

0 2

In 'The Inspector Calls,' Priestley presents the Edwardian <sup>setting</sup> ~~background~~ as an embodiment of ~~inequality~~ inequality in economy and gender roles; ~~where~~ He uses the Inspector as an ~~omniscient~~ ~~medium~~ ~~to~~ ~~put~~ ~~forth~~ ~~his~~ ~~personal~~ ~~socialist~~ ~~views~~ ~~is~~ within a contrasting capitalist society.

L3AO2

As demonstrated by the ~~the~~ views of Mr Birling: a classically capitalist 'hard-headed man of business' and a dominant character within the play, society is presented with strong division in social class, wealth, and ~~status~~ gender. The Birling family, ~~being~~ <sup>in</sup> particular ~~is~~ Mr and Mrs Birling, being of a relatively high status due to their wealth as a result of their capitalist <sup>shows that</sup> ~~is~~ ~~clear~~ ~~that~~ the most common and well respected view are that of a

L4AO3

~~is~~ ~~st.~~ This is detrimental for those who disagree, for example Eva Smith where her already low status and gender further emphasize her hopelessness in society. She was ~~not~~ ~~even~~ ~~considered~~ ~~for~~ ~~refused~~ a relatively low increase in salary by Mr Birling despite the fact that he possessed more than enough means to meet this, which shows his greed in his thirst for money. However, Gerald's parents were of an even higher status than the Birlings in which Mr Birling expressed his concerns that Gerald 'could have done better socially' in regards to ~~his~~ his engagement with Sheila and often looked to brag of his possible 'knighthood' awardments. This ~~shows~~ ~~that~~ reveals Mr Birlings' insecurities which <sup>are</sup> ~~is~~ suggestive that money is viewed as

L5AO3 security, however that there will always be those who are better off than you: ~~and this~~ His ~~points~~ persistence of his need to impress and boast shows the severe importance in status at the time. Though as seen as the play progresses the Birlings' consistently ~~de~~ worsening fate is up ~~an~~ narrative of the flaws in the morality in ~~great~~ economic greed, and the gradual downfall of capitalism itself.

L4AO2 The Inspector's steady and consistent authority suggests strength in the use of socialism which ~~is~~ to the themes of morality within the play. ~~His unbiased views~~ His encouragement for the Birlings to take responsibility for their selfish deeds: 'you are all responsible in killing Eva Smith' embodies socialist perspective where responsibility should be shared among societies. His chronological and linear approach to problem solving demonstrates sensibility in his actions, which brings a natural likeability ~~for~~ towards his characters. This allows Priestley to use his role in the play to influence ~~the~~ the audience's own political views as they are more likely to have preference to the Inspector than

L5AO2 ~~ngs~~. The Inspector's ~~most~~ persona is at its peak in ~~to~~ his most lengthy piece of speech at the near end to Act 3. He acknowledges the overall unfairness in society, with favour towards empathy to the working class: 'there are million and millions of Eva Smiths and John Smiths' where he ~~personifies~~ <sup>general</sup> the working class ~~with~~ to add to the already existing guilt of the Birlings 'If man refuses to learn, then they will be



L4AO1REFS

taught in blood, fire and anguish,' is use of ~~triple~~ to add power to his statement where 'blood, fire and anguish' invokes imagery of hell, further emphasizing the ~~the~~ importance of (good) morals.

I5AO1

Although Gerald and Mr and Mrs Birling failed to grasp the real intent behind the Inspector's mysterious and questionable presence, the two youngest characters (Sheila and Eric) show their remorse and disputes against their parents. Sheila was the quickest in spotting a pattern in the Inspector's investigation in which she expresses her anxieties: 'no-mother-step!' 'do not build a wall between us and him... he will tear it down' is a metaphorical connotation

L5AO1REFS

is there division in views and class. Sheila and Eric represent the hopeful turning point of politics in that equality should be key, and the idea that the younger generation will be the ~~ones~~ <sup>ones</sup> to put this into play in the future as capitalist greed becomes outdated. As the two are the only people to grasp the meaning behind the Inspector, he shows a slightly more forgiving attitude towards them. He gives them ~~the~~ remainder of the family an opportunity to accept responsibility however, since they failed to, ~~his~~ his foreshadowing <sup>ing</sup> of the future quickly came into reality at the final phone call confirming the death of Eva Smith. The death of Smith is a catalyst in the rise of socialism, and the Inspector an exemplar.

REVIEW: WHERE THE EXAMINER HAS IDENTIFIED L4, THERE IS EVIDENCE OF L5. WHERE THE EXAMINER HAS IDENTIFIED L5, THERE IS EVIDENCE OF LEVEL 6. A FULL MARK ANSWER.

ALL L5



2 7.1

In 'Autumn', the poet presents the effects of the season autumn with a cunning and triumphant power, where he personifies it to enhance its <sup>contrast</sup> ~~significance~~ in its transition of summer to autumn.

The poet uses similes of 'Autumn arrives/like an experienced robber' to personify the season to give it life-like qualities to enhance negative connotations towards it. 'Grabbing', 'distraction' and 'accomplice' all provide imagery of ~~robbery~~ and theft, suggesting that the ~~robbery~~

L4AO2

transition into autumn is sudden and abrupt. ~~He uses a person~~ The poet takes the theme of nature, it being usually peaceful and serene, and contrasts it ~~to~~ with replacement themes of chaos: ~~as~~ This is effective as normally humans are perceived as 'evil' for their negative effect on nature, where the poet completely inverts this to nature's rebellion: 'dead leaves are suddenly blown in the faces of inquisitive strangers?'

L4AO1T/R

~~He~~ The first line of the poem is short: 'Autumn arrives' and uses alliteration to enhance its significance in its presence. The poet uses the words 'chills' and 'temper' ~~on~~ with emotive intentions ~~in~~ which can also be perceived literally to represent the change in temperature. Colour is often mentioned: 'green stuff', 'colourful', 'glaw red' to invoke imagery of the change in colour palette of the seasons from green summer (with associations <sup>with</sup> ~~of~~ peace) to red autumn (with associations with anger, hatred and



hell).

L5A02

The form of the poem is ~~is~~ presented as one block of writing than separate stanzas to give a rushed and significant tone, reflecting autumn's abrupt appearance. 'cunningly covering' is alliteration with a harsh yet rhythmic tone. ~~and the~~ The 'c' ~~to~~ sound is often repeated in 'colourful,' 'cheer,' 'careful' to emphasise the ~~the~~ harsh nature of autumn

I5A01T/R?

MAINLY L5

REVIEW: MOSTLY LEVEL 6. AGAIN, ALL ANNOTATIONS NEED TO MOVE UP A LEVEL (L4 TO L5, L5 TO L6)= MOSTLY LEVEL 6



2 7.2

Collins and Beld present severely contrasting attitudes towards the seasons, however both share similarities in the themes of their use of descriptors.

The structure of 'Today' is presented as consistent couplets for each stanza which suggests ~~even~~ balance, and coupled with the continuous sentence length, adds a thoughtful rhythm to emphasise the peacefulness.

'Autumn' on the other hand, isn't split into stanzas and capitalises the ~~beginning~~ start of each line, adding a strong boldness to the tone of which it should be read. This demonstrates their differences in attitudes, 'Today' being positive and 'Autumn' negative.

The adjectives and verbs used for both suggest themes of harshness, strength and carelessness. In 'Today', the use of 'tip', 'throw', <sup>and</sup> 'releasing' invoke themes of freedom and escape which juxtapose the natural serenity of nature and words such as 'uplifted', 'warmer' and 'warm intermittent breeze'. The poet is suggesting the season triggering feelings of exhilaration.

Similarly, 'Autumn' uses descriptions such as 'grabbing', 'shake', and 'suddenly blown'. The poems both embody the idea of seasons projecting an atmosphere of freedom; 'Autumn' being a more rebellious outlook and 'Today' more of escape and independance.

L3

REVIEW: ALL LEVEL 4



2 5

In 'mother, any distance' and 'Before you were mine,' the theme of growing up is presented in such a way that focuses on the changes in events as time progresses from the perspective of the child<sup>ren</sup> speaking about their mothers.

'mother, any distance's' key theme is the growing up of the child in their transition ~~off~~ to becoming independent from their mother. 'To fall or fly' invokes <sup>themes</sup> imagery of failure or success, ~~where~~ 'Anchor' represents the stability of the base as the mother, and 'kite' the ~~child's~~ unpredictability of the child's future. In 'Before

L4AO2

~~mine,~~ mine,' the theme is contrasting as there is a role reversal between ~~the~~ mother to child. In this ~~case~~ case, the child possesses the mother by branding her as 'mine' and demonstrates ~~unenthusiasm~~ enthusiasm in her mother's behaviour before she was born by often ~~referring~~ referring back to the point that ~~she~~ ~~didn't~~ the thought of her birth hadn't crossed her mother's mind. opposite to ~~before~~ 'mother, any distance,' 'Before you were mine' is based around the mother growing up from ~~child~~ a young adult into parenthood.

L4AO3

'mother, any distance' shows the progression of the child and talks of the future. 'space-walk' and 'climb the ladder' create imagery of a physical movement forwards into the future, and 'space' emphasises ~~on~~ on the future being unknown or yet to be discovered. 'Before you were mine' focuses on the past with more negative association, emphasising



Write the two digit question number *inside* the boxes next to the first line of your answer

### Answer

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on the plan the mother had before she became a parent: 'you laugh,' and suggesting a lack thereof at the current stage of her life at the time of the poem.

L4AO1/RMAINLY L4

REVIEW: ALL LEVEL 5





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