

An Inspector Calls

L.O: To improve and elevate our writing through embedding quotes

Do now:

In no more than 50 words (and no less than 35), summarise the plot of An Inspector Calls.

Challenge:

What are the assessment objectives for AIC?

What are we being assessed on?

THINK (for a minute- silently) – **PAIR** (discuss with partner) - **SHARE** (with the class)

AO1	<ul style="list-style-type: none">• Identify and interpret explicit and implicit information and ideas• Select and synthesise evidence from different texts
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- AO1
- Identify and interpret information and ideas in the play that may not be obvious
 - Select relevant quotes and pick the 'strongest' to support your point

AO2	Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
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- AO2
- ?

What are we being assessed on?

THINK (for a minute- silently) – **PAIR** (discuss with partner) - **SHARE** (with the class)

AO1	<ul style="list-style-type: none">• Identify and interpret explicit and implicit information and ideas• Select and synthesise evidence from different texts
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- To understand ideas and meanings that aren't very obvious
- To select appropriate and relevant evidence to support your point

AO2	Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
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- Using relevant quotes, identifying language or structural techniques, and explaining their significance in the play and for the audience.

1 Highlight:

AO1

AO2

Priestley presents women in *An Inspector Calls* as being controlled by society but also able to change. At the start of the play, Sheila is shown as happy and excited about her life. She is described as “a pretty girl in her early twenties, very pleased with life and rather excited.” This shows that women are expected to be happy and focus on their looks. Later in the play, Sheila becomes more aware of social issues and begins to think for herself. She says, “These girls aren’t cheap labour – they’re people.” This suggests that she is starting to understand how unfairly women and the working class are treated. Priestley uses Sheila’s change to show that women can grow and become more independent.

1. What’s good about this answer?
2. What can be improved?

2

Highlight:

AO1

AO2

Priestley presents women in *An Inspector Calls* as constrained by societal expectations but capable of change and moral growth. Initially, women like Sheila are expected to conform to traditional roles, as seen when she is described as “a pretty girl in her early twenties, very pleased with life and rather excited.” The adjective “pretty” highlights how women are valued primarily for their appearance rather than their intellect or independence. However, as the play progresses, Sheila develops a strong moral conscience, challenging her family’s views and rejecting her fiancé’s behavior, stating, “These girls aren’t cheap labour – they’re people.” The contrast between “cheap labour” and “people” emphasizes her growing empathy and awareness of class inequalities. Through Sheila’s transformation, Priestley suggests that women have the potential to break free from patriarchal norms and become agents of social change, reinforcing his socialist message.

1. What’s good about this answer?
2. What can be improved?

Embedding quotes

17 March, 2025

Do now:

What does it mean to 'embed a quote'?

To embed a quote is to _____

Challenge: Embed this quote into a cohesive, analytical sentence-

Mrs Birling belittles Sheila. Mrs Birling says, "hysterical girl" which suggests that Sheila is acting crazy.

Elevating your answer – embedding quotes

1. *As Mr Birling said, "She'd had a lot to say - far too much, so she had to go."*
2. *This is shown in her quotation " Well, he inspected us all right. And don't let's start dodging and pretending now. Between us we drove that girl to commit suicide."*
3. *In the quote, "I did nothing I'm ashamed of or that won't bear investigation. I consider I did my duty".*
4. *In Sheila's statement, "But these girls aren't cheap labor - they're people".*



1. *Mr Birling insisted that Eva had a lot to say - far too much, so she had to go" which highlights his indignation towards a working-class female daring to ask for a fair wage.*
- 2.
- 3.
- 4.

Fun fact: All of these have come from YOUR coursework!

Macbeth – the supernatural

17 March 2025

Learning objectives:

- To identify key scenes involving the supernatural
- To plan a coursework paragraph based on the scene we analyse today



Do now:

- 1) Define 'supernatural' in a full sentence
- 2) List where we have witnessed the supernatural in Macbeth so far.

Challenge: Find a quote for each example of the supernatural in Macbeth

Supernatural: when an event transcends the natural//
Something that cannot be backed by science or nature.

Supernatural in Macbeth:

- **Banquo's ghost** – *“thou art too like the spirit of Banquo”*
- **Floating dagger scene** – *“Is this a dagger which I see before me?”*
- **Witches** – prophesising Macbeth and Banquo's future – *“All hail Macbeth that shalt be King hereafter”*

What are we being assessed on?

THINK (for a minute- silently) – **PAIR** (discuss with partner) - **SHARE** (with the class)

AO1	<ul style="list-style-type: none">• Identify and interpret explicit and implicit information and ideas• Select and synthesise evidence from different texts
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- AO1**
- To understand ideas and meanings that aren't very obvious
 - To select appropriate and relevant evidence to support your point

AO2	Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
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- AO2**
- Using relevant quotes, identifying language or structural techniques, and explaining their significance in the play and for the audience.

AO4	Evaluate texts critically and support this with appropriate textual references
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- AO4**
- Commenting on how society was at the time, or Shakespeare's message, to further support the point made in my paragraph.

Paragraph planning and writing

5th February 2025

LO: To be able to plan a structured paragraph using PETAC

Do now: copy and complete the following:

Challenge: What acronym can we use to structure our paragraph?

P 1)At the beginning of your paragraph, you need a strong, clear _____

E 2)You then need to use a relevant _____

T 3)Then, you need to identify a _____

A 4)After that, you will need to analyse the e_ _ _ _t of **it** and explain how or why Shakespeare has used this

C 5)Finally, you will need to link this to society at the time, or Shakespeare's _____

Scene analysis – Spotting the supernatural

As we read:

Highlight/underline any instances of the supernatural –
whether internal or external.



Challenge:

Identify language techniques within your quotes

Scene analysis – supernatural

Task: Highlight all quotes that link to the idea of the supernatural

Challenge:
Identify and annotate language techniques within your quotes

Original Text

Act 1, Scene 1

*Thunder and lightning. Enter three **WITCHES***

FIRST WITCH

When shall we three meet again?
In thunder, lightning, or in rain?

SECOND WITCH

When the hurly-burly's done,
When the battle's lost and won.

THIRD WITCH

5 That will be ere the set of sun.

FIRST WITCH

Where the place?

SECOND WITCH

Upon the heath.

THIRD WITCH

There to meet with Macbeth.

FIRST WITCH

I come, Graymalkin!

SECOND WITCH

10 Paddock calls.

THIRD WITCH

Anon.

ALL

Fair is foul, and foul is fair
Hover through the fog and filthy air.

Exeunt

Modern Text

*Thunder and lightning. Three **WITCHES** enter*

FIRST WITCH

When should the three of us meet again? Will it be in thunder, lightning, or rain?

SECOND WITCH

We'll meet when the noise of the battle is over, when one side has won and the other side has lost.

THIRD WITCH

That will happen before sunset.

FIRST WITCH

Where should we meet?

SECOND WITCH

Let's do it in the open field.

THIRD WITCH

We'll meet Macbeth there.

*The **WITCHES** hear the calls of their spirit friends or "familiars," which look like animals—one is a cat and one is a toad.*

FIRST WITCH

(calling to her cat) I'm coming, Graymalkin!

SECOND WITCH

My toad, Paddock, calls me.

THIRD WITCH

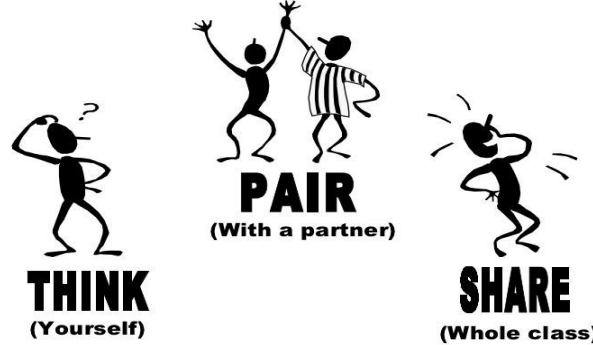
(to her spirit) I'll be right here!

ALL

Fair is foul, and foul is fair. Let's fly away through the fog and filthy air.

They exit.

Scene Analysis – Spotting Conflict



Skim read through the text with your partner, and for each quote you have highlighted, and discuss:

- 1. How is the supernatural presented?*
- 2. What language techniques are used?*
- 3. What do we know about society at the time?*
- 4. What do you think Shakespeare's message is?*

Paragraph planning and writing

6th February 2025

1

AO1
AO2
AO4

Check your books for what you're looking for when it comes to AO1/AO2/AO4

L.O: To recognise what the assessment objectives look like in writing, and to plan our first paragraph based on Act 1 Scene 1

Do now: Highlight AO1 and AO2 (in different colours)

Shakespeare shows the supernatural as a strange and scary force in Macbeth right from the start. **(1)** In Act 1, Scene 1, the play begins with the three witches in a storm with thunder and lightning, creating a dark and mysterious mood. **(2)** People in Shakespeare's time strongly believed in witches, and King James I even wrote a book called Daemonologie about them. **(3)** The witches speak in riddles, saying that good and bad are mixed up, which hints that things in the play will not be as they seem. Their speech is also different from other characters because it rhymes, making them sound unnatural and creepy. The stormy weather adds to the feeling that something bad is about to happen. Shakespeare uses these ideas to make the witches seem powerful and mysterious, showing that the supernatural will play a big role in the story.

Challenge:
Rewrite/add to the numbered sentences

AO1

AO2

AO4

Shakespeare shows the supernatural as a strange and scary force in Macbeth right from the start. (1) In Act 1, Scene 1, the play begins with the three witches in a storm with thunder and lightning, creating a dark and mysterious mood. (2) People in Shakespeare's time strongly believed in witches, and King James I even wrote a book called Daemonologie about them. (3) The witches speak in riddles, saying that good and bad are mixed up, which hints that things in the play will not be as they seem. Their speech is also different from other characters because it rhymes, making them sound unnatural and creepy. The stormy weather adds to the feeling that something bad is about to happen. Shakespeare uses these ideas to make the witches seem powerful and mysterious, showing that the supernatural will play a big role in the story.

Challenge:

Rewrite/add to the numbered sentences

AO1 - PE**AO2 - TA****AO4 - C****Task: Highlight AO1, AO2, and AO4 (in different colours)**

Shakespeare presents the supernatural as a powerful and ominous force in Macbeth from the very beginning, reflecting the Jacobean era's fascination with witchcraft and the unknown. In Act 1, Scene 1, the play opens with the three witches amidst thunder and lightning, immediately creating a dark and eerie atmosphere. During Shakespeare's time, belief in witches was widespread, and King James I, who was ruling when Macbeth was written, had even authored a book on witchcraft called Daemonologie. The witches speak in paradoxes, such as "Fair is foul, and foul is fair", suggesting a world where moral order is reversed. This unsettling phrase foreshadows the chaos and deception that will follow. Shakespeare's use of rhyming couplets and trochaic tetrameter in the witches' speech makes them sound unnatural and distinct from other characters, emphasizing their supernatural presence. Additionally, the stormy setting reflects the disruption they bring to the natural order. Through the witches' cryptic language, the ominous setting, and the historical fear of witchcraft, Shakespeare establishes the supernatural as a mysterious and malevolent force that will influence Macbeth's fate.

1. What's good about this answer?
2. What can be improved?

Point Evidence Technique Analysis Context

AO1	<ul style="list-style-type: none">• Identify and interpret explicit and implicit information and ideas• Select and synthesise evidence from different texts
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- AO1
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- AO2
- Using relevant quotes, identifying language or structural techniques, and explaining their significance in the play and for the audience.

AO4	Evaluate texts critically and support this with appropriate textual references
------------	--------------------------------------------------------------------------------

- AO4
- Commenting on how society was at the time, or Shakespeare's message, to further support the point made in my paragraph.

Let's plan!

Write this down!



Based on Act 1 Scene 1, how does Shakespeare present the supernatural in Macbeth?

Point: Shakespeare presents the supernatural as a powerful and ominous force in Macbeth that will shape Macbeth's fate from the very beginning.

Evidence: "Fair is foul, and foul is fair" // dark and stormy weather

Technique: Paradoxical phrase, combined with rhyming couplets in Act 1 Scene 1
// foreshadowing + reflecting disruption to the natural order.

Analysis: Emphasises the witches' unnatural presence and malevolent intent as speaking in riddles causes chaos // reflects disruption to the natural order suggesting that it is going against fate and what is planned.

Context: Jacobean era- fascination with witchcraft and the unknown. Witches believed to control fate/use their power for evil. King James I wrote 'Daemonologie' and also commissioned Shakespeare to write and perform Macbeth to warn the public about the consequences of regicide.

Your turn – plan your paragraph



Now, use what we've covered to plan your own paragraph!

Using the model on the board, make sure to:

1. Come up with a strong clear point that directly answers the question
2. Use quotes from the play
3. Identify a language technique from within your chosen quote and explain how this adds to the meaning
4. Add context that is relevant to the point you've made

Let's write!

Write this down!



Based on Act 1 Scene 1, how does Shakespeare present the supernatural in Macbeth?

Point: Shakespeare presents the supernatural as/through ...

Evidence:

Technique: The verb/adjective/repetition/metaphor/juxtaposition...

Analysis:

Context:

Introduction writing

The Supernatural is a central theme in *Macbeth*, driving the plot and shaping the characters' fates. (OR) The theme of the supernatural is at the heart of *Macbeth*, influencing characters' choices and leading to their downfall. (OR) The supernatural in *Macbeth* fuels the tragedy, guiding Macbeth's ambition and sealing his fate.

Shakespeare explores various forms of the supernatural, including the witches' prophecies, ghostly visions, and hallucinations that blur the line between reality and madness. This eerie presence fuels key events, from Macbeth's initial temptation to seize the throne to his growing paranoia and ultimate downfall. Through the supernatural, Shakespeare highlights themes of fate, ambition, and the psychological torment of guilt.

Act 4 Scene 1

- Witches meeting with Macbeth – three apparitions appear
 - 1) Armed head warning Macbeth to be aware of Macduff
 - 2) Bloody child stating that “none of woman born shall harm Macbeth”
 - 3) Crowned child with tree in his hand claiming that until Great Birnam Wood moves, Macbeth will not be harmed.
- Macbeth asks to know if Banquo’s sons will ever become kings (referring to first prophecies in Act 1 Scene 3). Macbeth’s request is rejected, and the witches taunt him by showing him the ghosts of 8 kings in front of him, and at the very end of the line, Banquo.
- Lennox informs Macbeth that Macduff has fled to England.
- Macbeth was planning to kill Macduff to eliminate any risk of harm.
- Macbeth vows to visit Macduff’s castle and kill his wife and entire bloodline instead.

Pick 5 scenes (one by one), read, and pick out 3 of the strongest quotes per scene that show conflict.

For each scene, you need:

- Short summary (from Teams)
- Three quotes + their techniques and simple analysis

Example:

Act 2, Scene 1 –

- Macbeth sees a floating dagger leading him to Duncan's chamber, symbolising his internal struggle and descent into darkness.
- **Quote 1:** "Is this a dagger which I see before me?" rhetorical question expresses confusion and doubt
- **Quote 2:**
- **Quote 3:**