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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)
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| **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
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