



Question 1 – List four details about...

- Method:**
1. Find the **WHERE** and the **WHAT**
 2. Highlight the relevant information
 3. Phrase in SSS
 4. Use the **WHAT** in each line

Keep it Simple!

5 mins

Read everything, miss nothing!

Question 2 – How does the writer use language...

- Method:**
1. Find the **WHERE** and the **WHAT**
 2. Box off the **WHERE**
 3. Find the relevant in the source
 4. Circle the key words and phrases
 5. Annotate method and inferences
 6. Write it up

FRAME:
In the source, the writer describes ___ as 'quote'. Significantly, the use of the [method] 'focus word' means... which suggests that ... Furthermore, the writer also uses a [method] which creates the impression that...

- Language features:**
- Noun, verb, adjective, adverb
 - Simile, metaphor, AFOREST, ...
 - SSS, LLS, 1WS

10 mins

Question 3 – How does the writer structure the text to interest you?

- Method:**
1. Find the **WHERE** and **WHAT**
 2. Use your R4M summaries to identify the focus at the beginning – middle – end
 3. Highlight a quote as an example
 4. Annotate the mood/tone at each key point
 5. Label any other structural features worth discussion (e.g. dialogue, pace, detail, etc.)

FRAME:
At the beginning/middle/end of the text, the writer focuses our attention on... This can be seen when it says 'quote'. The writer does this to *structure word* ... This interests the reader by...
This changes/reinforces what we thought at the start of the text because...

Structure words – introduces, contrasts, emphasises, reminds, establishes, etc.

10 mins

Question 4 – To what extent do you agree?

- Method:**
1. Find the **WHERE** and **WHAT**
 2. Use your R4M summaries to identify relevant areas of the text (use ticks and crosses to show agreement)
 3. Highlight a quote and circle key words
 4. Annotate ideas and method
 5. Label any other structural features worth discussion (e.g. dialogue, pace, detail, etc.)

FRAME:
I agree with the statement to a certain extent as...
At the beginning/middle/end of the text, the writer describes ___ as 'quote'. Significantly, the writer's use of the [method] 'focus word' means... which suggests that ... Furthermore, the writer also uses a [method] which creates the impression that... This makes the reader think/feel...
+ structure, sentence types, punctuation, etc.

Q2+Q3=Q4

20 mins

SECTION B – DESCRIPTIVE/NARRATIVE WRITING

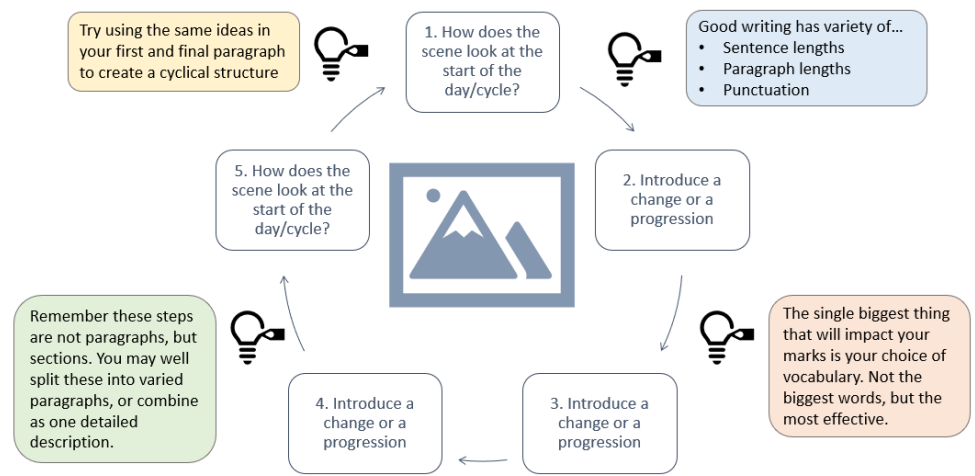
Question 5 – Writing to entertain the reader
You could be asked to write a narrative or descriptive
You will get an image to give you ideas
The task will probably link to the text

45 mins

10mins – Plan
10 mins – Write ☑ 2 mins – Check ☑ 10 mins – Write ☑ 2 mins – Check ☑ 10 mins – Write ☑ 1 min – FINAL Check

Content and Organisation	Technical Accuracy
<ul style="list-style-type: none"> - Clear communication - Tone and style matched - Effective and ambitious vocabulary - Well structured - Linked Paragraphs - Varied structural features 	<ul style="list-style-type: none"> - Sentences are accurate - A range of punctuation used - Range of sentence types - Standard English - Accurate spelling - Effective and ambitious vocabulary

THE UNIVERSAL PLAN FOR DESCRIPTIVE WRITING





Question 1 – Choose four statements that are true

Method:

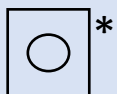
1. Find the **WHERE** and the **WHAT**
2. Read each statement
3. Prove it in the text
4. Shade the box



100% True



100% False



Further check



5 mins

Read everything, miss nothing!

Question 2 – Summarise the differences

Method:

1. Find the **WHERE** and the **WHAT**
2. Find the relevant in Source A
3. Annotate your suggestion
4. Find the relevant in Source B
5. Annotate your suggestion
6. Write it up

FRAME:

Source A describes ... as 'quote' which suggests that... because... Furthermore, Source A also says 'quote' suggesting... because...
Whereas Source B describes ... as 'quote' which suggests that... because... Furthermore, Source B also says 'quote' suggesting... because...
Both sources suggest...

method!



10 mins

Question 3 – How does the writer use language

Method:

1. Find the **WHERE** and the **WHAT**
2. **Box off the WHERE**
3. Find the relevant in the source
4. Circle the key words and phrases
5. Annotate method and inferences
6. Write it up

FRAME:

In the source, the writer describes ___ as 'quote'. Significantly, the use of the [method] 'focus word' means... which suggests that ... Furthermore, the writer also uses a [method] which creates the impression that...

Language features:

- Noun, verb, adjective, adverb
- Simile, metaphor, AFOREST, etc.
- SSS, LLS, 1WS



15 mins

Question 4 – Compare how the writers use language

Method:

1. Find the **WHERE** and the **WHAT**
2. **Box off the WHERE**
3. Find the relevant in the first source
4. Circle the key words and phrases
5. Annotate method and inferences
6. REPEAT 3-5 for the second source
7. Write it up

FRAME:

In the source, the writer describes ___ as 'quote'. Significantly, the use of the [method] 'focus word' means... which suggests that **the writer thinks/feels** ... Furthermore, the writer also uses a [method] which creates the impression that... **However**, in the source, the writer describes ___ as 'quote'. Significantly, the use of the [method] 'focus word' means... which suggests that **the writer thinks/feels** ... Furthermore, the writer also uses a [method] which creates the impression that...

Q2+Q3=Q4



20 mins

Question 5 – Writing with Viewpoint and Perspective

- Purpose/Audience/Format/Formality (PAFF)
- Use the statement to generate ideas
- Plan ☒ Big question and smaller questions



45 mins

10mins – Plan
 10mins – Write ☒ 2mins – Check ☒ 10mins – Write ☒ 2mins – Check ☒ 10mins – Write ☒ 1min – FINAL Check

Letter	Article	Leaflet	Speech	Essay
<ul style="list-style-type: none"> •Dear Sir/Madam or name •Addresses •Date •Paragraphs •Yours sincerely/faithfully 	<ul style="list-style-type: none"> •Clear/apt/original title •Strapline / subheading •Subheadings •Introductory paragraph 	<ul style="list-style-type: none"> •Clear/apt/original title •Organisational devices such as inventive subheadings or boxes •Bullet points 	<ul style="list-style-type: none"> •Clear address to audience •Rhetorical indicators that an audience is being addressed throughout •A clear sign off, e.g., 'Thank you for listening' 	<ul style="list-style-type: none"> •An effective introduction and conclusion.

Explain	Argue	Persuade	Instruct/Advise
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<ul style="list-style-type: none"> • Give information, reasons and explanations behind it • Provide specific examples linked to your reasons and explanations • Include: who, what, where, why, when and how • No persuasion will be included 	<ul style="list-style-type: none"> • Full of direct address, collective voice and lots of AFOREST • Present both sides of the argument: weigh up the evidence and decide which viewpoint is most relevant • Sensational ideas and language to encourage belief in your final viewpoint • Personal voice 	<ul style="list-style-type: none"> • Full of direct address, collective voice and lots of AFOREST • One clear, strong opinion • Sensational ideas and language to encourage • No counter-argument • Personal voice 	<ul style="list-style-type: none"> • A clear opinion on how to behave, act, proceed etc. • Factual information to support opinion • Offer helpful, supportive information • Personal voice • Present relevant, useful and balanced ideas • Present structures and procedures to follow
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Content and Organisation	Technical Accuracy
<ul style="list-style-type: none"> - Clear communication - Tone and style matched - Effective and ambitious vocabulary - Well structured - Linked Paragraphs - Varied structural features 	<ul style="list-style-type: none"> - Sentences are accurate - A range of punctuation used - Range of sentence types - Standard English - Accurate spelling - Effective and ambitious vocabulary

Revision Focus

Question	Skills	RAG	Actions
1. True or False	<ul style="list-style-type: none"> - Select and retrieve information 		Prove each by finding the line in the text
2. Summarise the differences	<ul style="list-style-type: none"> - Identify key evidence - Explain what this suggests - Compare to other source 		Use summaries in your reading for meaning to help you find the relevant sections Avoid using method Source A – Source B – Both texts...
3. How does the writer use language?	<ul style="list-style-type: none"> - Identify relevant evidence - Focus on key words - Use method to explore writer's choice of language - Explain the effect of the language 		Use language rich quotes Focus in on all the effective words in your quote Identify the effect of the method
4. Compare how the writers convey their perspectives	<ul style="list-style-type: none"> - Identify relevant evidence - Focus on key words - Use method to explore writer's choice of language - Explain the effect of the language - Compare the language 		Use summaries in your reading for meaning to help you find the relevant sections Use language rich quotes Focus in on all the effective words in your quote Identify the effect of the method
5. Write to persuade, argue, advise, explain or inform	<ul style="list-style-type: none"> - Basic punctuation - Complex punctuation - Powerful vocabulary - Varied paragraphs - A range of good ideas 		Use planning time effectively to generate your ideas Use checking time to identify basic errors Up-level your word choices to convey a stronger opinion

THE UNIVERSAL PLAN FOR DESCRIPTIVE WRITING

Try using the same ideas in your first and final paragraph to create a cyclical structure

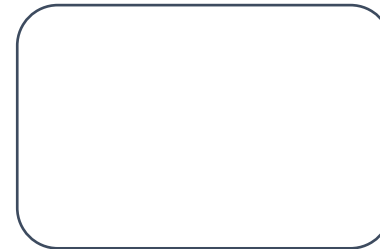


Good writing has variety of...

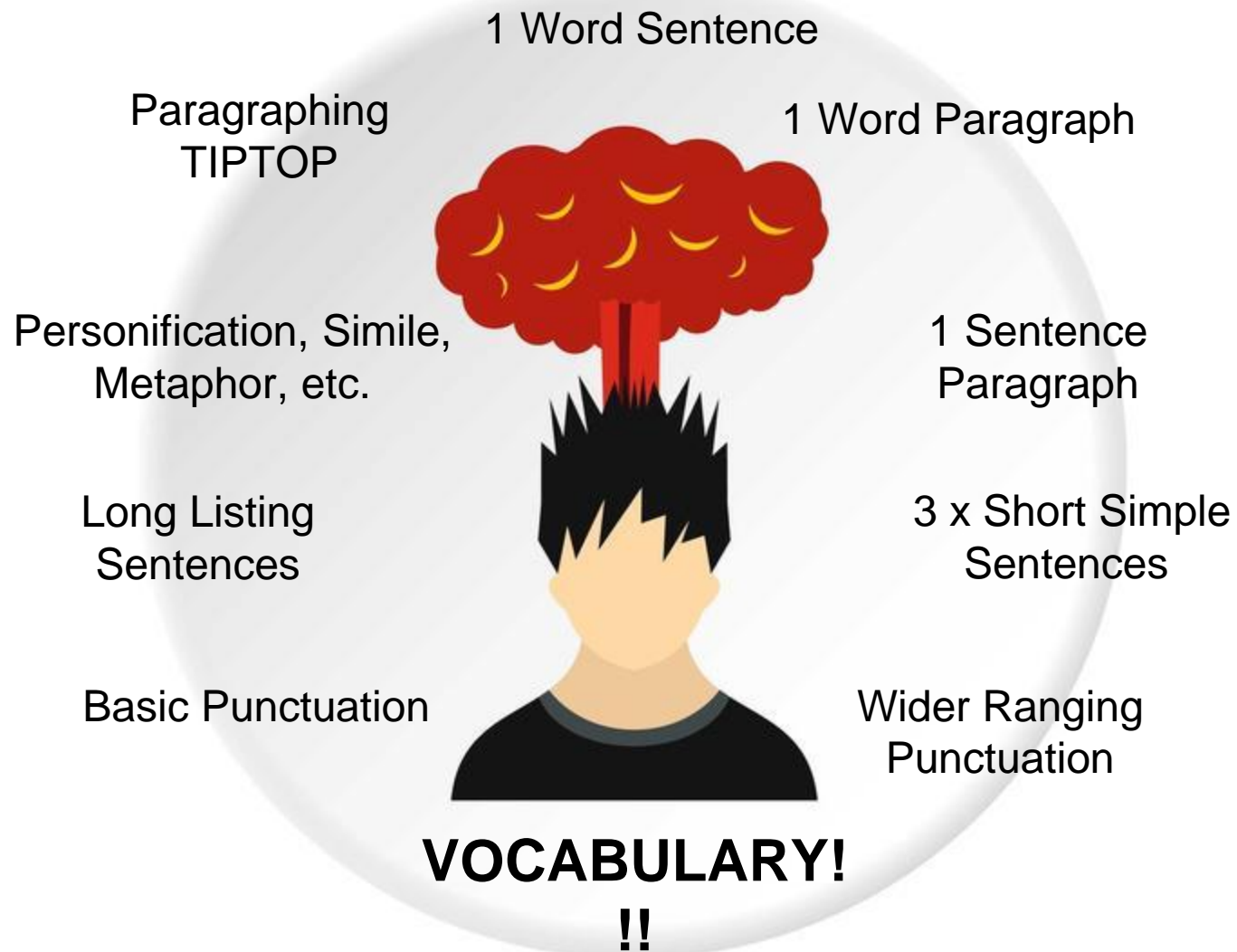
- Sentence lengths
- Paragraph lengths
- Punctuation



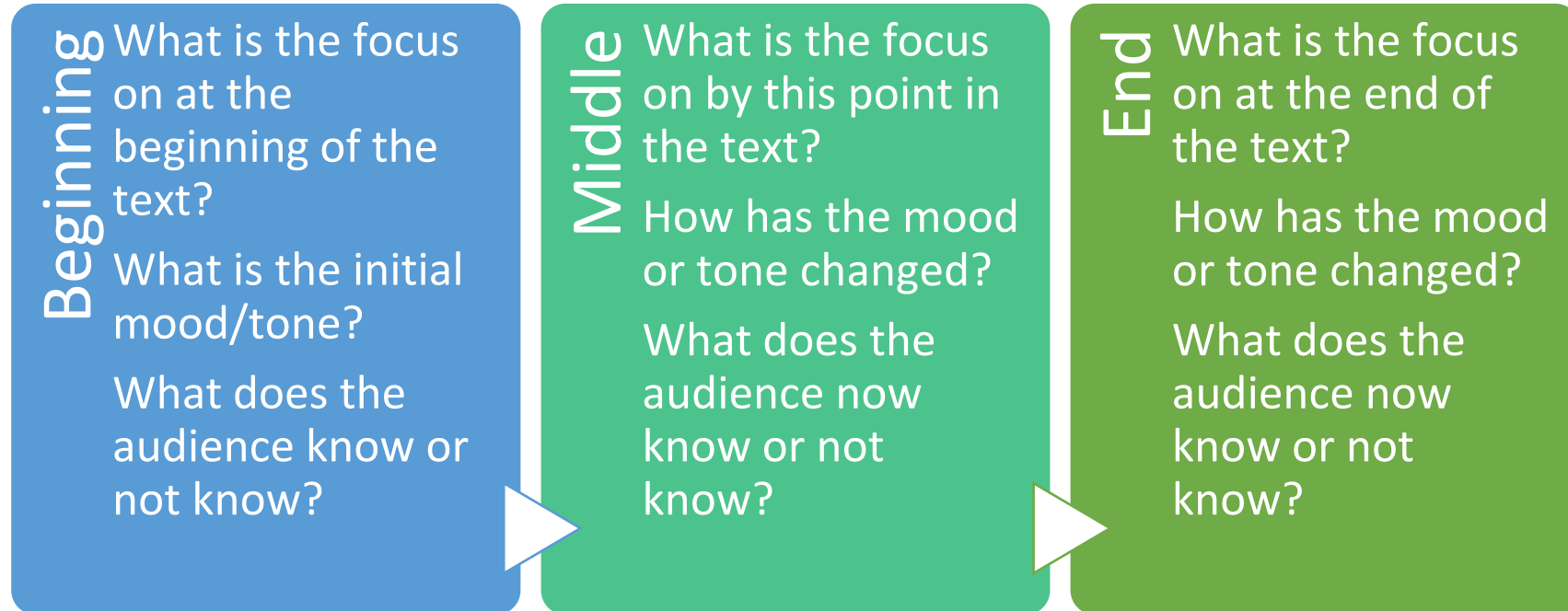
Remember these steps are not paragraphs, but sections. You may well split these into varied paragraphs, or combine as one detailed description.



The single biggest thing that will impact your marks is your choice of vocabulary. Not the biggest words, but the most effective.



STRUCTURAL ANALYSIS



LINK BACK... How does the middle/end change our thoughts, feelings or understanding of what we read before?

AN INSPECTOR CALLS – KEY SCENES (ABRIDGED) – Page 1

EXTRACT A - ACT ONE p.2-3

<i>The Birlings are having dinner with Gerald Croft, son of Lord Croft</i>	
Mrs B.	<i>(To Edna, who is about to go, with tray)</i> All right, Edna. I'll ring from the drawing room when we want coffee.
Edna	Yes, ma'am.
Birling	Well, well – this is very nice. Very nice. Good dinner too, Sybil. Tell cook from me.
Gerald	<i>(politely)</i> Absolutely first class.
Mrs B.	Arthur, you're not supposed to say such things
Birling	Oh – come come – I'm treating Gerald like one of the family. And I'm sure he won't object.
Gerald	Wouldn't dream of it. In fact, I insist upon being one of the family now. I've been trying long enough, haven't I? <i>(as she does not reply, with more insistence.)</i> Haven't I? You know I have.
Mrs B.	<i>(smiling)</i> Of course she does.
Sheila	<i>(half serious, half playful)</i> Yes – except for all last summer, when you never came near me, and I wondered what had happened to you.
Eric	<i>(suddenly guffaws)</i>
Sheila	You're squiffy.

EXTRACT B - ACT ONE p.6-7

<i>Arthur Birling shares his opinions about society and his predictions</i>	
Birling	Last month, just because the miners came out on strike, there's a lot of wild talk about possible labour trouble in the near future. Don't worry. We've passed the worst of it. We employers at last are coming together to see that our interests are properly protected.
	<i>As for war...</i> I say – fiddlesticks! The Germans don't want war. And I'm talking as a hardheaded, practical man of business. And I say there isn't a chance of war.
	Look at the progress we're making. Why, a friend of mine went over this new liner last week – the Titanic – she sails next week – and unsinkable, absolutely unsinkable.
	Now you three young people, just listen to this – and remember what I'm telling you now. In twenty- or thirty-year's time – let's say, in 1940 – you may be giving a little party like this – your son or daughter might be getting engaged – and I tell you, by that time you'll be living in a world that'll have forgotten all these capital versus labour agitations and all these silly little war scares. There'll be peace and prosperity and rapid progress everywhere.

EXTRACT C - ACT ONE p.8-9

<i>The women leave, and the men talk alone</i>	
Birling	I have an idea that your mother – while she doesn't object to my girl – feels you might have done better for yourself socially. But what I wanted to say is – there's a fair chance that I might find my way into the next honours list. Just a knighthood, of course.
Gerald	Oh – I say – congratulations!
Birling	I was Lord Mayor here two years ago when royalty visited us. So there's a very good chance of a knighthood – so long as we behave ourselves, don't get into the police court or start a scandal – eh?
Gerald	You seem to be a nice well-behaved family –
Birling	We think we are –
Gerald	So if that's the only obstacle, Sir, I think you might as well accept my congratulations now.
Birling	Well, don't say anything to your mother yet. You might drop a hint to her. And you can promise her that we'll try to keep out of trouble during the next few months. <i>(They both laugh.)</i> Yes, we'll look after ourselves...By the way some of these cranks talk and write now, you'd think everybody has to look after everybody else, as if we were all mixed up together like bees in a hive – community and all that nonsense

EXTRACT D - ACT ONE p.13-14

<i>Inspector Goole arrives, and the atmosphere changes</i>	
Birling	<i>(moves restlessly, then turns.)</i> You've had enough of that port, Eric.
Goole	I think you remember Eva Smith now don't you. Mr Birling?
Birling	Yes, I do. She was one of my employees and then I discharged her.
Eric	Is that why she committed suicide? When was this, father?
Birling	Just keep quiet, Eric, and don't get excited. This girl left us nearly two years ago.
Gerald	Look here, sir. Wouldn't you rather I was out of this?
Birling	I don't mind your being here, Gerald. And I'm sure you've no objection, have you, inspector? Perhaps I ought to explain first that this is Mr Gerald Croft – the son of Sir George Croft – you know, Crofts Limited. Incidentally we've been modestly celebrating his engagement to my daughter, Sheila. <i>(somewhat impatiently)</i> Look – there's nothing mysterious – or scandalous – about this business – obviously it has nothing whatever to do with the wretched girl's suicide. Eh, inspector?
Goole	No, sir. I can't agree with you there. What happened to her then may have determined what happened to her afterwards, and what happened to her afterwards may have driven her to suicide. A chain of events.
Birling	Put like that, there's something in what you say. Still, I can't accept any responsibility. If we were all responsible for everything that happened to everybody we'd had anything to do with, it would be very awkward, wouldn't it?

EXTRACT E - ACT ONE p.14-15

<i>The Inspector asks Birling why he sacked Eva Smith</i>	
Goole	Why did you refuse?
Birling	I don't see that it's any concern of yours how I choose to run my business.
Goole	It might be, you know. It's my duty to ask questions.
Birling	I don't like that tone. It's my duty to keep labour costs down. We were paying the usual rates and if they didn't like those rates, they could go and work somewhere else. It's a free country, I told them.
Eric	It isn't if you can't go and work somewhere else.
Birling	<i>(to Eric)</i> Look – just you keep out of this. You hadn't even started in the works when this happened. So they went on strike. That didn't last long, of course.
Gerald	Not if it was just after the holidays. They'd be all broke – if I know them.
Birling	Right, Gerald. They mostly were. And so was the strike, after a week or two. Eva Smith, was one of them, she'd had far too much to say – so she had to go.
Eric	You could have kept her on instead of throwing her out. I call it tough luck. Why shouldn't she try for higher wages? We try for the highest possible prices. I'd have let her stay.
Birling	Birling: Rubbish! If you don't come down sharply on some of these people, they'd soon be asking for the earth.
Gerald	I should say so!
Birling	They might. But after all it's better to ask for the earth than to take it.

EXTRACT F - ACT ONE p.19-20

<i>Inspector Goole explains what Eva Smith did after she was sacked</i>	
Birling	Do you know what happened to this girl after she left my works?
Goole	Yes. She was out of work for the next two months. Both her parents were dead, so that she'd no home to go back to. And she hadn't been able to save much out of what Birling and company had paid her. So that after two months, with no work, no money coming in, and living in lodgings, with no relatives to help her, few friends, lonely, half-starved, she was feeling desperate.
Sheila	<i>(warmly)</i> I should think so. It's a rotten shame.
Goole	There are a lot of young women living that sort of existence in every city and big town in this country, Miss Birling. If there weren't, the factories and warehouses wouldn't know where to look for cheap labour. Ask your father.
Sheila	But these girls aren't cheap labour – they're people.
Goole	<i>(dryly)</i> I've had that notion myself from time to time. In fact, I've thought that it would do us all a bit of good if sometimes we tried to put ourselves in the place of these young women counting their pennies, in their dingy little back bedrooms. But then she had a wonderful stroke of luck. She was taken on in a shop – and a good shop too – Milwards.
Sheila	Milwards! We go there – in fact, I was there this afternoon.
Birling	And she got herself into trouble there, I suppose?
Goole	After about a couple of months, just when she felt she was settling down nicely, they told her she'd have to go. All she knew was – that a customer complained about her – and so she had to go.

AN INSPECTOR CALLS – KEY SCENES (ABRIDGED) – Page 2

EXTRACT G - ACT TWO p.28-30

Sheila admits her guilt, and is ashamed of her behaviour	
Goole	You think young women ought to be protected against unpleasant and disturbing things?
Gerald	If possible – yes.
Birling	Well, we know one young woman who wasn't, don't we? I can tell you why Miss Birling says it might be better for her if she stayed. A girl died tonight. A pretty, lively sort of girl, who never did anybody any harm. But she died in misery and agony – hating life –
Sheila	<i>(Distressed)</i> don't please – I know, I know – and I can't stop thinking about it –
Goole	<i>(Ignoring this)</i> If she leaves us now, and doesn't hear any more, then she'll feel she's entirely to blame, she'll be alone with her responsibility, the rest of tonight, all tomorrow, all the next night-- You see, we have to share something. If there's nothing else, we'll have to share our guilt.
	<i>Mrs Birling enters, briskly and self-confidently.</i>
Mrs B.	You seem to have made a great impression on this child, inspector.
Goole	<i>(coolly)</i> We often do on the young ones. They're more impressionable.
Mrs B.	Well, I don't suppose for a moment that we can understand why the girl committed suicide. Girls of that class—
Sheila	<i>(urgently, cutting in)</i> Mother, don't – please don't. For your own sake, as well as ours, you mustn't try to build up a kind of wall between us and that girl.

EXTRACT H - ACT TWO p.32-35

Mrs B is shocked to learn of Eric's drinking & Gerald's activities...	
Goole	No, he's a young man. And some young men drink far too much.
Mrs B.	<i>(staggered)</i> It isn't true. You know him, Gerald - and you're a man – you must know it isn't true.
Gerald	<i>(apologetically, to Mrs Birling)</i> I'm afraid it is, y'know. I have gathered that he does drink pretty hard.
Mrs B.	And this is the time you choose to tell me. Well, come along Inspector – what is it you want to know?
Goole	Eva Smith had to leave Milwards, and then she stopped being Eva Smith, looking for a job, and became Daisy Renton, with other ideas. <i>(sharply turning on him)</i> Mr Croft, when did you first get to know her?
Gerald	I met her first, sometime in March last year, in the stalls bar at the Palace music hall. It's a favourite haunt of women of the town--
Mrs B.	Women of the town?
Gerald	<i>(distressed)</i> sorry – I – well, I've suddenly realized – that's she's dead--
Sheila	And probably between us we killed her.
Gerald	Old Joe Meggarty, half-drunk and goggle-eyed, had wedged her into a corner with that obscene fat carcass of his - He's a notorious womanizer.
Mrs B.	<i>(cutting in)</i> Surely you don't mean Alderman Meggarty?

EXTRACT I - ACT TWO p.37-40

Gerald explains his relationship with Daisy Renton & Sheila reacts	
Birling	I protest against the way in which my daughter is being dragged into this—
Goole	<i>(sharply)</i> Your daughter isn't living on the moon. She's here in Brumley too.
Sheila	And I'm not a child, don't forget. Were you in love with her, Gerald?
Gerald	It's hard to say. I didn't feel about her as she felt about me.
Sheila	<i>(with sharp sarcasm)</i> Of course not. You were the wonderful fairy prince. You must have adored it, Gerald.
Gerald	All right – I did for a time. Nearly any man would have done.
Sheila	That's probably about the best thing you've said tonight. At least it's honest.
Goole	When did this affair end?
Gerald	I had to go away in September— on business – and by that time Daisy knew it was coming to an end. So I broke it off definitely before I went. She took the news better than I'd hoped. She was – very gallant – about it.
Sheila	<i>(with irony)</i> That was nice for you.
Gerald	No, it wasn't. She didn't blame me at all. I wish to God she had now. Perhaps I'd feel better about it... I'd like to be alone for a while.
Sheila	You and I aren't the same people that we were. We have to start all over again, getting to know each other—I think you'd better take this <i>(hands him the ring)</i>

EXTRACT J - ACT TWO p.45-49

Mrs Birling describes her response to Eva's request for help	
Goole	She was here alone, friendless, almost penniless, desperate. She needed not only money but advice, sympathy, friendliness. You've had children. You must have known what she was feeling. And you slammed the door in her face.
Mrs B.	I lost all patience with her. She was claiming elaborate fine feelings and scruples that were simply absurd in a girl in her position.
Goole	<i>(very sternly)</i> Her position now is that she lies with a burnt-out inside on a slab. <i>(As Birling tries to protest, turns on him.)</i> Don't stammer and yammer at me again, man. I'm losing all patience with you people. What did she say?
Mrs B.	<i>(cowed)</i> She said the father was only a youngster – silly, wild & drinking too much. He had given her money but she didn't want to take any more. He gave her the idea that it wasn't his. As if a girl of that sort would ever refuse money!
Goole	So she'd come for assistance because she didn't want to take stolen money?
Mrs B.	I accept no blame. I blame the young man who was the father of the child. If he didn't belong to her class, and was some drunken young idler, then that's all the more reason why he shouldn't escape. He should be made an example of.
Sheila	<i>(with sudden alarm)</i> Mother – stop – stop!
Birling	<i>(terrified)</i> Look Inspector, you're not trying to tell us that – that my boy – is mixed up in this?

EXTRACT K - ACT THREE p.51-56

Eric admits his involvement, and reacts angrily to his mother	
Eric	She wasn't the usual sort you see at the Palace Bar. There was some woman who wanted to help her go there. I never quite understood about that.
Goole	You went with her to her lodgings that night?
Eric	Afterwards she told me she didn't want me to go in but that – well, I was in that state when a chap easily turns nasty. I wasn't in love with her or anything but she was pretty and a good sport. And the next time she told me she thought she was going to have a baby. She wasn't quite sure. And then she was.
Goole	Did she suggest that you ought to marry her?
Eric	No. Said I didn't love her – and all that. In a way, she treated me – as if I were a kid. Though I was nearly as old as she was. What happened to her next?
Goole	I'll tell you. She went to your mother for help – and she refused that help
Eric	Then – you killed her. She came to you to protect me – and you turned her away – yes, and you killed her – and the child she'd have had too – my child – your own grandchild – you killed them both – damn you, damn you-
Goole	Listen to me. You just used her as if she was an animal, a thing, not a person. This girl died a horrible death. Remember that. One Eva Smith has gone – but there are millions and millions and millions of Eva Smiths and John Smiths still left with us, with their lives, their hopes and fears, their suffering and chance of happiness, all intertwined with our lives, and what we think and say and do. We don't live alone. We are members of one body. We are responsible for each other. And I tell you that the time will soon come when, if men will not learn that lesson, then they will be taught it in fire and bloody and anguish.

EXTRACT L - ACT THREE p.57-72

The family reflect on the evening's incidents...	
Birling	You! You don't seem to care about anything. But I care. I was almost certain for a knighthood in the next Honours List-
Eric	Oh – for God's sake! What does it matter now weather they give you a knighthood or not? I'm ashamed of both of you
Birling	There'll be a public scandal – unless we're lucky – who here will suffer from that more than I will?
Sheila	I don't care about that. The point is, you don't seem to have learnt anything.
Gerald	<i>(GERALD ENTERS)</i> That man wasn't a police officer.
Sheila	<i>(bitterly)</i> I suppose we're all nice people now.
Eric	Whoever that chap was, it's still the same rotten story whether it's been told to a police inspector or to somebody else... It's what happened to the girl and what we all did to her that matters.
Birling	Nonsense! The whole story's just a lot of moonshine. I'll admit now he gave me a bit of a scare at the time. Well, here's to us!
Sheila	<i>(tensely)</i> I want to get out of this. It frightens me the way you talk
Birling	Nonsense! You'll have a good laugh over it yet. Look, you'd better ask Gerald for that ring back. Then you'll feel better. <i>The telephone rings sharply. There is a moment's complete silence.</i> That was the police. A girl has just died – on her way to the infirmary – after swallowing some disinfectant. And a police inspector is on his way here – to ask some – questions ----

An Inspector Calls by J.B. Priestley, 1945

Core Knowledge

1	Condescending	Patronising / talking down to people	1	Patriarchy	A social system in which men hold most power.
		e.g. Mrs Birling speaks in a <u>condescending</u> manner			e.g. "The treatment of Eva, Sheila, Edna and even Mrs Birling, is evidence of a patriarchal society"
2	Duplicitous	Deceptive	2	Socialism	A system in which the government's role is to share wealth equally
		e.g. Gerald Croft is <u>duplicitous</u> because he lies to Sheila.			e.g. "Priestley criticises inequality, and supports socialism", "Mr Birling opposes socialism"
3	Irresponsible	Not taking responsibility	3	Labour	In the play, labour simply means "work" or "workers". Don't confuse with the Labour political party
		e.g. The entire family are presented as <u>irresponsible</u>			e.g. "Arthur Birling wants cheap labour"; "The play is about capital versus labour"
4	Materialistic	Focused on money and possessions	5	Aristocracy	A tiny proportion of the population (Lords, Dukes etc.) who have inherited great wealth or influence
		e.g. Sheila, in particular, is presented as <u>materialistic</u> .			e.g. "Gerald Croft is the son of Lord Croft, and is therefore a member of the aristocracy"
5	Naïve	Showing a lack of experience / wisdom	6	Social class	Your status in society (upper/middle/lower) as defined by wealth, education, job etc.
		The younger generation are <u>naïve</u> and are not aware of...			e.g. "Eva Smith is poorly treated because she is from a lower social class"
6	Privileged	Being born with / provided with advantages that others don't have	7	Capital / Capitalism	Capital = wealth. Capitalism = an economic system that promotes private ownership to create profit.
		Gerald, Sheila and Eric are particularly <u>privileged</u> .			e.g. "Arthur Birling's uses his factories and investments to create wealth – he is a capitalist."
7	Remorseful	Expressing regret for your actions	8	Social inequality	Resources such as money, shelter, education are not equally shared in society.
		The parents show very little <u>remorse</u> .			e.g. "People like Eva Smith suffer because of social inequality."
8	Pompous	an exaggerated sense of your own importance	1	Titanic	Sank in April 1912 (the play is set in Spring 1912). Was widely believed to be "unsinkable". Has become a metaphor for arrogance / over-confidence / hubris.
		Arthur Birling believes he knows better than everyone and is therefore <u>pompous</u> .			
9	Wilfully ignorant	When you deliberately choose to ignore or overlook something that contradicts your view of the world.	2	First performed in 1945	The audience watching would still be suffering from the tragedy of WW2. Priestley wants his audience to support social-equality, improve the country, & blame people like Birling for the horror of war.
		Gerald is <u>wilfully ignorant</u> of Meggarty's abusive behaviour.	3		Set in 1912
10	Epiphany	A moment of sudden understanding / realisation	4	World War 1	Birling states that the "Germans don't want war". In fact, Germany initiated conflict in 1914. The war lasted until 1918. Approximately 20 million people died in the war.
		Sheila's moral <u>epiphany</u> comes when she accepts her blame.	5		World War 2
			6	Honours List	The list of people released each year who are chosen to receive a "kighthood" – an award for service to the country/government. This would allow Birling to become "Sir Birling".
1	Setting	Set in 1912 in Brumley. The Birling's home is comfortable but not cosy. The lighting is "intimate" until the INSPECTOR arrives and then is "harder".	7	Miners' Strike	In 1912, the UK relied on working people to mine coal to provide energy. Nearly 1 million miners were on strike in March 1912 and <u>won</u> the right to a minimum wage.
2	Arthur Birling	"Heavy-looking", pompous. Desperate to maintain/improve his social status. Sacked Eva Smith from his factory for leading a strike. Name refers to <i>King</i> Arthur	8	Socialists	H.G. Wells & George Bernard Shaw were writers and socialists who wanted a more equal society.
3	Sybil Birling	A "cold woman" and her husband's "social superior". Runs a charity that denied help to "Mrs Birling". Name etymology = prophetess (ironic?)			
4	Eric Birling	Immature; drinks too much. Has an affair with Eva Smith; supports her financially by stealing from father's business. Father of her unborn child. Regretful.	1	Dramatic Irony	The reader/audience knows something that the character does not e.g. We know the Titanic sinks... Birling does not.
5	Sheila Birling	Immature. Brought up to accept her future as passive wife/mother. Gets Eva sacked from Milwards clothes shop. Regretful. Name etymology: blind.	2	Symbol	A symbol is a person, object, place or event that represents / stands for a much bigger concept e.g. Eva Smith, The Titanic, the lighting changes, the engagement ring, The Palace.
6	Gerald Croft	Son of Lord and Lady Croft. Aristocrat. High social status. Has an affair with Daisy Renton while engaged to Sheila. Etymology: Gerald = sly/cunning.	3	Stage directions	Information provided by the writer about how the actors should move, speak or react, the tone of voice they might use, or what objects should be on the stage. You can use stage directions as evidence.
7	Inspector Goole	"Creates at once an impression of massiveness, solidity and purposefulness." Priestley's mouthpiece. Name reference = ghoul ...a supernatural figure.	4	Monologue	A lengthy speech given by one person.

8	Eva Smith	"Pretty"; working-class. Victim of a series of abuses. Smith = most common surname in England, meaning "metal worker"; Eva = Adam & Eve – first woman.	5	Morality Play	Morality Plays were popular in the 1400s and taught people not to break the 7 deadly sins.
9	Palace Music Hall	Gerald, Eric and Meggarty visit; where "women of the town" can be found. Ironic that the location of such abuse/inequality is named after a symbol of power.	6	Euphemism	Mild phrases used to replace more offensive ones, e.g. "women of the town" instead of "prostitutes"
10	Edna/Meggarty	Minor characters who represent both ends of the social spectrum.	7	Raisonneur	A character that acts as the voice of the writer. e.g. The Inspector acts as Priestley's raisonneur

An Inspector Calls: Plot test

NAME		SCORE /50	
TEACHER			

#	QUESTION	ANSWER	MARK
1	Who wrote <i>An Inspector Calls</i> ? (Capital letters must be correct, too!)	J.B. Priestley	
2	When was the play first performed?	1945	
3	In what year is the play set?	1912	
4	In what town is the play set?	Brumley	
5	What are the Birlings celebrating at the start of the play?	Sheila Birling's engagement to Gerald Croft	
6	Who is the head of the family?	Arthur Birling	
7	What is his job?	Industrialist / businessman	
8	What is his wife's name?	Sybil Birling	
9	Which Birling has the highest social status? (<i>Do not include Gerald Croft</i>)	Sybil Birling	
10	Which character is described in the stage directions as "pleased with life"	Sheila Birling	
11	Which character is described in the stage directions as "half shy, half assertive"	Eric Birling	
12	What is the name of the Birling's maid?	Edna	

13	What <i>didn't</i> Gerald do last summer?	Spend time with Sheila	
14	What does "squiffy" mean?	Drunk	
15	Who is "squiffy" at the start of the play?	Eric	
16	What are the names of Gerald's parents?	Lord and Lady Croft	
17	What does Gerald give to Sheila during dinner?	An engagement ring	
18	What does Birling say that the miners did recently?	Went on strike	
19	What does Birling say about the prospect of war?	It won't happen	
20	Which famous ship does Birling mention?	The Titanic	
21	Birling says that the world will have forgotten about "silly little war scares" by 1940. Why is he wrong?	WW2 will have started	
22	What term is used to describe a situation when the audience knows more than the character?	Dramatic irony	
23	What award does Birling think he might receive in the near future?	A knighthood	
24	What position in the town did Arthur Birling once hold?	Lord Mayor	
25	What is the Inspector's surname?	Goole	
26	How did Eva Smith die?	Drank disinfectant - committed suicide	

27	How does Arthur Birling know Eva Smith?	She was employed at one of his factories.	
28	Why did Arthur Birling fire Eva Smith?	She went on strike, asking for more pay	
29	What is the name of the shop that Sheila Birling visited?	Milwards	
30	Why was Eva Smith fired from the shop?	The manager received a complaint from Sheila Birling	
31	Why did Sheila Birling complain about Eva Smith?	She was jealous of her	
32	According to the Inspector, what did Eva Smith change her name to?	Daisy Renton	
33	What is the name of the bar that Gerald Croft visited?	The Palace (Variety Theatre)	
34	How did Gerald Croft know Daisy Renton?	He had an affair with her	
35	What is the name of the local politician who is a known "womaniser"?	Alderman Meggarty	
36	What is the full name of the charity that Sybil Birling represents?	The Brumley Womens Charity Organisation	
37	Why did Eva Smith go to this charity?	She was pregnant and alone.	
38	What name did Eva Smith call herself at the charity committee?	Mrs Birling	
39	Why did Sybil Birling refuse to help Eva Smith?	She discovered that Eva had been lying - that she wasn't married.	
40	According to Sybil Birling, who is responsible for Eva Smith's situation?	"The father" (she doesn't yet know it's Eric)	

41	Where did Eric Birling meet Eva Smith?	In the Palace bar	
42	Why did Eva Smith let Eric into her home?	He was assertive / aggressive - forced his way in.	
43	What did Eric give to Eva Smith to try to help support her?	£50	
44	Where did he get this from?	Stole it from the company	
45	Who does Eric blame for Eva Smith's death?	His mother - Sybil Birling	
46	What does Gerald Croft discover about Inspector Goole?	He wasn't a real police inspector	
47	How does Arthur Birling confirm this information?	He contacts the local Chief Constable - Colonel Roberts	
48	Gerald Croft believes that all met a different woman. Why does he think this?	Because the Inspector only showed a photograph to one person at a time	
49	Who does Arthur Birling call to check if the suicide actually happened?	The local infirmary	
50	What are the Birlings told at the very end of the play?	They are told that a young girl has killed herself, and that an inspector has been sent over to ask questions...	
SCORE /50			

ROMEO AND JULIET – Knowledge Organiser: Narrative / Quotations / Language features

Prologue		The prologue suggests the play's focus is the long-standing conflict between the families. It tells the audience that R&J will die, and also suggests that their deaths are inevitable.	1	"ancient grudge"	Chorus	Adjective
Sunday	1,1- Morning FIGHT / UNREQUITED	<ul style="list-style-type: none"> A fight between the Capulet and Montague servants. 	2	"star-cross'd lovers take their life"	Chorus	Dramatic irony
		<ul style="list-style-type: none"> Benvolio tries to deescalate the situation. Tybalt tries to escalate the conflict. 	3	"My naked weapon is out"	Sampson	Innuendo
		<ul style="list-style-type: none"> The prince threatens families with execution. 	4	"Part fools! Put up your swords!"	Benvolio	Exclamation
		<ul style="list-style-type: none"> Lord & Lady M ask Benvolio to discover the cause of Romeo's sadness. 	5	"Peace? I hate the word"	Tybalt	Rhetoric
		<ul style="list-style-type: none"> Benvolio and Romeo discuss unrequited love. Romeo is confused by love. 	6	"you beasts!" "On pain of death, depart."	Prince	Metaphor
		<ul style="list-style-type: none"> Capulet talks to Paris about marrying Juliet and invites him to the party 	7	Romeo "locks fair daylight out".	Montague	Metaphor
	1,2 - Morning MARRIAGE?	<ul style="list-style-type: none"> Romeo and Benvolio find out about the Capulet party. Benvolio encourages Romeo to meet other women. Romeo decides to go as he hope to see Rosaline there 	8	"Love is a smoke"	Romeo	Metaphor
		<ul style="list-style-type: none"> Lady Capulet talks with Juliet & the Nurse about marrying Paris. The Nurse says that Paris is a perfect man. We learn that Juliet is only 13 years old 	9	"My child is yet a stranger in the world"	Capulet	Metaphor
			<ul style="list-style-type: none"> Romeo and Mercutio discuss attitudes to love. Mercutio has a much more pragmatic attitude to love: have sex and fulfil your desires. He is not a romantic like Romeo. 	10	"Compare her face"	Benvolio
	1,3 - Afternoon PARIS	<ul style="list-style-type: none"> Romeo and Mercutio discuss attitudes to love. Mercutio has a much more pragmatic attitude to love: have sex and fulfil your desires. He is not a romantic like Romeo. 	11	"he's a man of wax"	Nurse	Metaphor
			12	"It is an honour that I dream not of"	Juliet	Euphemism
	1,4 - Evening MERCUTIO	<ul style="list-style-type: none"> Romeo and Mercutio discuss attitudes to love. Mercutio has a much more pragmatic attitude to love: have sex and fulfil your desires. He is not a romantic like Romeo. 	13	"If love be rough with you, be rough with love"	Mercutio	Repetition
			14	"Prick love for pricking"	Mercutio	Innuendo
	1,5 - Night BALL	<ul style="list-style-type: none"> Romeo sees Juliet at the ball and immediately falls in love. 	15	"she doth teach the torches to burn bright!"	Romeo	Imagery
		<ul style="list-style-type: none"> Tybalt sees Romeo and wants to fight him. He immediately calls for his sword 	16	"Fetch me my rapier"	Tybalt	Imperative
		<ul style="list-style-type: none"> Capulet restrains him 		"Am I the master here, or you?"	Capulet	Rhetoric
		<ul style="list-style-type: none"> Romeo and Juliet flirt, mixing holy and passionate imagery and sharing a sonnet 	17	"dear saint, let lips do what hands do"	Romeo	Metaphor
		<ul style="list-style-type: none"> Romeo and Juliet realise that they are "enemies" 	18	"You kiss by the book"	Juliet	Metaphor
	2,1 - Late night FRIENDS	<ul style="list-style-type: none"> Romeo sneaks into the Capulet orchard; his friends search for him 	19	"If he be married, my grave will be my wedding bed..."	Juliet	Foreshadowing
20			"Madman! Passion! Lover!"	Mercutio	Exclamation Mocking	
2,2 - Very late BALCONY	<ul style="list-style-type: none"> Romeo, in hiding sees Juliet at her balcony and listens to her express her feelings They meet. Romeo is passionate and headstrong. Juliet is wary. 	21	"Juliet is the sun"	Romeo	Metaphor/Imagery	
		22	"this contract is...Too like the lightning"	Juliet	Simile	
Monday	2,3 - Early morning FRIAR	<ul style="list-style-type: none"> The Friar is cynical, believing that Romeo feels sexual passion, not love 	23	"young men's love lies not truly in their hearts"	Friar Laurence	Metaphor
		<ul style="list-style-type: none"> Friar Laurence then supports the secret marriage, hoping it will end the feud 	24	"This alliance may...turn...rancour to pure love"	Friar Laurence	Metaphor
	2,4 - Noon PLANS	<ul style="list-style-type: none"> Mercutio learns of Tybalt's challenge to Romeo. Mercutio mocks Tybalt, but also notes his skill as a swordsman and the threat that he poses 	25	" <i>More</i> than Prince of Cats"	Mercutio	Irreverence Foreshadowing
		<ul style="list-style-type: none"> Juliet has sent the Nurse to talk to Romeo to confirm his promise of marriage. The Nurse warns Romeo against misleading Juliet 	26	Do not lead her into a "fool's paradise"	Nurse	Metaphor
		<ul style="list-style-type: none"> Romeo tells the Nurse to collect a rope-ladder that will allow him to climb into Juliet's bedroom after they are married. 	27	"bring the cords"	Romeo	-
	2,5 - Afternoon WAITING	<ul style="list-style-type: none"> Juliet waits for the Nurse to bring news. She is impatient at how slow she is. 	28	"O, she is lame!"	Juliet	Exclamation Hyperbole
		<ul style="list-style-type: none"> The Nurse teases Juliet, drawing attention to how physically attractive Romeo is 	29	"his leg excels all men's"	Nurse	Hyperbole
<ul style="list-style-type: none"> The Nurse tells Juliet that she will soon be able to have sex with Romeo 		30	"you shall bear the burden soon at night"	Nurse	Innuendo	

	2,6 - Afternoon MARRIAGE	<ul style="list-style-type: none"> Romeo and Juliet marry in secret Friar Laurence warns Romeo that intense passion can lead to intense outcomes 	31	“these violent delights have violent ends”	Friar Laurence	Foreshadowing
	3,1 - Afternoon FIGHT	<ul style="list-style-type: none"> Benvolio warns that the day is so hot that people will be impatient and overreact Tybalt confronts Romeo. Romeo regards himself as related now, and refuses. Mercutio’s pride/loyalty/impulsiveness cause him to fight Tybalt. Mercutio dies. Mercutio blames both families for his death. Enraged, Romeo kills Tybalt in revenge. The Prince – a relative of Mercutio’s – banishes Romeo on pain of death 	32	“the mad blood is stirring	Benvolio	Metaphor
			33	“I love thee better than thou canst devise”	Romeo	Enigmatic
			34	“A plague a’both your houses” (used three times)	Mercutio	Metaphor Repetition
			35	“Fire-ey’d fury be my conduct now!”	Romeo	Personification
	3,2 - Afternoon NEWS	<ul style="list-style-type: none"> Juliet is impatient night to fall so that Romeo will be able to visit her secretly. Juliet is shocked to hear that Romeo is capable of murder, but remains loyal. 	36	“Spread thy close curtain, love-performing night”	Juliet	Metaphor Personification
			37	“Beautiful tyrant! Fiend angelical!”	Juliet	Oxymoron Exclamation
	3,3 - Early evening BANISHED	<ul style="list-style-type: none"> The Friar tells Romeo that he’s been banished and notes how unusually unlucky he is. Romeo says he may as well be dead, as banishment means he cannot see Juliet. Romeo considers killing himself with his dagger. The Friar stops him. Romeo leaves to spend the night with Juliet before leaving for exile in Mantua. 	38	“Thou art wedded to calamity”	Friar Laurence	Metaphor Irony
			39	“Exile is death”	Romeo	Hyperbole
			40	“Hold thy desperate hand!”	Friar Laurence	Exclamation
3,4 - Late Evening PARIS	<ul style="list-style-type: none"> Cap. allows Paris to marry Juliet, thinking it will help her get over Tybalt’s death. 	41	“she will be ruled in all respects by me”	Lord Capulet	Verb → “ruled”	
Tuesday	3,5 - Early morning PARTING	<ul style="list-style-type: none"> R&J wake up. The sun is rising, putting pressure on Romeo to leave quickly. The Nurse warns them that Lady Capulet is coming. Lady Capulet promises to arrange Romeo’s death as revenge for killing Tybalt Juliet refuses to marry Paris. Lord Capulet reacts aggressively. The Nurse discourages Juliet from holding out hope for Romeo 	42	“more light and light, more dark and dark our woes!”	Romeo	Repetition
			43	“be wary”	Nurse	Adjective → wary
			44	“we will have vengeance for it”	Lady Capulet	Noun → vengeance
			45	“hang, beg, starve, die in the streets”	Lord Capulet	Listing
			46	“Romeo’s a dishclout”	Nurse	Metaphor
			47	“I long to die”	Juliet	Emotive
	4,1 - Morning FRIAR’S PLANS	<ul style="list-style-type: none"> Juliet tells the Friar that she intends to kill herself if she cannot be with Romeo The Friar stops her. He has a plan to fake her death and will write to Romeo in Mantua Juliet emotionally lists all of the horrific things she would endure to be with Romeo 	48	“hold, daughter, I do spy a kind of hope”	Friar Laurence	Verb → hold
			49	“chain me with roaring bears” etc.	Juliet	Hyperbole
			50	“I am ever rul’d by you”	Juliet	Verb → Ru’ d
	4,2 - Afternoon DECEPTION	<ul style="list-style-type: none"> Juliet tells her father that she will obey his orders. Capulet brings forward the wedding, meaning less time for Romeo to be contacted. 	51	“What if it be a poison?”	Juliet	Rhetorical Q Foreshadowing
4,3 - Night DRUGGED	<ul style="list-style-type: none"> Juliet’s soliloquy shows that she is frightened & irrational. She thinks the Friar might be trying to poison her; she fears she might find haunted or try to kill herself in the tomb 					
Wednesday	4,5 - Early morning TRICKED	<ul style="list-style-type: none"> Juliet cannot be woken – she appears to be dead. Her family express their sorrow. Ironically, Capulet explains to the Friar that Juliet has metaphorically married death 	52	“Death is my son-in-law”	Lord Capulet	Irony
	5,1 - Morning APOTHECARY	<ul style="list-style-type: none"> Romeo learns that Juliet has died – The Friar’s letter has not arrived in time. Romeo challenges his fate/destiny. He buys poison so that he can kill himself. 	53	“I defy you stars!”	Romeo	Exclamation
	5,3 - Night→Dawn SUICIDES	<ul style="list-style-type: none"> Paris, praying at Juliet’s tomb, sees Romeo. He warns Paris, but they fight. Paris dies. Romeo sees Juliet dead and drinks the poison to kill himself The Friar talks to Juliet then runs away. Seeing Romeo, she stabs herself with his dagger. The Prince blames both families for the tragedy. Montague & Capulet make peace. 	54	“Temp’t not a desp’rate man”	Romeo	Adjective
			55	“with a kiss I die”	Romeo	
			56	“O happy dagger, this is thy sheath”	Juliet	Metaphor
			57	“All are punish’d”	Prince	Pronoun → “all”

<i>Romeo and Juliet</i> by William Shakespeare, 1597			Core Knowledge		
SECTION A: VOCABULARY			SECTION C: CONCEPTS		
1	impulsive	Acting suddenly without careful consideration of consequences. <i>Romeo's impulsive decision to marry Juliet leads to escalating tensions.</i>	1	Patriarchy	A patriarchal system encourages men to assert power and control, and limits the power and independence of women. Men <u>and</u> women can suffer as a result of a patriarchy.
2	unrequited	Not returned or rewarded. <i>Romeo's love for Rosaline is unrequited</i>	2	Predestination	Predestination is the idea that all events are determined by God. In particular, it suggests that God has already planned all events and outcomes.
3	tormented	Experiencing severe physical or mental suffering. <i>Juliet is tormented by conflicting loyalties.</i>	3	Divine Order	The belief that all life was ordered into a strict hierarchy by God – a “Great chain of being” or a “divine order”. To challenge this hierarchy was to challenge God.
4	ephemeral	Lasting for a very short time; fleeting. <i>The love between Romeo and Juliet is presented as ephemeral.</i>	5	Courtly love	An idealised form of love that is formal, polite, chivalrous and distant, not passionate.
5	melancholic	A feeling of deep sadness or sorrow. <i>Romeo is melancholic at the beginning of the play</i>	6	Romantic love	A type of love that is ruled by powerful emotion, desire, intimacy & shared experience
6	irrational	Not based on reason or logic; unreasonable or illogical in behaviour, decisions, or beliefs. <i>Tybalt's hatred for Romeo is irrational.</i>	7	Sexual/ Erotic love	Types of love that focuses on physical attraction, sex and pleasure, instead of romance & emotion.
7	poignant	Deeply moving. <i>The final scene is extremely poignant.</i>	8	Emotion v Reason	The play can be understood as a commentary on self-control. What do you think Shakespeare is suggesting about merits of
8	Inevitable	Impossible to stop or prevent; relentless. <i>The tragic ending is inevitable.</i>	SECTION D: CONTEXTS		
9	flawed	Having imperfections or weaknesses.	1	16th Century	The play was written when Elizabeth I was in power. This period is known as “Elizabethan”
		<i>The flawed decisions contribute to Juliet's tragic fate.</i>	2	Renaissance	A period in history marked by a revival of interest in art and literature. This era emphasized the importance of individualism, and the complexities of human emotions.
10	vengeful	Seeking harm someone / seek revenge	3	Monarchy	Written at a time when the monarch held substantial power and influence. The themes of loyalty and obedience to authority figures are reflected in the societal norms depicted in the play
		<i>Romeo's actions are vengeful.</i>	4	Duty	Duty was a very important concept. The play can be an exploration of different types of duty: duty to your family, duty to husband, duty to friends, the duty of the courtly lover etc.
SECTION B: NARRATIVE – Key Plot / Character / Setting knowledge			5	Writer's Intention	The play is often interpreted as a cautionary tale . Shakespeare may be warning against impulsivity, the fragility of youth, the power of fate or the complexity of love, for example.
1	Settings:	Verona: The city in which most of the play is set. Mantua: The city that Romeo is banished to.	6	Religion	Religion and religious figures (like priests) played a significant role in Elizabethan society. References to religion are made throughout the play to represent ideas of marriage, purity and sin.
2	Lord/Lady Capulet	Juliet's parents who, driven by social status and family honour, inadvertently contribute to their daughter's tragic end.	7	Fate	Many people at the time believed that their lives were pre-determined, and to challenge this was to challenge God's will. You would be punished by God if you tried to change your destiny.
3	Lord and Lady Montague	Romeo's parents who, like the Capulets, are ultimately consumed by grief and guilt over their children's deaths, symbolising the senselessness of the feud.	SECTION E: SUBJECT TERMINOLOGY / LITERARY CONCEPTS		
4	Benvolio	Meaning “Good will”. A peaceful, calm friend of Romeo's. He breaks up the fight and tries to help him out of his depression.	1	[Revenge] Tragedy	A “tragedy” is a play that ends with death / disaster. A “revenge tragedy” was a popular Elizabethan genre in which a cycle of violence and vengeance leads to multiple deaths
5	Friar Laurence	A well-intentioned but flawed priest. Romeo's trusted friend. He arranges the secret wedding to bring peace, and suggests the use of the sleeping drug.	2	Verse / iambic pentameter	Verse is normally used by characters of high status. Breaking the convention of verse can indicate a lack of control or a lack /change of status.
6	The Nurse	A well-intentioned but flawed carer. She has brought Juliet up since birth.	3	Soliloquy	A speech that is directed to oneself. e.g. Romeo and Juliet speak to themselves when they first meet at the balcony, and then when they kill themselves.
7	Mercutio	Romeo's witty, over-confident friend. He is killed by Tybalt.	4	Theme	A recurring idea. In <i>Romeo and Juliet</i> , key themes include love, conflict, fate, family.
8	Paris	A well-meaning suitor chosen by Juliet's parents, whose presence complicates the lovers' plans and contributes to the fatal misunderstandings.	5	Sonnet	A formal type of 14-line poem with a specific rhyme scheme. Prologue / 1,5
9	Tybalt	Juliet's hot-headed cousin whose aggressive nature escalates the feud with the Montagues and leads to tragic consequences.	6	Dramatic Irony	The reader/audience knows something that the character does not
			7	Foreshadowing	The story hints at future events to build tension and expectation.

Romeo and Juliet: Plot test

NAME	
TEACHER	

#	QUESTION	ANSWER	MARK
1	According to the prologue, in which city is the play set?	Verona	
2	How does Shakespeare make the first scene of the play exciting for audiences?	By starting with rude jokes and a fight scene.	
3	Which 'peace-making' Montague is introduced in the first scene?	Benvolio	
4	Which 'trouble-making' Capulet is introduced in the first scene?	Tybalt	
5	Lord Capulet and Lord Montague arrive on the scene. Does their presence make things better or worse? Why?	They make things worse because they want to join in.	
6	The Prince of the city arrives. What punishment does he threaten to anyone who fights again?	The Prince says that he will execute anyone who fights again.	
7	Why is Lord Montague worried about Romeo?	Because he's been on his own so much.	
8	Who leaves to find out what is wrong with Romeo?	Benvolio.	
9	Why is Romeo depressed?	He is lovesick for a girl called Rosaline.	
10	What advice does Benvolio give Romeo?	Benvolio tells him to get over Rosaline and look at other girls.	
11	What does Paris ask Lord Capulet?	He asks if he can marry Juliet.	
12	What is Lord Capulet's response to Paris' request?	Capulet tells him to wait - she's too young to marry.	

13	What does Lady Capulet ask Juliet?	Lady Capulet asks Juliet to try to fall in love with Paris.	
14	What is Juliet's response to her mother's request?	Juliet is polite but not really interested in the idea.	
15	Is Mercutio a Capulet or a Montague?	He is neither.	
16	Who spots Romeo at the Capulet ball?	Tybalt.	
17	How does Lord Capulet feel about Romeo's presence at the party?	He accepts it - he doesn't want to spoil the party.	
18	After seeing Juliet at the party, what does Romeo discover about her?	That she is a Capulet.	
19	What does Juliet discover about Romeo?	That he is a Montague.	
20	Where does Romeo next see Juliet?	At her balcony.	
21	What does Juliet want Romeo to agree to before taking their relationship further?	She wants him to agree to marry her.	
22	Romeo seeks advice from the Friar. Which girl does the Friar think Romeo has been seeing?	Rosaline.	
23	Why is the Friar willing to help Romeo?	Because a marriage between a Capulet and Montague might put an end to the fighting.	
24	Why does Tybalt want to attack Romeo?	Because Tybalt saw Romeo trespassing at the party, and wants his revenge.	
25	Why does Romeo refuse to fight him?	Because he will soon be part of Tybalt's family.	
26	Mercutio attacks Tybalt. What happens to Mercutio as a result?	Mercutio is killed.	

27	Who does Mercutio blame for this?	Both houses - the Montagues and the Capulets.	
28	What does Romeo do to avenge Mercutio?	He kills Tybalt.	
29	According to the Prince's threat from the start of the play, what should happen to Romeo now?	He should be killed.	
30	How does the Prince decide to punish Romeo?	The Prince banishes Romeo.	
31	Now a criminal, who does Romeo seek help from?	Friar Laurence.	
32	In which city is Romeo told to hide?	Mantua.	
33	What does Lord Capulet finally agree to?	Allowing Paris to marry Juliet.	
34	Lady Capulet catches Juliet crying after Romeo has left her. What does she think Juliet is crying about?	Tybalt's death.	
35	What arrangement does Lady Capulet tell Juliet about?	Her marriage to Paris.	
36	How does Juliet react to this news?	She refuses to marry Paris.	
37	How does Lord Capulet respond to Juliet's reaction?	He is angry and violent and threatens Juliet.	
38	Paris visits the Friar. Why?	To arrange the wedding between himself and Juliet.	
39	The Friar tells Juliet that she will need to drink a potion. What will this potion do?	Make her look dead, but actually send her to sleep.	

40	How will the Friar let Romeo know about the plan?	By letter to Mantua.	
41	What incorrect news does Romeo hear from Verona?	That Juliet is dead.	
42	What does Romeo buy from an apothecary (a chemist)?	Poison.	
43	Why doesn't Romeo know the truth about Juliet?	Because the letter never arrived	
44	Romeo leaves Mantua. Which location in Verona does he head straight to?	Juliet's tomb.	
45	Who kills Paris?	Romeo	
46	How does Romeo die?	He drinks the poison he bought.	
47	What reason does Romeo give for killing himself?	He can't live without Juliet.	
48	How does Juliet die?	She stabs herself.	
49	What reason does Juliet give for killing herself?	She can't live without Romeo.	
50	What do Lord Montague and Lord Capulet agree to do at the end of the play?	Make peace.	
SCORE /50			

A Christmas Carol: Plot test

NAME	
TEACHER	

#	QUESTION	ANSWER	MARK
1	Who wrote A Christmas Carol?	Charles Dickens	
2	In what century was the story written?	19th	
3	The story starts by telling us that someone is dead. Who?	Jacob Marley	
4	What was this person's relationship to Scrooge?	Business partner	
5	What day is it at the start of the story?	Christmas Eve	
6	In what city is the story set?	London	
7	What is the weather like at the start of the story	Cold, dark, foggy etc.	
8	Which cheerful character arrives at Scrooge's office?	Fred	
9	What is his relationship to Scrooge?	Nephew	
10	Scrooge is then visited by two men. What do they want?	Donations to charity	
11	A child then comes to Scrooge's door. What does he do?	Sings a carol	
12	How does Scrooge react?	Chases him away	

13	What is the name of Scrooge's clerk	Bob Cratchit	
14	What does he ask Scrooge for?	A day off / To not come into work on Christmas Day	
15	In what object does Scrooge first see Marley's face	A door-knocker	
16	Who does Scrooge live with?	Nobody	
17	What is wrapped around Jacob Marley's ghostly body?	Chains	
18	What does Jacob Marley tell Scrooge?	That he will be visited by three ghosts	
19	Which ghost visits first?	The Ghost of Christmas Past	
20	What does this ghost look like? A child, a man, or the grim-reaper?	A child	
21	What vision does the Ghost of Christmas Past first show Scrooge?	His childhood home and school	
22	The ghost then shows Scrooge talking with his sister. What is her name?	Fan	
23	What happened to her?	She died	
24	The ghost then shows Scrooge his old boss. What is his name?	Fezziwig	
25	How does Fezziwig treat his employees? How do you know?	He treats them well - he throws a party at Christmas.	
26	The spirit then shows Scrooge talking with a woman. Who is she?	Scrooge's former fiancé	

27	What is her name?	Belle	
28	Why does she call off their engagement?	Because Scrooge has become too focused on money.	
29	The ghost shows Scrooge Belle's future. Describe it.	Happily married with children.	
30	Which ghost does Scrooge meet next?	The Ghost of Christmas Present	
31	Which poor family does the ghost take Scrooge to see?	The Cratchit family	
32	What is the name of the youngest child of this family?	Tiny Tim	
33	Why does Bob Cratchit worry about Tiny Tim?	He is very unwell / frail etc.	
34	What are the family doing?	Having Christmas dinner	
35	The ghost shows other groups of people enjoying Christmas. Name at least one.	Miners / Sailors / Light-house keepers	
36	The ghost shows Scrooge a member of his own family enjoying Christmas. Who?	Fred (and his family and friends)	
37	What are the names of the two child-like beings under the ghost's robe?	Want and Ignorance	
38	Who is the final ghost that Scrooge meets?	The Ghost of Christmas Yet to Come	
39	The ghost shows Scrooge a group of businessmen. What event are they discussing?	Scrooge's death / funeral	
40	The ghost next shows Scrooge a group of people selling things. What are they selling?	Scrooge's property / clothes etc.	

41	The ghost next shows Scrooge a man alone in a bed, with rats gnawing nearby. Who is it?	Scrooge (he is dead)	
42	The ghost next shows a husband and wife who are grateful that Scrooge has died. Why?	They were in debt to him - his death gives them time to save money to repay the debt.	
43	The ghost next shows Scrooge the Cratchit family at home. What has happened?	Tiny Tim has died	
44	Finally, the ghost shows Scrooge a gravestone. What does it say on it?	Ebenezer Scrooge	
45	What does Scrooge promise to do?	Celebrate Christmas / change his ways etc.	
46	What day is it at the end of the story?	Christmas Day	
47	What does Scrooge ask a boy to buy and deliver to the Cratchits?	A turkey (the "prize" turkey)	
48	Scrooge speaks to the men that visited his office at the start. Why?	To make a larger donation to the charity	
49	Scrooge then goes to Christmas Dinner. At whose house?	Fred's	
50	What does Scrooge give to Bob Cratchit on Boxing Day?	A pay rise	
SCORE /50			

NAME		TEACHER		SCORE /50	
#	QUESTION	OPTIONS		A/B/C	MARK
1	What is described in the poem <i>Ozymandias</i> ? Choose the most accurate answer.	A	The ruined statue of a once great king.		
		B	A desert, once full of life		
		C	An old, wise traveller.		
2	What does the statue of <i>Ozymandias</i> symbolise?	A	The statue is a symbol of the wealth that can be gained from power.		
		B	The broken statue symbolises the idea that cruel men will be punished.		
		C	The broken statue symbolises the idea that human power cannot last forever.		
3	Which option completes the quotation "sneer..."?	A	...of cold command"		
		B	...of cruel command"		
		C	...of cold cruelty"		
4	Which language feature is used in this phrase?	A	Pathetic fallacy		
		B	Simile		
		C	Alliteration		
5	Which option completes the quotation "King..."	A	...of all"		
		B	...above all kings"		
		C	...of Kings"		
6	Which language feature is used in this phrase?	A	Pathetic fallacy		
		B	Metaphor		
		C	Repetition		
7	Which option completes the quotation "colossal..."	A	...ruin"		
		B	...wreck"		
		C	...stature"		
8	Which language feature is used in this phrase?	A	Repetition		
		B	Simile		
		C	Oxymoron		
9	STRUCTURE The final line of a poem expresses the most important message. Why has the poet decided to end with an image of "lone and level sands"	A	To emphasise the ancient, remote setting of the poem.		
		B	To suggest that we must all travel long distances to find meaning in life.		
		C	To suggest the great power of nature and the insignificance of humans.		
10	Who wrote <i>Ozymandias</i> ?	A	Wordsworth		
		B	Heaney		

		C	Shelley		
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#	QUESTION	OPTIONS		A/B/C	MARK
11	What is described in <i>London</i> ? Choose the most accurate answer.	A	The narrator describes all the sounds and smells that he experiences in London.		
		B	The narrator describes the misery that he sees as he walks around London.		
		C	The narrator lists all of the cruel leaders that have controlled London's people		
12	Which historical event helped inspire the poem <i>London</i> ?	A	The French Revolution		
		B	American Independence Day		
		C	The Queen's coronation		
13	Which option completes the quotation "marks...?"	A	...of weakness, scars of woe"		
		B	...of secrets, marks of woe"		
		C	...of weakness, marks of woe"		
14	Which language feature is used in the quotation?	A	Repetition		
		B	Simile		
		C	Exclamation		
15	Which option completes the quotation? "mind-...?"	A	...forced manacles"		
		B	...formed manacles"		
		C	...forg'd manacles"		
16	Which language feature is used in the quotation?	A	Ellipsis		
		B	Metaphor		
		C	Simile		
17	Which option completes the quotation "runs in blood...?"	A	...down palace fools"		
		B	...on royal walls"		
		C	...down palace walls"		
18	Which language feature is used in the quotation?	A	Metaphor		
		B	Simile		
		C	Alliteration		
19	STRUCTURE The final line of a poem expresses the most important message. Why has the poet decided to end with line "marriage hearse"?	A	To suggest that there is no chance of love or happiness in London – all hope is dead.		
		B	To emphasise the difficulty of married life in such a busy city.		
		C	To reinforce the message that death comes to all men and women – there is no escape.		
20	Who wrote <i>London</i> ?	A	Shelley		
		B	Agard		
		C	Blake		

#	QUESTION	OPTIONS		A/B/C	MARK
21	What is described in <i>My Last Duchess</i> ? Choose the most accurate answer.	A	A rich man describes an expensive painting that he has on display.		
		B	A powerful man explains how his life is meaningless since the death of his wife.		
		C	A wealthy man speaks to an unnamed visitor about a painting of his dead wife.		
22	What does "My Last Duchess" mean / refer to?	A	The Duke's final relationship		
		B	The Duke's previous wife		
		C	The Duke's most recent land purchase		
23	Which option completes the quotation "Looking..."?	A	"...as if she were alive"		
		B	"...as if she were desired"		
		C	"...as if she were mine"		
24	Which language feature is used in the quotation?	A	Alliteration		
		B	Simile		
		C	Repetition		
25	Which option completes the quotation "her looks..."?	A	"...surpassed all others"		
		B	"...caused men to blush"		
		C	"...went everywhere"		
26	Which language feature is used in the quotation?	A	Hyperbole		
		B	Rhetorical question		
		C	Repetition		
27	Which option completes the quotation "Then all smiles..."?	A	...ended"		
		B	...vanished"		
		C	...stopped"		
28	Which language feature is used in the quotation?	A	Onomatopoeia		
		B	Simile		
		C	Sibilance		
29	STRUCTURE The final line of a poem expresses the most important message. Why has the poet decided to end with an image of a statue of "Neptune, taming a seahorse"?	A	To reinforce the Duke's love of art.		
		B	To reinforce the Duke's desire to control women.		
		C	To reinforce the fantasy elements of the poem.		
30	Who wrote <i>My Last Duchess</i> ?	A	Armitage		
		B	Heaney		

		C	Browning		
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#	QUESTION	OPTIONS		A/B/C	MARK
31	What is described in <i>The Prelude</i> ? Choose the most accurate answer.	A	A wealthy man walking alone is overwhelmed by the beauty of a forest		
		B	A working-class man steals a boat to impress a beautiful young woman.		
		C	A young man's confidence is shattered by the overwhelming power of nature.		
32	How does <i>The Prelude</i> link to <i>Ozymandias</i> ?	A	Both poems feature a person that travels over land.		
		B	Both poems describe the power of nature and insignificance of man.		
		C	Both poems explore the cruelty of power.		
33	Which option completes the quotation "through the water..."??	A	...like a knife"		
		B	...like a fish"		
		C	...like a swan"		
34	Which language feature is used in the quotation?	A	Simile		
		B	Ellipsis		
		C	Oxymoron		
35	Which option completes the quotation "a huge..."??	A	"...mountain, white and imposing"		
		B	"...lake, huge and roaring"		
		C	"...peak, black and huge"		
36	Which language feature is used in the quotation?	A	Repetition		
		B	Simile		
		C	Oxymoron		
37	Which option completes the description of the mountain? "Like a living..."	A	"...thing, hunted me"		
		B	"...thing, strode after me"		
		C	"...wailed and moaned"		
38	Which language features are used in the quotation?	A	Personification / Exclamation		
		B	Alliteration / Simile		
		C	Simile / Personification		
39	STRUCTURE The final line of a poem expresses the most important message. Why has the poet decided to end with the narrator explaining that the events on the lake "were a trouble to my dreams"	A	To show that his encounter with the power of nature has deeply affected him.		
		B	To show that his efforts to escape the lake have exhausted him.		
		C	To show that he feels guilt for stealing the boat and that he regrets his actions.		
40	Who wrote <i>The Prelude</i> ?	A	Tennyson		

		B	Wordsworth		
		C	Duffy		

#	QUESTION	OPTIONS		A/B/C	MARK
41	What is described in <i>The Charge of the Light Brigade</i> ? Choose the most accurate answer.	A	A conversation between two soldiers.		
		B	One man's experience of fighting in war.		
		C	A military attack that went wrong.		
42	Which real-life war does <i>The Charge of the Light Brigade</i> relate to?	A	The Crimean War		
		B	The Vietnam War		
		C	WW2		
43	Which option completes the quotation "Half a league..."?	A	"...each man's colleague"		
		B	"...half a league, half a league"		
		C	"...despite fatigue"		
44	Which language feature is used in the quotation?	A	Personification		
		B	Metaphor		
		C	Repetition		
45	Which option completes the quotation "into the ..."?	A	...dragon's breath"		
		B	...jaws of death"		
		C	...ranks of death"		
46	Which language feature is used in the quotation?	A	Rhyme		
		B	Personification		
		C	Simile		
47	Which option completes the quotation? "Cannon to..."?	A	"...the right of them, cannon to the left of them"		
		B	"...the right of them, spitting out bloody phlegm"		
		C	"...the right of them, fire pouring down on them"		
48	Which language features are used in the quotation?	A	Oxymoron		
		B	Rhetorical question		
		C	Repetition		
49	STRUCTURE The final line of a poem expresses the most important message. Why has the poet decided to end with the phrase "Noble six hundred!"	A	To express pride in the soldiers' loyalty and duty despite the great danger they faced		
		B	To remind the reader how many soldiers chose to sacrifice their lives		
		C	To end with a sarcastic comment that emphasises the soldiers' cowardice		
50	Who wrote <i>The Charge of the Light Brigade</i> ?	A	Armitage		

		B	Heaney		
		C	Tennyson		

TITLE	Summary	Quotation 1	Quotation 2	Quotation 3	IMPACT: Final lines
<i>Ozymandias</i>	The poem explores the cruelty and arrogance of human power, and its insignificance compared to the true power: nature.	<p>“Sneer of cold command”</p> <p>Alliteration is used to draw attention to the king’s cruelty</p>	<p>“King of kings”</p> <p>Repetition used to emphasise Ozymandias’ arrogance and power</p>	<p>“Colossal wreck”</p> <p>An oxymoron is used to contrast Ozymandias’ colossal power with his ultimate destruction</p>	<p>“Lone and level sands stretch far away”</p> <p>Shelley structures his poem to end with an image of an empty desert to show the true power: nature – not man.</p>
<i>London</i>	The poem presents the suffering and misery of people in London who are victims of power and inequality.	<p>“Marks of weakness, marks of woe”</p> <p>The repetition of “marks” draws attention to the physical and emotional damage caused to the people of London.</p>	<p>“Mind-forg’d manacles”</p> <p>This metaphor suggests that the people of London are effectively imprisoned by their suffering. They are not literally in manacles – handcuffs – but they feel trapped by their poverty.</p>	<p>“Runs in blood down palace walls”</p> <p>This metaphor blames the monarchy (the “palace”) for the misery and poverty in London, and the suffering of the soldiers sent to war.</p>	<p>“Marriage hearse”</p> <p>Blake ends with a powerful oxymoron – “marriage hearse”. The joy of marriage is immediately connected to death. London is a place where there is no hope for love or happiness.</p>
<i>My Last Duchess</i>	A wealthy Duke speaks to an unnamed visitor about a painting of his dead wife. The Duke hints at the fact that he murdered his wife in because he was unable to control her.	<p>“Looking as if she were alive”</p> <p>The Duke uses a simile to praise that quality of the painting of his wife but also to conceal a subtle suggestion that he killed her...</p>	<p>“Her looks went everywhere”</p> <p>The Duke uses hyperbole to exaggerate the amount of attention that his wife gave to other people. This reveals his paranoia and jealousy.</p>	<p>“Then all smiles stopped”</p> <p>The creepy, evil sibilance of the phrase “smiles stopped” suggest his power and cruelty as the Duke again hints that he was responsible for her death.</p>	<p>“Neptune, taming a seahorse”</p> <p>Browning ends with an image of a statue of a god destroying a seahorse. This visual metaphor is a threat – the Duke is comparing himself to the god.</p>
<i>The Prelude</i>	A man steals a boat and rows out into the middle of a great lake. Initially confident and rebellious, he is overwhelmed by sight of the mountains that surround him. He realises that his life is meaningless compared to the power of nature.	<p>“like a swan”</p> <p>This simile suggests how calm and confident the narrator is at the start of the poem as he steals the boat, enjoying the risk and excitement.</p>	<p>“huge peak, black and huge”</p> <p>The narrator rows to the centre of the lake. He alone in the dark and isolated. The repetition of “huge” draws attention to the overwhelming size of the mountains.</p>	<p>“Like a living thing, strode after me”</p> <p>The simile personifies the mountains / landscape, presenting it is a predator or monster chasing him. He is frightened and overawed.</p>	<p>“a trouble to my dreams”</p> <p>The final line is used to communicate the impact that this experience. He feels insignificant after his frightening experience. His confidence is shattered and he is traumatised.</p>

<p>Ch ar ge of th e Lig ht Bri ga de</p>	<p>The poem describes a battle that took place in the Crimean War. Hundreds of British soldiers were ordered – by mistake - to charge at the Russian cannons. The poem criticises those in power but celebrates their bravery, too.</p>	<p>“Half a league...” x3</p> <p>The repetition of this phrase builds tension and creates a relentless beat. This is used to echo the sound of the horses’ hooves and suggest that the soldiers’ death is inevitable.</p>	<p>“into the jaws of Death”</p> <p>Death is personified to present the battle as a terrifying predator. This heightens both our sympathy for the soldiers having to face this monster, and our criticism of the leaders that sent them into the battle.</p>	<p>“Cannon to the left of them, cannon to the right of them”</p> <p>The repetition of “cannon” presents the soldiers as trapped and surrounded. Their deaths are inevitable but they still ride forward. This again makes us feel both sympathy and pride.</p>	<p>“Noble six hundred!”</p> <p>The last line of the poem does not focus on death or criticism. The most important message is the celebration of the soldiers’ heroism, duty and bravery. The exclamation communicates the great pride the poet feels.</p>
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