

GCSE

English Homework



AN INSPECTOR CALLS BY J.B. PRIESTLEY

AQA GCSE English Language

AQA GCSE English Literature

| | |
|---------|--|
| Name | |
| Teacher | |

AN INSPECTOR CALLS BY J.B. PRIESTLEY

The exam:

You will answer one question on this play during GCSE English Literature Paper 2.

There will be a choice of two questions and you will answer only one where you will show the examiner you can:

- Write about the play, characters and plot in a thoughtful way, using examples and quotations;
- Identify and explain features of the play including structure, form and language;
- Link the play to the cultural, social and historical background (early 20th century Britain);
- Write about the playwright's ideas and attitudes and how this is highlighted in the play;
- Write a clear, structured and accurate response using SPaG.



You write your answer using paragraphs (**PEEL**).

The question is worth **30 marks** with an additional **4 marks** for spelling, punctuation and grammar.

Revision:

To be prepared for the exam, you will need to make sure that you know:

- The plot – what happens, when, where and why;
- The characters – who they are, how they behave and what they do;
- The themes and ideas – what Priestley was exploring;
- Priestley's perspective – his viewpoint on events;
- Links to the history – the politics of the 1920s.

Try to learn quotations that you can include in your answer.

Getting help:

There are a variety of different websites with revision materials. Try:

[BBC Bitesize](#) – has information on the plot, characters and themes.

http://www.bbc.co.uk/schools/gcsebitesize/english_literature/dramainspectorcalls/

[York Notes](#) – have some free resources you can download.

<https://www.yorknotes.com/gcse/an-inspector-calls-york-notes-for-gcse-new-edition/revision-cards>

[Revision World](#) – has summaries and videos to watch

<https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level/inspector-calls-j-b-priestley>

[Sparknotes](#) – very good for quotes and more detail

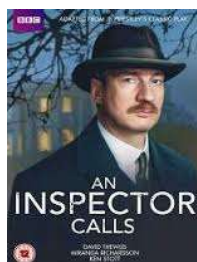
<http://www.sparknotes.com/drama/an-inspector-calls/>

Did you know?

Various productions of the whole play are available [online](#) – use them to revise at home and recap your key quotations!

Films:

Why not try re-watching the film versions?



TASK ONE: QUOTATIONS

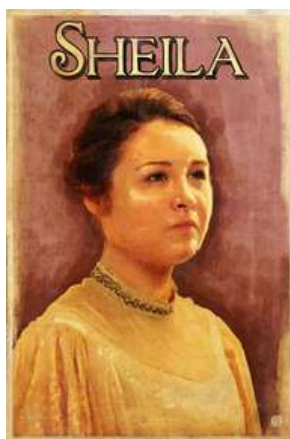
SKILL – English Literature AO1 'Judicious use of precise references to support interpretations'

Sheila is the Birling's only daughter. AT the start of the play she is very immature, spoiled and naïve. As the events of Eva Smith's suicide unfold, Sheila's character changes dramatically; she acts more mature and takes responsibility for her actions, and those of her family, in Eva's death.

Using the mindmap below, collect key quotations that explore Sheila's character and her role in the play.

"So nothing really happened. So there's nothing to be sorry for, nothing to learn. We can all go on behaving just as we did."

Act Three



TASK TWO: ANALYSIS

SKILL – English Literature AO2 ‘Analysis of the writer’s methods with subject terminology used judiciously’

When you have learnt your key quotations, you will need to analyse them using the **PEEE(L)** structure during the exam. Consider what words Priestley has chosen and what effect they are designed to have on the audience. How do they present the character to the audience?

Look at the example annotated quotation below, then analyse the other two quotations and three of your own from your mindmap.

IDEAS BOX – use these analytical terms to help you.

Connotations

Positive
Pronoun

Negative
Phrase

Noun
Clause

Verb
Rhyme

Adjective
Rhythm

Adverb

Euphemistic phrase designed to suggest that the Birling’s will forget the incident with Eva. Priestley wants Sheila’s character to act as the conscience/morals of the family, so she is shocked.

Repetition/triple of the negative pronoun ‘nothing’ to reinforce Sheila’s dismay that the family plan to ignore the death of Eva.

Emotive language with negative connotations. Links to Priestley’s *perspective* that the rich should

“So **nothing** **really** happened. So there’s **nothing** to be **sorry for**, **nothing** to

learn. We can all go on **behaving just as we did**.” Act Three

Powerful verb summing up Priestley’s perspective – the rich have to learn to care for the poor.

Another link to Priestley’s perspective – the worry is that the Birling’s won’t change and people in Eva’s situation will still be exploited and treated badly.

The indefinite pronoun ‘these’ shows Sheila is talking about the poor. The word ‘girls’ has connotations of youth, inexperience and creates sympathy.

“But **these girls** aren’t **cheap labour** – they’re **people**.”

Act 1 Scene 5

"Oh - it's wonderful! Look - Mummy - isn't it a beauty? Oh - darling - [*She
kisses Gerald hastily*]" Act One

TASK THREE: ANSWERING EXAM QUESTIONS

SKILL – English Literature Paper 2

The exam question will provide you with the option of two tasks and you will only complete one task of your choice.

To get the top mark, you need to:

| Mark | AO | Features Assessed | Meaning |
|---|-----|--|--|
| Level 6 <i>Convincing, critical analysis and exploration</i> 26-30 marks | AO1 | Critical, exploratory, conceptualised response to task and whole text | You clearly understand the question and the play. You take your ideas from the extract and also from the whole play. You don't just re-tell the story as you are critical by analysing your choices of quotation. |
| | | Judicious use of precise references to support interpretation(s) | You back up everything you say with a quotation from the text, either from the extract or quotations you know from the play. These can be stage directions or individual words and phrases. |
| | AO2 | Analysis of writer's methods with subject terminology used judiciously | You analyse the writer's language in depth, commenting on word classes, connotations, effect on the reader and perspective/context. You use subject key words in your analysis for all things. |
| | AO3 | Exploration of ideas/perspectives/contextual factors shown by specific, detailed links between context/text/task | Discuss the writer's viewpoint (main ideas) they want you to think about. Make links to the history e.g. when the text was written and what was important at the time. Link this to your quotation and the question. |

When you are writing you **PEEE(L)** answers, make sure you consider the key points above.

Use this checklist to help structure your answer:

| Feature to include | ✓ |
|--|---|
| A quotation from the text that is relevant | |
| Analysing 2-3 key words or phrases | |
| Use of English subject words in analysis | |
| Links to the historical context | |
| Links to the writer's perspective | |

Point

Your answer to the question/statement

Evidence

An embedded quotation or phrase using “ ” or ‘ ‘

Explain

What the quotation means, how it answers the question and the effect on the audience

Explore

Analysis of the key words/phrases in the quotation using subject specific terms

Link

To the historical context/writer's perspective

How does Priestley present some of the differences between social classes in *An Inspector Calls*?

Write about:

- How Priestley presents some of these differences
- How Priestley explores the differences between social classes in the play.

OR

How does Priestley present the differences between the older and younger generation in *An Inspector Calls*?

Write about:

- What some of the differences between the older and younger characters are
- How Priestley presents these differences by the way he writes.

[30 marks]

AO4 [4 marks]

TIP: Use this space to plan your answer. Even a five-minute plan helps to focus your ideas on the question, can stop you repeating yourself and allows you an opportunity to remember and recall quotations as you plan.

Try it!

[illegible]

[illegible]

Targets and reflection:

| | |
|--------|--|
| ★ Star | |
| ★ Star | |
| ✎ Wish | |

TASK FOUR: STRUCTURE

SKILL – English Language AO2 ‘Explain, comment on and analyse how writers use language and *structure* to achieve effects and influence readers, using relevant subject terminology to support their views

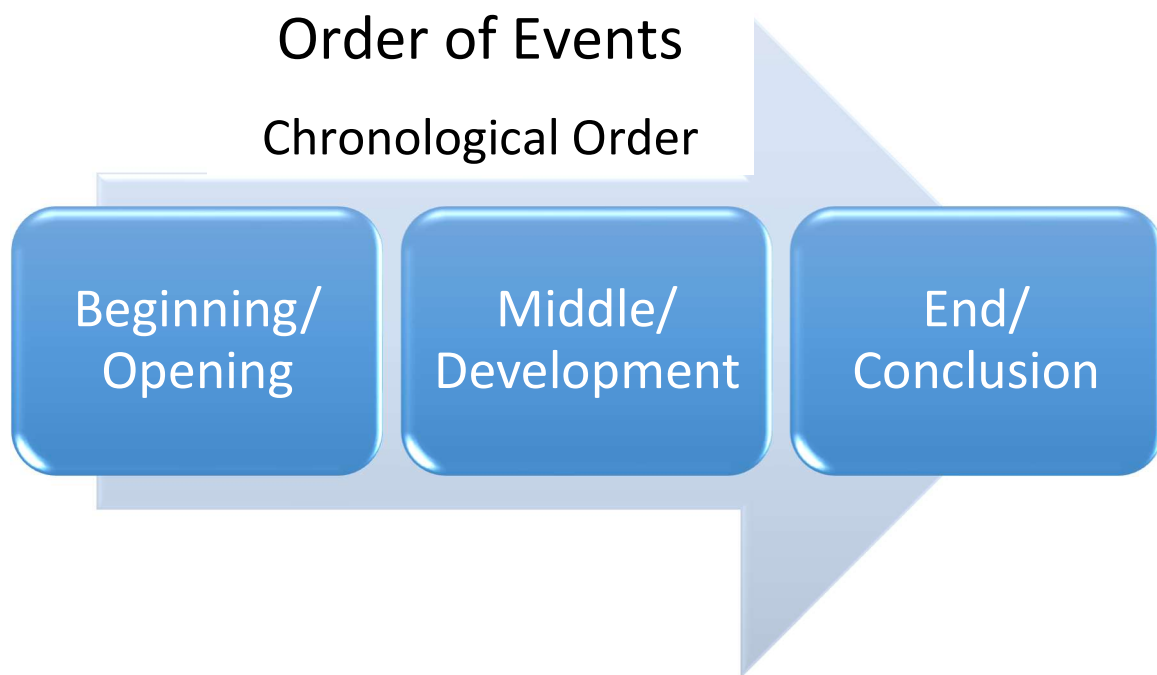
When writing about structure, you want to make sure that you **don’t** do two things:

1. Tell the story;
2. Analyse the language!

It’s an easy mistake to make.



Try to look at the following features of structure:



Then you can move on to explore:

- Pace – the speed of the dialogue;
- Mood and tone – created by the dialogue;
- Shifts in focus – where we change point of view, location or event;
- Narrative voice – omniscient narrator, first or third person;
- Characters – who is there, what they do;
- Sentences – SCS1 and type of sentence e.g. declarative, imperative, interrogative etc.

Think about **HOW** the text is put together.

When you notice a structural feature, highlight it and then include it in your answer as a quotation.

Then explain **WHY** the writer has chosen to do this, what effect it has on the reader.

Write your answer using PEEE(L).

Look at this extract from *An Inspector Calls*. This describes Sheila's reaction to learning that Eva Smith worked at Milwards department store.

Act One

Sheila: Yes, I expect it would. But what happened to her then?

Inspector: She had what seemed to her a wonderful stroke of luck. She was taken on in a shop – and a good shop too – Milwards.

Sheila: Milwards! We go there – in fact, I was there this afternoon – (*archly to Gerald*) for your benefit.

Gerald: (*smiling*) Good!

Sheila: Yes, she was a lucky to get taken on at Milwards.

Inspector: That's what she thought. And it happened that at the beginning of December that year – nineteen-ten – there was a good deal of influenza about and Milwards suddenly found themselves short handed. So that gave her a chance. It seems she liked working there. It was nice change from a factory. She enjoyed being among pretty clothes, I've no doubt. And now she felt she was making a good fresh start. You can imagine how she felt.

Sheila: Yes, of course.

Birling: And then she got herself into trouble there, I suppose?

Inspector: After about a couple of months, just when she felt she was settling down nicely, they told her she'd have to go.

Birling: Not doing her work properly?

Inspector: there was nothing wrong with the way she was doing her work. They admitted that.

Birling: There must have been something wrong.

Inspector: All she knew was – that a customer complained about her – and so she had to go.

Sheila: (*staring at him, agitated*) When was this?

Inspector: (*impressively*) At the end of January – last year.

Sheila: What – what did this girl look like?

Inspector: If you'll come over here, I'll show you.

// *He moves nearer a light – perhaps standard lamp – and she crosses to him. He produces the photograph. She looks at it closely, recognizes it with a little cry, gives a half-stifled sob, and then runs out. The inspector puts the photograph back in his pocket and stares speculatively after her. The other three stare in amazement for a moment.*//

Birling: What's the matter with her?

Eric: She recognized her from the photograph, didn't she?

Inspector: Yes.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

TASK FIVE: EVALUATING

SKILL – English Language AO4 ‘Evaluate texts critically and support with appropriate textual references.’

Focus this part of your answer on the whole source.



A student said:



‘This part of the play, focussing on Sheila’s reaction and guilt, shows the audience that her character can change.’

To what extent do you agree?

In your response, you could:

- Consider your own impressions of Sheila;
- Evaluate how the writer creates sympathy for Sheila and Eva Smith;
- Support your response with references to the text.

[20 marks]

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

How do you think you did?

Look at the mark scheme below:

| Level | Skill descriptor | What this means |
|--|---|--|
| Level 4 Perceptive, detailed evaluation 16-20 marks | Shows a perceptive and detailed evaluation | You understand the text (perceptive) and provide a thorough and detailed analysis using PEEE(L) |
| | <ul style="list-style-type: none"> Evaluates critically and in detail the effect(s) on the reader/audience | You know what effect the writer wants to create. You evaluate (explore) what this is and how effective it is – linking to individual words and phrases |
| | <ul style="list-style-type: none"> Shows perceptive understanding of the writer's methods | You have a deep and clear understanding of how the writer has created these effects e.g. features of language, vocabulary etc. |
| | <ul style="list-style-type: none"> Selects a judicious range of textual detail | You support everything you say with embedded quotations from the text |
| | <ul style="list-style-type: none"> Develops a convincing and critical response to the focus of the statement | You have a clear argument, showing your own opinion. This is convincing (believable) and answers the question. |

Think about your answer – have you:

| Feature to include | ✓ |
|--|---|
| Used PEEE(L) | |
| Included a relevant, embedded quotation | |
| Analysed 2-3 key words/phrases | |
| Used English subject terminology | |
| Commented on the effect on the reader/audience | |
| Engaged with the question | |

What mark would you give yourself?

Targets and reflection:

| | |
|--------|--|
| ★ Star | |
| ★ Star | |
| ✍ Wish | |

TASK SIX: WRITING

SKILL – English Language AO5 Content and Organisation ‘Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.’

AO6 Technical Accuracy Students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

**REMEMBER! GCSE English Language Question 5 is worth
25% of your GCSE!**



Section B: Writing

You are advised to spend about 45 minutes on this section.

Write in full sentences.

You are reminded of the need to plan your answer.

You should leave enough time to check your work at the end.

You have been invited to submit an entry to a national competition for creative writing.

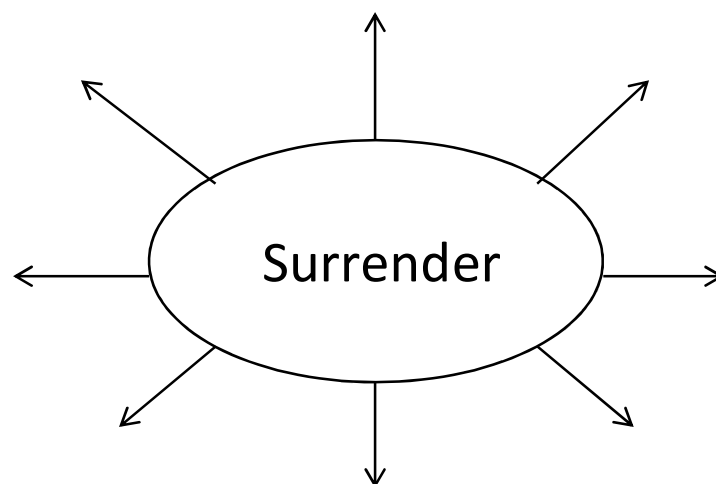
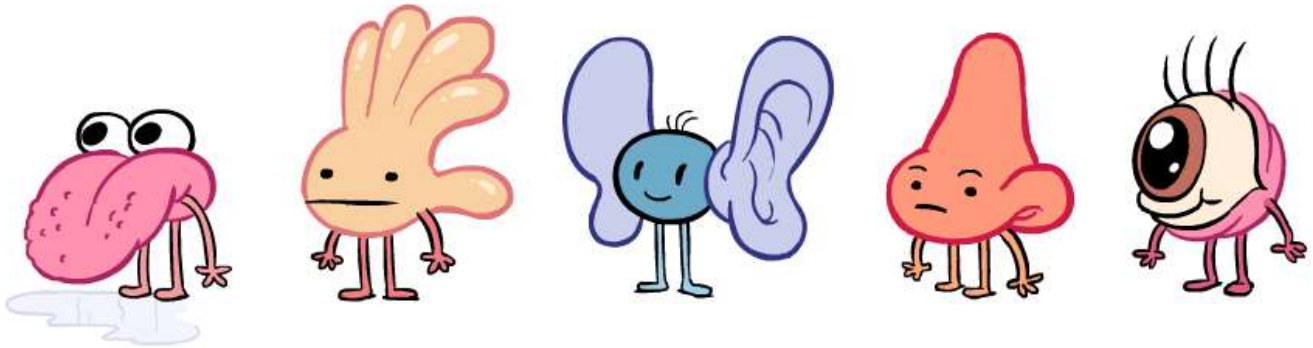
Write a story about have to give up as suggested by this picture:



Plan:

Sped your first ten minutes completing your mindmap plan. Use Power of 3 planning to give you enough ideas to write for thirty minutes.

Use the planning ideas below to help you:



When you write, remember that you need to craft linguistic devices, use a variety of sentence lengths and structures and vary your punctuation. Use the checklist below – how many can you get?

| | |
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[illegible]

[illegible]

[illegible]

How do you think you did?

Look at the mark scheme below:

| Level | Skill descriptor | What this means |
|--|--|--|
| Level 4 Compelling and Convincing 19-24 marks | Content: | |
| | <ul style="list-style-type: none"> Register is convincing and compelling for audience | You have used the right level of <i>formality</i> . Your text sounds 'right' for the intended audience. It is believable and makes the reader want to read on. |
| | <ul style="list-style-type: none"> Assuredly matched to purpose | Your choice of language and features fits with the task and the target audience |
| | <ul style="list-style-type: none"> Extensive and ambitious vocabulary | You have used a wide range of interesting words (synonyms) and polysyllabic (long) words to show off your vocabulary. |
| | <ul style="list-style-type: none"> Sustained crafting of linguistic features | You have used SPAMROD all the way through. You have deliberately chosen to create effects and used the language for key reasons. You have thought about each feature and why it should be used |
| | Organisation | |
| | <ul style="list-style-type: none"> ✓ Varied and inventive use of structural features | You have written in paragraphs (using TiPToP) and varied the length of your paragraphs for effect. You have varied your sentences using SCS1. |
| | <ul style="list-style-type: none"> ✓ Writing is compelling, incorporating a range of convincing and complex ideas | You planned thoroughly meaning that you had a lot to say. The reader wants to read on as your writing is believable and contains interesting and intelligent ideas. |
| Level 4 13-16 marks | <ul style="list-style-type: none"> ✓ Sentence demarcation is consistently secure and consistently accurate | You have used capital letters and full stops accurately. You have used commas where needed. |
| | <ul style="list-style-type: none"> ✓ Wide range of punctuation is used with a high level of accuracy | You have used a range of punctuation (... - ; :) accurately. |
| | <ul style="list-style-type: none"> ✓ Uses a full range of appropriate sentence forms for effect | You have used all of the sentences from SCS1 and begun to create deliberate effects using them |
| | <ul style="list-style-type: none"> ✓ Uses Standard English consistently and appropriately with secure control of complex grammatical structures | Your writing is always formal; you don't use slang or swear. You are able to write longer, more complicated subordinate sentences that make sense. |
| | <ul style="list-style-type: none"> ✓ High level of accuracy in spelling, including ambitious vocabulary | You have checked your spelling for errors and there are very few, even in long or difficult words. |
| | <ul style="list-style-type: none"> ✓ Extensive and ambitious use of vocabulary | You have used a wide range of synonyms and polysyllabic words. |

The mark I would give myself is:

| | | | |
|-----|---------|-----|------|
| /24 | Content | /16 | SPaG |
|-----|---------|-----|------|

Reflection:

Three key things I have learnt about *An Inspector Calls* are:

- 1.
- 2.
- 3.

I still feel that I need to work on...

When writing descriptively (using SPAMROD and SCS1), I feel I have done well at:

- ✓
- ✓
- ✓

I can still improve by...



Please can I have more help with...