

Social, Historical and Cultural Context

A large percentage of this unit will assess your knowledge and understanding of the **social, historical** and **cultural context** of the play.

- For **WJEC** students, approximately 13 out of 20 of your marks will link to this assessment objective.
- For **AQA** students, approximately 7 out of 30 of your marks will link to this assessment objective.

Social, Historical and Cultural Context

social issues

key events

culture

MORALS AND ETHICS

the theatrical background

work and (un)employment

HISTORY

the playwright's background

class and status

politics

poverty and wealth

HEALTH AND WELFARE

family

gender

Why is context important?

It is important to study the **period**, both in time and place, in which texts are written in order to fully understand and appreciate them. In addition to the **playwright's personal views** and beliefs, many events and attitudes from the **period** will have influenced the **content, plot** and **themes** of the play. So, to fully understand *An Inspector Calls* you will need to understand what happened in **Britain** between **1900 and 1945**.

TASK

To show the importance of **context**, read the following newspaper article. You will all understand most of the references within the piece. However, imagine that this article is sent to that proverbial old hermit who lives in a cave in Outer Mongolia. (If you don't understand this saying about 'Outer Mongolia', ask your teacher to explain the context.) Highlight every reference that our hermit would need to research in order to fully understand the article.

Facebook fans do worse in exams

Research finds the website is damaging students' academic performance

FACEBOOK users may feel socially successful in cyberspace but they are more likely to perform poorly in exams, according to new research into the academic impact of the social networking website.



Daisy Jones feared the time she spent on Facebook was threatening her studies, so she deactivated her account

The majority of students who use Facebook every day are underachieving by as much as an entire grade compared with those who shun the site.

Researchers have discovered how students who spend their time accumulating friends, chatting and “poking” others on the site may devote as little as one hour a week to their academic work.

The findings will confirm the worst fears of parents and teachers. They follow the ban on social networking websites in many offices, imposed to prevent workers from wasting time.

About 83% of British 16 to 24-year-olds are thought to use social networking sites such as Facebook, MySpace and Bebo, to keep in touch with friends and organise their social lives.

“Our study shows people who spend more time on Facebook spend less time studying,” said Aryn Karpinski, a researcher in the education department at Ohio State University. “Every generation has its distractions, but I think Facebook is a unique phenomenon.”

Karpinski and a colleague questioned 219 US undergraduates and graduates about their study practices and general Internet use, as well as their specific use of Facebook.

They found that 65% of Facebook users accessed their account daily, usually checking it several times to see if they had received new messages. The amount of time spent on Facebook at each log-in varied from just a few minutes to more than an hour.

The Ohio report shows that students who used Facebook had a “significantly” lower grade point average - the marking system used in US universities - than those who did not use the site.

“It is the equivalent of the difference between getting an A and a B,” said Karpinski, who will present her findings this week to the annual meeting of the American Educational Research Association.

She has not yet analysed whether a student's grades continue to deteriorate the longer he or she spends on Facebook.

Some UK students have already spotted the potential danger. Daisy Jones, 21, an undergraduate in her final year at Loughborough University, realised the time she was spending on Facebook was threatening her grades - prompting her to deactivate her account.

“I was in the library trying to write a 2,000-word essay when I realised my Facebook habit had got out of hand,” she said.

“I couldn't resist going online. You do that, then someone's photo catches your eye. Before you know it, a couple of minutes has turned into a couple of hours and you haven't written a thing.” Jones is among the few to have recognised the risks. According to Karpinski's research, 79% of Facebook-using students believed the time they spent on the site had no impact on their work.

Facebook said: “There is also academic research that shows the benefits of services like Facebook. It's in the hands of students, in consultation with their parents, to decide how to spend their time.”

Jonathan Leake and Georgia Warren

From The Sunday Times

April 12, 2009

Researching Context

Though not all of them will be necessary / applicable to every text, there are a wide range of sources that you can use to help you in your research of the **social**, **historical** and **cultural context** of a text.

LIBRARY

NEWSPAPERS

museums

**diaries and
eyewitness accounts**

ART AND PAINTINGS

tv documentaries and programmes

FILM AND FILM ARCHIVES

other fiction

encyclopedias

census data

JOURNALS

news reports

LAW AND LAWS

music

PHOTOGRAPHS

radio reports

history books

antiques

scholarly collections

postcards

national archives

general register office

internet

fashion and period clothing

memorabilia and artefacts

POSTERS AND ADVERTS

Context: A Timeline

- 1867** - The National Society for Women's Suffrage is formed by Louise Becker. It is the first national group to campaign for women's right to vote in the United Kingdom.
- 1888** - Bryant and May announce huge profits while the average wage of a Match Girl is between 4 and 8 Shillings (20 - 40p) a week. Working conditions are appalling. The Match Girls strike at the Bryant and May factory.
 - Trade Union membership is approximately 750,000.
- 1889** - Gasworkers' and Dockers' strike lasts five weeks. They were striking in an attempt to secure a minimum of 4 hours' work per day and a minimum wage of 6 pence an hour.
- 1890** - May Day demonstration in favour of an eight-hour day.
- 1892** - UK General Election. Keir Hardie becomes the country's first socialist Member of Parliament.
- 1893** - Under Hardie's leadership, the socialist political party – the Independent Labour Party – is formed.
- 1895** - UK General Election. The Tories win. Lord Salisbury is Prime Minister.
- 1896** - The case of Lyons vs Wilkins sets a precedent that makes peaceful picketing illegal.

1900

- UK General Election. The Tories win. They will remain in power until 1905.
- The Independent Labour Party becomes the Labour Party and takes part in the general election for the first time.
- The Labour Party is the weakest of all political parties with only two MPs elected to the House of Commons.

1901

- Queen Victoria dies. She has reigned since 1837. Edward VII takes the throne.
- Over 1,600,000 women work as domestic servants for wealthy employers.
- The wealthy have an income starting at around £1100 a year, the reasonably well off around £500, and the poor around £156.
- Seerbohn Rowntree investigates how much of a struggle life is for the poor. Publishes his findings in: *Poverty, A Study of Town Life*.
- The Taff Vale judgment enables the employer (the Taff Vale Railway Company) to sue the union (the Amalgamated Society of Railway Servants) for losses sustained during a strike.

1903

- The Women's Social and Political Union is started by Emmeline Pankhurst. They become known as the Suffragettes and campaign to get women the vote.
- First powered flight by the Wright Brothers. It lasted twelve seconds.

1906

- UK General Election. The Liberals take control of government and this leads to a series of social reforms to support the poor. Henry Campbell-Bannerman is Prime Minister.
- School dinners are introduced by the Liberal government to tackle the problem of illness and general poor health amongst the children of poorer families. Such was the effect that when pupils were weighed at various times during the year, they gained weight in term time and lost weight during the holidays.
- In this year, the Labour party makes its first election breakthrough and has 29 MPs returned to parliament. Up until this point, the Tories and Liberals dominated politics.

1907

- Schools are set up to teach girls and women from poor families how to look after babies due to appalling death rates among newborns.
- All births to be registered so that health visitors can check up on the babies.

1908

- Maypole Mining disaster in Wigan. 72 miners are killed in the pit explosion.
- Suffragette demonstration in London.

1909

- Asquith's Liberal party sets up the first old age pension. The retirement age is 70. Previously, people worked until they dropped or were looked after by their family - which added to the burden of poor families.
- Louis Bleriot makes the first solo flight across the Channel.
- Unhealthy 'back-to-back' housing is banned.

1910

- King Edward VII dies. George V takes the throne.
- UK General Election - January. Hung parliament.
- Trade Union membership grows rapidly between 1910 and 1914 and there are significant increases in strike action. The period is dubbed 'the great unrest'.
- Herbert Asquith's Liberal government is reelected. Again aimed at tackling poverty and unemployment, this leads to the first Labour Exchanges - now known as Job Centres.
- Pretoria Pit disaster in Lancashire with 344 killed following an underground explosion.
- UK General Election - December. Another hung parliament.

1911

- Asquith and Lloyd George's Liberal government introduces the first National Insurance scheme for men in work. Previously, doctors charged fees that the poor simply couldn't afford. This scheme allowed for those in work to pay insurance to meet any doctors' fees.
- Sick pay is introduced in some industries.

1912

- The Titanic sinks. The casualty rates give an indication of the structure of society; approximately 70% of wealthy passengers survive compared to around 30% of poor passengers.
- The Miners' Federation of Great Britain (MFGB) campaign for a national minimum wage and national wage agreements. Coal owners refuse. Therefore, National Miners' Strike.

1913

- The number of companies producing cars in the UK falls from 200 to 100.
- Suffragette Emily Davison is killed at the Derby when she stands in front of the king's horse.

1914

- First World War breaks out. Men rush in their thousands to join up. They are to experience a new type of warfare with its miles of trenches, gas attacks, shelling, snipers and the barbed wire and debris of No Man's Land.
- DORA – Defence of the Realm Act – is passed in August. This granted the government control of coalmines, railways and shipping.
- The government works with trade unions to prevent strikes during the war but not all negotiations are successful: hundreds of thousands of workers continue to strike during, and after, the war.
- 90% of all trade unionists are men. 90% of women workers remain unorganised. Of the 10% of organised women, almost half are members of unions in the textile industry.
- Sylvia Pankhurst is expelled from the WSPU because of her support for Labour movement causes, and for her activities among working class women in the East End of London.

1916

- The reality of war begins to have an impact on recruitment: conscription is introduced.
- Following conscription, more women take on jobs previously viewed as 'men only'.
- The Battle of the Somme (July to Nov) results in the death or wounding of 60,000 British troops.
- In August, the film, *The Somme*, is released in Britain. Twenty million tickets are sold.
- Tanks are used for the first time in order to try and break the stalemate of trench warfare.
- In Ireland, the Easter Rising takes place. It is an attempt by Nationalists to end British rule.
- Lloyd George allies with the Tories to oust Asquith and sets up a coalition government.

1917

- At Passchendaele 250,000 British troops are killed or wounded in gaining 11km of ground.
- In Russia, a communist revolution sweeps the old system of government away. The violence of this revolution makes other governments fearful.

1918

- End of World War I. Armistice day. Fighting stops at 11.00am. Millions die.
- Representation of the People Act: men over the age of 21 and women over 30 given the vote, largely as a response to women working in 'male' jobs to cover for men absent in the army, and thereby proving themselves as equals.
- Mary Stopes writes *Married Love*, a discussion on the nature of marriage. One chapter breaks social taboos by talking about contraception.
- Trade Union membership is approximately six and a half million – 6,500,000.
- Almost 12,000 London police officers go on strike demanding higher wages and improved pension rights. Troops are sent in.
- UK General Election. Coalition government with Lloyd George as Prime Minister.
- Rationing is introduced in Britain.

- 1919**
- The cinema becomes the social centre of many peoples' lives; around half the population enjoys watching silent black and white films.
 - The Housing Act requires new houses to meet new standards and produce 'homes fit for heroes' - the returning soldiers.
 - Internationally, the Treaty of Versailles sows the seeds for World War II.
 - The Police Act of 1919 means that police are banned from strike action.
 - Nationally and internationally, the threat of strikes affects many trades and industries.
- 1920**
- The Roaring Twenties. Jazz music and clubs sees a more liberated approach to female dress - among the wealthier classes.
 - Unemployment in Britain hits one million and stays there for most of the decade.
 - The League of Nations is set up - an early version of the United Nations.
- 1921**
- Mary Stopes opens her first birth control centre at Holloway in London to a storm of protest from various organisations including the Catholic Church. Over a three-month period, Stopes' clinic receives 20,000 abortion requests. As abortion remains illegal, all requests are turned down. Instead, it is practiced secretly and with great danger to the health of the women.
- 1922**
- Post-war mass production techniques are increasingly used in the car industry. 183 motor companies in the UK.
 - UK General Election. The Tories win. Andrew Bonar Law is Prime Minister.
 - The Liberal Party splits and, for the first time in history, the Labour Party is the UK's second largest political party.
 - The BBC is formed to take advantage of a new invention – the radio.
- 1923**
- UK General Election. Hung parliament. With 191 seats, and almost 30% of the vote, the first ever Labour government is formed.
- 1924**
- UK General Election. The Tories win. Stanley Baldwin is Prime Minister.

1926

- The General Strike. Many unions go on strike due to wage and job cuts.
- Many middle class people work as strike breakers.

1928

- Due to the Equal Franchise Act, all women over 21 get the vote.
- Alexander Fleming rediscovers the now well-known antibiotic, penicillin. He is unable to finance any further development, so, writes up his notes and leaves it at that.

1929

- UK General Election nicknamed the 'Flapper Election'. Labour wins the most seats in parliament for the first time in history but does not secure a majority. Therefore, hung parliament.
- The Wall Street Crash in America causes the world economy to falter and collapse.

1930

- Following the Wall Street Crash, there is widespread unemployment in Britain: 2,500,000 unemployed.
- There are 58 motorcar companies in the UK.
- Ramsay MacDonald's Labour Party government set up a five-year plan to clear slum housing and improve poor living conditions.
- Amy Johnson flies solo from England to Australia. She is the first woman to do so.

1931

- UK General Election. The Tories win but a National Government, with Ramsay MacDonald as Prime Minister, is formed in order to deal with the crisis of the Great Depression.

1932

- Amelia Earhart flies solo across the Atlantic. She is the first woman to do so.

1933

- Adolf Hitler and his Nazi Party take control of Germany.

- 1934** - The government introduces the idea that people might actually need advice on how to drive: the driving test is introduced. Prior to this, you could simply buy a car and drive it away.
- 1935** - UK General Election. National Government continues, now led by Conservatives: Stanley Baldwin; Neville Chamberlain and Winston Churchill.
- 1936** - King George V dies. Edward VIII takes the throne and, in order to be allowed to marry American divorcee - Mrs. Simpson - abdicates his throne.
- George VI takes the throne following Edward VIII's abdication. He reigns until 1952. Throughout his reign, we see the disintegration of the British Empire.
- The Jarrow Crusade. Due to chronic unemployment, over two hundred men from Jarrow shipyard organize a march to London to meet with the government. Their dole money is cut for the time they were away and unavailable for work.
- 1937** - Amelia Earhart's plane disappears. She is never found.
- A German passenger airship explodes and crashes. 36 people die. Passenger services finally recover in about 1957.
- 1938** - Before the war, Britain imports about 55 million tons of food.
- 1939** - World War II breaks out following the German invasion of Poland.
- Florey and Chain pick up Fleming's work on penicillin and start to develop it. By 1943 they are producing usable quantities of the drug.
- German submarines attack ships bringing food to Britain. Imports of food drop to 12 million tons. Rationing is introduced.
- Nine out of ten households in Britain own a radio.

1940

- The Blitz. The Battle of Britain is fought in the skies over Britain as the German Luftwaffe and RAF fight for control of the skies. Without it, Hitler cannot launch Operation Sealion – his planned invasion of Britain. Nearly 2,000 people are killed or wounded on the first night of the Blitz in London. By the end, the figure is 120,000.
- War, for many, features blackouts, air raids, food queues, gas masks and evacuation.

1941

- Hitler launches the fatal Operation Barbarossa against Russia - a move that ultimately loses the war for Germany. The Japanese attack the USA fleet at Pearl Harbour and America enters the war.
- Amy Johnson dies in a plane crash.

1942

- The Beveridge Report forms the basis of what is to become the UK's Welfare State. It proposes a system of social insurance 'from cradle to grave'.

1945

- Atomic bombs are used for the first time in history; in August, the US drops two atomic bombs on Hiroshima and Nagasaki, causing Japan to surrender.
- End of the Second World War. Germany surrenders and Hitler commits suicide in Berlin in April. ... million dead.
- UK General Election nicknamed the 'Khaki Election'. Landslide victory for the Labour Party under Clement Atlee.

Location and Setting

We are told that the play is set in '... Brumley, an industrial city in the North Midlands.' Given that Brumley is not a real place, can you rank the information given to us by Priestley regarding the location of the play? Explain your decisions.

It is more important that Priestley has defined:

- the North Midlands;
- a place called Brumley;
- an industrial city.



The Unities

In Classical Greek Drama, plays conformed to the structure of **The Unities**.

The **three unities** of drama are:

- **action**; (This means that the plot focuses on one storyline.)
- **time**; (This means that the timescale of the drama must not be more than 24 hours. In its purest form, unity of time meant that stage time and real time were identical.)
- and **place**. (This means that there is only one setting.)



Consider the **unity of place**.

1. Use a brief quote to explain where the action of the play takes place.
2. Does the setting ever change and what is the effect of this?

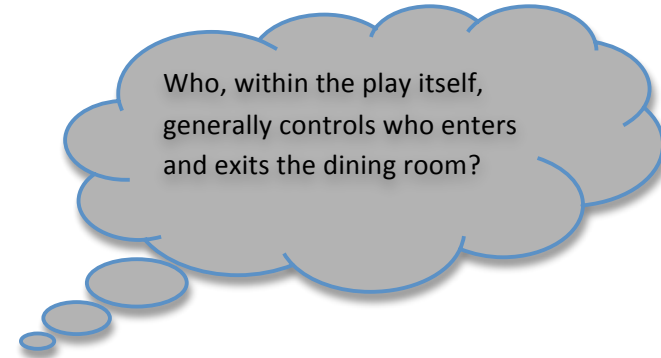
Entrances and Exits

In order to heighten the **suspense, tension** and **dramatic action**, entrances and exits are **perfectly timed** within the play.

TASK

Copy this table into your exercise books. As you read the play, make a note of:

- each **entrance** and **exit** within the play;
- who is **on stage** following the entrance / exit;
- **what happens**, and;
- **key quotes / stage directions** from these moments.



ACT ONE				
Page	Entrances / Exits	Who's on stage?	What happens?	Key quotes / Stage directions
7	Mrs. Birling, Sheila and Eric exit.	Birling and Gerald Croft	In an attempt to impress the absent Lady Croft, Mr. Birling tells Gerald of his hopes of receiving a knighthood.	'Eric - I want you a minute.' (Mrs. Birling) ' - so long as we behave ourselves, don't get into the police court or start a scandal - eh?' (Birling) 'You seem to be a nice well-behaved family - ' (Gerald)
9	Eric enters.	Birling, Gerald and Eric	The banter and chat continues; women and clothes, 'laddish' behaviour, Eric's 'slip', the generational differences. Birling's speech about community.	[They both laugh. ERIC enters.] (SD) 'Yes, I remember - [but he checks himself.] (Eric) '... a man has to make his own way -' (Birling) ' - community and all that nonsense.' (Birling)

Dramatic Irony

‘silly talk’

The term **dramatic irony** refers to the situation that arises when a character in a play speaks lines that are understood in a double sense by the audience, though not by the characters on stage.

**‘silly
pessimistic talk’**

‘wild talk’

J. B. Priestley makes use of dramatic irony in the play, particularly through Birling’s first major speeches. Remember, the play is set in the spring of 1912 – before the First World War. Its first UK audiences would have viewed it in 1946 – after the Second World War.

**‘talking
nonsense’**

‘fiddlesticks!’

Read Birling’s speeches on pages 6 and 7. In them, he outlines his views on the past, present and future. Below are some of his comments. Using your knowledge of the social, historical and cultural context of the period, match his comment to an event or events from history.

‘facts like that’

‘ ... scaremongers here making a fuss about nothing.’

Birling says / speaks of / refers to:	Context
' ... lower costs and higher prices.' (p.4)	
' – I say you can ignore all this silly pessimistic talk.' (p.6)	
'When you marry, you'll be marrying at a very good time. ... - and soon it'll be an even better time.' (p.6)	
'Last month, just because the miners came out on strike, ...' (p.6)	
' ... there's a lot of wild talk about possible labour trouble in the near future.' (p.6)	
'We employers are at last coming together to see that our interests – and the interests of Capital – are properly protected.' (p.6)	
' ... we're in for a time of steadily increasing prosperity.' (p.6)	

Birling says / speaks of / refers to:	Context
‘ ... you’ll hear some people say that war’s inevitable. And to that I say – fiddlesticks!’ (p.6)	
‘In a year or two we’ll have aeroplanes that will be able to go anywhere.’ (p.7)	
‘And look at the way the auto-mobile’s making progress – bigger and faster all the time. (p.7)	
‘ - the <i>Titanic</i> - ... and unsinkable, absolutely unsinkable.’	
‘ ... 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 – except of course in Russia, which will always be behindhand naturally.’	

Birling

‘ ... I speak as a hard-headed business man.’

In his early speeches, Birling makes many predictions about the future. As your work on context should have revealed, all of them are wrong. In this way, Priestley deliberately makes Birling appear foolish about matters of **fact**. This becomes important when, a little later in the play, Birling gives us his **opinions**.

☞ How would an audience watching the play in the 1940s have felt about the character of Birling?

‘ ... I’m talking as a hard-headed, practical man of business.’

You might want to imagine that your audience has people from the: working class, middle class, and upper class.

‘We hardheaded practical business men must say something sometime.’

☞ Would their reactions and responses to Birling have been the same? Explain your reasons.

Birling and community

BIRLING *(solemnly)* But this is the point. I don’t want to lecture you two young fellows again. But what so many of you don’t seem to understand now, when things are so much easier, is that a man has to make his own way – has to look after himself – and his family too, of course, when he has one – and so long as he does that he won’t come to much harm. But 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. But take my word for it, you youngsters – and I’ve learnt in the good hard school of experience – that a man has to mind his own business and look after himself and his own – and –

(We hear the sharp ring of a front door bell.)

BIRLING stops to listen.)

‘ - community and all that nonsense.’

Following his speeches about the future, Birling speaks to Eric and Gerald and outlines his views, opinions and ideas on society.

‘ ... a man has to make his own way - ’

‘ ... you’d think everybody has to look after everybody else,
... ’

‘ – community and all that nonsense.’

‘ ... a man has to mind his own business and look after
himself and his own - ’

1912 - 2010: Responsibility

Birling was ‘speaking’ in 1912 and, although his views and opinions might seem outdated to us, some people, even in today’s society, still share his ideas.

🗨 Working in groups of three or four, discuss each of the quotes.
Can you think of one reason or example to defend Birling’s ideas and one reason or example to prove Birling wrong?

✍ Does Priestley share Birling’s views, opinions and ideas?
(Consider Priestley’s political views.)

✍ Are we (the audience) meant to share Birling’s views, opinions and ideas? Explain your answer.

✍ What dramatic device does Priestley use to discredit Birling’s views, opinions and ideas, and how does he do this? (Think about the order of Birling’s speeches.)

✍ The ‘sharp ring’ of the doorbell curtails Birling’s speech about community and responsibility. Why do you think this may be significant?

Dramatic Tension

With the arrival of Inspector Goole, **tension** mounts. The following quotations / comments are relevant to the opening moments (p.10-13) of this part of the play. Before reading this section, try to put the events into the **correct order**, starting with the least tense moment.

✂-----
Birling's boasts about his many positions in society fail to impress the Inspector. Birling realizes, almost immediately, that the Inspector is not like the other 'Brumley police officers' and he reacts with a 'touch of impatience'.

✂-----
Both Eric and Gerald are 'surprised and rather annoyed' when the Inspector stops them from seeing the photograph. Birling shares their feelings.

✂-----
The Inspector announces that 'a young woman' – Eva Smith - has committed suicide.

✂-----

'Give us some more light.' (Priestley's earlier stage directions are written into the script. The brighter light suggests that an interrogation is about to begin.)

✂-----
Before the entrance of the Inspector, Birling and Gerald share a 'joke' and Eric is then described as speaking 'sharply' and feeling 'uneasy'.

✂-----
The commanding tone and control of the Inspector unnerves Birling, and he takes his frustrations out on Eric – which reveals cracks in the family circle and its underlying tensions.

✂-----
We find out that Eva Smith used to work for Birling.

✂-----
The Inspector enters, is welcomed and offered a drink, which he refuses.

✂-----
Edna enters to announce that there's an Inspector at the door: 'Please, sir, an inspector's called.'

✂-----
Birling recognises the woman in the photograph.

‘I was quite justified.’

📖 As a class, read the extract where the Inspector questions Mr. Birling. (Pages 10-16)

🗨️ Check and discuss your predictions about:

- the increasing tension on pages 10 – 13;
- the stage directions and lines from pages 10 - 16.

Your discussions should reveal that, almost from the outset, the Inspector unnerves Birling.

Experts Speak

You are going to complete a task on the following aspects of Birling’s character. The class should be split into groups and each group is to become a specialist on a certain aspect of Birling’s character in this extract.

- Birling’s status and position in society.
- Birling’s capitalist views as a ‘prosperous manufacturer’ and his dealings with his workers.
- Birling’s lack of sympathy for Eva Smith’s fate.

- Birling and Eric. (Family and generational differences.)
- Birling and Gerald. (Class, status and business.)
- Birling’s reactions to the Inspector’s methods and comments.
- Birling and responsibility.

Each group is to design a **poster** on their specialist area. They will need to think about:

- What Birling says to or about others;
- What other characters say to or about Birling;
- What Birling does;
- What other characters do to Birling.
- Posters should follow the order of the extract.
- Posters should make effective use of quotes from the stage directions and / or dialogue. (see example)
- When posters are complete, the groups teach each other their specialist area. Establish a round robin / rotation system. Each group member must visit every other group and must teach their area of Birling’s character at least once. Neat versions of posters can be copied and shared with the class.

Using quotes

In the exam, you will need to use quotes effectively.

📖 On your own, take a moment to reread the assessment objectives.

✍ If there is something in the assessment objectives you do not understand, make a note of it and compile an appropriate question.

🗣 Ask and discuss the questions with your teacher and the rest of your class.

You must know what the assessment objectives mean.

Your ability to use quotes effectively will form part of your assessment and success in the exam.

📖 On your own, take a moment to read the 'Using quotes: examples' worksheet.

Assessment Objectives

A01

Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations

A02

Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings

A03

Make comparisons and explain links between texts, evaluating writers' different ways of expressing meaning and achieving effects

A04

Relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times

Birling's status and position in society

Using quotes: examples

1. When Edna announces that there is a 'police Inspector' at the door, Birling uses the opportunity to boast, to Gerald, about one of his positions in society: 'I'm still on the Bench.' Given the class tensions of the period, Birling is acutely aware of the difference in class and status between himself and the Crofts and he therefore takes every chance to impress Gerald with his titles and positions – in this case as a magistrate of the courts.
2. Birling welcomes the Inspector and offers him a drink, which the Inspector refuses. Birling therefore realises that the Inspector is not like the other 'Brumley police officers' and, as he is 'new', Birling feels compelled to give the Inspector an idea of his standing in Brumley. He refers to his positions as 'alderman' and 'Lord Mayor' and again refers to his position as a magistrate '...on the Bench –'. Birling seems keen to emphasise his status as a responsible and trustworthy member of society as all of these positions are linked to official and legal roles within the community of Brumley. However, and as we are aware, Birling's earlier speeches about community and responsibility suggest that Birling is really referring to these positions in order to highlight his position of power to the Inspector – perhaps almost a veiled threat?

Using quotes: explained

A comment / observation / POINT is made about an aspect of Birling's character.

A quote / EVIDENCE from the play is used to support this observation.

Reference is made to the CONTEXT of the text.

A more detailed EXPLANATION / ANALYSIS expands on the initial observation - which illustrates a clear understanding.

? How does this answer meet the Assessment Objectives?

✎ Identify and shade these areas in example two.

? How does this answer meet the Assessment Objectives?

? What do you notice about the use of quotes in example two and why is this an effective strategy both in terms of the assessment objectives **and** exam situations?

Birling's status and position in society

Using quotes: examples

1. When Edna announces that there is a 'police Inspector' at the door, Birling uses the opportunity to boast, to Gerald, about one of his positions in society: 'I'm still on the Bench.' Given the class tensions of the period, Birling is acutely aware of the difference in class and status between himself and the Crofts and he therefore takes every chance to impress Gerald with his titles and positions – in this case as a magistrate of the courts.
2. Birling welcomes the Inspector and offers him a drink, which the Inspector refuses. Birling therefore realises that the Inspector is not like the other 'Brumley police officers' and, as he is 'new', Birling feels compelled to give the Inspector an idea of his standing in Brumley. He refers to his positions as 'alderman' and 'Lord Mayor' and again refers to his position as a magistrate '...on the Bench –'. Birling seems keen to emphasise his status as a responsible and trustworthy member of society as all of these positions are linked to official and legal roles within the community of Brumley. However, and as we are aware, Birling's earlier speeches about community and responsibility suggest that Birling is really referring to these positions in order to highlight his position of power to the Inspector – perhaps almost a veiled threat?

Using quotes: explained

A comment / observation / POINT is made about an aspect of Birling's character.

A quote / EVIDENCE from the play is used to support this observation.

Reference is made to the CONTEXT of the text.

A more detailed EXPLANATION / ANALYSIS expands on the initial observation - which illustrates a clear understanding.

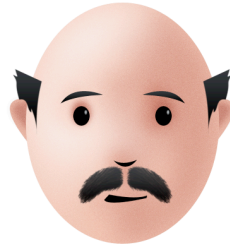
? How does this answer meet the Assessment Objectives?

✍ Identify and shade these areas in example two.

? How does this answer meet the Assessment Objectives?

? What do you notice about the use of quotes in example two and why is this an effective strategy both in terms of the assessment objectives **and** exam situations?

Birling



Background

Key moments / important page references

Speech – things he says

Actions – things he does

Mrs. Birling



Background

Key moments / important page references

Speech – things she says

Actions – things she does

Relationship with others

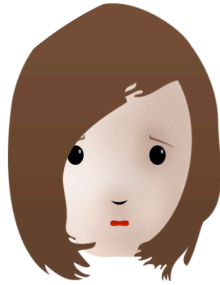
What happens to her and changes (if any) to character?

Mrs. Birling



Best ten quotes for Mrs. Birling

Sheila



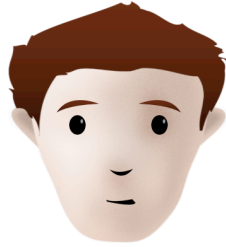
Background

Key moments / important page references

Speech – things she says

Actions – things she does

Eric



Background

Key moments / important page references

Speech – things he says

Actions – things he does

Gerald Croft



Background

Key moments / important page references

Speech – things he says

Actions – things he does

Inspector Goole



Background

Key moments / important page references

Speech – things he says

Actions – things he does

Relationship with others

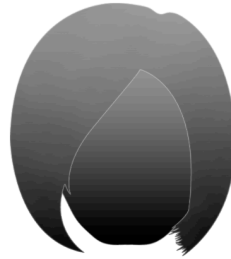
What happens to him and changes (if any) to character?

**Inspector
Goole**



Best ten quotes for Inspector Goole

Eva Smith



Background

Key moments / important page references

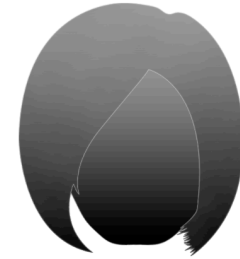
Speech – things she says (according to others)

Actions – things she does (as reported by others)

Relationship with others

What happens to her and changes (if any) to character?

Eva Smith



Best ten quotes for Eva Smith / Daisy Renton
