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| **An Inspector Calls** | **What do you need to know?** | **How can you revise this? Check knowledge? *Each bullet point should take about 10 – 15 minutes*** | **Language link** |
| 1. Plot | Do you know:   * The story of the play * Who the characters are | 1. Summary 2. Timeline the play across the acts/ scenes | * P2 Q2 |
| 1. Context | Do you know:   * What informed Priestley’s writing * Priestley’s political and social views * The role of class and trade unions within the play | 1. Mind map the contextual ideas 2. Apply summary points of the play to the context 3. Apply quotations | * P2 Q1 * P2 Q2 * P1 Q2/ P2 Q3 |
| 1. Stage Directions | Do you know:   * Do you know the importance of stage directions * Do you know what the stage directions at the beginning of the play tell you * Do you know what Priestley was saying through the use of light in Act 1 | 1. Annotate stage directions at the beginning of act 1 2. Make inferences to attitude and context | * P1 Q2/ P2 Q3 * P2 Q4 |
| 1. Mr Birling | Do you know:   * Do you know how Priestley is presented * Do you know how Priestley uses Birling * Do you understand how he contrasts Sheila | 1. Timeline the character 2. Outline key moments within the play 3. Apply quotations 4. Make links to Priestley’s ideas | * P2 Q2 * P2 Q3/ P2 Q2/ P1 Q2 |
| 1. Sheila | Do you know:   * Do you know how Shelia is presented * Do you know how Priestley uses Sheila * Do you understand how she contrasts Sybil and Birling | 1. Timeline the character 2. Outline key moments within the play 3. Apply quotations 4. Make links to Priestley’s ideas | * P2 Q2 * P2 Q3/ P2 Q2/ P1 Q2 |
| 1. Sybil | Do you know:   * Do you know how Sybil is presented * Do you know how Priestley uses Sybil * Do you understand how she contrasts Sheila | 1. Timeline the character 2. Outline key moments within the play 3. Apply quotations 4. Make links to Priestley’s ideas | * P2 Q2 * P2 Q3/ P2 Q2/ P1 Q2 |
| 1. Eric | Do you know:   * Do you know how Eric is presented * Do you know how Priestley uses Eric * Do you know the significance of Eric’s absence within the play | 1. Timeline the character 2. Outline key moments within the play 3. Apply quotations 4. Make links to Priestley’s ideas | * P2 Q2 * P2 Q3/ P2 Q2/ P1 Q2 |
| 1. Gerald | Do you know:   * Do you know how Gerald is presented * Do you know how Priestley uses Gerald * How Gerald is used to represent the higher classes within society | 1. Timeline the character 2. Outline key moments within the play 3. Apply quotations 4. Make links to Priestley’s ideas | * P2 Q2 * P2 Q3/ P2 Q2/ P1 Q2 |
| 1. Eva | Do you know:   * Do you know how Eva is presented * Do you know how Priestley uses Eva * Do you know the significance of Eva’s lack of physical presence | 1. Timeline the character 2. Outline key moments within the play 3. Apply quotations 4. Make links to Priestley’s ideas | * P2 Q2 * P2 Q3/ P2 Q2/ P1 Q2 |
| 1. Inspector Goole | Do you know:   * Do you know how Inspector Goole is presented * Do you know how Priestley uses Inspector Goole | 1. Timeline the character 2. Outline key moments within the play 3. Apply quotations 4. Make links to Priestley’s ideas | * P2 Q2 * P2 Q3/ P2 Q2/ P1 Q2 |
| 1. Social responsibility | Do you know:   * What Priestley was trying to achieve? * How it is presented across the play? | 1. Map the moments where Priestley makes comment on social responsibility 2. Apply quotations | * P2 Q2 * P2 Q3/ P2 Q2/ P1 Q2 |
| 1. Generation/ age | Do you know:   * How Priestley shows this within the play * The importance of this idea | 1. Map the moments where Priestley makes comment on generation/ age 2. Apply quotations | * P2 Q2 * P2 Q3/ P2 Q2/ P1 Q2 |
| 1. Gender | Do you know:   * How Priestley shows this within the play * The importance of this idea | 1. Map the moments where Priestley makes comment on gender 2. Apply quotations | * P2 Q2 * P2 Q3/ P2 Q2/ P1 Q2 |
| * Essay writing | Do you know:   * How to approach the question * Annotate the extract * Make whole text links * Formulate your response * Ensure that you address AO2 | 1. Highlight and annotate the question 2. Annotate the extract in two colours (extract and whole text) 3. Write a response 4. Highlight/ underline how each of the AOs have been addressed. | * Skill – P1 Q4 or P2 Q4 depending on the question * AO2 = language and effect (P1 Q2/ P2 Q3) |
| **Additional reading to help BOOST those marks** | *Make notes as you read, focusing on identifying important, interesting and or relevant information. Then revisit your other notes and extend them.*   * <https://www.bl.uk/20th-century-literature/articles/an-inspector-calls-and-j-b-priestleys-political-journey> * <https://www.independent.co.uk/arts-entertainment/theatre-dance/features/an-inspector-calls-it-speaks-a-truth-we-cant-ignore-5384637.html> * <http://www.nationalarchives.gov.uk/pathways/citizenship/struggle_democracy/trade_unionism.htm> * <https://www.educationumbrella.com/curriculum-vital/an-inspector-calls-important-themes> * <https://books.google.co.uk/books?id=_z5o6hPsNLsC&pg=PT13&lpg=PT13&dq=the+rise+of+the+unions+socialism+britain+and+jb+priestley&source=bl&ots=-jLa1BCDye&sig=ACfU3U0EYgd79jVnjo7KJm1fNyBjMy4cZA&hl=en&sa=X&ved=2ahUKEwikm4zk07DpAhVUShUIHVzaCksQ6AEwDHoECAsQAQ#v=onepage&q=the%20rise%20of%20the%20unions%20socialism%20britain%20and%20jb%20priestley&f=false> | | |
|  | **Once you have mastered points 1 to 8, you need to ensure that you are practicing essay writing: You need to ensure that you do a question that covers each of the ideas linked to the novel: redemption, poverty, wealth, family, character, etc.**   * Every essay that you write, you need to make sure that you get it checked * You must make sure that you highlight the AOs so you know that you have met criteria * Essay writing will identify any areas you need to revisit in your revision. * Knowledge revision should be done consistently to ensure that it goes into the long-term memory. Once you have done them all once, you should be able to revise from your notes in a 10 – 15 minutes chunk | | |