraphs, subheading or flashbacks (f) etc.
F	Flashback	When the text goes back in time.
G	Consistent	Keeping something the same.

Narrative Structure

Weather	Describe the weather in the opening of the 'chapter'. Set the tone of your story.
Character	*Introduce your key character. Focus on linking them to the tone. What is happening to them?*
Flashback	*The character sees something: it triggers a flashback, setting the scene for what would happen in the rest of the novel.*
Back to Present	*Return to the character. They must be thinking about something/emotional over it, but the 'ending' is not revealed. Build to a climax – what 'big event' is going to happen to your character?*

Description Structure

Scan
Give an overview of the setting, backdrop or main parts of the image.



Zoom
Zoom in on a key detail and track it.



Shift
Broaden the focus of your description engaging with other key aspects of the image.

