**Year 10: *An Inspector Calls* by J.B. Priestley**

Structuring your response…

**The question:** you will get a choice of two essay questions. Each will focus on either a main character or a major theme within the play. Whatever your choice of task, your answer must include:

***CONTEXT***

* *Socialism vs Capitalism*
* *Humanist Beliefs*
* *Priestley’s Life and Beliefs*
* *Britain in 1912 and 1945 (Socialism vs capitalism)*
* *Changing role / status of women*
* *The Welfare State*
* Analysis of language / structure / form
* References to context

**Introduction**

Your *first* sentence should be evaluative and state WHY the character / theme is an important one in the play. Your *second* sentence should outline the character’s role or the theme’s relevance and involve an element of CONTEXT. The *third* should, (without using the word ‘I’) outline how the answer will be tackled / structured.

**The Main Section – part a)**

This section should explore the theme’s relevance or the character’s role in a number of ways, including:

|  |  |
| --- | --- |
| Theme  | Character |
| - responding to which characters show an awareness of or are most involved with the theme and why-how the Inspector makes characters aware of the theme- characters’ attitudes towards the theme-how Eva Smith is connected to the theme-how different generations respond to or are connected with the theme | - initial impressions of the character- how / if the character develops or changes over the course of the play- how the Inspector deals with the character - the character’s attitude towards the Inspector, and whether it changes- The character’s attitude towards Eva Smith, and whether it changes |

You should also try to work in at least **three** relevant ideas about context in this section (see the CONTEXT box to the right)

***LANGUAGE***

* *Colloquial / informal language*
* *Changing language between classes*
* *Parts of speech*
* *Use of ellipsis / dash / pause*
* *Exclamatory / Imperative / Declarative / Interrogative sentences*
* *Figures of speech / Euphemism / Hyperbole*
* *Imagery / symbolism*

***DRAMATIC EFFECTS and DEVICES***

* *Stage descriptions and Scene-Setting*
* *Foreshadowing / hints about future events*
* *Dramatic Irony*
* *Use of timing*
* *Using the Inspector to control pace and tone*
* *Before / During / After Inspector*
* *Transitions between scenes*
* *Repetition of events*
* *False ending*

***THEMES (some overlap with CONTEXT!)***

* *Responsibility*
* *Class*
* *Gender*
* *Generation Gap*

***EVALUATIVE WORDS***

*Dramatic / Poignant / Moving / Shocking / Unexpected / Stirring / Thought-provoking / Inventive / Thoughtful / Ground-breaking / Influential / Revelatory / Meaningful*

**Section 3: CONCLUSION**

State why the central theme / character is so important / fascinating for the audience, perhaps with a **CONTEXT**-related comment about why an audience in Priestley’s time might respond differently to a modern one.

**The Main Section – part b)**

This section should focus on **HOW** the character / theme is presented by Priestley, with specific references to dramatic structure and effects; and language. Here are some ideas:

|  |  |
| --- | --- |
| Theme  | Character |
| - How it works within the structure of the play (i.e. before / during / after the Inspector’s appearance)-The Inspector as a dramatic device to enable characters to learn about the theme- How stage directions make us aware of the theme’s importance- Use of pauses, hesitancy, dashes in connection with the theme-Compare HOW characters use language when discussing the theme. | - How particular stage directions relate to the characters- How language reveals other characters’ responses towards this character- How the character’s language (and use of pauses, dashes,etc) reflect their personality – and whether this changes- Fluency and length of speeches and whether this changes |