

**Collins**

AQA GCSE  
English Language  
and Literature

# An Inspector Calls

Student Guide



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# Introduction

## How to use this book

This Student Book is designed to support your classroom study of *An Inspector Calls*.

It offers an integrated approach to studying English Literature and English Language, to help you prepare for your AQA GCSE exams.

This book can be used as a 10-week programme, if desired, or dipped into throughout your course or for revision.

## English Literature

The book includes two pre-reading chapters to introduce some of the play's key contexts and concerns.

Five chapters then guide you through the play in depth, with activities to build your understanding of the plot, themes, characters, language and structure of the play.

At the end of your reading, two whole-text revision chapters revisit key themes, characters and contexts to help you form your own interpretations of the whole play.

**Chapter 2**

### Pre-reading: The setting of *An Inspector Calls* – Britain in 1912

**English Literature**

You will read:

- an extract from an article about the treatment of political prisoners, published in 1913.

You will explore:

- the lives of working-class women in 1912
- the suffragette movement
- the poor conditions in society that led to workers' strikes in the early 20th century
- how the context of 1912 was relevant to the context of 1944.

**English Language**

You will read:

- an extract from a novel about an orphan, published in 1905.

You will explore:

- how to identify implicit and explicit information.

Each chapter opener page clearly shows you what you will read and explore for English Literature and for English Language.

Literature lessons help you to engage with key scenes from the play, building your analysis skills.

**Chapter 2 • Lesson 1**

### 1912: Class and women

**Assessment objective**  
• A03

**English Literature**

**What was life like for working-class women in 1912?**

An Inspector Calls is set in 1912 and presents the lives of three women of the time. Knowing something about the lives of women in 1912 will help you understand these characters.

**The lives of women in 1912**

In 1912, women had very few rights. They were paid less than men – often barely enough to survive. Most single working-class women could only afford to rent a small room to live in. Once married, women were expected to stop working. Factory owners preferred to employ young women, as older women also were considered as slow-downed found it difficult to get work. Many turned to prostitution.

1 Look at these pictures. Note down what each one tells you about the lives of working-class women in 1912.

**Sex before marriage**

In 1912, Britain was a Christian country and most people believed that a woman should be married before she had sex. If an unmarried woman got pregnant, she was often shunned by society and received little support.

2 In the play, the character Mr Birling says a young pregnant woman has 'got herself into trouble'. Note down what the phrase implies about who Mr Birling considers responsible for unmarried mothers.

**The suffragettes**

In 1912, women were not allowed to vote in national elections or stand as members of parliament. Several groups campaigned for equal political rights for women. The best known group was the suffragettes. At first they were mainly middle-class women, but by 1912 their leader, Emmeline Pankhurst, was recruiting an increasing number of working-class women.

Pankhurst felt that peaceful protests were not enough, so the suffragettes began to use tactics such as arson, violence, hunger strikes and bombing to get their message across.

3 Read the following extract from an article published in 1913 about the way political prisoners were treated in Britain. As you read, note down examples of poor treatment of the suffragettes.

Miss Florence Cook, sentenced to six weeks' imprisonment for taking part in the demonstration of June 25th, 1909, was shut in a dungeon-like punishment cell for having broken her window to obtain air and to protest she endured the hunger strike for five and a half days.

In the following September (1909), Mr Herbert Gladstone (now Lord Gladstone) resisted the abominable strategy of 'forceful feeding', as a means of breaking down the resistance of women demanding their rights as political offenders, and Mr Macmaster, his Under-Secretary, was put up to choose it under the casting pretext of 'hospital treatment'.

The following month (October, 1909) Miss Emily Davison, in hope of escaping this torment, barricaded her cell door, and a fire-bomb was thrown on to her through the spy-hole. This happened in Strangeways Gaol, Manchester.

In the same gaol the authorities of which afterwards received a special letter of commendation from the Home Office, Miss Selina Martin and Miss Lottie Hall, while still on remand before trial (December, 1909), suffered the most brutal treatment, one being beaten unmercifully, flung on the floor, thrown handcuffed into a cold punishment cell, dragged by the frog-march to the operating or torture-room, her head banging on the steps, and finally left with great violence; the other being kept for three days handcuffed in a punishment cell, and also finally fed with extreme pain, the doctor cheerily remarking that it was like stuffing a turkey for Christmas. It must be remembered that both these women, being on remand, were awarded under English law to be insane.

From Custodia Horatiz (Custody without Punishment) by George Sigerson 1912

**Glossary**  
• casting: hypothetical

**Final task**

4 Imagine that you are a working-class woman in 1912. You are considering joining the suffragettes. Write a diary entry describing the difficulties you face in your daily life, your concerns and your plans for the future.

22 Chapter 2: Pre-reading: The setting of *An Inspector Calls* – Britain in 1912

Lesson 1: 1912: Class and women 23

Finally, Chapter 10 focuses on your Paper 2 English Literature exam. Three practice questions are provided, with guidance to help you plan and write effectively. Sample responses with commentaries show you the difference between a clear and well-explained and a convincing, analytical response.

**Chapter 10 • Lesson 3** **Exam practice**

**Student B**

Throughout 'An Inspector Calls', Priestley presents Mrs Birling as an unsympathetic character, depicting her as a 'rather cold woman' whose interactions with every other character, including her new husband, appear both critical and lacking in empathy. She is presented as an archetypal villain with Priestley using her as a caricature of the selfishness and negativity of the upper classes and their view of the lower classes in order to criticise the class divide still present in 1946.

Mrs Birling's superior attitude is immediately established by Priestley through Mrs Birling's speech. (Approachfully) Arthur, you're not supposed to say such things – 'Her use of her husband's name adds a sincerity to her statement – she means it and wants him to listen. Clearly, these conventions matter to her and there is a little embarrassment that Gerald, her social superior, is witnessing her husband's lack of formality.

After Priestley has established her in this way, it is hardly surprising to see her snobbish about Eva Smith's death. In fact, her response is almost callous, describing it as 'absurd business'. She gives no consideration to the life that has been lost or the causes of Eva's suicide. Instead, she focuses on class. Priestley's use of the adjective 'absurd' highlights how ridiculous the idea of a connection between a working class girl and her family is to her. The word has connotations of irrationality and the illogical, showing how she believes that 'naturally' the death of a lower class girl could have nothing to do with her family.

The metaphorical 'wall' of snobbery that Mrs Birling has built between her class and Eva is further evidenced by the way she stereotypes them, presenting them as a girl of 'blatant lies' who would never refuse money. The noun 'sort' conveys Mrs Birling's judgement. She has already decided her views about Eva, not based on her actions or the facts, but on her class. She considers herself so separate from those girls 'that the idea of Gerald having a relationship with one of them is disgusting to her. The use of this present participle conveys the depth of Mrs Birling's feelings; her response to close contact with the working class is visceral. She finds it simply repulsive and scandalous.

**AO1 – effective reference to support explanation**  
**AO1 – a perceptible response to task and text**  
**AO1 – precise and judicious references to the text**  
**AO1 – detailed link and thoughtful consideration of contextual factors**  
**AO1 – critical, conceptualised response to text and task**

**AO1 – implicit understanding of context**  
**AO1 – clear understanding of writer's methods**  
**AO1 and AO3 – clear response to text with implicit consideration of context**  
**AO2 – examination of the effect of writer's methods with accurate subject terminology**  
**AO1 – precise and judicious references to the text**  
**AO1 – precise and judicious references to the text**  
**AO2 – developed analysis and interpretation of writer's methods with accurate subject terminology**

**AO2 and AO1 – identification of writer's methods with supporting textual detail**  
**AO1 – development of response with integrated references to the text**  
**AO1 – precise and judicious references to the text**  
**AO2 – developed analysis and interpretation of writer's methods with accurate subject terminology**

**Examiner's comment**  
 This is a convincingly argued AO1 response that confidently moves through the play, linking ideas and exploring them thoroughly. References to AO3 social context are used to support the overall argument, and AO2 Priestley's use of language is explored in depth, with real evidence towards the end of the response of critical, conceptualised thinking.

Look at the response which you think was better. Make a list of the features or points that you feel make it better.

**130 Chapter 10: Exam practice** **Lesson 3: Peer- and self-assessment 131**


Practice questions and sample responses help you to prepare for assessment.

**End of chapter task**

An Inspector Calls includes a range of characters from different classes. Each character's role is informed by the context of 1912.

Look at the following details about each character and rank them from the most powerful (1) to the least powerful (8) according to their social status for the character you did at number 6, write a short paragraph explaining why you consider their role to be the one with the least power.

Sheila: an upper-middle-class woman in her early 20s.  
 Eric: an upper-middle-class man in his early 20s.  
 Arthur Birling: an upper-middle-class man and business owner in his mid-50s.  
 Eva Smith: a young working-class woman.  
 Nellie Birling: an upper-class woman in her 70s.  
 Gerald Croft: an upper-class man about 30 years old.



**Check your progress**

- I can clearly explain how gender, poverty and politics affected people's lives in 1912.
- I can clearly explain the relationship between 1912 and 1944.
- I can thoughtfully consider how gender, poverty and politics affected people's lives in 1912.
- I can thoughtfully consider the relationship between 1912 and 1944.

**32 Chapter 10: Pre-reading: The setting of An Inspector Calls – Britain in 1912**

## English Language

Each chapter also includes one or more lessons focused on building your English Language skills.

You will read fiction and non-fiction texts from the 19th, 20th and 21st centuries. These have been chosen to enhance your understanding of the themes and contexts of *An Inspector Calls*.

You will be given the opportunity to explore these texts and respond to them by answering questions in the style of the AQA Paper 1 and Paper 2 exams. Across the book, you will practise each of the AQA question types, including narrative, descriptive and discursive writing.

The closing page of each chapter offers a longer task on the text so far, to build your writing stamina for the final exam.

**Chapter 2 • Lesson 4** **English Literature**

**Comparing 1944 to 1912** **Assessment objective AO3**

**How is 1912 relevant to 1944?**

Priestley used his work to convey ideas about society. He wanted to highlight inequality and deprivation, and to promote social change. In the autumn of 1944, the time of writing *An Inspector Calls*, he was hoping that a new government might soon be the instrument of that change. Priestley could have set his play in 1912 and focused on the problems he saw around him, but instead he set the play in 1944.

**What similarities and differences were there between 1912 and 1944?**

There were similarities and differences between life in 1912 and life in the 1940s that Priestley might have wanted to draw to his audience's attention.

1 a Copy the table and complete it using the information in the bullet points below, deciding where each piece of information should be placed.

	1912	1944
political situation		
class divide		
rights of workers		
rights of women		
government provisions for its citizens		

- Many people were not paid enough to survive.
- Many female workers were sacked for going on strike.
- Thousands of people went on strike to ask for better pay.
- Workers received a minimum wage.
- Women did not have the right to vote.
- It was very rare for the middle and working classes to mix.
- There was less of a divide between the classes.
- Council houses were available for the poor.
- Many poorly employed people could not afford health care.
- Tensions were rising before the First World War.
- National Insurance paid medical fees and unemployment benefit for some employees, though not women and children.
- National Insurance paid medical fees and unemployment benefit for employees and women and children.

- Socialism was rising in popularity.
- Women were working in many traditionally male jobs during the war.
- Women were able to vote and stand for parliament.
- There was free secondary education for all children.
- Poor women who were unable to find work were often forced into prostitution.

b In which areas of the table do you think there had been progress between 1912 and 1944?  
 c In which areas of the table do you think there had been little progress between 1912 and 1944?

2 Why do you think Priestley might have wanted to remind his audience of how things had been in 1912? Discuss in pairs.

**Dramatic irony**  
 Setting his play in the past allowed Priestley to use dramatic irony. This is a technique where the audience knows something that the characters on stage do not. This can change our perception of a character if they are saying things that we know are not correct.

3 In Act One, Mr Birling makes a confident speech to his family in which he says things about the future that his audience would know to be untrue. Use your knowledge of the time since 1912 to explain why each of his statements below is incorrect.

a '... there's a lot of wild talk about possible labour trouble in the near future. Don't worry. We've passed the worst of it.'  
 b '... we're in for a time of steadily increasing prosperity.'  
 c 'The Germans don't want war. Nobody wants war...'  
 d '... the Titanic... unimagineable, absolutely unimagineable.'

During his speech, Mr Birling also explicitly asks his daughter Sheila and her fiancé Gerald to imagine themselves in 1940:

*By that time you'll be living in a world that'll have forgotten all these Capital versus Labour agitations and all these silly little war scares. There'll be peace and prosperity and rapid progress everywhere...*

4 Discuss with a partner how the audience might have felt about their own lives when Mr Birling was talking to Sheila and Gerald. Consider what both men and women may have felt.

**Final task**

5 Using everything that you have learned in this chapter and Chapter 1 about 1912 and 1944, summarise the differences between the two times.

**Checklist for success**

- Make statements about the differences between the two periods.
- Draw inferences about the two periods.

**30 Chapter 2: Pre-reading: The setting of An Inspector Calls – Britain in 1912** **Lesson 4: Comparing 1944 to 1912 31**

Language lessons will focus on one AQA question type. The text extracts have been chosen to deepen your understanding of the events, themes and contexts in this act of the play. Literature link boxes make the connection to the play clear.

# Pre-reading: The context of *An Inspector Calls* – post-war Britain

## English Literature

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You will read:

- extracts from J. B. Priestley's political writings.

You will explore:

- J. B. Priestley's life and concerns
- the society in which *An Inspector Calls* is set
- the lives and roles of women before and during the Second World War
- poverty and politics during and after the Second World War.

## English Language

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You will explore:

- how to plan descriptive writing
- the use of discourse markers to structure writing.

# 1945: War and women

Assessment objective

- A03

## How did the lives and roles of women change during the Second World War?

It is important to understand the relationship between the text and the **context** in which it was written. This will help you better understand Priestley's reasons for writing the play.

Priestley grew up in Bradford, where he witnessed much poverty. Women were forced to work in factories in poor conditions for low pay. He described how he saw 'broken old women creep back to the mills'. The experiences of women like this feature in *An Inspector Calls*.

### The role of women before the Second World War

*An Inspector Calls* was written in 1944, during the Second World War.

- 1 Read the following facts about British society before the Second World War. For each fact, write a sentence that explains what you think the impact would have been on women's lives.
  - a The 1902 Education Act led to the opening of over 1000 secondary schools – 349 of which were for girls.
  - b In 1908, the vacuum cleaner was invented, although it was a luxury item.
  - c The 1919 Sex Disqualification (Removal) Act ruled that women could have professional careers, including as accountants, vets and lawyers.
  - d The 1919 Sex Disqualification (Removal) Act ruled that women could sit on juries and become **magistrates**.
  - e In the 1928 version of the **Book of Common Prayer**, women agreed to 'obey' their husbands in their wedding vows.
  - f Many jobs had a 'marriage bar', which meant that women had to stop working once they were married.

### The role of women during the Second World War

During the Second World War, women were employed to do many of the jobs that men had previously done.

- 2 Look at the photographs and artefacts on the next page. Write down what each one shows and what it tells you about the lives and roles of women during the Second World War.

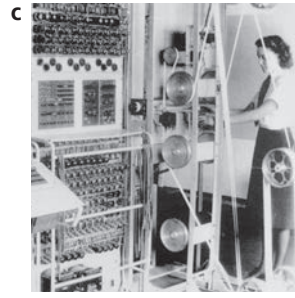
#### Key terms

**context:** the social, cultural and historical influences on a writer, or the background to a text

**magistrate:** a person who acts as a judge in court, dealing with less serious crimes

#### Book of Common

**Prayer:** the official service and prayer book used by members of the Church of England



## The pay gap between women and men

During and after the Second World War, women were paid 53 per cent less than men to do the same jobs.

- 3 Discuss with a partner why you think women were paid less and what this says about the perceived value of women during this period.
- 4 In *An Inspector Calls*, we hear how the character Eva fights for better pay for herself and the women she works with. Is she right to do so? Discuss this with your partner. Give reasons for your opinion.
- 5 Imagine that you are a working woman during the Second World War. Write a list of what you hope will happen after the war. You might like to consider the following:
  - war and peace
  - your role at work and at home
  - the attitudes of men
  - your pay
  - your family.

## Final task

- 6 Copy and complete the table below to show how the war affected the lives of women. An example has been given to start you off.

The role of women before the Second World War	The role of women during the Second World War	How this may have affected women
<i>Women were meant to 'obey' their husbands.</i>	<i>Men were at war, so women had to look after themselves.</i>	<i>They might have felt that they were able to make their own decisions and did not need to 'obey' men any more.</i>

# Chapter 5

## Act Two: Characters in their society

### English Literature

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You will read:

- Act Two.

You will explore:

- how Priestley uses the character of Gerald to comment on the society of the time
- symbolism in the character of Eva Smith.

### English Language

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You will read:

- an extract from a memoir from 1933 describing life for poor working-class people
- a letter sent to a magazine in 1889 arguing against female suffrage
- an article from a women's suffrage magazine in 1910 arguing in favour of women having the vote.

You will explore:

- how to analyse the effects of language in non-fiction texts
- how to compare writers' viewpoints and perspectives.



# The role of Gerald

## Assessment objectives

- AO1, AO2, AO3

## Text references

You will have read from:

- the start of Act Two, to where the Inspector says: 'No. It wasn't necessary and I thought it better not to.'

## How does Priestley use Gerald to make comments about society?

### Gerald Croft, part of the aristocracy

At the beginning of the play, the audience's impressions are guided by Priestley, and certain aspects of Gerald's character are clearly fixed for any director of the play:

*'Gerald Croft is an attractive chap about thirty, rather too manly to be a dandy but very much the easy well-bred young man-about-town.'*

- 1 Note down the connotations and effects of Priestley's choice of 'easy', 'dandy' and 'well-bred' on the audience's interpretation of Gerald and his family.
- 2 Reread the beginning of the play. Jot down any evidence you can find that shows that Gerald is of a higher social status than Mr and Mrs Birling.

### Gerald's views on the working class

Gerald's views on the working class seem to change depending on whether he is talking about the class generally or Daisy Renton (Eva Smith) specifically.

- 3 Look at the two groups of quotations below. How do Gerald's attitudes compare for each group?

#### Daisy Renton:

'She looked young and fresh and charming.'  
'she felt I was interested and friendly'  
'I was sorry for her'

#### The working class:

'They'd all be broke – if I know them.'  
'I know we'd have done the same thing.'

- 4
  - a Look at Priestley's use of adjectives in the first set of quotations. What do they indicate about his thoughts and feelings?
  - b Look at Priestley's use of **pronouns** in the second set of quotations. What is the effect of the use of 'them' and 'we'.
- 5 When Gerald finishes telling the story of his relationship with Daisy Renton, he says he would like to leave because he is 'rather more – upset – by this business than I probably appear to be – and – well, I'd like to be alone for a while'.

What effect does each set of dashes have in this quotation?

## Glossary

**dandy:** a middle-class person who behaved as if they were part of the aristocracy and spent their time on their appearance and pleasure

**easy:** easy-going – relaxed, calm and confident

**well-bred:** referring to a person's family history and their links to the upper classes as well as their good manners

## Key term

**pronoun:** a word that replaces a noun or noun phrase (e.g. he, she, they, him, her)

## Gerald's infidelity

At the beginning of the play, Gerald tells Sheila that he had been 'very busy at the works' the previous summer. At the end of Act One, however, we discover that this was a lie, when he admits to having an affair. After hearing that Gerald took Eva as his mistress, Sheila calls him 'the wonderful Fairy Prince'.

- 6 Do you think that Gerald is a prince or a villain? Copy and complete the table below to assess his behaviour.

Action	'Prince'	'Villain'
Goes to a bar which prostitutes use to meet men.		
Sees a pretty girl and looks at her.		
Realises the girl needs help getting away from Alderman Meggarty.		
Tells girl she needs to leave if she is to avoid being treated like a prostitute.		
Takes her for a drink at the County Hotel.		
Buys her a meal when he finds out that she is hungry.		
Arranges to meet her again.		
Offers her a place to go and money when he finds out that she is homeless and penniless.		
Visits her regularly and she becomes his mistress.		
Breaks off the relationship and gives her money as a parting gift.		

## Final task

- 7 Write a 300-word essay response to the following question:  
How does Priestley use the character of Gerald to explore the theme of class?

Write about:

- what Gerald says and does in the play
- how Priestley explores the theme of class through what Gerald says and does.

## Checklist for success

- ✓ Consider the benefits and expectations of Gerald's class.
- ✓ Discuss Gerald's views on the working class and 'Daisy Renton'.
- ✓ Think about Priestley's views on the class divide.
- ✓ Use quotations to support your points.
- ✓ Analyse the effect of language.



# Who, or what, is Eva Smith?

## Assessment objectives

- AO1, AO2, AO3

## Text references

You will have read from:

- the start of Act Two, to where the Inspector says: 'No. It wasn't necessary and I thought it better not to.'

## What does Eva Smith represent?

Priestley uses the characters in *An Inspector Calls* as devices through which to explore social and political issues.

## Eva Smith or Daisy Renton?

The name 'Eva' originates from Eve, who, according to Christian belief, was the first woman created and the one who led Adam into sin by eating the forbidden fruit. At the time Priestley wrote *An Inspector Calls*, 'Smith' was the most common surname in England.

- 1 Note down why you think Priestley chose the name 'Eva Smith'.

In the play, Eva Smith changes her name to Daisy Renton and, towards the end of Act Two, the audience learns that she also used other names. Gerald says 'she wanted to be Daisy Renton – and not Eva Smith'.

- 2 Discuss with a partner why you think Priestley chose to show Eva having more than one name. Consider:

- why she might not have wanted to be Eva Smith
- the significance of her appearing as more than one person.

## Eva as working class

Eva's experiences exemplify Priestley's criticisms of the class divide, both in 1912 and in 1944.

- 3 Copy and complete the table below, considering the issues that Eva represents and what the play suggests about Priestley's opinion on the topic.

Issues faced by the working class	Quotation	Priestley's opinion and how we know
They were kept in their class by not being able to interact equally with – and in this case marry – people above their class.	'She knew it couldn't last – hadn't expected it to last.'	He thinks the working class are as good as the middle and upper classes, as he shows Eva's behaviour as good (e.g. saving money), while the behaviour of the middle and upper classes is not good.
	'Old Joe Meggarty, half-drunk and goggle-eyed, had wedged her into a corner with that obscene fat carcass of his.'	

	'... she was desperately hard up and at that moment was actually hungry.'	
	'And you used the power you had, as a daughter of a good customer and also of a man well known in the town, to punish the girl.'	
	'I told the girl to clear out and she went.'	

### Eva as a woman

During the Second World War, gender equality and women's rights came to the fore, as women performed many traditionally 'male' jobs. Although women had many more rights in 1944 than they had in 1912, they were still not equal with men. Priestley explores these issues in *An Inspector Calls*.

- 4 Consider the issues facing women that Priestley raises through the character of Eva. Record these issues and Priestley's views on them in a table, like the one you completed in Task 3. Consider the following:

- sexual freedom
- wages
- financial independence
- working rights
- politics.

- 5 Now consider Sheila's life. As an upper-middle-class woman, does she face the same issues as Eva?

- 6 Eva Smith does not have any lines in the play. What can you infer from the absence of her voice?



### Final task

- 7 Write three paragraphs explaining how Priestley uses Eva Smith as a device to explore *either* class *or* gender.

### Checklist for success

- ✓ Describe Eva's experiences.
- ✓ Analyse the effect of Priestley's language choices in showing how she is treated.
- ✓ Use quotations to support your points.
- ✓ Explain what you think Eva's purpose is in the play – what does she symbolise?

# Exam practice

## English Literature

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You will read:

- sections from across the whole of *An Inspector Calls*.

You will explore:

- how to plan your response to a character-based question in the exam
- how to plan your response to a theme-based question in the exam
- how to express your ideas clearly and coherently in an essay form
- how to evaluate the quality of essay responses.

# Developing your response

## Assessment objectives

- AO1, AO2, AO3

### How can I do justice to my ideas through the way I write?

#### Your introduction

Your introduction should be a brief but direct answer to the question. Higher-level responses will introduce a premise that makes clear what line of argument you will follow in the rest of the essay. The example below is a response to the question about Mrs Birling in Lesson 10.1.

*Mrs Birling is presented as the archetypal upper-class woman of her time and, as a result of her upholding the manners, traditions and values of the upper classes, her character is very unsympathetic. Priestley uses her character to symbolise the negativity of the upper classes and their lack of social responsibility. Making her unsympathetic is key to the way Priestley manipulates the audience to agree with his socialist views. Mrs Birling looks down on and expects subservience from anyone lower down the social hierarchy, and she speaks with a consistently superior tone of voice – despite her actions toward Eva being far from superior. Priestley also uses Mrs Birling to criticise the inconsistent and unreliable use of charity to support the working class in 1912 – such as the Brumley Women’s Charity Organisation that turned Eva away due to personal prejudice. This allows Priestley to illustrate to the audience how necessary the development of a more reliable and equitable welfare state was in 1944.*

- 1 In the student’s paragraph above, identify the following.
  - a a clear statement that answers the question
  - b a clear premise about the purpose of Mrs Birling’s character
  - c a clear explanation of the methods Priestley uses to achieve his purpose
  - d a second premise about the purpose of Mrs Birling’s character
  - e a link to context.

#### Writing effective paragraphs

Ideally, each ensuing paragraph should include the following (though not necessarily in this order):

- a relevant point about how Priestley presents Mrs Birling (as unsympathetic or not)
- support for the point with reference to the text – preferably an embedded quotation
- an explanation of the methods Priestley has used in the quotation (e.g. stage directions, tone of voice)

- a zoom into Priestley's language choices and their effects
  - a link between the points you have made in the paragraph and your original premise
  - a reference to context (where relevant).
- 2** Identify each of the features listed above, in the following example paragraph.

*Priestley makes it very clear that Mrs Birling is an unsympathetic character when he describes her as a 'rather cold woman'. By using stage directions, Priestley makes this feature fixed, suggesting that it will have a significant role in the play as it unfolds. The adjective 'cold' creates the image of an unfeeling character who is not kind and loving but harsh and detached. It indicates that she lacks empathy and this presentation through the actor would immediately make the audience dislike her. Priestley establishes Mrs Birling as an unlikeable character from the very beginning so that the audience will begin to judge her superiority and belief that her class is better, despite it lacking the empathy necessary for social responsibility.*

### Thinking about AO4

You can improve your AO4 mark by thinking carefully about how to link your ideas throughout your writing. There are several ways to do this:

- Refer to the play's chronology – whether the event happens before or after something else.
  - Use a conjunctive adverbial to develop a point.
  - Refer to your premise and how it is further proved by each successive point.
- 3** Look at your essay plan and note down how you will link each idea.

The vocabulary choices that you make will also affect your AO4 mark.

- 4**
- a For each character, bullet-point a list of up to five adjectives that describe their personality or behaviour.
  - b Use a thesaurus to find more nuanced words that mean similar things. Write down any alternatives that match your thoughts about the characters.
- 5** Now write your response in full paragraphs to the exam-style question, based on the plan you created in Lesson 10.1.