

Supporting your child's independent learning in English – KS4

Knowledge organisers

RAG rating

Flash cards

Mnemonics / Variations

Quiz questions

Chopping up quotes for English Literature

Knowledge Organisers

- Core, essential knowledge for GCSE units via Edulink on **knowledge organisers**.
- Homework will often be based on a knowledge organisers, where a teacher will direct your child to the appropriate section of the resource.
- Your child will then be expected to learn information from this section independently to support their progress.
- This knowledge will be tested in class through a low stakes quiz.
- Your child is expected to work independently at home using the knowledge organiser, but **supporting them through asking questions / setting a quiz etc would be beneficial**.

Example of a knowledge organiser...(next 2 slides)

KS4 *An Inspector Calls*

1

KEY TERMS

Catalyst: a figure that causes an event to happen.

Proxy: the authority to represent someone else.

Capitalism: when the country is controlled by private owners for profit, rather than the state.

Socialism: when production, distribution and profit is owned and regulated by the community.

Morality play: a play based on the principles of right and wrong.

Misogyny: prejudice against women.

Propaganda: information used to promote a political cause or point of view.

Subservient: prepared to obey others unquestioningly.

Interrogator: a person who questions someone closely, aggressively or formally.

Omniscient: a third party that knows everything.

Exploitation: the action of treating someone unfairly in order to benefit.

Hubris: excessive pride.

Remorse: deep regret or guilt for wrong doing.

Naive: showing lack of experience, wisdom or judgement.

Superficial: lacking depth of character or understanding.

Fiction: untrue story.

Dramatic irony: when the audience is aware of something that the characters are not.

Stage directions: an instruction in the text of a play indicating the movement, position or tone of an actor, or the sound effects and lighting.

Dialogue: a conversation between two or more people.

Monologue: a long speech in a play - usually the character's train of thought.

Prose: written or spoken language in ordinary form.

Foreshadowing: hints about future events.

Imperative: a demand / command.

Proleptic irony: Something that does not seem significant at first but becomes important later (a type of foreshadowing).

Patriarchal society - a social system in which positions of dominance and privilege are primarily held by men. Also called an **androcentric society**.

2

THEMES

Responsibility - Priestley explores how individuals need to take responsibility in order to create a functioning society.

Priestley highlighted many layers of hierarchy and inequality. As a young, working class woman, Eva Smith is constructed as a symbol of three different inequalities:

Gender - The mistreatment of women runs throughout play. Priestley exposes how upper class men use lower class women as commodities. Eva is first used as '**cheap labour**' by Birling, and then used for sex by Gerald and Eric ('**she was a good sport**'). Even the Birling women are shown contempt by the men: Sheila has little say in her own engagement ring ('**Is it the one you wanted me to have?**') and Mrs Birling seems content to be the traditional subservient wife ('**I think Sheila and I had better go into the drawing room**').

Class and status - Priestley admitted that he was prejudiced against the upper classes, following the behaviour of upper class officers during World War I. He used the play to depict the classist arrogance of some wealthy people. Not only do the Birlings disregard Eva Smith, but Mr and Mrs Birling show little respect towards the Inspector as he seems to be below them in the social hierarchy. In turn, the Inspector undermines them when he '**cuts in**' and '**stares hard**': he, like Priestley, has little time for upper class arrogance. He shows the mistreatment of the lower classes by the rich.

Age and generations: Priestley portrays a clear difference between the old and the young Birlings. Mr and Mrs Birling grew up in Victorian times and possess many of the prejudices and pretences that Priestley despised. They feel they must put on act of morality and happiness through their lavish house and strict protocol. However, they are exposed as deeply immoral. In contrast, the Birling children are more relaxed (they drink and use slang) but are more progressive in their views.

3

JB PRIESTLEY

Priestley fought, and was wounded, in World War I. He was appalled by the poor decision-making of upper class senior officers, and never forgave them for the deaths of his friends. He said, 'I went into that war without any such prejudice, free of any class feeling' but then could never rid himself of his bias against the upper classes. Eric and Gerald might be seen as representatives of the pompous and reckless 'officer class': they would have probably become officers in World War I, two years after the play is set. He was an passionate socialist and member of the Labour party. He therefore believed that wealth should be evenly distributed in order to help the less fortunate. He uses Mr and Mrs Birling as caricatures (exaggerated versions) of the immoral rich in order to persuade the middle and upper class audience to become more socially responsible. Priestley said that his work 'owes much to the influence of Chekhov'. Chekhov was a communist writer in Russia, whose work contributed to a revolution (uprising) against the wealthy ruling classes.

Mr Birling - A 'rather portentous' (pompous) self-made man who has risen from the middle to upper classes. Arrogant, conceited, ruthless. **'For lower costs and higher prices'** and **'I speak as a hard-headed business man'**. A firm capitalist, he wants to use the Birling-Croft marriage to exploit people in order to make more money. **'You've a lot to learn yet'** - he lectures Eric and Gerald on his forthright, but foolish, opinions on the world. **'Community and all that nonsense'** - no social responsibility. **'I've got to cover this up as soon as I can'** - he cares more about his own reputation, and potential to make money. **'You're the one I blame for this' (to Eric) And a terrible father!** **'[Excitedly] A fake!'** - he discovers that the Inspector is not real, and quickly forgets all the pain that the family has caused.

Mrs Birling - A 'rather cold woman'. Old money: she was born into the upper classes. She shows the least remorse of all the family. **'I'm Mrs. Birling, y'know'** - she is condescending towards the Inspector and attempts to use her status to intimidate him. **'this disgusting affair'** - She presents herself as a moral person, but the audience soon learn otherwise. **'I've done nothing wrong'** - she accepts no responsibility. **'they'll be as amused as we are'** - she even thinks it's funny!

Eva Smith / Daisy Renton - the working class factory girl who may or may not be one person. It's better to think of her as a symbol of inequality. What the other characters say about her: **'Lonely, half starved, she was feeling desperate'** - the Inspector. **'She'd had a lot to say - far too much - so she had to go'** - Mr Birling. **'I was sorry for her'** and **'I didn't feel about her as she felt about me'** - Gerald. **'I didn't like her manner'** - Mrs. Birling.

Inspector Goole - The audience never learn whether he is a real policeman, or whether he is even a real person (Goole = Ghoul?) The fact is that it doesn't matter: Priestley constructs him as a symbol of social responsibility and a mechanism to expose the immorality of the upper classes. He is a mouthpiece and advocate for Priestley's own socialist viewpoint. Priestley uses stage directions to make him intimidating: **'an impression of purposefulness, massiveness and solidity'** **'Plain, darkish suit'** - a working class contrast to the Birlings. **'Cutting in massively'** - he takes control of the room. **'Stares hard'** - he is not intimidated by the class hierarchy. He gives a clear message to the Birlings (and to the middle class audience): **'You helped to kill her. Remember that.'** **'If men will not learnt that lesson then they will be taught it in fire and blood and anguish'** - His final words appear to predict the bloodshed of two world wars. He appears prescient, in contrast to Mr Birling's foolish predictions on war.

5 Characters



Gerald Croft - An 'easy, well-bred man-about-town' from an 'old money' family. **'You couldn't have done anything else'** - he supports Mr Birling. **'I don't come into this suicide business'** - shows little empathy for Eva Smith, and is more worried about his reputation. **'Everything's alright now, Sheila [holds up the ring]'** - he easily forgets about the pain he's caused: he is callous.

Eric - The 'half shy, half assertive' and reckless young man. Like his older sister, he feels more responsibility than his parents. **'Why shouldn't they try for higher wages?'** - empathy for the lower classes. **'But you didn't have to sack her!'** **'You killed her.'** - he blames his parents. **'The money's not the important thing.'** **'I agree with Sheila...it frightens me.'** - learns from the past.

Sheila - Starts off as a carefree girl ('very pleased with life and rather excited') before evolving into a more independent and responsible woman. She is the most dynamic character. **'Mummy sent me'** - she acts like a subservient child in Act One. **'But these girls aren't cheap labour - they're people'** - early signs of empathy and more progressive attitude towards the poor. **'I know I'm to blame'** - she quickly shows remorse. **'You began to learn something. And now you've stopped'** and **'It frightens me the way you talk'** - she criticises her parents.

6
KEY QUESTIONS
In Act One, why does Priestley present Mr Birling in the way that he does?

Who, in your opinion, is most responsible for Eva's death?

What does Priestley show us about the patriarchal society?

In what ways is Gerald a significant character in the play?

4

CONTEXT

Use these links to revise the background of the play:

[1912 VS 1945](#)

[AIC context revision](#)



USEFUL LINKS / FURTHER READING

[BBC Bitesize](#)

[AIC full text](#)

[More online resources, including essay writing tips](#)

RAG RATING AND KNOWLEDGE STATEMENTS

Year 8 Twisted Fairytales

What do I need to know?	Where can I find further support?
Can I use imagery effectively to create precise impressions for my reader?	What is imagery guide for KS3 English students - BBC Bitesize
Do I know the different parts of the five-part story mountain?	Story Mountain Explained: 6 Free Templates Imagine Forest
Do I know the conventions of a stereotypical fairytale?	Conventions of Fairy Tales - Fairy Tales - Research and Course Guides at Missouri Southern State University (mssu.edu)
Can I vary my sentences and sentence openers effectively?	Sentence structures and variety - Organising information and ideas – WJEC - GCSE English Language Revision - WJEC - BBC Bitesize
Can I use sensory language to help me to describe?	Descriptive writing guide for KS3 English students - BBC Bitesize
Do I understand the difference between past and present tense?	Past v present tense for KS3 English students - BBC Bitesize
Do I understand the difference between first and third person narrative perspective?	Writing in first or third person guide for KS3 English students - BBC Bitesize
Can I use basic punctuation accurately?	Punctuation - KS3 English - BBC Bitesize

Mnemonics

- A useful way of trying to learn tricky key words (and their spellings) is to use a mnemonic.
- Most of us can remember mnemonics from our childhood. This is because we have revisited them and made them 'sticky' in our memory.

Because
Necessary
Onomatopoeia

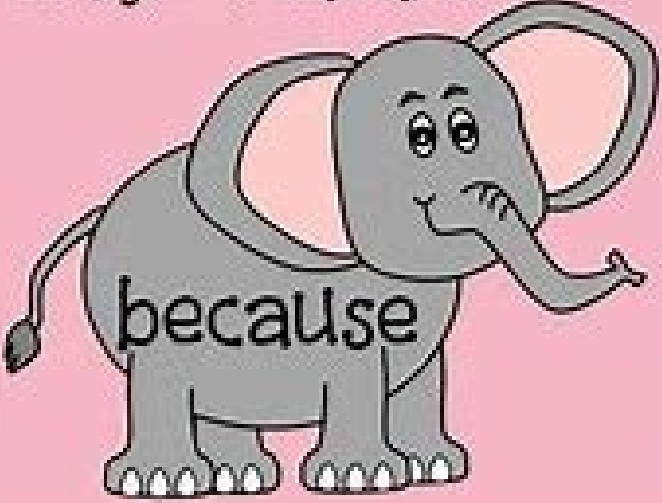
necessary



1 collar
2 sleeves

necessary

Can you remember??



Big
Elephants
Can
Always
Understand
Small
Elephants

Mnemonics

1. Ways of remembering tricky spellings...

- Omniscient (narration) –

Only My Naughty Idiotic Sister Can Irritate
Everyone – Not Today

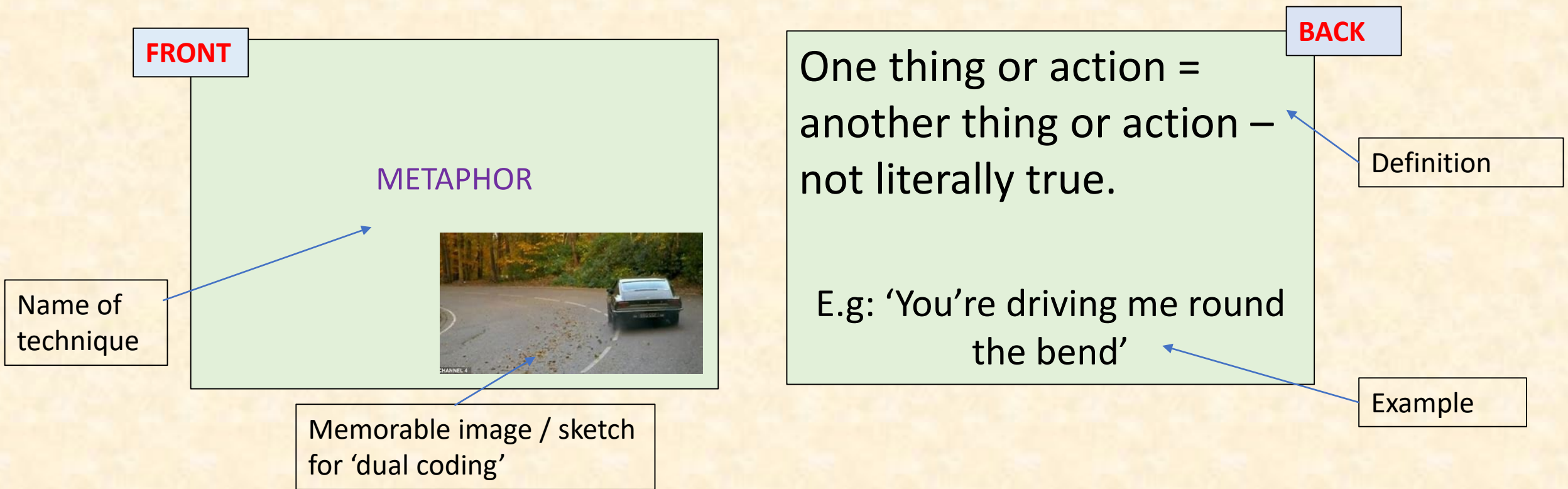
- Rhythm –

- Rhythm Helps Your Two Hips Move

Flash Cards

A **FANTASTIC** way to revise English / English Literature – particularly for key terms / remembering how to structure different types of exam responses / learning key quotes (and what to say about them).

EXAMPLE (KEY TERM):



Quiz questions (use on flash cards?)

Example:

London and the British Empire – key contextual information for ‘The Sign of the Four’

The ‘British Empire’ refers to the fact that Britain ‘owned’ and governed many other countries around the world.

The idea of empire gave many Britons an inbuilt sense of superiority.

The Victorian age was a time of great wealth as a result of trade and commerce within the empire - but class divides and related prejudices were worse rather than better as a result.

Prejudices against races who had been colonised were also inbuilt into British beliefs – ‘We rule them, therefore we must be superior.’

The London of Sherlock Holmes was, naturally, the capital of the British Empire and people flocked to it. The London Doyle presents is overcrowded, polluted and carries a sense of menace, misery and uncertainty – all in some way related to its overly rapid growth in Victorian times and the stress this caused to its infrastructure.

YOUR TASK:

Can you make up quiz questions to help someone learn key information in this text?

Chopping up quotes...


Save time and effort and reduce boring rote learning

EXAMPLE...

Context: *In **An Inspector Calls**, Mr Birling is the head of a wealthy family. He is an arrogant, selfish bore and an extreme capitalist. Although the play was written in 1945, it is set in 1912. The writer, J.B Priestley, frequently uses **dramatic irony** (where the audience knows more than the characters) to make Mr Birling look ridiculous.*

Mr Birling:

“Why, a friend of mine went over this new liner last week – The Titanic – she sails next week – forty-six thousand eight hundred tons – New York in five days – and every luxury – and unsinkable, absolutely unsinkable.”



TASK:

If I want to use this quote to show **how the writer makes Mr Birling look ridiculous through the use of dramatic irony**, how much of this long quote do I **really** need to learn?

Best answer... 2 words!

Priestley uses dramatic irony on several occasions to make Mr Birling appear arrogant, over-confident and, ultimately, ridiculous. For example, when he describes the Titanic as “**absolutely unsinkable**” the audience, fully aware that the Titanic *did* actually sink, is invited to laugh at him. Mr Birling’s use of the word ‘**absolutely**’ only serves to highlight his misguided confidence and amplify our sense of his foolishness.

As long as I UNDERSTAND the quote and its context, I can put all the other information in my own words.

Useful revision resources

This info is on the school website.

Recommended websites / resources:

- Knowledge organisers – one for each unit on Edulink
- For Y11 mock exams - key quotes and analysis notes for themes and characters on literature texts are available on Edulink
- GCSE Bitesize
- GCSE Pod for revision videos (use your school login, reset password if necessary)
- 'Mr Bruff' - Youtube channel – revision videos

[Mr Bruff - YouTube](#)