

Key Terms

Mr Birling	Arrogant and Capitalist businessman who hates social equality and loves money. Sacks Eva from his factory when she asks for equal pay for women and threatens a strike.
Mrs Birling	Snobbish and cold-hearted Capitalist who believes everyone is responsible for themselves. Doesn't help Eva when she comes to the charity for help.
Inspector	Priestley's mouthpiece (represents JBP's ideals), keen Socialist who fights for community responsibility and gets the Birlings to face up to what they have done.
Sheila	The daughter. Gets Eva sacked from the shop for smirking at her. Starts off as a spoilt rich girl but quickly changes her views, feels sorry for Eva Smith and starts to become Socialist as the play progresses. Is ashamed of her parents at the end.
Eric	The son. Typical young man – drinks too much and has a one-night stand with Eva. Ends up getting her pregnant and steals from his dad to give Eva money. Regrets his actions and changes his ways. Ashamed of his parents at the end.
Gerald	Sheila's fiancé. Businessman who has Capitalist ideals and is similar to Mr Birling politically. Shows some regret for his affair with Eva, but happy to act like nothing has happened when it suits him.

Assessment Objectives

AO1 (40%)	Make an informed personal response using a critical style. Use textual references, including quotations, to support and illustrate interpretations.
AO2 (40%)	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
AO3 (20%)	Show understanding of the relationships between texts and the contexts in which they were written.
AO4 (4 marks)	<i>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</i>

- ☐ Choose **one** of the 2 questions – they could be on a theme or a character
- ☐ Firstly, **highlight** the key words in the question
- ☐ Now, decide on **4-5 suitable quotations** which will support your answer well
- ☐ **Write response:**
 - ☐ Intro: summarise character or theme (5 mins)
 - ☐ Write **4 – 5 detailed PEELS** (30 mins)
 - ☐ **Sum up** how the writer presents...whatever the question asks. (5 mins)
- ☐ *Note: If you're struggling with one of the bullet points, spend some more time on the bullet point you're happy with.*
- ☐ **Check** spellings, punctuation and vocab (5 mins)

Sample response

How does Priestley present generational differences in the play?

Priestley centres the moral of the play around generational differences and how they affect different characters' reactions to the news that they have contributed to a young girl's demise. In the play, Priestley presents the older generation, Mr and Mrs Birling, as arrogant and snobbish characters who are keen to shift blame onto others and are reluctant to change their ways. This is most evident, perhaps, in Mr Birling's monologue, when he speaks of, 'community and all that nonsense', which emphasises to us his strongly Capitalist views; he finds the idea that he should look after those around him instead of himself completely absurd, and he dismisses the idea with the highly opinionated noun 'nonsense'. Here, Priestley cleverly illustrates Birling's complete lack of self-awareness. He is oblivious to the fact that he appears selfish to the Inspector, as he would to Priestley himself, and indeed the audience.

Conversely, when accused by the Inspector of contributing to the young girl's demise, Birling's young daughter Sheila is presented in the opposite way entirely. Sheila's character is given the line, 'If I could help her now, I would', which emphasises her acceptance of blame and also regret. The modal verbs here illustrate her feelings of helplessness. Interestingly, Sheila takes on the role of the Inspector in Act 3, as she starts to question her parents and is shocked at their ignorance. Priestley's aim here was to try to influence post-war audiences by warning them of the dangers of Capitalism and the benefits of living a Socialist lifestyle.

- Research original contextual detail to develop your own personal response.
- Watch different performances of key scenes to provide you with 'ammunition' when discussing form.