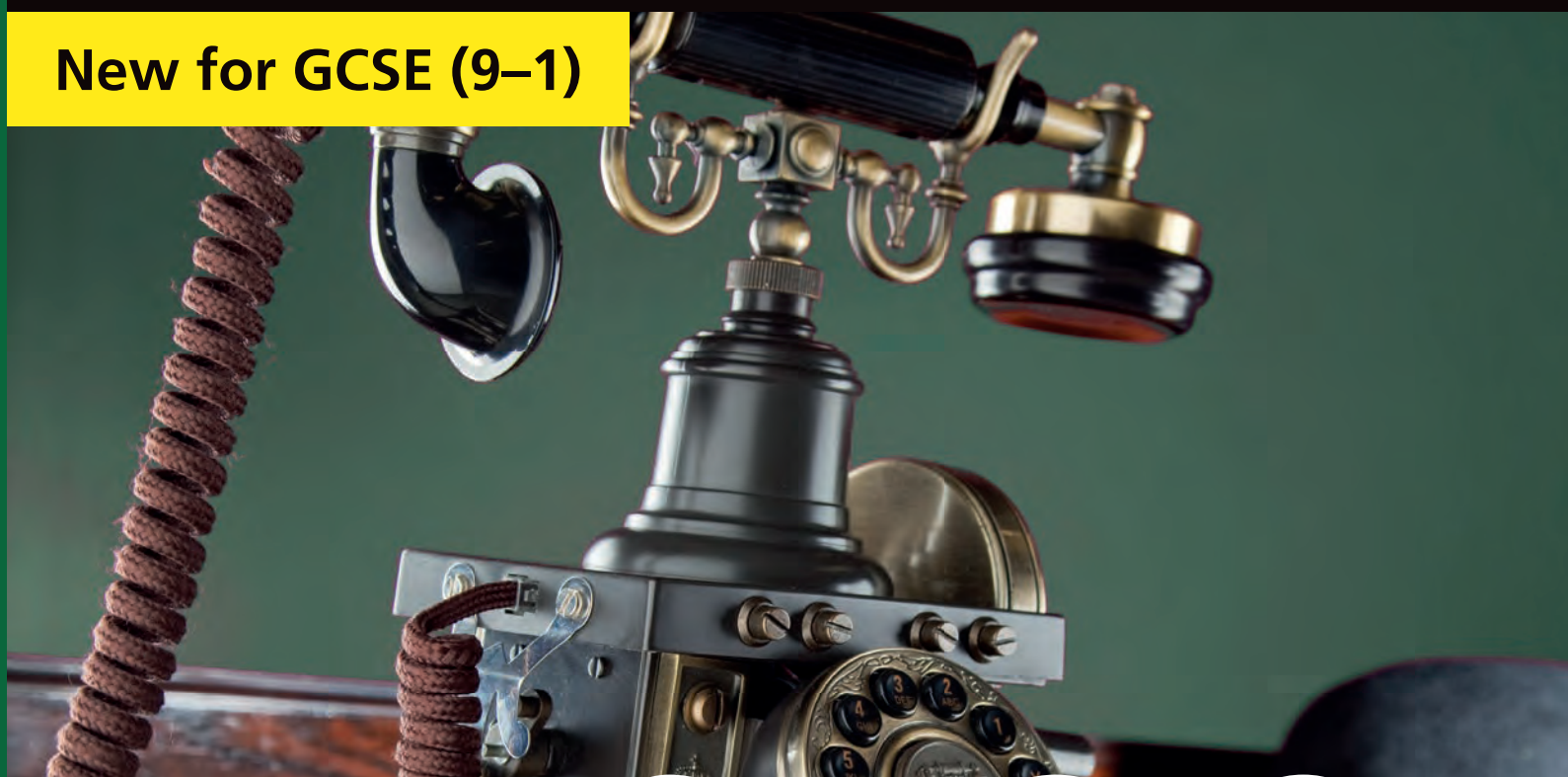


# YORK NOTES for GCSE

## AQA PRACTICE TESTS

New for GCSE (9–1)



# AN INSPECTOR CALLS

AQA PRACTICE TESTS WITH ANSWERS



YORK NOTES



# **AN INSPECTOR CALLS**

## **AQA PRACTICE TESTS WITH ANSWERS**

**JO HEATHCOTE**

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# PART ONE: INTRODUCTION

## How to use these practice tests

This book contains seven GCSE English Literature exam-style questions for *An Inspector Calls*. All the York Notes questions have been modelled on the ones that you will sit in your AQA GCSE 9–1 English Literature exam.

There are lots of ways this book can support your study and revision for your AQA English Literature exam on *An Inspector Calls*. There is no 'right' way – choose the one (or ones) that suits your learning style best.

You could use the book:

### 1 Alongside the York Notes Study Guide or Workbook on *An Inspector Calls*

Do you have the York Notes Study Guide or Workbook on *An Inspector Calls*?

This Practice Test book will allow you to try out all the skills and techniques outlined in the Study Guide and Workbook. So you could:

- choose a question from this book
- read the sections of the Study Guide or Workbook relevant to the question, i.e. Plot and Action; Characters; Themes, Contexts and Setting; Structure, Form and Language
- use the Progress Booster exam section of the Study Guide or Workbook to remind yourself of key exam techniques
- complete the question.

### 2 As a stand-alone revision programme

Do you know the text inside out and have you already mastered the skills needed for your exam?

If so, you can keep your skills fresh by answering one or two questions from this book each day or week in the lead-up to the exam. You could make a revision diary and allocate particular questions to particular times.

### 3 As a form of mock exam

Would you like to test yourself under exam conditions?

You could put aside part of a day to work on a question in a quiet room. Set a stopwatch so that you can experience what it will be like in the real exam. If some of your friends have copies of this book then several of you could do this together and discuss your answers afterwards.

Or, you could try working through Part Two of this book slowly, question by question, over a number of days as part of your revision, and save the further questions in Part Three to use as a mock nearer the exam.

## How to use the answer sections

This book contains a mixture of annotated sample answers and short (indicative content) answers that will help you to:

- identify the difference between Mid, Good and Very High Level work
- understand how the Assessment Objectives are applied
- grade your own answers by comparing them with the samples provided.

The answers can also give you additional ideas for your responses and help you to aim high.

Each annotated sample answer is awarded a level, with an examiner-style comment and points for improvement to show you the difference between Mid, Good and Very High Level work.

Question 1, Mid Level answer

**AO2** Zooms in on some key words and phrases with some comment on what is suggested

**AO1** An additional idea about Birling, with support, but this could have been expressed more clearly

**AO2** A concluding idea about Birling linked to a final comment on Priestley's method and message, but rather clumsily expressed

*Eric like young children, 'Any more of that and you leave this room.' He doesn't seem as if he is a very good father or very understanding. When he learns that Eric has stolen money, he is more angry about that than the fact he had left Eva pregnant and calls him a 'damned fool', 'spoilt' and a 'hysterical young fool' showing his lack of understanding of his son and the situation he had got himself into.*

*He is more worried about his reputation than anything else and is worried that a scandal will spoil his chances of an honour, 'I was almost certain for a knighthood'. He is very quick to put the blame on others and also he thinks the Inspector is a fraud, 'The whole story's just a lot of moonshine.' It seems that Mr Birling won't learn anything from what he has heard and will carry on with his old beliefs, 'a man has to ... look after himself'. However, in the final moment when the telephone rings, Birling is described as looking 'panic-stricken' which suggests that Priestley wanted us to see even someone like Birling learn his lesson.*

**MID LEVEL**

**Comment:**  
A clear and sensible response, which deals with all three aspects of the task and moves chronologically through the play. Most ideas about Birling's character are supported quite effectively either with quotations or references to the text, although there is a lack of embedding, and expression is informal at times. There are also comments on some of the methods used by the writer, and some inferences are drawn in order to make comments on the effects, though these could be further developed. There is one contextual point regarding the sinking of the Titanic.

**For a Good Level:**

- Develop the exploratory approach, making further connections between the key ideas.
- Use quotations in a more subtle way, consistently embedding them in the answer.
- Develop some of the ideas and inferences in greater depth.
- Consider context more fully.

15

Sample answers show the key points and ideas you could have included with examiner-style annotations linked to the Assessment Objectives.

## Assessment Objectives and weightings

Your work on *An Inspector Calls* will be examined through the four Assessment Objectives (AOs) listed below:

<b>AO1</b>	Read, understand and respond to texts. You should be able to: <ul style="list-style-type: none"> <li>● maintain a critical style and develop an informed personal response</li> <li>● use textual references, including quotations, to support and illustrate interpretations.</li> </ul>
<b>AO2</b>	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
<b>AO3</b>	Show understanding of the relationships between texts and the contexts in which they were written.
<b>AO4</b>	Use a range of vocabulary and sentence structures, for clarity, purpose and effect, with accurate spelling and punctuation.

The marks allocated by AQA for each Assessment Objective are as follows:

<b>AO1</b>	12 marks
<b>AO2</b>	12 marks
<b>AO3</b>	6 marks
<b>Total (per question)</b>	30 marks*

\* Plus an additional 4 marks for AO4.

Knowing the number of marks allowed for each AO is important, as this will help you to achieve the right balance of key skills and techniques in your answer.



## Mark scheme

The annotated sample answers that follow Questions 1 to 4 in this book have been given a Level based on the mark schemes below.\*

### Lower Level

<b>AO1</b>	You give some relevant responses to the set task, and use some suitable references.
<b>AO2</b>	You identify some of the writer's methods, but do not always comment effectively on them.
<b>AO3</b>	You show some awareness of contextual factors but find it difficult to link them to the text.
<b>AO4</b>	Your use of spelling, grammar and punctuation is rather inconsistent but does not usually impede meaning. Sentences and vocabulary are straightforward with little variation.

### Mid Level

<b>AO1</b>	You give a clear response, and select suitable references and quotations.
<b>AO2</b>	You make clear references to the writer's methods to support your points.
<b>AO3</b>	You make clear links between some aspects of context and the text.
<b>AO4</b>	You spell and punctuate with general accuracy and use a range of vocabulary and sentences.

Turn to page 8 for the mark schemes for Good to High and Very High Levels.

\* These are 'student-friendly' mark schemes and are a guide only.

**Good to High Level**

<b>AO1</b>	You demonstrate very effective understanding of the task and text, and choose references and quotations carefully.
<b>AO2</b>	You analyse carefully and comment consistently well on the writer's methods, interpreting ideas.
<b>AO3</b>	You make very effective links between context and the text.
<b>AO4</b>	Your use of spelling, punctuation and grammar is consistent and shows generally excellent control of meaning.

**Very High Level**

<b>AO1</b>	You have a broad, conceptualised idea of the text, and make well-judged, and wide-ranging use of references and quotations.
<b>AO2</b>	You are analytical and explore the text precisely and convincingly. You comment in finely tuned detail on the writer's use of language, form and structure.
<b>AO3</b>	You write convincingly and relevantly about a wide range of contextual factors.
<b>AO4</b>	Your use of spelling, punctuation and grammar is very accurate and shows excellent control of meaning

Now you know what you're aiming for you can begin the practice tests.

Turn to page 10 for Question 1.



[illegible]

[illegible]



[illegible]

## Annotated sample answers

Now, read the three sample answers that follow and, based on what you have read, try to allocate a level to your own work. Which of the three responses is your answer closest to? Don't be discouraged if your work doesn't seem as strong as some of the responses here – the point is to use these samples to learn about what is needed and then put it into practice in your own work. Conversely, you may have mentioned relevant ideas or points that don't appear in these responses; if this is the case, give yourself a pat on the back – it shows you are considering lots of good ideas!

## Sample answer A

A02

Considers a method the writer uses straight away with some clear support

*At the start of the play, Mr Birling is very pleased with himself. Priestley says he is a 'portentous man' in the stage directions, which shows his pride and self-importance. His daughter is getting engaged and he is behaving in a boastful way to her fiancé Gerald by offering him expensive port and cigars. Mr Birling believes himself to be 'a hard-headed business man'.*

*He has very strong opinions about the world for example about war and the new ship, the Titanic. He describes the ship as, 'unsinkable, absolutely unsinkable'. This is Priestley being ironic as we all know that this was not the case and that the Titanic actually did sink. He feels he understands politics and is a 'man of the world' who is confident that 'The Germans don't want war.' This presents Birling as being very sure of himself when in fact we know these things happened.*

A01

A clearly explained idea about Birling, using a textual reference rather than a quotation and including some inferential reading between the lines

*When the Inspector comes and asks to speak to him, Mr Birling seems to think it will be for something official that he needs like a warrant, because he is a magistrate. He does not think it will be to investigate him or his family. This suggests he thinks that they cannot possibly have done anything wrong. He is friendly at first and offers the Inspector a drink, 'Have a glass of port – or a little whisky?' The writer uses a contrast between the two men, to show the Inspector taking his duties and responsibilities seriously.*

A01

More ideas showing understanding here but the expression is rather informal

*Birling changes when he thinks he is being accused of something, and he becomes really mad with the Inspector and tries to bully him, 'Perhaps I ought to warn you ...'. He doesn't think that he can possibly have anything to do with Eva Smith's suicide and sees the Inspector's visit as a total pain, as it has spoiled their 'nice little family celebration'.*

*When the Inspector begins to investigate other members of the family, Birling doesn't see the importance of what the Inspector is doing. He is more bothered that Sheila may be upset than by the death of the factory girl. He also treats Sheila and*

A03

Identifies another method used by the writer and also considers a contextual point

A02

Touches on a method but does not develop this further

A01

Another aspect of Birling's character is linked to the whole text and supported with a relevant quotation, though this is not successfully embedded

AO2

Zooms in on some key words and phrases with some comment on what is suggested

Eric like young children, 'Any more of that and you leave this room.' He doesn't seem as if he is a very good father or very understanding. When he learns that Eric has stolen money, he is more angry about that than the fact he had left Eva pregnant and calls him a 'damned fool', 'spoilt' and a 'hysterical young fool' showing his lack of understanding of his son and the situation he had got himself into.

He is more worried about his reputation than anything else and is worried that a scandal will spoil his chances of an honour, 'I was almost certain for a knighthood'. He is very quick to put the blame on others and also he thinks the Inspector is a fraud, 'The whole story's just a lot of moonshine.' It seems that Mr Birling won't learn anything from what he has heard and will carry on with his old beliefs, 'a man has to ... look after himself'. However, in the final moment when the telephone rings, Birling is described as looking 'panic-stricken' which suggests that Priestley wanted us to see even someone like Birling learn his lesson.

AO1

An additional idea about Birling, with support, but this could have been expressed more clearly

AO2

A concluding idea about Birling linked to a final comment on Priestley's method and message, but rather clumsily expressed

## MID LEVEL

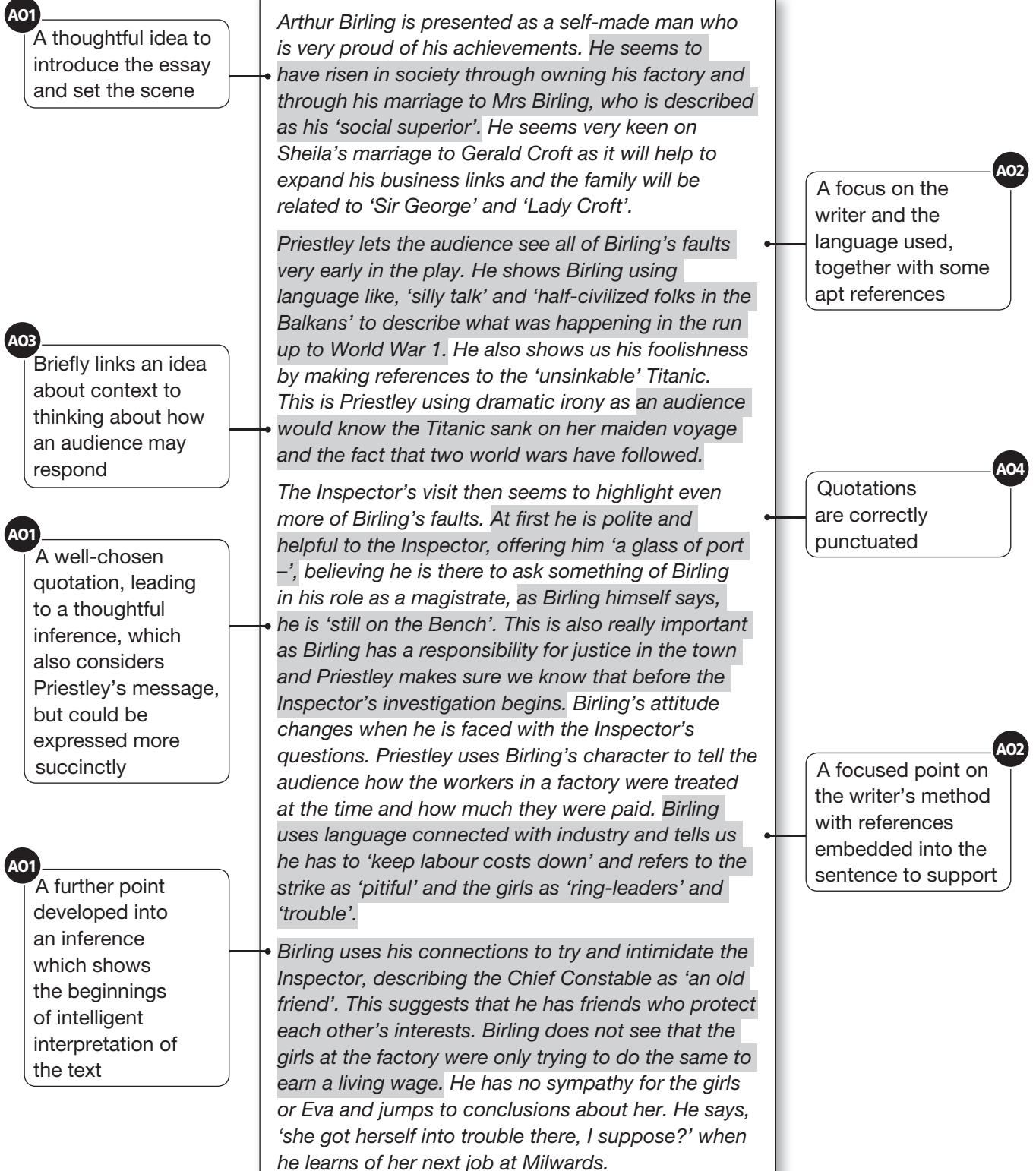
### Comment:

A clear and sensible response, which deals with all three aspects of the task and moves chronologically through the play. Most ideas about Birling's character are supported quite effectively either with quotations or references to the text, although there is a lack of embedding, and expression is informal at times. There are also comments on some of the methods used by the writer, and some inferences are drawn in order to make comments on the effects, though these could be further developed. There is one contextual point regarding the sinking of the *Titanic*.

### For a Good Level:

- Develop the exploratory approach, making further connections between the key ideas.
- Use quotations in a more subtle way, consistently embedding them in the answer.
- Develop some of the ideas and inferences in greater depth.
- Consider context more fully.

## Sample answer B



A02

Focuses on choices of language and links to another interesting idea

A01

Some apt references here to support the point about Birling and his hypocrisy

*Birling also has no sympathy with his own son. We learn from Eric that Birling isn't 'the kind of father a chap could go to when he's in trouble', which suggests that he is an unforgiving and hard-hearted father. He refers to Eric as though he is a little child using words like 'spoilt' and phrases like 'hysterical little fool' but does not really know anything about him. He also doesn't connect Eva's age and situation with his own daughter whom he tries to protect as his 'young unmarried girl' showing how double standards were in place depending on your class.*

*Finally, Birling is outraged by Eric's dishonesty but shows us he is also dishonest. At first he denies knowing Eva Smith, then later says, 'I remember her quite well now.' When he learns of Eric's theft of company money, he responds by saying, 'I've got to cover this up as soon as I can.' He blames Eric for the possible damage to the family's reputation, worrying that 'there'll be a public scandal'. However, he doesn't question his own actions and it is Sheila who points out, 'You're ready to go on in the same old way.' Priestley uses this to highlight how Birling is just as 'hard-headed' at the end of the play as he is at the beginning.*

A03

Makes a link to social context

A01

A sound conclusion with an appropriate and well-chosen reference

**GOOD LEVEL**
**Comment:**

This is a thoughtful response and it shows a sound knowledge of the play and the character of Birling. The answer draws together ideas from different moments in the play, showing how these can be linked and developed. The references and quotations are very well chosen at times and lead to some insightful comments, though some might be developed further. The response considers what Priestley has done as a writer throughout and what he was trying to deliberately show through his methods and choices of language. The points about context are blended into the ideas, but could add to the analysis more usefully.

**For a High Level:**

- Make greater use of contextual issues.
- Offer more developed analysis of some of the key ideas.
- Develop a mature critical writing style with more fluent and varied sentences.



## Sample answer C

A03

Links a relevant opening idea to a contextual point

Arthur Birling is presented to us by Priestley as a symbol of a capitalist society, at a time when 'hard-headed' men of industry were able to amass great wealth and social position through exploiting the working classes as factory fodder.

His own ambition and social climbing is presented through his marriage to Sybil, his 'social superior'. Indeed, it is still his intention for Sheila to marry Gerald, even when he knows of Gerald's affair with Daisy Renton, telling his daughter 'you'd better ask Gerald for that ring you gave back to him,' in order to further expand his social and business connections.

His self-importance is epitomised through his desire to gain his knighthood, when he tells Gerald 'there's a fair chance that I might find my way into the next Honours List' and he uses this to elevate his status in the eyes of Gerald's 'old country family'. It is this potential loss of social status that concerns him most when later faced with the possibility of a 'public scandal'.

A01

A further critical and mature idea backed up by judicious, well-chosen references

Birling is part of a ruling class and he holds more than one position of responsibility in the town, telling the Inspector he was Lord Mayor, and is 'still on the Bench'. He is, ironically, connected to the justice system through his position as a magistrate and has connections with the Chief Constable. He uses this to intimidate and threaten the Inspector, who is presented as an honest and dutiful contrast to Birling. When he realises that he does not like the manner or direction of the investigation, Birling feels he 'ought to warn' the Inspector of his connections.

Birling is dismissive of the Inspector's claims and shows his political views by rejecting any sense of responsibility for others. His language in referring to opposition politics shows his attitudes, suspecting the Inspector is 'Probably a Socialist or some sort of crank'. Yet his own self-serving view is protected by a community of like-minded members of society. As he confidently states, 'We employers at last are coming together to see that our interests – and the interests of Capital – are properly protected.'

A03

A developed and exploratory comment on Priestley's method, which also links to a contextual factor

Priestley reveals Birling's foolishness and arrogance by using dramatic irony to present Birling's views of the war. His assertion that the Titanic is 'unsinkable' could be seen as a metaphor for everything the capitalist society represented – a ship of great luxury and wealth, constructed through the labour of the working class, destroyed in one night. There is the suggestion that everything Birling and those like him hold dear could be vulnerable to change, as the forthcoming world wars will prove.

A01

Uses a more subtle detail from later in the text to support the initial idea

A01

Uses a precise reference embedded in the idea to provide support

A02

Focuses on precise references to explore the writer's choice of language to present character

A01

Makes use of subtle details and references to explore a range of ideas

*Though Birling seems protective of his family on the surface, he is angered by the change in perspective of his children as a result of the Inspector's visit, and 'the famous younger generation who know it all'. He refers to his son as 'spoilt', but takes no responsibility for the fact he is the parent, and 'not the kind of father a chap could go to when he's in trouble.' He is furious with Eric for his dishonesty and theft of the money, but when he hears of Eric forcing himself on Eva his reaction is to protect his wife from hearing the details, telling him to 'take your mother along to the drawing-room'. His own dishonesty becomes clear when he seeks to protect the company's reputation in terms of the missing money, suggesting he has 'got to cover this up as soon as I can.'*

*Priestley uses Birling as a symbol of the hypocrisy of the ruling classes, who protect themselves and their actions from scandal and shame and exploit others to gain their wealth. He uses Birling's attitudes as a warning that those in positions of wealth and authority and influence should take responsibility for others or 'they will be taught it in fire and blood and anguish'.*

A01

A mature and strong conclusion, which considers social context then brings the focus back to the writer and his key methods and message, with a very high level of expression

**VERY HIGH LEVEL**
**Comment:**

This response explores the text widely and takes a strong line of critical argument throughout. There are a number of interesting choices of quotation and support, which are seamlessly embedded into the response. Where Priestley's methods are considered there are some insightful and perceptive comments, such as the idea of the *Titanic* being a metaphor for what is to follow in history. There are some very confident ideas, which use contextual references subtly and as part of the exploration and lead to a convincing overall interpretation of the task.



How does Priestley use the character of Inspector Goole in *An Inspector Calls*?

- the importance and impact of the Inspector and his visit
- how Priestley presents the Inspector by the way he writes.

**[30 marks]**

**AO4 [4 marks]**

[illegible]

[illegible]



[illegible]

## Annotated sample answers

Now, read the three sample answers that follow and, based on what you have read, try to allocate a level to your own work. Which of the three responses is your answer closest to? Don't be discouraged if your work doesn't seem as strong as some of the responses here – the point is to use these samples to learn about what is needed and then put it into practice in your own work. Conversely, you may have mentioned relevant ideas or points that don't appear in these responses; if this is the case, give yourself a pat on the back – it shows you are considering lots of good ideas!

## Sample answer A

A02

A clear comment on the effect of the choice of the character's name, though this could be expressed with more clarity and detail

*The Inspector is a mysterious character that appears in the play when the Birling family are celebrating Sheila getting engaged to Gerald. He has a ghostly feel about him and Priestley uses the name 'Goole' to make him sound like someone not quite real but as a kind of ghostly voice. He acts a bit like all the family's consciences as he reminds them of what they have done in the past and the way they have treated a factory worker called Eva Smith.*

*He is very organised, using phrases such 'on duty' and 'one line of inquiry at a time' but also he sometimes behaves in a way that is not like a policeman. This makes both Gerald and Mr Birling question if he is a fake and feel that something is not quite right about him, 'He never seemed like an ordinary police inspector'. When Mr Birling checked up on this, he found out he did not work at the police station like he said.*

*The Inspector arrives just after Mr Birling has been telling everyone his point of view on how things should be done, 'a man has to make his own way – has to look after himself'. When the Inspector questions Mr Birling he shows the audience how wrong Birling's views were, especially in the way he treated his workers and particularly Eva, which makes us think about how other workers have been and are still today exploited by rich employers.*

*The Inspector tells us about Eva's life throughout the play, using images such as, 'with no work, no money coming in ... she was feeling desperate' and shows how women like her are exploited because of their class. He shows how no sympathy from people like the Birlings can make matters worse as Mrs Birling says, 'a girl of that sort' and Mr Birling says, 'got herself into trouble there, I suppose.'*

*The Inspector's questioning is in a very clear order. This gives a good structure to the play and it shows us how a 'chain of events' could lead a person like Eva/Daisy to suicide. The Inspector shows how*

A01

Makes a clear and sensible inference about the character and supports this with a quotation, which could be better embedded

A03

Considers a contextual idea in a relevant way to both the task and the character, though rather a lengthy sentence

A01

Adds a further idea about the purpose of the Inspector's character and supports this with some effectively chosen details; expression is a little clumsy, however

A02

Makes a sensible observation about how the play is structured and uses a textual detail helpfully

AO3

Touches on a further contextual aspect though this really needs to be developed further

AO2

Considers a final method used for dramatic purpose and relates it clearly to the task, though this makes a rather abrupt conclusion

*each action has its consequences if we don't look after each other, 'We are members of one body. We are responsible for each other.' This is a reflection of Priestley's own political views at the time and is a contrast to Mr Birling's views that he gave at the beginning of the play.*

*The Inspector makes a bigger impact on Eric and Sheila than on Mr and Mrs Birling and Gerald. Eric realises that he has to take a share of the blame, 'It's what happened to the girl and what we all did to her that matters'. Mr and Mrs Birling and Gerald believe that this may have all been a hoax in order to excuse them from any blame or responsibility when they discover the Inspector, 'wasn't a police inspector at all.' However, Sheila realises the importance of his visit even if it was a hoax, 'he inspected us all right'. This is challenged though at the end of the play when the telephone rings, showing the others will not be able to escape their responsibility.*

AO1

A key idea linked to the Inspector's visit, clearly explained and supported with relevant quotations

## MID LEVEL

### Comment:

This response has a clear understanding of some of the Inspector's main character traits and the purpose of his visit. The ideas are organised and expressed in a sensible way and each point has been supported usefully with some relevant quotations from the text. The answer considers some of the methods the writer uses, such as the structure of the play, and begins to consider context to support the ideas put forward.

### For a Good Level:

- Explore in greater depth how the character represents the social and political message of the play.
- Make further use of subject terminology to explore AO2.
- Develop a clearer and more fluent expression of ideas.
- Make effective use of quotations and consistently embed them into the response.



## Sample answer B

**A01** Begins with an important idea and uses an appropriate reference to begin the interpretation of character

*The character of the Inspector is very interesting as we are left at the end of the play questioning whether he was a policeman or not. Birling discovers he is not on the regular police force but Sheila points out that, 'he inspected us all right'. This suggests to the audience that he could be a symbolic figure and his name 'Goole' adds to the mystery and the supernatural feeling surrounding him, being a homophone for 'ghoul'.*

**A01** Explains a central idea in relation to the purpose of the character and embeds a useful quotation to show the contrast before and after his visit

*The Inspector arrives just as the Birling family are celebrating. Birling is presenting his views on how 'a man has to mind his own business and look after himself and his own' and Sheila has just become engaged into an even wealthier family which will make her future safe. The Inspector breaks up the 'nice little family celebration' by making each and every character think in turn about their actions and the way they treat those in a lower social position, and those who work hard for them to help keep them in their comfortable life. He is able to turn Birling's ideas back on him in a way which makes the audience see his message more clearly, 'A nice little promising life there, I thought, and a nasty mess somebody's made of it.'*

**A02** Identifies how the character is connected to the structure

*The Inspector uses a methodical approach to question each character and this gives the structure to the play. Each line of questioning tells us more about Eva but also the 'millions and millions of Eva Smiths and John Smiths still left with us, with their lives, their hopes and fears'. It shows how the working classes at that time could be exploited by their bosses, paid very little, have few rights or become vulnerable and in despair through poverty.*

**A02** Some good explanation of the effects of language choice with apt references to provide support

*The Inspector uses emotive language to disturb the family describing how Eva died 'in great agony'. He uses shock tactics to break through Birling's claim that he is not in any way responsible, describing how the liquid 'Burnt her inside out, of course'. This image is repeated through the play and used by the Inspector to continually remind the Birlings of the consequences of their actions, 'I wish you'd been with me tonight in the Infirmary.'*

*During the Inspector's questioning, Gerald reveals how he met Daisy when 'Old Joe Meggarty, half-drunk and goggle-eyed, had wedged her into a corner'. This highlights the hypocrisy of those in a position of authority and responsibility, especially when contrasted with Mrs Birling's views of the lower classes, 'As if a girl of that sort would ever refuse money!'*

**A04** Controls sentences fluently and expresses ideas clearly with accurate spelling and sentence punctuation

**A01** An apt reference used to firm up the point made, though not embedded

**A03** Makes a thoughtful response to context by considering some of the events of the play in these textual details

**A01** Another thoughtful idea with well-chosen quotations as evidence

A03

Leads into this key point with a useful contextual reference

*In addition, Priestley uses the Inspector to give a clear message about his socialist principles. Birling is scornful about the views of political writers, 'We can't let these Bernard Shaws and H. G. Wellses do all the talking' and sees people with those political beliefs as 'cranks'. However, the Inspector's final message is very powerful and passionate and sounds like a political speech, 'the time will soon come when, ... they will be taught it in fire and blood and anguish.'*

*The Inspector's visit makes an impact on Eric and Sheila, who have become more thoughtful about their responsibilities and ready to accept their guilt. Birling, his wife and Gerald seem ready to ignore the message the Inspector brings. However, the ending of Priestley's play is interesting as we see the visit from Inspector Goole was just foreshadowing a real event, 'A girl has just died – on her way to the Infirmary –', showing the wealthy cannot avoid their responsibilities forever.*

A02

A further method identified with an important quotation referenced

A01

Finishes with a key idea linked to the final message of the play

**GOOD LEVEL**
**Comment:**

This answer covers a number of interesting ideas about the Inspector and the purpose of his visit and supports them confidently with quotations and textual references, though these are not always embedded. The answer is well organised and uses interesting and well-chosen aspects of the text to add detail. There are some useful contextual points too, such as the discussion of political messages, though these could be developed more thoughtfully. The work on methods is useful as it is blended in with the AO1 ideas, showing how Priestley's methods help to communicate his meaning and key messages.

**For a High Level:**

- Make further use of judicious textual references and embed them in the response.
- Explore the contextual issues of the play a little more thoughtfully, in relation to the Inspector and the purpose of his visit.
- Explore the symbolic qualities of the Inspector's character as a dramatic device.

## Sample answer C

AO1

Begins with a thoughtful critical overview

*Priestley's Inspector is a mysterious figure whose dramatic purpose seems to be to bring a moral message to the Birling family and challenge the audience to think about the way others are treated and the consequences of all our actions and beliefs.*

*The character of the Inspector carries a clear political message and he seems to present the socialist views of Priestley himself, views that contrast with those of Birling and the capitalist society he represents, which is dismissive of 'community and all that nonsense'. The picture he paints of Eva's life is one he uses to present a message about the exploitative nature of capitalism using 'cheap labour' and the damage that can be done by class prejudice. This is most closely seen through the contrasting language that the Inspector uses when describing Eva's as 'A nice little promising life' against the Birlings' disparaging views of 'a girl of that sort'.*

*The Inspector takes on a moral voice in the play. He appears as a purposeful character, with a formal demeanour, for whom it is a 'duty to ask questions'.*

*His moral purpose is juxtaposed with the lack of regard for social justice presented by Birling, a local magistrate who 'can't accept any responsibility'; the behaviour of the 'notorious womanizer' Alderman Meggarty and the lack of compassion shown by Mrs Birling who 'slammed the door in her face'. He acts as a vehicle to highlight the double standards and hypocrisy of the ruling and powerful elite.*

*As a visitor to the Birling household, he is not intimidated by the family's wealth or status. Though he is polite, he does not allow himself to be bullied by Birling when he uses his contact with the Chief Constable to try and threaten him, and disregards the suggestions that he is somehow acting above his remit to challenge the family. He also continues to press Mrs Birling for answers when she is clearly unused to having her authority challenged, telling her firmly, 'You have no hope of not discussing it, Mrs Birling.'*

*The Inspector's method gives a distinct structure to the play that begins with the shocking exposition of the suicide. His methodical and dispassionate questioning, 'one line of inquiry at a time', contrasts with his use of emotive language, highlighting the tragedy of Eva's death, 'in great agony', more vividly. His questioning leads every character to reveal themselves and their behaviour, though only Sheila and Eric seem ready to accept their portion of blame and responsibility. His lack of influence on Mr and*

AO3

Blends a contextual idea into a key supported point

AO2

Chooses precise references to make a focused point on language use

AO1

Presents a sophisticated idea which shows confident knowledge of the text and uses details skilfully

AO4

Controls complex sentences so that they are fluently expressed with consistently accurate spelling and punctuation and assured Standard English

AO2

Comments on another of Priestley's methods and develops the comment on effect in a detailed way to make a further inferential point

*Mrs Birling, and the way Gerald recomposes his demeanour following the disclosure that his lover was Eva, shows how the ruling elite was able to distance themselves from the level of responsibility Inspector Goole highlights for the audience.*

*The Inspector is presented as a phantom-like presence, an omniscient figure who might be a 'ghoul', hence the pun within his name. He is presented as a ghostly conscience in the play to establish how the family will 'have to share our guilt'. Any idea that he is a 'fake', as suggested by Birling, is made irrelevant by Sheila's response: 'he inspected us all right.'*

*An audience is left with the uncomfortable sense that the Inspector's visit is one that will be repeated, suggesting his final warning cannot be readily dismissed. The Inspector's stark warning that this complacent class, as represented by the Birlings and Gerald, would need to learn in 'blood and anguish' is a chilling foreshadowing of war and revolution to come across Europe. His visit is symbolic in that it is a timeless reminder to all in a position of authority and power that they have duties and responsibilities as well as privileges to enjoy.*

A02

The next paragraph goes on to explore the effects of this on the reader/audience

A01

A confident conclusion linking back to the focus of the task

An additional method is considered, using more subject terminology

A02

A further link to the play's historical context

A03

**VERY HIGH LEVEL**

**Comment:**

This response is very confident and fluently expressed. It uses a number of sophisticated ideas and moves between them seamlessly. Each idea is supported either with embedded quotations or close textual reference, showing a thorough knowledge of the play. Context is used to enhance the points made and the references to the writer's methods are also used to develop ideas about character and meaning. A confident overview and a clearly organised argument leads to a firm conclusion.



This image shows a blank 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.