

English Literature P2 Preparation

GCSE ENGLISH LITERATURE **PAPER 2**

Section, skills, marks	How much do I write? Suggested acronyms	Timings
Section A An Inspector Calls 30 marks (plus 4 marks SPaG)	PETAL X3-4	<i>45 mins</i>
Section B Poetry – Conflict and Power 30 marks	PETALCPETAL X2-3	<i>45 mins</i>
Section C Unseen Poetry 32 marks (24 marks + 8 marks)	Q1: PETAL X 2 Q2: TQECTQE X1	<i>45 mins</i> <i>(30 mins</i> <i>+15 mins)</i>

Section A: An Inspector Calls

If it's a question about character...

1. Make each paragraph link to a theme
2. Comment on if the character changes throughout the play

PETAL

If it's a question about theme...

X3

1. Make each paragraph link to a different character
2. Comment on how this theme is shown through a character change

Level 6 – Convincing, Critical analysis and exploration 26–30 marks (A1-A*1)	AO1 Critical, exploratory response to task and whole text. Judicious use of precise references to support interpretation(s)
	AO2 Analysis of writer’s methods with subject terminology used judiciously Exploration of effects of writer’s methods on reader
	AO3 Exploration of ideas/perspectives/contextual factors shown by specific, detailed links between context/text/task
Level 5 – Thoughtful, developed, consideration 21–25 marks (B2-A2)	AO1 Thoughtful, developed response to task and whole text Apt references integrated into interpretation(s)
	AO2 Examination of writer’s methods with subject terminology used effectively to support consideration of methods Examination of effects of writer’s methods on reader
	AO3 Thoughtful consideration of ideas/perspectives/contextual factors shown by examination of detailed links between context/text/task
Level 4 – Clear understanding 16–20 marks (C3-B3)	AO1 Clear, explained response to task and whole text Effective use of references to support explanation
	AO2 Clear explanation of writer’s methods with appropriate use of relevant subject terminology Understanding of effects of writer’s methods on reader
	AO3 Clear understanding of ideas/perspectives/ contextual factors shown by specific links between context/text/task

A01, A02, A03

How to plan effectively...

You can't get this unless you plan!

AO1 Thoughtful, developed response/comparison to task and whole text
Apt references integrated into interpretation(s)

JB Priestley: *An Inspector Calls*

EITHER

0 1

How does Priestley present the different attitudes of Mr Birling and the Inspector?

- what Mr Birling and the Inspector say and do
- their different attitudes
- the methods Priestley uses to present these different attitudes.

[30 marks]
AO4 [4 marks]

OR

0 2

What do you think is the importance of the ending of *An Inspector Calls*?

Write about:

- how the ending of the play presents some important ideas
- how Priestley presents these ideas by the ways he writes.

[30 marks]
AO4 [4 marks]

Step 1: write down all the quotes linked to the theme/character tracking the changes

Step 2: write down your arguments

Step 3: WRITE!

KO: I can make provide a developed response to the task

KO: I can memorise a significant number of key quotes specific to a range of characters/themes/ideas

How to plan effectively...

You can't get this unless you plan!

AO1 Thoughtful, developed response/comparison to task and whole text
Apt references integrated into interpretation(s)



EITHER [0 1] [30 marks] AO4 [4 marks]

JB Priestley: *An Inspector Calls*

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

Write about:

- how the different generations respond to events and to each other
- how Priestley presents the different generations in the play.

OR

[0 2] [30 marks] AO4 [4 marks]

What do you think is the importance of the ending of *An Inspector Calls*?

Write about:

- how the ending of the play presents some important ideas
- how Priestley presents these ideas by the ways he writes.

Step 1

Handwritten notes for Step 1 (left side):

- Presley challenges subverts conforms
- * "You can't teach an old dog new tricks"
- "the famous younger generation who know it all" Irving
- "the fact remains that I did what I did" Eric
- "It frightens me the way you talk, and I can't listen to any more of it"
- "Eric, I'm absolutely ashamed of you." Eric - "Well I don't blame you. But don't forget, I'm ashamed of myself"

Step 2

Handwritten notes for Step 2 (right side):

- Change in characters represents change in society. old \leftrightarrow younger
- 1 Younger more socially responsible (Eric + Sheila vs Birling)
- 2 Younger more liberal - open to ideas politically awakened \rightarrow young shape future society - optimism.
- 3 Younger examine conscience
- * Gerald younger but remains unchanged about class
- Old never been forced to behave. (capitalist tradition views)

- Step 1:** write down all the quotes linked to the theme/character tracking the changes
- Step 2:** write down your arguments
- Step 3:** Write 3 PETALS

Exemplar answer for Character, PETAL 1:

At the start of the play, Sheila is presented as quite a naïve and shallow character as she confesses to demanding that Eva Smith be sacked from Milwards after an incident involving a dress. The reader becomes aware that Sheila is jealous of Eva when the inspector says “And so 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”. Here Priestley has used the word ‘punish’ to convey the envy felt by Sheila during this incident; she feels so bitter that the dress looks better on Eva that she uses her powerful family name to make sure Eva loses her job. This can be seen as an act of malice as Sheila is behaving in irrational and nasty way. To add to this, Sheila can also be described as shallow during this incident because she seems only concerned with appearances. We know this when one of the first thing that she asks about Eva is whether she is ‘pretty’. She later describes Eva being “ a pretty girl” with “big dark eyes” This implies that Sheila is very concerned with the way people look and that looks alone were the cause of Sheila’s malicious reaction. Perhaps this could be linked to the context of the role of women in 1912 as it would have been an expectation for them to focus on looking attractive and presentable at all times. Priestley might be trying to argue that this obsession with appearances only causes negative feeling and, in this case even death. However, as the play moves on, we see a much more sympathetic and compassionate side.

A01

A02

A03

A04

16

Level 4	AO1	Clear, explained response to task and whole text Effective use of references to support explanation
Clear understanding	AO2	Clear explanation of writer’s methods with appropriate use of relevant subject terminology Understanding of effects of writer’s methods on reader
16–20 marks	AO3	Clear understanding of ideas/perspectives/ contextual factors shown by specific links between context/text/task

- Sustain a focus on an idea, or the task, or a particular technique
- Start to unpick how the text works and what the writer is doing – in other words, start to ‘come out from’ the text
- Use references effectively to support their idea /point
- Explain the effect of a writer’s method on the text with a clear focus on it having been consciously written
- Show an understanding of ideas / themes, linked to abstract terms – again, coming ‘out’ of the text.

Level 5 'Thoughtful' Theme Exemplar Essay Sample –Social Class

Throughout 'An Inspector Calls' Priestley carefully manipulates the structure of the plot to explore the economic disparity between the wealthy and the working class. A key example of this can be seen in Act 1 when Birling lectures the younger members of the Birling family on his views that 'a man has to look after himself and his own', thus perpetrating the capitalist stereotype of being insular and self-aggrandising which is also evident when he refers to himself as 'a practical, hard-headed man of business.' In both cases, Birling establishes himself, a middle class factory owner, as the authority on social issues which emanates from his belief that fiscal success equates to good judgement. Words such as 'practical' and 'hard-headed' imply that he sees himself as purposeful and efficient, which conforms to capitalist views that productivity means effectiveness. However, Birling's 'hard-headed(ness)' in many cases acts as his foil, as he is unable to accept his role in Eva Smith's death, nor is he able to morally progress throughout the play by understanding the inspector's message of social responsibility. This is especially important given the role that men like Mr Birling played in events that would unfold in the years to follow such as the Wall Street Crash, where the irresponsibility of capitalists resulted in a decade of economic depression. Moreover, as a 1940s audience would have endured these hardships as well as the struggles of two world wars, Birling's arrogance would have been highly ironic, thus illustrating the ignorance of arch capitalists like Mr Birling. Priestley uses Birling's character as a metaphorical representation of the consequences of failing to accept what he sees as society's moral responsibility to care for its most vulnerable members and to ensure the well-being of others through the promotion of a socialist system. However, Priestley carefully manipulates the entrance and exits of the characters as a means of challenging views similar to Birling's and promoting his own socialist viewpoints. The fact that the inspector, who is often viewed as a mouthpiece for Priestley's own views, enters the play at this exact moment undermines Birling's conservative sentiments and instead allows the inspector to dominate the play with his more progressive, liberal views towards the working class poor. Priestley uses these strategies to highlight the disparity between the bourgeoisies and the working class in order to compel the audience to promote a higher level of social responsibility.

Level 5 'Thoughtful' Inspector Essay Sample

The omniscient Inspector is used by Priestley to further convey his views on social responsibility. The Inspector is used very effectively to highlight the corruption and the selfish attitudes of the twentieth century society. The Inspector's name leads us to question whether he actually exists. The word 'Goole' suggests his mysterious quality, being a pun on the word 'ghoul'. Is he merely a ghost, someone whose very existence has come about as a result of Eva Smith's death? Through the Inspector's final dramatic speech, Priestley skillfully warns the audience of the potential social disasters of failing to support or help those in need in society. Inspector Goole serves several functions in the play. He acts as the storyteller, linking all the separate incidents together into one, coherent story. The Inspector uses them to make the other characters feel uncomfortable and to control the pace. When he begins to reveal who is responsible for the death of Eva Smith, his words are quite emphatic and he makes great use of two short sentences in the imperative 'Remember that. Never forget.' He alludes to the Bible when he says 'We are members of one body' to emphasise the Inspector's belief in human love and equality. Priestley makes great use of these **short sentence structures** in order to deliver his opinions as facts. This intended effect is to make both the characters and the audience inspect their own consciences. Furthermore, the use of short sentences symbolises the limit of society, which could still be developed by everyone accepting each other. To convey to the Birlings how widespread their actions are, the Inspector uses the extended metaphor of 'millions of Eva Smiths and John Smiths' to represent the number of working class men and women who were exploited on a daily basis by the greed of capitalism. The Inspector's use of the inclusive pronoun 'we' contrast with the language of Mr and Mrs Birling who normally use 'I' as their primary concern is themselves. The use of 'we' further emphasises Priestley's ideas of collective responsibility and how society should be formed. He also behaves rather like a priest, someone to whom characters confess their sins, helping them to see the extent of their involvement in the downfall of Eva Smith, and encouraging them to acknowledge their guilt and repent. While the Inspector himself does not hand out forgiveness or punishment, characters are made to recognise that they must find the courage to judge themselves, because only then will they have learnt anything and be able to change themselves.

Level 5 'Thoughtful' Theme Exemplar Essay – Sheila

In 'An Inspector Calls' Priestley juxtaposes the political ideologies of the older and younger generation to present Sheila as a character who recognises the need to challenge the status quo in order to bring about social change. Unlike her parents, Sheila can accept responsibility for the role she played in Eva's death and show that she is willing to change. As the Inspector probes and scrutinises the Birling family, Sheila is eventually able to challenge the stubborn conservatism of her parents and promote a more liberal way of thinking.

At the start of the play, Sheila is presented as a naïve and shallow character as she confesses to demanding that Eva Smith be sacked from Milwards after an incident involving a dress. Sheila's jealousy and bitterness are exposed when the inspector says "And so 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". Priestley's reference to 'a man well known in town' draws on the reputation of the Birling family; they seem to use their name as a tool to manipulate situations for their own gain. In 1912 when the play was set, the rigid class hierarchy would have placed great power on the prestige of a family 'name'. Perhaps Priestley is using Sheila's actions to critique the way in which upper class members of society could abuse their power and exploit the working classes. Additionally, the fact that Sheila wanted to 'punish' Eva to make her suffer can be seen as an act of malice as Sheila is behaving in irrational and vindictive way. Here Sheila is buying in to her parents' mentality that the working class can be neglected and oppressed to suit the whims of the elite. To add to this, Sheila can arguably be seen as superficial during this incident because she seems only concerned with appearances; we know this when one of the first things that she asks about Eva is whether she is 'pretty'. She later describes Eva being "a pretty girl" with "big dark eyes" which again implies that Sheila is primarily concerned with outward appearance. This is interesting as it is Mr and Mrs Birling's main aim to put forward the appearance of the perfect and harmonious bourgeois household – a façade that the Inspector will gradually shatter. On a wider scale, Priestley might be trying to argue that this obsession with appearances and the refusal to face social reality only oppresses the working classes and leads to a toxic and damaging class divide.

However, as the play moves on, we see a much more sympathetic and compassionate side to Sheila when she conveys horror and guilt at her role in Eva's death. Priestley uses the dramatic device of the stage directions to note that she is "miserable" and "distressed" when she recounts her story and she openly confesses her role when she says "It was my own fault". This demonstrates that, even though she committed a shameful and selfish act, she admits that she was wrong and feels a distinct sense of remorse. She displays further signs of regret when she says "I'll never, never do it again to anybody". Here the repetition of 'never' makes the reader convinced that she has learnt from her mistakes and has repented. Unlike her parents, she is willing to scrutinise her moral conscience in order to root out the prejudices that have been embedded there by the social elite.

Level 5 'Thoughtful' Theme Exemplar Essay Continued – Sheila

In stark contrast, her mother and father do not display any kind of remorse or regret for their role in Eva's death. They deny any responsibility and present a very conservative and narrow-minded viewpoint. This is conveyed when Mr Birling says at the start "I can't accept any responsibility". Here we see that he is unwilling to admit his own flaws and scrutinise his own moral conscience for mistakes. His selfish obsession with money as a mercenary and "hard-headed businessman" lead him to sack Eva Smith simply for asking for a fair working wage. Very differently, Sheila appears far more perceptive and mature when she actively challenges her parents suffering and concludes "the point is, you don't seem to have learnt anything. In the same way as her husband, Mrs Birling, who is ostensibly a charitable woman, also displays selfish and elitist behaviour when she rejects Eva's plea for help. Despite being a member of 'Brumley Women's Charity Organisation', she sends Eva away with no financial support and therefore neglects her social responsibility. She demonstrates class-based prejudice when she refers to Eva as 'girls of that class'; she is openly denigrating Eva because of her working class background and dismissing her plight as no concern of hers. This explicit dismissal and outright denial of social responsibility is precisely the attitude that Priestley is challenging with his play. Overall, as Priestley is writing from the perspective of the post-WWII community of 1945, perhaps he is suggesting that we, as a society, need to learn from our mistakes and need to take responsibility for each other's welfare. He has glimpsed a social movement emerging that aims to dismantle the rigid class hierarchy and he wants to urge his readers to embrace change and challenge inequality. It could be said that he uses the character of Sheila as mouthpiece for the future generation of liberal voices; he hopes that the younger generation will condemn greed and selfishness and enact social change.

Mr Birling Exemplar Essay

At the beginning of the play, Priestly presents Mr Birling as an insular and obnoxious character whose interactions with others reveals the true façade behind his “portentous” exterior. This is most evident when he is conversing with Eric at the dinner table at Sheila and Gerald's celebratory engagement dinner and he claims the “titanic is unsinkable” and “everything to lose and nothing to gain by war.” The use of dramatic irony here reinforces the superficial nature of Mr Birling as the 1945 audience is aware of the sinking of the titanic and the world wars and therefore makes Mr Birling comes across as uncultivated and makes the audience lose trust in him as a character- if he is getting these facts wrong then what else will he deceive us with. Moreover, the fact the titanic sank could be symbolic of the deterioration of the capitalist society (the likes of all the Birling's) and the fact they believe they are elitist and metaphorically “unsinkable” in their society.

Perhaps Priestly is using dramatic irony here to satirise not only Mr Birling's character but the ignorant and insular ways of the bourgeoisie (those who ruled British society at this time). It makes the audience think that if Mr Birling is incompetent in his views despite his elitist status then we should not be prejudice and assume that those who are more “portentous” are the most competent and therefore should be in power. A dangerous misconception at this time.

Furthermore, it emphasises how far things has changed in 1945 as this elitist stereotype has was removed due to the uprising of the labour party and through the portrayal of Mr Birling, makes us aware of our own judging and prejudice. The inspector plays a main role here in removing the façade and revealing the deception not only of Mr Birling but the dysfunctional capitalist society as a whole.

Task: create the second and third PETAL to complete this answer. How is he presented in the middle of the play and at the end?

Challenge: can you explore another interpretation of the Titanic (iceberg analysis)

Task: plan an answer for each question

Remember your timings! 5 minutes for planning and 40 minutes for writing the essay

How and why does Eric change in An Inspector Calls?

Write about:

- how Eric responds to his family and to the Inspector
- how Priestley presents Eric by the ways he writes.

[30 marks + 4 marks SPaG]

Explore how Priestley presents the relationship between Mrs Birling and Sheila in An Inspector Calls?

Write about:

- how Mr Birling and Sheila respond to each other, their family and to the Inspector
- how Priestley presents both characters by the ways he writes.

[30 marks + 4 marks SPaG]

How does Priestley explore morality in An Inspector Calls?

Write about:

- the ideas about morality in An Inspector Calls
- how Priestley presents these ideas by the ways he writes.

[30 marks + 4 marks SPaG]

How does Priestley explore class in An Inspector Calls?

Write about:

- the ideas about class in An Inspector Calls
- how Priestley presents these ideas by the ways he writes.

[30 marks + 4 marks SPaG]

How does Priestly present the Inspector?

Write about:

- how the Inspector interacts with the different characters
- how Priestley presents the Inspector by the ways he writes.

[30 marks + 4 marks SPaG]

Explore how Priestley presents the relationship between Mrs Birling and Sheila in An Inspector Calls?

Write about:

- how Mrs Birling and Sheila respond to each other, their family and to the Inspector
- how Priestley presents both characters by the ways he writes.

[30 marks + 4 marks SPaG]

How does Priestley explore family life in An Inspector Calls?

Write about:

- the ideas about family life in An Inspector Calls
- how Priestley presents these ideas by the ways he writes.

[30 marks + 4 marks SPaG]

How does Priestley explore responsibility in An Inspector Calls?

Write about:

- the ideas about responsibility in An Inspector Calls
- how Priestley presents these ideas by the ways he writes.

[30 marks + 4 marks SPaG]

How does Priestly present the gender in An Inspector Calls?

Write about:

- the ideas about gender in An Inspector Calls
- how Priestley presents these ideas by the way he writes *[30 marks + 4 marks SPaG]*

Explore how Priestley presents the relationship between Mr Birling and Eric in An Inspector Calls?

Write about:

- how Mr Birling and Eric respond to each other, their family and to the Inspector
- how Priestley presents both characters by the ways he writes.

[30 marks + 4 marks SPaG]

How does Priestley present Gerald in An Inspector Calls?

Write about:

- how Gerald responds to the other characters
- how Priestley presents these ideas by the ways he writes.

[30 marks + 4 marks SPaG]

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

Write about:

- the ideas about age in An Inspector Calls
- how Priestley presents these ideas by the ways he writes.

[30 marks + 4 marks SPaG]

