How does Priestley present Mrs Sybil Birling? 
Be able to identify the ways Sybil is presented and explore the effect.

1. Gerald says, "After all, y'know, we're respectable citizens and not criminals."
What does this suggest about him?

2. Look at the following quotations:
Inspector: (sharply) Yes, she’s dead.
Sheila: And probably between us we killed her.
Mrs B: (sharply) Sheila, don’t talk nonsense.
What do you learn about the attitudes of the younger and older generations here?
Challenge: Who else has said “nonsense” before?
How does Priestley present Mrs Sybil Birling?
Be able to identify the ways Sybil is presented and explore the effect.

Read from page 41 - 49.
How does Priestley present Mrs Sybil Birling? Be able to identify the ways Sybil is presented and explore the effect.

Eva Smith's timeline: 'A CHAIN OF EVENTS'

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sacked from Birling and Co.</td>
<td>September 1910</td>
</tr>
<tr>
<td>Meets Gerald</td>
<td>March 1911</td>
</tr>
<tr>
<td>Returns from seaside</td>
<td>November 1911 (p39)</td>
</tr>
<tr>
<td>Asks Mrs Birling's committee for help.</td>
<td>March 1912</td>
</tr>
<tr>
<td>Sacked from Milwards</td>
<td>January 1911</td>
</tr>
<tr>
<td>Gerald ends affair.</td>
<td>September 1911</td>
</tr>
<tr>
<td>Eva goes away.</td>
<td>November 1911</td>
</tr>
<tr>
<td>Commits suicide</td>
<td>April 1912</td>
</tr>
</tbody>
</table>
How does Priestley present Mrs Sybil Birling?
Be able to identify the ways Sybil is presented and explore the effect.

1. What does Mrs Birling say about class on page 30 and page 47? What are her views about the working class?

2. Who does Mrs Birling work for (page 44)? Why do you think Mrs Birling does this work?

3. What does Mrs Birling say about "duty" on page 44? How might the audience react?

4. Why does Mrs Birling think her actions were "justified" on page 46 and page 47?

5. Who does Mrs Birling think is responsible for Eva/Daisy (page 46 and page 48)?
How does Priestley present Mrs Sybil Birling?
Be able to identify the ways Sybil is presented and explore the effect.

1. What does Mrs Birling say about class on page 30 and page 47? What are her views about the working class?
"Girls of that class" and "As if a girl of that sort would ever refuse money." This implies that she thinks Eva had no morals.
2. Who does Mrs Birling work for (page 42)? Why do you think Mrs Birling does this work?
Brumley Women's Charity Organization. Mrs Birling thinks she is charitable, but she uses her power there to stop deserving cases getting help.
3. What does Mrs Birling say about "duty" on page 44? How might the audience react?
"I consider I did my duty."
4. Why does Mrs Birling think her actions were "justified" on page 46 and page 47?
She thinks she was "perfectly justified" because she thought Eva was lying about her name, her situation and the stolen money.
5. Who does Mrs Birling think is responsible for Eva/Daisy (page 46 and page 48)?
The father of her child.
How does Priestley present Mrs Sybil Birling?
Be able to identify the ways Sybil is presented and explore the effect.

<table>
<thead>
<tr>
<th>Mrs Birling (Sybil)</th>
<th>Sheila Birling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs B: I don’t understand you, Inspector</td>
<td>Sheila: I don’t understand you</td>
</tr>
<tr>
<td>Inspector: You mean you don’t choose to do, Mrs Birling (p41)</td>
<td>Inspector: There’s no reason why you should (p29)</td>
</tr>
</tbody>
</table>

1. Why does Inspector Goole react differently to Sybil and Sheila?

<table>
<thead>
<tr>
<th>Mrs Birling</th>
<th>Mr Birling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs B: I think I was justified</td>
<td>Birling: I was quite justified</td>
</tr>
<tr>
<td>Mrs B: I was perfectly justified</td>
<td>Birling: It’s my duty to keep labour costs down</td>
</tr>
<tr>
<td>Mrs B: I consider I did my duty</td>
<td></td>
</tr>
</tbody>
</table>

2. Why does Priestley use the same words for Mr and Mrs Birling?
How does Priestley present Mrs Sybil Birling?
Be able to identify the ways Sybil is presented and explore the effect.

"An Inspector Calls is a play about people being selfish." Write about two characters in An Inspector Calls whom you think are selfish.

(30 marks)
[AO4: 4 marks]

How does Priestley present ideas about social responsibility in An Inspector Calls?

(30 marks)
[AO4: 4 marks]
How does Priestley present Mrs Sybil Birling?
Be able to identify the ways Sybil is presented and explore the effect.

Mrs Birling's lack of social responsibility is shown throughout the play by her refusal to accept any blame for what happened to Eva Smith. Mrs Birling thinks she was "perfectly justified in advising [her] committee not to allow her claim". She repeats the adjective "justified" several times in Act 2 to excuse her actions. This stubborn, selfish attitude is emphasised further by the adverb "perfectly". Mrs Birling shows off her social power by linking the committee to the possessive pronoun "My" and using the verb "allow", reminding the audience that she could have helped if she had wanted to.
How does Priestley present Gerald Croft

Be able to identify the ways Gerald is presented and explore the effect.

<table>
<thead>
<tr>
<th>AO 1</th>
<th>AO 2</th>
<th>AO 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Exploratory Conceptualised</td>
<td>Analysis of methods</td>
<td>Explanation of contexts / perspectives Specific, detailed links</td>
</tr>
<tr>
<td>Thoughtful Developed Integrated references</td>
<td>Examination of methods Supporting terminology Explanation of effects</td>
<td>Thoughtful consideration of contexts / perspectives Examination of links</td>
</tr>
<tr>
<td>Clear / Explained Effective references</td>
<td>Clear explanation of methods Relevant terminology Understanding of effects</td>
<td>Clear understanding of contexts / perspectives Specific links made</td>
</tr>
<tr>
<td>Some explained responses References / support a range of points</td>
<td>Relevant comments on methods Some relevant terminology Identification of effects</td>
<td>Some understanding of contexts / implicit ideas Links made</td>
</tr>
<tr>
<td>Supported points Comments on references</td>
<td>Identification of metaphors' methods Some reference to subject terminology</td>
<td>Some awareness of contexts / implicit ideas</td>
</tr>
<tr>
<td>Simple, relevant comments (reference to details)</td>
<td>Awareness of a writer's making choices Positive use of terminology</td>
<td>Simple comments on explicit ideas / contexts</td>
</tr>
</tbody>
</table>

You have an overall argument / position.

You embed and link your quotations.

Your writing is accurate and makes sense.

You cover at least 4 or 6 points in your essay.

You describe the characters and events.

You identify a technical term in your quotation.

You use the writer's name or refer to them explicitly.

You say HOW and WHY techniques are used.

You identify patterns in language use across the text.

You consider different interpretations of the text.

You quote from other parts of the text.

You use the word 'effect' or 'evidence'.

You link the extract to other events in the text.

You describe characters' thoughts and feelings.

You can describe what's going on in the extract.