

① Priestley presents the character Mrs Birling as an extremely unlikeable character and one that is stuck in her arrogant ways and mindset.

12 a01 /02

throughout the play we see no good change in the attitude of Mrs Birling, only that she becomes more dismissive and rude towards the inspectors ideas and methods.

L2 A03

Firstly, Priestley presents Mrs Birling as an arrogant character through the use of how she presents herself towards the inspector in the stage

L2 A02

for example, the fact that she talks "to the Inspector, rather than all" suggests to the audience that she feels that she is above others. The

12 a01 /02

use of the verb "grandly" connotes the ideas of superiority and greatness, which is used to present Mrs Birling as a character that would have

12 03

the views and attitudes of a capitalist. Now as Priestley conveys his personal message of social responsibility through the inspector, we are taught not to like Mrs Birling as she constantly opposes his ideas. The fact

13 a01

she says "I don't understand you inspector" allows the audience to see her narrow mindedness and how she is incapable of change.

L2 A01 TASK AND REF

Secondly, Mrs Birling is presented to us as a cold hearted character by Priestley through her lack of acceptance of social responsibility.

13 02 /01

in return that she states "Unlike the other three, I don't feel ashamed of anything I have done" shows the audience how little remorse and responsibility she can show through her actions after finding out that she contributed to

L3 A01 TASK AND REF

young women. * Priestley incorporates his socialist views in the play to show a contrast between the Inspector and Mrs Birling in order to show the audience how Mrs Birling's capitalist and fixed mind set

13 a03 /02

won't be changed and how she wouldn't sympathise with anyone who is of a lower class than her. This presentation of Mrs Birling would have the desired effect on the audience that Priestley intended as many members of the audience would have been of a lower class than Mrs Birling, which would have created a disgust towards her character.

14 02

* The fact that Priestley uses the term "the other three" is used to create a contrast between ~~her~~ Mrs Birling and her children in order to single out Mrs Birling's opposing and unfavourable views.

14a01/03

Thirdly, Priestley uses members of the Birling family such as Sheila and Eric to present Mrs Birling as a confused and unlikeable character. For example the fact that Eric and Sheila both agree at the end of the play that they are "confused" and "shocked" at their parents attitudes

L3 A03

is used to create a contrast between the young and older generations.

14 a02

Priestley uses Eric and Sheila to exemplify how they have learnt the idea of social responsibility yet characters like Mrs Birling cannot. Further the fact that there is a huge change between the characters of Eric and Sheila regarding their attitudes of "I am unlikely to forget" and "I am dreadfully sorry" in contrast with Mrs Birling is meant to

14 a01

frustrate the audience. The frustration is created as the audience themselves have understood the message of the play by the end yet Mrs

L1 A02

Birling still does not, she continues with her "dismissive" attitude. Overall allowing the audience to build up a strong dislike for the character.

Again, Priestley uses Mrs Birling's social position of being a child to aristocracy in order to antagonise the audience to not like Mrs Birling.

For example, when it is revealed that Eric, Mrs Birling's son, had gotten Eva Smith pregnant, Mrs Birling still isn't concerned for Eva Smith, she is concerned about their being a "public scandal", this lack of concern

L4A03

shows how Mrs Birling is more concerned about how things will affect her but not other people. The fact that her reputation is all that she is concerned about gives the audience an idea of how maybe this is how

L5 A03

people with a lot of wealth act, creating hatred towards Mrs Birling. The fact that the play is a morality story allows Priestley to convey his ideas of social responsibility and contrast with the strong capitalist views of Mrs Birling, in order to make the

15 a03

like Mrs Birling will also allow them to agree with his socialist views and, be more likely to stand up and not like someone such as Mrs Birling.

To conclude, Mrs Birling is presented to us by Priestley as the most hated character in play through his use of contrast and Mrs Birling's lack of awareness and remorse.

all 14+15a03

LEVEL 3



② Firstly, In *Motherany Distance*, growing up is presented as an act that is hard for a parent to allow. ~~First~~ Now, the fact that Armitage uses the almost onomatopoeic metaphor of "Anchor-kite" is used to create a juxtaposition between the speaker and his mother. The "kite" is used to represent the son who is wanting to leave and fly away yet his mother, the "kite" is potentially holding him down, as she is not yet ready to let him go. This is further shown through the use of the quote "your fingertips still pinch the last hundredth of an inch". This used used to emphasise how ~~she~~ the speaker's mother is trying so hard to not let ~~her~~ and she will try anything to still have her hold and control over him. This creates a strong image in the mind of the reader of how the son/speaker is so ready to go yet his mother still isn't ready to allow this.

L3 AO2

L4 AO1 TASK AND REF

Now, similarly in the poem *Walking away by Day-Lewis* the same idea of letting go and a child growing up is hard to come to terms with. For example, the use of the quote "half fledged thing set free" is there to suggest to the reader that his son is not ready to leave his space of comfort. The use of the word "fledged" is a term usually associated with birds leaving a nest, which suggests to the reader that the child is in a fragile and vulnerable position, in just isn't ready to leave. Overall representing the speaker's emotions of how he is not ready to let go.

L5 AO1 TASK AND REF

Further, the use of the simile, "like a satellite wrenched from its orbit", suggests ~~however, but poems do show an acceptance of this~~ to the reader that the speaker feels that his son leaving is un-natural. This is suggested through the use of the verb "wrenched" which connotes the idea of forcefulness and aggression, resembling

L4 AO2

feelings of how this isn't natural. Again this made simile shows the reader's feelings of how his son growing up and leaving him isn't easy as a "satellite" leaving its "orbit" isn't supposed to happen, the satellite is never meant to leave which reflects how the speaker feels that his son isn't ready to grow up and leave him.

L3 AO3



Now, In Mother Any Distance we do see a sense of acceptance of growing up through the use of Armitage's natural imagery and use of supportive metaphors. For example, the use of the quote "requires a second pair of hands" shows the speaker's acknowledgement that he can grow up alone, yet his mother will always be there to support him by giving "a second pair of hands". Further the contrast between the oxymoronic metaphor "Anchor like" in stanza two and the second oxymoronic metaphor in stanza 3 "Fall or Fly" is used to show an acceptance of growing up being a natural occurrence through the shift of these two metaphors from man made objects to natural occurrences. Overall showing how the speaker and his mother have come to terms with growing up.

L4 AO3

Again, similarly in the poem Walking away, Day-Lewis uses a shift between natural similes to resemble his acceptance of his son growing up. For example the shift between "Like a satellite wrenched from its orbit" to the natural calm imagery of "like a winged seed loosened from its parent's stem" reflects the speaker's acceptance, that yes this occurrence isn't easy to accept but it is the right thing to happen. Further the change from the verbs "Wrenched" to "Loosened" shows a shift in the writer's attitude in how he feels that his son is going to be okay. Finally, the fact that the speaker states at the end of the poem that "love is shown in the letting go" only further emphasises his acceptance of his son growing up.

L5 AO3

Now in the poem Mother any distance we see that Armitage uses language to show how when growing up your parents lose control over you and new rules are set. We see this through the use of the "I space walk through empty bedrooms" which is representative of how he feels that he has nothing holding him down, the gravity which potentially represents his mother is no longer there and he is now free to explore the "endless sky" as he has grown up and his mother can no longer control him.

Now, a similar idea is presented in the poem walking away, where ~~day~~ Day-Lewis uses structure and language to represent how as his son grows up he is beginning to lose control over him. The structure of the quintets is representative

L5 AO2

us control the speaker has and still wants to have over his son, which is followed throughout the poem. However, the Enjambment between stanza one and two which is quickly followed by a caesura is put in place to show a challenge to the speaker's control of his structure, representing his son and how this control ~~is~~ inevitably will change. This is further exemplified through the use of the quote "touch lines new ruled" which reflects how the speaker understands that there are new rules in the relationship now that his son is growing up and that there is less that he can control.

LEVEL 6

(C) Section C

Firstly, Bold presents the effects of autumn as being pre-meditated and carefully planned to cause distress. The conceit throughout the poem of a sort of robbery is used to describe the effects of autumn

L3 AO1 TASK AND REF AND AO2

and dangerous. The fact that autumn is described as an "experienced robber" "like an experienced robber" suggest to the reader that this personified simile is used to show how autumn is used to causing distressed and some what enjoys it. Further, the fact that

L4 AO2

allows describes autumn as "grabbing the green stuff" is used to show how autumn takes away the goodness in nature as green usually connotes goodness and natural things. Again, the fact that autumn is described by the poet using the verb "grabbing" creates robbery imagery in the mind of the reader to resemble how autumn's effects leave nature in a state of distress.

L4 AO1 TASK AND REF



L5 AO2

Secondly, *Bald* uses personification in order to show the effects of autumn as infuriating and potentially dangerous. This is first exemplified through the personification of the "temper of the wind" changing to a more angry state. This is used to show the reader how autumn brings such anger and frustration to the earth by robbing "the green stuff" and creating "chaos". The fact that *Bald* uses the oxymoron "quiet rage" only exaggerates how livid the earth is, that it is trying to contain its rage so much that it actually "glows red". The shift in colour imagery from green to red in the first few lines to the last only exaggerates the frustrating effects that autumn has brought to the earth and nature.

L5 AO1 TASK AND REF

Thirdly, *Bald* presents the effects of autumn as being ~~stilly~~ chilling and unsettling. For example, the fact that "the theft chills the world", suggests to the reader that autumn has stolen something of great value from the earth. The fact that the "placid sky" no longer exists suggests that something that used to keep the earth happy and feeling safe is gone and now causing serious distress. This allows the reader to see how autumn's effects have brought sheer unhappiness and anger to the world it robbed. Further the fact that there are "inquisitive strangers" suggests to the reader that autumn has made even humans feel as if there is something very wrong and unnerving taking place around them. Furthermore the fact that the leaves are described as "dead" only adds to the murderous effects the poet is describing autumn to bring to the world. Overall this ~~creates~~ presents the effects of autumn as villainous and cruel.

L6 AO2

To conclude, The poet uses strong metaphoric language to allow the reader to understand the catastrophic effects that autumn has on the world and nature that surrounds it.

LEVEL 6

Question ② Unseen

Firstly, one difference between the two poems is that they portray contrasting attitudes towards the seasons. For example in "Today" the poet ~~uses~~ uses a lexical field of beauty and euphoria in the first two lines, "perfect", "uplifted", "intermittent", which presents positive attitudes towards the season. In contrast, "Autumn" presents rather negative attitudes towards its seasons through the use of the lexical field of negative and raging language such as, "temper", "rage", "death", "thief" and "Chaos."

Secondly, another difference between the poems is that "Autumn" presents attitudes of the ~~season~~ ^{season} being a conceit of harm and wrong doing, while in opposite ~~to~~ "Today" presents an attitude of freedom and natural beauty. For example in "Today" the poet uses the quote "the garden bursting with peonies" which is used to resemble how the season brings out a burst of flowers, that it bring out the beauty in nature. Further in "Today" it uses the quote "releasing the inhabitants", the verb "releasing" connotes the idea of freedom, that the season allowed the release of people that wouldn't have happened if this season wasn't present. In contrast ~~to~~ the fact that the poet in "Autumn" describes the season as an "experienced robber" and the wind its "accomplice", creates a very negative atmosphere and tone, potentially resembling the poet's attitude. Further the fact the emotion "rage" is expressed, reflects the idea of negativity, that this season will bring anything but happiness and solemnity.

13

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Answer

Leave blank



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

Answer

Leave blank



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27.2	review;/ Inspector Calls - raised to 21 all I4 + I5a03 -27.2 - raised to I3 just