

# PART ONE: INTRODUCTION

## How to use these practice tests

This book contains seven GCSE English Literature exam-style questions for *An Inspector Calls*. All the York Notes questions have been modelled on the ones that you will sit in your AQA GCSE 9–1 English Literature exam.

There are lots of ways this book can support your study and revision for your AQA English Literature exam on *An Inspector Calls*. There is no 'right' way – choose the one (or ones) that suits your learning style best.

You could use the book:

### 1 Alongside the York Notes Study Guide or Workbook on *An Inspector Calls*

Do you have the York Notes Study Guide or Workbook on *An Inspector Calls*?

This Practice Test book will allow you to try out all the skills and techniques outlined in the Study Guide and Workbook. So you could:

- choose a question from this book
- read the sections of the Study Guide or Workbook relevant to the question, i.e. Plot and Action; Characters; Themes, Contexts and Setting; Structure, Form and Language
- use the Progress Booster exam section of the Study Guide or Workbook to remind yourself of key exam techniques
- complete the question.

### 2 As a stand-alone revision programme

Do you know the text inside out and have you already mastered the skills needed for your exam?

If so, you can keep your skills fresh by answering one or two questions from this book each day or week in the lead-up to the exam. You could make a revision diary and allocate particular questions to particular times.

### 3 As a form of mock exam

Would you like to test yourself under exam conditions?

You could put aside part of a day to work on a question in a quiet room. Set a stopwatch so that you can experience what it will be like in the real exam. If some of your friends have copies of this book then several of you could do this together and discuss your answers afterwards.

Or, you could try working through Part Two of this book slowly, question by question, over a number of days as part of your revision, and save the further questions in Part Three to use as a mock nearer the exam.

## How to use the answer sections

This book contains a mixture of annotated sample answers and short (indicative content) answers that will help you to:

- identify the difference between Mid, Good and Very High Level work
- understand how the Assessment Objectives are applied
- grade your own answers by comparing them with the samples provided.

The answers can also give you additional ideas for your responses and help you to aim high.

Question 1, Mid Level answer

**A02** Zooms in on some key words and phrases with some comment on what is suggested

**A01** An additional idea about Birling, with support, but this could have been expressed more clearly

**A02** A concluding idea about Birling linked to a final comment on Priestley's method and message, but rather clumsily expressed

**MID LEVEL**

**Comment:**  
A clear and sensible response, which deals with all three aspects of the task and moves chronologically through the play. Most ideas about Birling's character are supported quite effectively either with quotations or references to the text, although there is a lack of embedding, and expression is informal at times. There are also comments on some of the methods used by the writer, and some inferences are drawn in order to make comments on the effects, though these could be further developed. There is one contextual point regarding the sinking of the Titanic.

**For a Good Level:**

- Develop the exploratory approach, making further connections between the key ideas.
- Use quotations in a more subtle way, consistently embedding them in the answer.
- Develop some of the ideas and inferences in greater depth.
- Consider context more fully.

Each annotated sample answer is awarded a level, with an examiner-style comment and points for improvement to show you the difference between Mid, Good and Very High Level work.

Sample answers show the key points and ideas you could have included with examiner-style annotations linked to the Assessment Objectives.

15

## Annotated sample answers

Now, read the three sample answers that follow and, based on what you have read, try to allocate a level to your own work. Which of the three responses is your answer closest to? Don't be discouraged if your work doesn't seem as strong as some of the responses here – the point is to use these samples to learn about what is needed and then put it into practice in your own work. Conversely, you may have mentioned relevant ideas or points that don't appear in these responses; if this is the case, give yourself a pat on the back – it shows you are considering lots of good ideas!

## Sample answer A

**AO2** Considers a method the writer uses straight away with some clear support

**AO1** A clearly explained idea about Birling, using a textual reference rather than a quotation and including some inferential reading between the lines

**AO1** More ideas showing understanding here but the expression is rather informal

*At the start of the play, Mr Birling is very pleased with himself. Priestley says he is a 'portentous man' in the stage directions, which shows his pride and self-importance. His daughter is getting engaged and he is behaving in a boastful way to her fiancé Gerald by offering him expensive port and cigars. Mr Birling believes himself to be 'a hard-headed business man'.*

*He has very strong opinions about the world for example about war and the new ship, the Titanic. He describes the ship as, 'unsinkable, absolutely unsinkable'. This is Priestley being ironic as we all know that this was not the case and that the Titanic actually did sink. He feels he understands politics and is a 'man of the world' who is confident that 'The Germans don't want war.' This presents Birling as being very sure of himself when in fact we know these things happened.*

*When the Inspector comes and asks to speak to him, Mr Birling seems to think it will be for something official that he needs like a warrant, because he is a magistrate. He does not think it will be to investigate him or his family. This suggests he thinks that they cannot possibly have done anything wrong. He is friendly at first and offers the Inspector a drink, 'Have a glass of port – or a little whisky?' The writer uses a contrast between the two men, to show the Inspector taking his duties and responsibilities seriously.*

*Birling changes when he thinks he is being accused of something, and he becomes really mad with the Inspector and tries to bully him, 'Perhaps I ought to warn you ...'. He doesn't think that he can possibly have anything to do with Eva Smith's suicide and sees the Inspector's visit as a total pain, as it has spoiled their 'nice little family celebration'.*

*When the Inspector begins to investigate other members of the family, Birling doesn't see the importance of what the Inspector is doing. He is more bothered that Sheila may be upset than by the death of the factory girl. He also treats Sheila and*

**AO3** Identifies another method used by the writer and also considers a contextual point

**AO2** Touches on a method but does not develop this further

**AO1** Another aspect of Birling's character is linked to the whole text and supported with a relevant quotation, though this is not successfully embedded

**AO2** Zooms in on some key words and phrases with some comment on what is suggested

*Eric like young children, 'Any more of that and you leave this room.' He doesn't seem as if he is a very good father or very understanding. When he learns that Eric has stolen money, he is more angry about that than the fact he had left Eva pregnant and calls him a 'damned fool', 'spoil' and a 'hysterical young fool' showing his lack of understanding of his son and the situation he had got himself into.*

*He is more worried about his reputation than anything else and is worried that a scandal will spoil his chances of an honour, 'I was almost certain for a knighthood'. He is very quick to put the blame on others and also he thinks the Inspector is a fraud, 'The whole story's just a lot of moonshine.' It seems that Mr Birling won't learn anything from what he has heard and will carry on with his old beliefs, 'a man has to ... look after himself'. However, in the final moment when the telephone rings, Birling is described as looking 'panic-stricken' which suggests that Priestley wanted us to see even someone like Birling learn his lesson.*

**AO2** A concluding idea about Birling linked to a final comment on Priestley's method and message, but rather clumsily expressed

**AO1** An additional idea about Birling, with support, but this could have been expressed more clearly

## MID LEVEL

## Comment:

A clear and sensible response, which deals with all three aspects of the task and moves chronologically through the play. Most ideas about Birling's character are supported quite effectively either with quotations or references to the text, although there is a lack of embedding, and expression is informal at times. There are also comments on some of the methods used by the writer, and some inferences are drawn in order to make comments on the effects, though these could be further developed. There is one contextual point regarding the sinking of the *Titanic*.

## For a Good Level:

- Develop the exploratory approach, making further connections between the key ideas.
- Use quotations in a more subtle way, consistently embedding them in the answer.
- Develop some of the ideas and inferences in greater depth.
- Consider context more fully.