

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

Answer

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Inspector Calls Question ~

How does Priestley use the character of the Inspector to suggest ways that society could be improved?

Plan ~

Para 2 ~ Inspector as the mouthpiece to his own socialist ideas - ~~the~~ ^(Priestley's) ~~rightly~~ ^{supernatural} idea that ~~the~~ ^{Inspector could} ~~teach~~ ^{teach} socialist ideas makes you a better person, ~~etc~~

Para 2 ~ Inspector as Consideration of the Inspector's backstory - in the end, he ~~is~~ ^{is} a real Inspector - idea that either ① He is ~~God~~ representative of God, ② he could be anyone ③ maybe he himself was part of a working class (or upper class?) background - therefore he has influence

Para 3 ~ Catalyst for change, brings out the best in people (Maeda and Eric), ~~the~~ ^{the} exposes each character's ~~inner~~ ^{inner} true selves - people should be ~~more~~ ^{more?}

During the play ~~the~~ 'An Inspector Calls' by J. B. Priestley, the Inspector is used in a variety of ways to suggest ways in which society could potentially be improved. Through his impact ~~and~~ ^{and} individuality on each character, ~~so~~ ^{so} combined with an

aura of mystery, ~~and~~ ^{and} ~~that~~ ^{that} ~~the~~ ^{the} Inspector could be seen as ~~communicating~~ ^{communicating} ideas encouraging the ~~act~~ ^{act} of ~~so~~ ^{so} society to become socialist, ~~and~~ ^{and} reflecting Priestley's own ideas, ~~and~~ ^{and} communicating ideas about how this could be achieved on

a ~~global~~ ^{global} ~~and~~ ^{and} large scale - "there are millions and millions of Eva Smiths and John Smiths" - and a more personal scale - "you turned her away... and you killed her."

SEEN

A01 L2 REF

A03 L2
A02 L2



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

Answer

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~~Upon the Inspector's arrival, ~~the~~ the staging of the production of the play in some ways prior to the Inspector's arrival, there are a wide number of indications that the Birling family are very closed off from society and follow capitalist ideas of the time, especially particularly reiterated these "for lower costs and higher prices!" The audience is introduced to the idea of ~~that~~ these concepts being ~~teaching~~ ~~and~~ ingrained in their way of life as well as the idea of having this political stance ~~separating~~ ^{perhaps?} separating them from the rest of society, demonstrated particularly through the use of stage light lightning - "pink and intimate." The use of ~~the~~ this atmosphere could ~~perhaps~~ perhaps be a physical representation of the idea of 'rose tinted spectacles', offering the concept that the Birling family live a sheltered life, ^{perhaps} ^{voluntarily} ignoring the struggles of the working class. However, ~~this~~ this perception of life is shattered by the Inspector when he arrives, the lightning becoming "brighter and harder" and consequently encouraging the concept of ~~the~~ the ~~become~~ family becoming exposed to reality. This could be seen as the first time in which the family experiences ~~exposure~~ ~~with~~ After this initial revealing revealing of the real world to the family, the Inspector could be ~~under~~ understood as further 'bringing down' each character to their true selves, in a potential attempt to allow them to change. ~~Despite~~ Despite failing to alter the viewpoints of the older generation in the family - "I don't understand that I'm ashamed of", he does ~~manage~~ manage to ~~perhaps~~ perhaps change the perspectives of Sheila and Eric, the children of the family - "you're the ones being children", "I suppose we're all nice people now." Through the~~

A02 L4
A01 L4 REF
A03 L4

A01 L5 REF



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A03 L5

mercen of the development of these two characters by the Inspector, it's interesting to consider the meaning behind this technique of teaching attempting to ~~bring~~ bring about specific social change - through the ~~revelation~~ revealing of two character. By demonstrating the positive effect that ~~that~~ exposing a character's ~~weak~~ flaws for ~~person~~ person for who they truly are ~~is seen~~ to have, Priestley could potentially be suggesting to the audience that, by ~~these~~ acknowledging their own flaws, they could ~~begin~~ develop too to become better ~~peo~~ people, introducing the idea that society could be improved by the ~~acts~~ understanding of ~~faults~~ and the mistakes and the positive ~~change~~ ~~improvement~~ the ~~consequence~~ of positive ~~development~~ of these ~~as a~~ ~~security~~ ~~as~~ ~~using~~ ~~them~~ that comes from learning from them.

The Inspector's own character is an ~~interest~~ interesting idea to consider, especially after the plot twist at the end of the play revealing the ~~Inspector~~ ~~father~~ ~~father~~ his false identity. Despite not being a real ~~Inspector~~ ~~he~~ teaches Inspector, Inspector Goole offers many moral messages to the family (as well as the audience) concerning society - "it's better to ask for the earth than to take it" "we are responsible for each other." A variety of ~~alternative~~ ~~is~~ interpretations could consequently be taken from ~~the~~ what we ~~also~~ know about his character, introducing alternative ideas as to who he really is. Firstly, it's possible that he could be ~~represent~~ representational of a God like figure, many of his ideas ~~revolving~~ around the concept of community and

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Answer

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Therefore potentially religious concepts - "we are members of one body". If this were the case, it would explain the omnipotence of his character, as ~~perhaps even~~ ~~as~~ well as the ~~plot~~ play's ~~some~~ somewhat supernatural conclusion - "a young girl's just died in the infirmary." However this doesn't directly relate ~~as~~ to Priestley's ideas as much - the play being primarily created for the promotion of socialism would be ~~not~~ be unlikely to include a strong theme of socialism. Another interpretation considers the idea that perhaps the Inspector himself was ~~a~~ of working class background previously, explaining his passion towards the equal treatment of all people, no matter ~~their~~ ~~class~~ their class. To develop from this, we could even conclude that the Inspector could even be someone (alternatively) who used to be of the upper class, which could explain his specific ~~decision~~ decision to encourage change in the Birney family. However, ~~all of these concepts are~~ ~~are~~ ~~could~~ could be better explained using the concept that I personally find to be most ~~believe~~ accurate is the idea that the Inspector is ~~a~~ acts as a mouthpiece for Priestley himself, which supports ~~the~~ the heavy theme of ~~socialism~~ socialism included ~~in~~ his actively encouraged by him the most. In this way, ~~it~~ with all these interpretations, the ~~the~~ Inspector's character could be seen as being used (no matter who he really is) ~~primarily~~ fundamentally for the sole purpose of bringing about social change. Through this, Priestley's dedication ~~of~~ of a whole character for ~~this~~ this purpose ~~it~~ ~~could~~ ~~be~~ ~~could~~ could cause his messages to come across more strongly, making the



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A02 L4

There is a much more heavy focus on the son in Mother, Any Distance than in Walking Away by Day Lewis. The ~~apparent~~ opportunities presented to the son and the possibility of uncertainty about abandoning his mother's support is shown through the use of an extended metaphor of a tape measure - "uncleing years between us". The ~~uncleing~~ use of the verb "uncleing" encourages ideas about the distance of their relationship becoming wider, the "years" mentioned potentially demonstrating ~~how long they'd known~~ the ~~necessary~~ need for them to have a greater amount of time they'd spent together, and perhaps consequently introducing a need for them to finally be apart. ~~This~~ This is then supported by the following phrase - "Anchor. Kit.", the ~~attempt~~ ~~and~~ ~~use~~ use once again of a metaphorical comparison of the mother to an anchor ~~and~~ perhaps suggesting that she is holding him back, ~~and~~ making the ~~final~~ his final release from her ~~seem~~ ^{perhaps} more positive. However, apart from this detail, there is little more discussed in terms of the mother's perspective and feelings about letting her child go. On the other hand, Walking Away gives a parental perspective on a child growing up, Day Lewis focusing his poem on his own son, Sean. This poem could be seen as being much more bitter-sweet, the idea of "fall or fly" the son "fall(ing) or fly(ing)" in Mother Any Any Distance ~~seem~~ being presented ~~by~~ in Walking a Away as dangerous, the father feeling worried for his son, ~~and~~ feeling describing him as "half-pledged" and consequently unprepared

A02 L5



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for the real world. Despite this difference in focus, these poems ~~do~~ do both discuss the difficulty of letting a child go, ~~the~~ the desperation of the mother in Armitage's poem to hold on to her son - "...projectiles still punch the last one - ~~hundred~~ hundredth of an inch" and ~~the~~ the ~~stress~~ ~~is~~ "gripping" worry of the father in Walking Away ~~showing~~ a universal struggle of demonstrating the universal of struggle of parents ~~to~~ ~~watch~~ as they watch their child grow up, presenting this process in both cases as being painful for parents to experience.

A01 L5 REF

In Walking Away, there is a stronger focus on the concept of ~~negativity~~ ~~an~~ initial negativity in letting a child grow up and grow apart from a parent than in Mother Amy Brittain. ~~The~~ Whilst the ~~close~~ distance of between parent and child becoming wider ~~and wider~~ ~~could~~ ~~be~~ ~~seen~~ as being presented as ^{more} "natural" in Armitage's poem - "opens on an endless sky", Walking Away includes mentions of the son being ~~forced~~ ^{involuntarily} "forced" to grow ~~at~~ distant from the parent, demonstrated by the ~~space~~ simile "~~is~~ like a satellite overreached from its orbit". The violent use of the verb "overreached" communicates ideas ~~of~~ about some greater force ~~physically~~ ~~pulling~~ the parent and child apart, making it uncontrollable and much more violent. It's interesting to consider this violence in terms of the context of Cecil Day Lewis's ~~own~~ own childhood, his mother dying when he was 4 years, causing his father's attention to turn on to him. Day Lewis often found it difficult to live up to

A03 L5



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

Answer

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his father's expectations ~~and~~ ~~from~~ ~~have~~ giving them a somewhat strained relationship. In this way, we could see the concept of the son being "wrenched" away from the father as connecting to his own relationship with his father, ~~with~~ the death of his mother ~~even~~ being the force that pulled them apart. However, the conclusion of the poem focuses on a positive side of their parting, ~~they~~ ~~less~~ the poem ~~stating~~ ~~stating~~ that "love is proved in the letting go". This realization could be seen as being an attempt ~~to~~ by Lewis to ~~build~~ ~~imply~~ that his relationship with his son is ~~better~~ stronger than his own relationship with his father, it's position ~~structurally~~ ~~at~~ as a concluding statement at the end of the poem makes it ~~seem~~ like the whole poem ~~seems~~ like perhaps ~~seems~~ like a ~~discussion~~ ~~discussion~~ ~~lead~~ journey through the difficulty of the negativity of the situation to ~~the~~ ~~the~~ ~~more~~ ~~more~~ positive conclusion. In this way, ~~that~~ ~~is~~ ^{growing up} presented in Walking Away as being natural and perhaps even vital in the ~~theory~~ ~~theory~~ of a ~~parent~~ parent/child relationship.

To conclude, Armitage and ~~by~~ Lewis ~~to~~ use their poems ~~to~~ to discuss the difficulty of dealing with ~~the~~ ~~growth~~ a child growing up and needing to be 'let go', each poem focuses on either ~~a~~ ~~the~~ child or the parent, and both coming to a ~~the~~ relatively ~~positive~~ ~~conclusion~~ positive conclusion, ^{perhaps} ~~perhaps~~ ~~perhaps~~ that letting go is ultimately for the best.

A01 L6 REF
A02 L6
A03 L6

A05 L6



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

Answer

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Autumn ~

Idea of it being after summer -

Autumn effects

SEEN

red like blood, taking away the joy of summer.

Comedic Almost as if its unwanted theme of crime, has to ~~the~~ commit crime to be ~~and~~ accepted

During the poem 'Autumn', the season is presented by the Alan Bly in an almost comedic way. ~~He~~ Communicating ~~ideas~~ ideas about the effects of autumn negative and almost unwanted nature of autumn and consequently a ~~poor~~ ~~version~~ version of its ~~text~~ response to this attitude.

~~There~~ Throughout the poem, the theme of crime is discussed through the use of literary devices such as simile: "like an experienced robber" as well as nouns such as "chaos" and "trept". This particular presentation of autumn in a criminal light is interesting to consider, ^{especially} in relation to the season behind. Why it ~~might~~ be this might be the case. The statement "grabbing the green stuff" ^{perhaps} permits the season, ~~and~~ ^{perhaps} encouraging us to ~~per~~ ~~perhaps~~ remember the place of summer before autumn. Summer is generally ~~perceived~~ associated with positivity, ~~and~~ ~~perhaps~~ perhaps explaining the negative attitude of the season succeeding it, perhaps even introducing the concept of it being ~~that~~ ~~the~~ ~~realism~~ ~~in~~ this way, ~~the~~ ~~the~~ ~~main~~ ~~theme~~

A01 L3 REF



The emotion behind the personified season could be an explanation for the ~~begin~~ ~~negative~~ almost nihilistic and nihilistic 'behaviour' of autumn, ~~the~~ its invitation at harvest to ~~the~~ come after such a 'loved' time of year influencing the mood of its surroundings too - "changes changes the temper of the earth." As a result, the crime committed ~~affirmation~~ ~~affirmation~~ could be due to ~~the~~ this realisation of the season, ~~the~~ ~~the~~ leading it to ~~commit~~ ~~entire~~ ~~wreak~~ ~~havoc~~ in an attempt to be noticed, perhaps even resembling the desperate attempts of a child ~~to~~ to gain recognition. ~~For~~ Combining the idea of physical act of committing criminal acts as well as the emotional state of autumn, the effect of the season are consequently ^{perhaps} "presented as being ~~the~~ ~~negative~~ ~~completely~~ ~~negative~~, causing ~~anxiety~~ ~~to~~ ~~those~~ ~~who~~ ~~experience~~ ~~the~~ ~~season~~ ~~change~~ - "chills the ~~the~~ a sudden change in mood from the happiness of summer and affecting the whole world with this atmosphere - "grows" "chills the world."

A01 L4 REF

Alongside the negatively personified version of autumn, there are also ~~various~~ ~~various~~ very minor undertones to the cheery ~~seasons~~ ~~seasons~~. The particular use of the structural placement of the ~~final~~ final line - "flows" ^{red} "with a quick joy" once again promises the ~~pace~~ ~~pace~~ as well as creating a sense of impending doom through it being the last sentence the reader reads. It's also interesting to read it in relation ~~to~~ ~~the~~ ~~last~~ ~~line~~ ~~of~~ ~~to~~ ~~the~~ ~~line~~ ~~before~~

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intense happiness - "up the little door", "hammer to the glass paperweight" ~~to this way, both~~

A02 L1

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