

February Half Term - Yr10 Independent Study

This booklet contains a variety of GCSE questions for you to have a go at. They will help you with your revision of 'An Inspector Calls' from last term.

This is a 6 week term. There are 5 tasks. You are expected to complete each one as if it were an exam question. Give yourself 45 mins-1 hour per week. You should aim to write at least 1 ½ sides for each task. Do not expect your teacher to accept it if you have not made an effort.

Your English teacher will take in your homework at the beginning of the final week of term (**12th February 2018**). You should not expect that they will be marked in detail; these tasks are for you to practice your exam technique. Your teacher will however look at any issues/errors that might have been made and make sure these are rectified in class.

It is **YOUR** responsibility to ensure that each task is completed to the best of your ability.

How do I complete the tasks successfully?

Step 1: Plan! You will need 3-4 points/ RRP to answer the question properly. Decide quickly which quotes/characters/language points you will look at and in what order. Use your quote cards and this planning sheet to help you.

Question

Opening statement:



Step 2: Write up your answer. Always use the reading ladder structure we use in class and make sure you hit all AOs as often as possible.

Thesis Statement - What is your idea?
Throughout the play Priestley shows us...

Identify - Point sentence...

Priestley ... + Quote

Explain

suggests/highlights/emphasises/indicates/demonstrates/shows

Explore and Zoom in using subject terminology

Furthermore..../Alternatively...

suggests/highlights/emphasises/indicates/demonstrates

Priestley's use of... verb/adjective/stage direction/foreshadowing/contrast/list etc
Priestley's characterisation of...

Priestley's intentions and context

Only use what's relevant to the question.

Remember: What is Priestley trying to remind his audience about 1912? Why?

How does the audience react? Both then and now? The big picture?

Impact? Emotions? Be specific and varied!!!!

How does this reaction affect how you view the rest of the play? Other characters? Why?

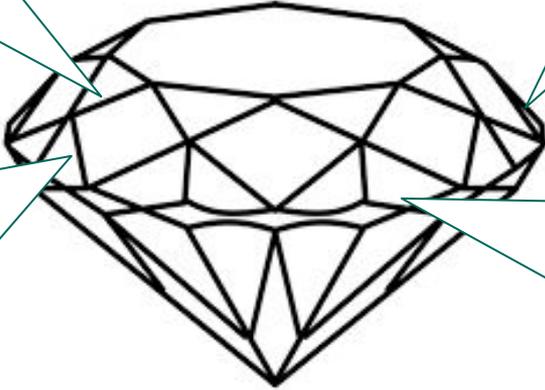
A01 - Answer the question/ choose apt quotes

A02 - Identify and explain the methods/ explore impact on the audience

A03 - Links to context/Priestley's ideas/ other parts of the play

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Example Reading Response Structure.

Your should aim to write 3-4 of these in an answer.

Q1



CHEAP
LABOUR

POWER
MISTRESS
PREJUDICE
INEQUALITY
SUPERIOR
DISPOSABLE

HOW DOES PRIESTLEY EXPLORE
DIFFERENT SOCIAL
CLASSES IN THIS PLAY?

Q1 - Where do I begin?

- What were the issues with the class system in 1912?
- What did Priestley believe about the class divide?
- Which characters are Upper Class in the play? What are they like? What do they do? How do you react to them?
- Which characters are Working Class in the play? What are they like? How are they treated? How do you react to them?

***Aiming for grade 9** - Consider whether you think Priestley was optimistic about equality becoming a reality or whether the play shows a resignation that society will always be divided.*

What do you consider to be the importance of the role of the Inspector Goole?

Q2



Conscience, morality,
mouthpiece, Socialism,
omniscient

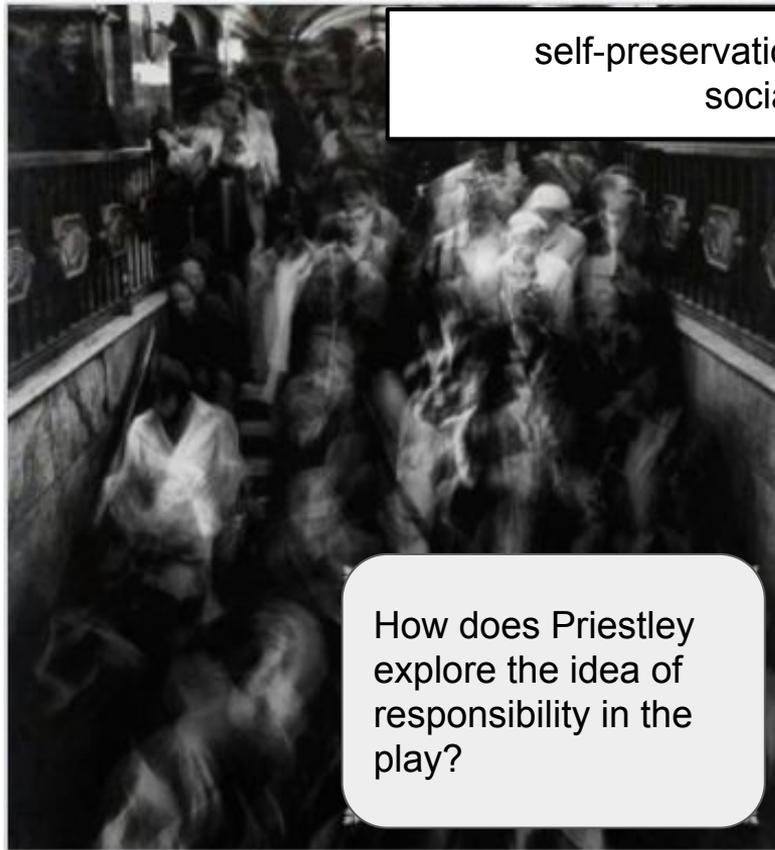
Q2 - Where do I begin?

- What does the Inspector teach us and the Birlings? What quotes show us this?
- Why did Priestley need to include his character? What does he do?
- Who could he be if he isn't an Inspector?
- How do you react to him? What parts of Priestley's political views does he force you to agree with?

***Aiming for grade 9** - Argue with the question. Does the Inspector's behaviour undermine his role? Is he not just a liar and hoaxer, and therefore just as condemnable as the Birlings?*

Q3

self-preservation, hypocrisy, Capitalism,
social responsibility,



How does Priestley
explore the idea of
responsibility in the
play?

*"You'd think we were all mixed
up together like bees in a hive.
Community and all that nonsense."*

Q3 - Where do I begin?

- What different views of responsibility do each of the characters have?
- How does Priestley make us view the characters who take responsibility for their part in Eva's death? How does this fit with his political views?
- Who is the most responsible character? Is this a strength or a weakness?
- Who avoids responsibility?
- Which quotes from your revision cards show someone taking or avoiding responsibilities?

Aiming for grade 9 - Is Mr. Birling really as irresponsible as Priestley tries to portray him? Is Priestley really exploring responsibility or is this a piece of biased political propaganda?

Q4



**DOES PRIESTLEY'S
PORTRAYAL ENCOURAGE
YOU TO FEEL
SYMPATHY FOR ERIC
AT ANY POINT
IN THE PLAY?**

**FRUSTRATION
TRAPPED
HORRIFIED**

Q4 - Where do I begin?

- Decide if you agree or not. Do you feel sympathy for Eric or not? When and why?
- A successful answer will explore both sides of this argument.
- Consider various interpretations of Eric's behaviour. For example, was he forced to steal money to look after Eva or was he avoiding the consequences of his behaviour?

Aiming for grade 9 - Link your reaction to Eric's behaviour with context and Priestley's political views. Why might Priestley want you to feel sympathy with certain parts of Eric's behaviour and not others?

Q5: In Act 2 of *An Inspector Calls*, Sheila says to her mother, Mrs Birling, “But we really must stop these silly pretences”. How does Priestley show the Birlings pretend to be something they are not?



Mask, hubris,
ignorance, reputation,
truth, fragmented

Q5 - Where do I begin?

- Consider how each character pretends. Think of 3-4 examples and quotes to prove they are.
- Why does each character pretend? When are we supposed to see it as a negative and when do we react positively to it? why?

Aiming for grade 9 - Is there any hypocrisy in Priestley's manipulation of the audience here? He wants us to consider the Birling's pretences to be wrong, however his protagonist is a hoaxer.