

A1, Mr B

1. **Foreshadowing:**

- The statement foreshadows the eventual sinking of the Titanic, highlighting the dramatic irony since the audience knows the ship did sink.

2. **Repetition:**

- The repetition of "unsinkable" emphasises Mr Birling's overconfidence and the hubris associated with his character.

3. **Symbolism:**

- The Titanic symbolises the pinnacle of human achievement and technological advancement, paralleling the capitalist ideals of progress and success.
- The ship's eventual demise symbolises the fallibility of these ideals.

4. **Irony:**

- There is a stark contrast between Mr Birling's certainty and the actual historical outcome, which creates dramatic irony.
- This irony serves to undermine Birling's credibility and critiques his capitalist views.

5. **Hyperbole:**

- The term “absolutely” serves as an exaggeration, highlighting Birling's extreme confidence and naivety.

6. Verbs:

- The use of the verb "sink" metaphorically represents the potential collapse of capitalist ideology.

Contextual Analysis:

• Capitalism and the Titanic:

- The Titanic, as a symbol of human achievement and economic progression, reinforces the notion of capitalism's strength and durability. The ship's grandeur (impressive) and luxury epitomise (is a perfect example of) the wealth and power of capitalist society.

• Mr Birling's Arrogance:

- Mr Birling's unwavering confidence in the unsinkability of the Titanic mirrors his staunch belief in the infallibility of capitalism. His arrogance blinds him to the potential flaws in his ideology.

• Inspector's Role:

- The Inspector, serving as a mouthpiece for Priestley, challenges Birling's capitalist views. Through the metaphorical sinking of the Titanic, the Inspector aims to 'sink' the audience's belief in the unassailability of capitalism.

• Themes of Class and Responsibility:

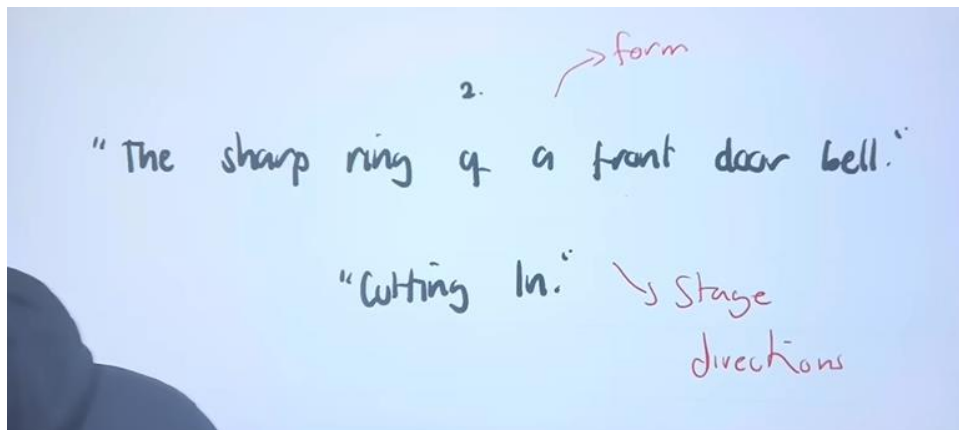
- The quote can be linked to the themes of class disparity (inequality) and social responsibility. The Titanic's sinking serves as a metaphor for the potential downfall of a society that fails to address its social inequalities.

Grade 9 Analysis:

- **Dramatic Irony and Audience Engagement:**
 - The dramatic irony of the statement "unsinkable, absolutely unsinkable" is pivotal in engaging the audience. It serves as a critical commentary on the hubris of the upper class. By knowing the historical fate of the Titanic, the audience is prompted to question the reliability and wisdom of characters like Mr Birling.
- **Critique of Capitalist Ideology:**
 - Priestley uses Mr Birling's proclamation to critique the inherent flaws in capitalist ideology. The Titanic, a marvel of modern engineering, was perceived as indestructible, much like the capitalist system. However, its sinking serves as a powerful allegory for the potential collapse of a system built on arrogance and ignorance of social responsibilities.
- **Inspector's Purpose:**
 - The Inspector's purpose in the play extends beyond investigating a single death. He represents a moral force, challenging the complacency and ethical blindness of the Birlings.

Applications for Exam Questions:

- The Inspector and His Purpose
- Mr Birling
- Class and Responsibility



A1, Inspector

1. Sound Imagery:

- The use of "sharp" to describe the sound of the doorbell creates a vivid auditory image, indicating something sudden and potentially disruptive.

2. Metaphor:

- The "sharp" ring can be seen as a metaphor for the Inspector's entrance, signifying his intent to cut through the complacency and pretensions of the Birling family.

3. Foreshadowing:

- The abruptness of the sound foreshadows the disruptive impact the Inspector will have on the Birling family and their evening.

4. Symbolism:

- The doorbell symbolises an external force intruding into the comfortable world of the Birlings, representing the arrival of social conscience and moral judgement.

5. Juxtaposition:

- The sharpness of the sound contrasts with the previously relaxed and celebratory atmosphere, highlighting the impending conflict and tension.

6. Dramatic Tension:

- The sudden sound creates immediate tension and anticipation, preparing the audience for the Inspector's arrival and the ensuing revelations.

Contextual Analysis:

- **Capitalism and Social Disruption:**
 - The doorbell's sharp ring symbolises the intrusion of socialist ideas into the capitalist stronghold of the Birling household. It signifies the beginning of a challenge to the established social order.
- **Mr Birling's Authority:**
 - Mr Birling's authority is symbolically undermined by the sharp ring. It foreshadows how the Inspector will cut through Birling's assertions and reveal the flaws in his ideology.
- **Inspector's Role:**
 - The Inspector's arrival, heralded by the sharp ring, indicates his role as a disruptive force. He enters the Birling household to expose the underlying issues and challenge their capitalist worldview.
- **Themes of Class and Responsibility:**
 - The disruption caused by the Inspector's arrival highlights themes of class disparity and social responsibility. It signifies the moral reckoning that the Birlings will face.

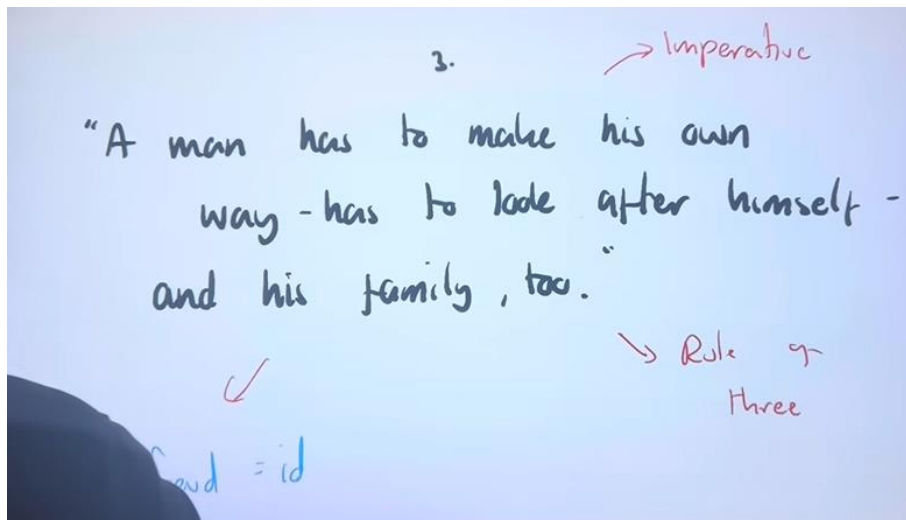
Grade 9 Analysis:

- **Sound Imagery and Audience Reaction:**
 - The vivid sound imagery of the "sharp ring" immediately captures the audience's attention, creating an atmosphere of suspense and anticipation.

- **Metaphorical Significance:**
 - The metaphorical "sharpness" of the doorbell highlights the incisive (intelligently critical) nature of the Inspector's inquiries. Just as a sharp sound can be jarring and unexpected, the Inspector's questions are designed to cut through the Birlings' façade and reveal uncomfortable truths.
- **Foreshadowing and Dramatic Tension:**
 - The foreshadowing created by the sharp ring enhances the dramatic tension. The audience is made aware that the comfortable, celebratory atmosphere is about to be disrupted, setting the stage for the moral and ethical examination that follows.
- **Symbolism and Social Commentary:**
 - The doorbell serves as a symbol of external moral scrutiny (critical examination)

Applications for Exam Questions:

- **The Inspector and His Purpose:**
- **Mr Birling:**
 - How sharp ring undermines (lessens power) Mr Birlings authority
- **Socialism**
- **Capitalism**
- **Family Dynamics:**
 - Use the tree analogy to describe the Birlings' family relations, with the Inspector's entrance symbolically cutting through the superficial harmony to expose the underlying issues.



Act one, Mr B

1. Imperative:

- The use of imperative language ("has to make," "has to look after") emphasises Mr Birling's authoritative and didactic (teaching) tone, reflecting his belief in self-reliance and individualism.

2. Rule of Three:

- Linked to generalisation

3. Generalisation:

- Mr Birling's statement is a sweeping generalisation, reflecting the capitalist ideology that prioritises individual responsibility over collective welfare.

4. Gender Roles:

- The phrase implies distinct roles for men and women, with men bearing the primary responsibility for economic provision and protection.

5. Capitalist Ideology:

- The quote encapsulates the capitalist belief in self-reliance and individual success, dismissing the notion of social responsibility.

Contextual Analysis:

- **Individualism and Materialism:**
 - Mr Birling's assertion underscores the dangers of capitalist beliefs, promoting individualism and materialism. This mindset fosters a lack of empathy and a disregard for communal welfare.
- **Intrusive Thoughts and Ideological Generalisation:**
 - The statement reflects Mr Birling's internalised capitalist ideology, which prioritises personal gain over social responsibility. His views are indicative of the broader societal values that contribute to systemic inequality.
- **Gender Inequality:**
 - Birling's statement highlights the gender disparity within capitalist society. It suggests that men are primarily responsible for financial success, while women are relegated (assigned to inferior rank) to supportive roles.
- **Rejecting Collective Responsibility:**
 - Mr Birling's dismissal of collective responsibility contrasts sharply with the Inspector's message. This ideological clash is central to the play's critique of capitalism.

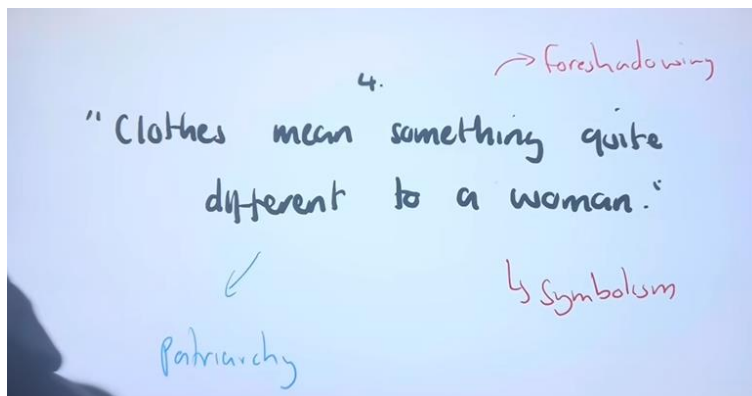
Grade 9 Analysis:

- **Rule of Three for Emphasis:**
 - The rule of three is a powerful rhetorical device that reinforces Mr Birling's ideology. By structuring his argument in this way, he makes it seem natural and incontestable (not open to debate), which in turn reveals his inflexibility and arrogance.
- **Foreshadowing and Character Development:**

- Mr Birling's emphasis on individual responsibility foreshadows the conflicts that arise from this belief, such as Eric's irresponsible behaviour and Gerald's infidelity. It sets the stage for the moral and ethical failings of the characters, which are exposed by the Inspector.

Applications for Exam Questions:

- **Class:**
- **Responsibility:**
 - Birling believes in individual responsibility
- **Family Dynamics:**
 - Explore how Mr Birling's beliefs contribute to the dysfunctional family dynamics. His emphasis on individual success undermines familial unity and exposes underlying issues such as Eric's misconduct and Gerald's infidelity (unfaithful to spouse).
- **Gender Roles**



Act 1, Sheila

1. Foreshadowing:

- The statement foreshadows the gendered and class-based prejudices that will be revealed through the treatment of Eva Smith.

2. Symbolism:

- Clothes symbolise societal expectations and respectability, particularly for women. They are used as a measure of a woman's worth and respectability in a patriarchal society.

3. Patriarchy:

- The quote reflects the patriarchal belief that a woman's value and respect are closely tied to her appearance and how well she adheres to societal norms of modesty and propriety.

4. Social Commentary:

- The statement critiques the superficial basis on which society judges women, reducing their worth to their outward appearance rather than their intrinsic qualities.

Contextual Analysis:

• Sexualisation and Gender Roles:

- The idea that a woman's self-respect is linked to her attire underpins the sexualisation of women by men. This belief justifies the objectification and mistreatment of women based on their appearance.

• Class Disparity:

- The working class, often unable to afford respectable clothing, are judged more harshly, reflecting the intersection of class and gender discrimination.

Grade 9 Analysis:

• Symbolism of Clothes:

- Clothes as a symbol are pivotal in understanding societal attitudes towards women. They represent not just fashion, but a woman's adherence to societal

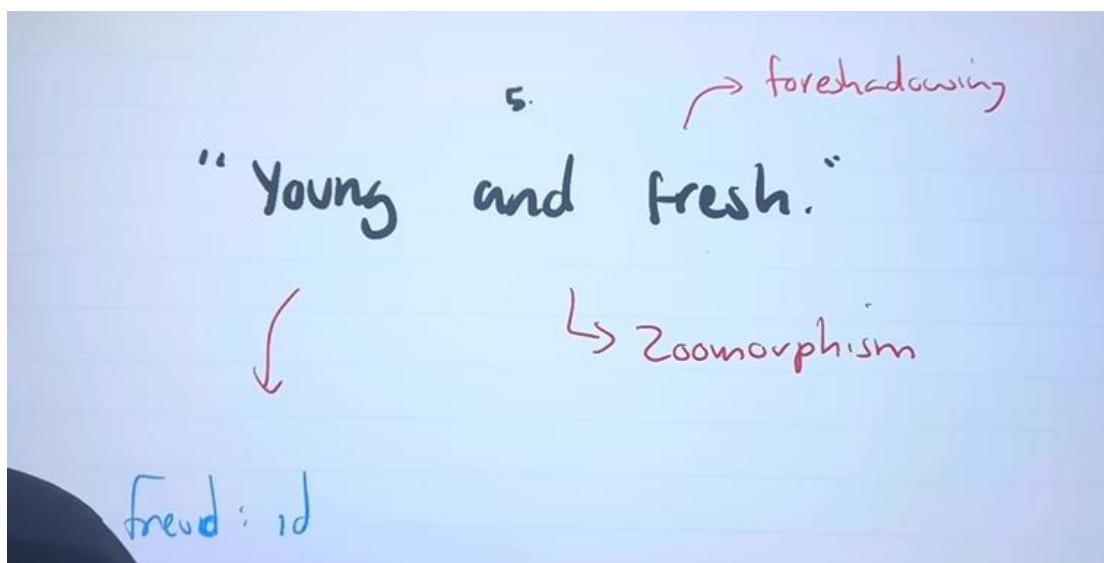
expectations. This symbolism underscores the superficial judgments passed by a patriarchal society.

- **Critique of Patriarchal Ideology:**

- Priestley critiques the patriarchal ideology that reduces a woman's worth to her appearance. This ideology perpetuates gender inequality and justifies the objectification of women. By exposing these beliefs, Priestley challenges the audience to reflect on their own prejudices and the societal norms that uphold them.

Applications for Exam Questions:

- **Class Disparity:**
- **Patriarchy and Society:**
- **Inspector's Purpose**



Gerald, A1

1. **Objectification:**

- The phrase "young and fresh" objectifies Eva Smith, reducing her to physical attributes and treating her as

a commodity (as a good or valuable) rather than a person.

2. Sexualisation

3. Dehumanisation:

- By describing Eva in such terms, Gerald dehumanises her, treating her more like an object or an animal than a human being with her own thoughts and feelings.

4. Irony:

- The phrase is ironically detached from the reality of Gerald's actions. While he uses flattering terms, his treatment of Eva is exploitative and hypocritical.

Contextual Analysis:

• Gerald's Infidelity:

- The quote underscores Gerald's infidelity and his deceitful nature. Despite his outward respectability, he engages in morally dubious behaviour, reflecting the double standards of the upper class.

• Class and Gender Dynamics:

- Gerald's treatment of Eva highlights the power imbalance between the upper and working classes, as well as the exploitation of women by men of higher social standing. Eva's lower class status makes her more vulnerable to such exploitation.

• Freudian Analysis:

- Gerald's actions can be seen as acting upon his id, his base desires and instincts, without regard for moral or social consequences. This underscores the theme of unchecked (uncontrollable) desire and moral corruption among the upper class.

• Danger of Wealth and Privilege:

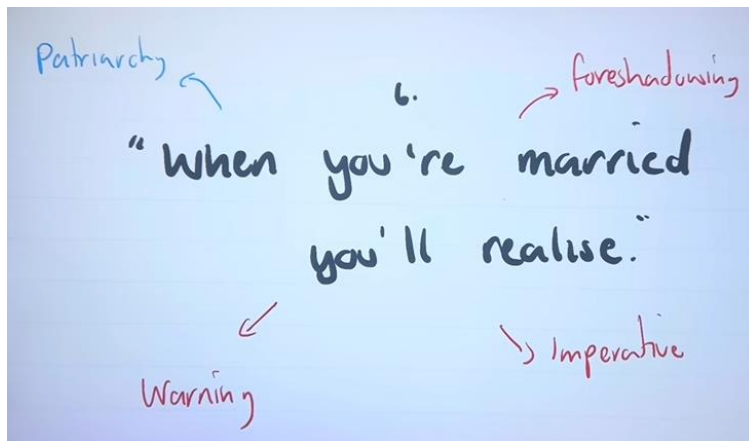
- The quote reveals the danger posed by wealthy and privileged individuals like Gerald, who exploit their power and status

Grade 9 Analysis:

- **Objectification and Dehumanisation:**
 - Reflects the broader societal tendency to devalue and exploit women, particularly those from lower social classes.
- **Irony and Hypocrisy:**
 - The irony in Gerald's use of flattering terms lies in the contrast between his words and his actions. While he describes Eva in appealing terms, his actions towards her are exploitative and self-serving. This hypocrisy highlights the moral failings of the upper class and their tendency to mask their true nature behind a veneer (covering) of respectability.
- **Class and Power Imbalance:**
 - Gerald's exploitation of Eva Smith underscores the class and power imbalances that permeate the play. As a wealthy man, Gerald has the power to manipulate and exploit a vulnerable working-class woman. This dynamic exposes the inherent injustices and inequalities within the social hierarchy.

Applications for Exam Questions:

- Women
- Gender
- Class Divisions



A2, Mrs B

1. Imperative Language:

- **Technique:** The use of imperative verbs in the quote (e.g., "beware," "remember") commands the daughter's attention, stressing the urgency and seriousness of the advice.
- **Analysis:** This imperative tone reflects the mother's authoritative stance and her deeply ingrained beliefs about gender roles. It implies a warning based on her own experiences and societal expectations, reinforcing the restrictive nature of the time.

2. Foreshadowing:

- **Technique:** The mother's advice foreshadows the conflicts and revelations that will arise in the daughter's future. It hints at the potential struggles and limitations the daughter may face in her marital life.
- **Analysis:** This technique creates dramatic tension, as the audience anticipates how the daughter will confront or succumb to these societal pressures. It also underscores the theme of inevitability versus choice within the constraints of societal norms.

3. Symbolism:

- **Technique:** The concept of being 'owned' by the husband can be seen as a symbol of the broader societal constraints placed on women.

- **Analysis:** This symbol reflects the entrenched patriarchal values and the reduction of women to mere possessions within the context of marriage. It serves to highlight the play's critique of these oppressive structures.

4. Irony:

- **Technique:** Dramatic irony arises when the audience knows that the daughter may eventually challenge or defy the very constraints her mother describes.
- **Analysis:** This irony enhances the tension between the mother's traditional views and the daughter's potential for social change. It underscores the generational divide and the evolving perspectives on gender roles.

5. Metaphor:

- **Technique:** The idea of being 'owned' can be interpreted as a metaphor for the broader theme of personal freedom versus societal control.
- **Analysis:** This metaphor illustrates the extent to which marriage and gender roles are seen as constricting personal autonomy, thus critiquing the societal norms that govern individual identities.

6. Dialogue and Characterisation:

- **Technique:** The mother's dialogue reveals her character's adherence to traditional values and her concern for the daughter's future within these constraints.
- **Analysis:** This characterisation highlights the conflict between different generational and ideological perspectives on gender roles. It also sets up a contrast with other characters who may challenge or reject these norms.

7. Social Commentary:

- **Technique:** The quote serves as a form of social commentary, reflecting and critiquing the societal expectations and gender roles of the time.

- **Analysis:** By highlighting the restrictive nature of societal norms, the quote contributes to the play's broader critique of social injustices and the need for reform.

Possible Applications in Questions:

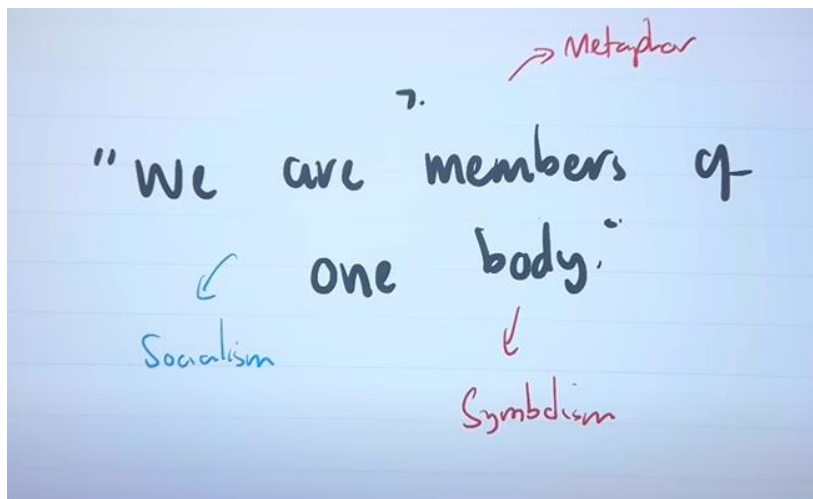
- **Mr Birling:**
 - Explore how Mr Birling's views and behaviour reflect the societal norms that are critiqued in the quote, particularly his attitudes towards gender roles and marriage.
 - Analyse his resistance to social change and how it contrasts with the evolving perspectives of other characters.
- **Sheila:**
 - Examine how Sheila's character development challenges the restrictive views encapsulated in the quote. Focus on her journey from conforming to questioning and eventually defying traditional gender roles.
 - Discuss how Sheila's evolving awareness contrasts with her mother's perspective, highlighting the generational shift in attitudes towards gender and marriage.
- **Gender Roles:**
 - Discuss how the quote encapsulates the play's exploration of gender roles and the societal expectations imposed on women. Use specific examples from the play to illustrate how these roles are challenged or reinforced.
 - Evaluate the impact of these gender roles on the characters and the broader social critique presented in the play.
- **Show Power of Men:**
 - Analyse how the power dynamics between men and women are depicted through the lens of the quote. Consider how male characters assert dominance and

how these dynamics are challenged by female characters.

- Examine the implications of these power dynamics for individual characters and the broader societal context.
- **Society:**
 - Investigate how the quote reflects the play's commentary on societal attitudes towards marriage and gender roles. Discuss the critique of these norms and the play's call for social change.
 - Explore the implications of the quote for understanding the play's overall message about gender equality and societal reform.

Grade 9 Analysis:

- **Patriarchy:**
 - Men are seen to be more domineering
- **Capitalism:**
 - Shows that money is in power
- **Women rights**



A3, Inspector

Techniques and Analysis:

1. **Metaphor:**

- **Technique:** The metaphor of “one body” represents society as a single, interconnected entity where each individual is a crucial part.
- **Analysis:** This metaphor underscores the idea that every person's actions affect the whole community, advocating for a sense of collective responsibility. It serves as a critique of social divisions and the capitalist emphasis on individualism and self-interest.

2. Direct Address:

- **Technique:** The Inspector directly addresses the characters (and the audience), using inclusive language such as “we” to emphasise collective responsibility.
- **Analysis:** By addressing the characters collectively, the Inspector reinforces the notion that social responsibility is a shared obligation. This technique also engages the audience, prompting them to reflect on their own role within the broader societal framework.

3. Antithesis:

- **Technique:** The quote contrasts the concept of societal unity with the divisive nature of capitalism.
- **Analysis:** The antithesis highlights the ideological conflict between socialist and capitalist values. By promoting unity, the Inspector challenges capitalist notions of competition and individual gain, advocating for a more cooperative and egalitarian society.

4. Symbolism:

- **Technique:** The “one body” symbolises a unified society where each member's well-being is interdependent.
- **Analysis:** This symbolism reflects the play's critique of social fragmentation and the need for collective action to address societal issues. It contrasts with the capitalist focus on individual success and the perpetuation of class divisions.

5. Social Commentary:

- **Technique:** The quote serves as a form of social commentary, critiquing the prevailing capitalist attitudes and promoting a socialist vision of interconnectedness.
- **Analysis:** By advocating for a unified approach to social responsibility, the quote challenges the audience to reconsider the ethics of capitalism and embrace a more inclusive and supportive societal model.

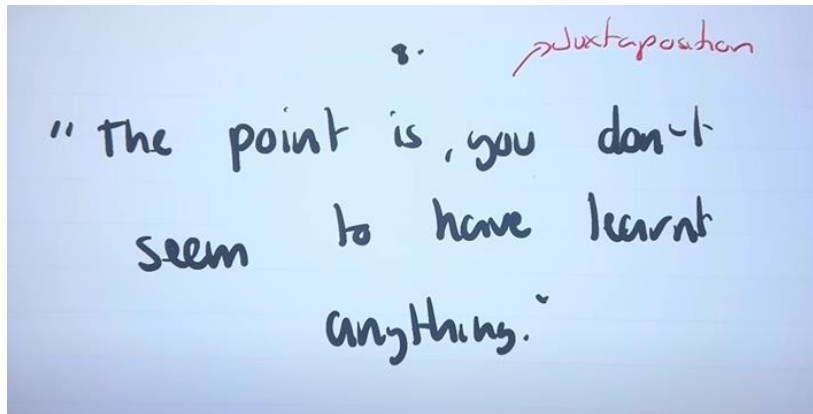
6. **Emphasis and Repetition:**

- **Technique:** The emphasis on “one body” reinforces the idea of unity and collective responsibility.
- **Analysis:** This repetition highlights the importance of viewing society as an interconnected whole rather than a collection of isolated individuals. It underscores the Inspector’s argument that social divisions are both harmful and unjust.

Possible Applications in Questions:

- **The Inspector:**
 - Explore how the Inspector’s views, as expressed in the quote, reflect his socialist ideology. Discuss how his insistence on collective responsibility contrasts with the capitalist perspectives of other characters.
 - Analyse how the Inspector’s role as a moral voice challenges the individualistic and self-serving attitudes of the characters he addresses.
- **Support Responsibility:**
 - Examine how the quote supports the theme of social responsibility. Discuss how the idea of being part of “one body” calls for individuals to recognise and act upon their obligations to others.
 - Explore how this concept is reflected in the actions and attitudes of the characters, and how it serves as a critique of their failure to acknowledge their social responsibilities.

This quote can talk about Priestly's societal view



A3, Sheila

This quote can be interpreted as a critique of Sheila's initial compliance with her father's views and the societal norms of her class. It underscores her failure to grasp the broader implications of the Inspector's revelations and highlights her journey from naivety to awareness.

Techniques and Analysis:

1. Juxtaposition:

- **Technique:** Juxtaposition is used to contrast Sheila's early compliance with her father's values against her later role as the Inspector's mouthpiece.
- **Analysis:** At the beginning of the play, Sheila is portrayed as a 'daddy's girl,' adhering to her father's expectations and enjoying the privileges of her social class. As the play progresses, she begins to question these values and acts as the Inspector's spokesperson for social responsibility. This shift highlights her internal conflict and the broader theme of social awakening versus inherited privilege.

2. Irony:

- **Technique:** There is a layer of irony in the Inspector's comment, as Sheila's initial lack of awareness contrasts sharply with her eventual realisation of social injustices.

- **Analysis:** The irony underscores the gap between Sheila's early ignorance and her later understanding. It also serves to highlight the play's critique of how societal privilege can blind individuals to the needs of others, thereby enhancing the dramatic tension.

3. Character Development:

- **Technique:** This quote reflects Sheila's development from a compliant daughter to a critical thinker.
- **Analysis:** Initially, Sheila's character embodies the stereotypical 'rich girl' who is insulated from the harsh realities faced by those less fortunate. However, as the play unfolds, she becomes more conscious of her actions and their impact on others. This transition is crucial for understanding her role in the play's social critique.

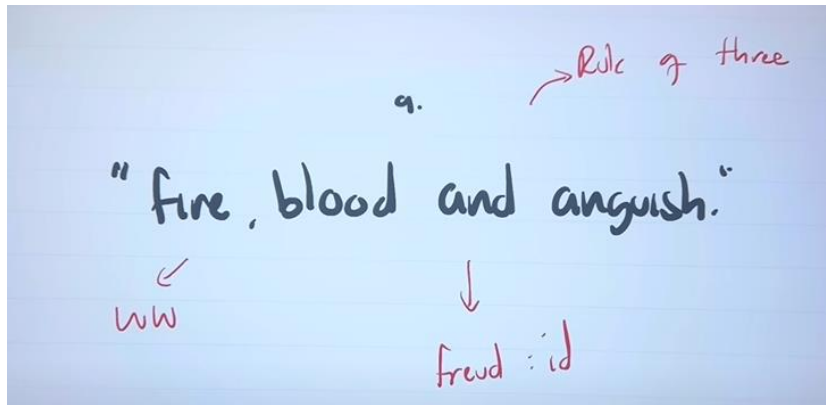
4. Symbolism:

- **Technique:** Sheila's shift from 'daddy's girl' to the Inspector's ally can be seen as symbolic of the broader theme of social change.
- **Analysis:** Her journey symbolises the potential for individuals to move beyond inherited prejudices and embrace a more equitable perspective. It represents the play's message about the possibility of personal growth and societal reform.

Possible Applications in Questions:

- **Sheila:**
 - Examine Sheila's transformation from a privileged, compliant daughter to a more socially aware individual. Discuss how her development reflects the play's critique of social and moral responsibility.
- **Role of the Inspector:**
 - Analyse how the Inspector serves as a catalyst for Sheila's change, challenging her initial views and prompting her to confront her role in societal injustices.
- **Society:**

- Investigate how Sheila's journey from ignorance to awareness reflects the broader societal shifts addressed in the play. Discuss the implications of her change for understanding the play's message about social responsibility and reform.



A3, Inspector

In this quote, the Inspector uses vivid and intense imagery to convey the potential consequences of failing to take responsibility. The reference to "fire, blood and anguish" serves as a stark warning about the severe repercussions of neglecting one's moral and social duties.

Techniques and Analysis:

1. Imagery:

- **Technique:** The quote employs powerful imagery to evoke a sense of disaster and suffering.
- **Analysis:** The words "fire," "blood," and "anguish" create a vivid picture of destruction and pain, which serves to intensify the urgency of the Inspector's message. This imagery underscores the severity of the consequences that may arise from moral and social irresponsibility.

2. Symbolism:

- **Technique:** Each element in the phrase symbolizes different forms of suffering and chaos.

- **Analysis:**
 - **Fire:** Often represents destruction, purification, or divine retribution. In this context, it can symbolise the destructive consequences of failing to address social injustices.
 - **Blood:** Connotes violence, sacrifice, and the cost of inaction. It suggests the tangible impact of ignoring moral responsibilities.
 - **Anguish:** Reflects emotional and psychological suffering, highlighting the internal consequences of not addressing one's ethical obligations.

3. Historical and Religious Allusion:

- **Technique:** The imagery can be linked to religious notions of eternal damnation or historical events like World War I.
- **Analysis:**
 - **Religious Allusion:** The reference to "fire" and "anguish" can be interpreted as alluding to hellfire, a common image in religious discourse representing eternal punishment for moral failings.
 - **Historical Context:** The aftermath of World War I, marked by widespread suffering and disillusionment, could be seen as a reflection of the chaos and destruction resulting from societal and moral failures.

4. Freudian Theory:

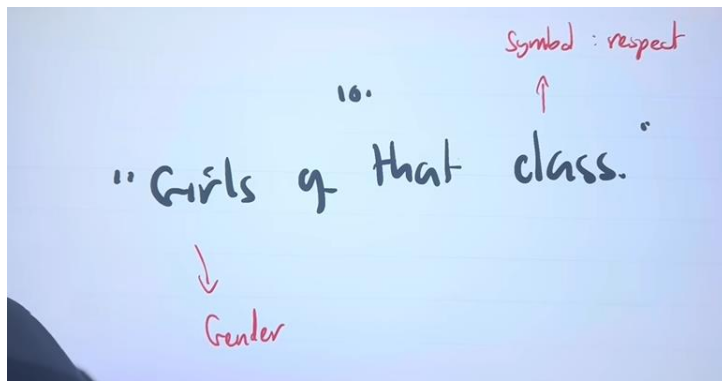
- **Technique:** The quote can be related to Freudian ideas about the dangers of unchecked desires and the id.
- **Analysis:** According to Freud, the id represents primal desires and instincts that, if left unchecked, can lead to destructive outcomes. The Inspector's warning may be seen as a critique of the pursuit of self-interest and indulgence without regard for others, leading to collective suffering.

5. Tone:

- **Technique:** The tone of the quote is ominous and foreboding.
- **Analysis:** The severe tone reinforces the gravity of the Inspector's message, creating a sense of impending doom if the characters fail to heed his warning. This contributes to the dramatic tension and emphasizes the need for immediate moral and social reform.

Possible Applications in Questions:

- **Importance of Responsibility:**
 - Explore how the quote highlights the critical need for individuals to take responsibility for their actions and their impact on society. Discuss how the imagery of "fire, blood and anguish" serves as a powerful motivator for ethical behaviour.
- **Consequences of Capitalism:**
 - Examine how the quote can be interpreted as a critique of capitalist values and their consequences. Discuss how capitalism's emphasis on individual gain and competition can lead to societal harm and suffering, as symbolised by the imagery in the quote.
- **Freudian Theory:**
 - Link the quote to Freudian concepts such as the id and the dangers of unrestrained desires. Discuss how the pursuit of personal desires, without regard for others, can lead to destructive outcomes as depicted in the quote.
- **Critical Perspectives:**
 - Engage with critical perspectives on the play's treatment of social and moral issues. Consider how the quote and its implications contribute to the broader critique of capitalist values and the call for social reform.



A2, Mrs B

This quote highlights the entrenched class and gender prejudices within the play, revealing how these biases influence moral attitudes and social behaviours. It reflects the deep-seated nature of patriarchy and capitalism in shaping perceptions of individuals based on their social class and gender.

Techniques and Analysis:

1. Class Distinction:

- **Technique:** The phrase "Girls of that class" emphasises social and economic distinctions.
- **Analysis:** This phrase reveals the way social class is used to justify and perpetuate discriminatory attitudes. It underscores the segregation and hierarchy inherent in the society portrayed in the play, highlighting how individuals are judged and treated based on their class.

2. Patriarchal Ideology:

- **Technique:** The quote reflects patriarchal views that devalue women based on their social standing.
- **Analysis:** By referring to "girls of that class," the quote illustrates how patriarchal and capitalist ideologies reduce women to stereotypes and objectify them based on their class. This shows how deeply ingrained these ideologies are in shaping societal attitudes and behaviours.

3. Social Commentary:

- **Technique:** The quote serves as a critique of societal norms and moral attitudes.
- **Analysis:** The reference to class highlights the moral hypocrisy in the society depicted. It reveals how moral judgments are not based on inherent human values but on class and gender, showing the arbitrary and unjust nature of these prejudices.

4. **Characterisation:**

- **Technique:** The quote provides insight into Mrs Birling's character and her prejudiced views.
- **Analysis:** Mrs Birling's reference to "girls of that class" reflects her internalisation of classist and sexist attitudes. It reveals her lack of empathy and her willingness to justify the mistreatment of those she deems socially inferior.

5. **Irony:**

- **Application:** The irony in "Girls of that class" lies in how Mrs Birling's moral standards are ostensibly high, yet she fails to extend empathy or responsibility to those she deems socially inferior. This contrast between her self-perception and her actual prejudices highlights the hypocrisy in her views

Diction:

- **Technique:** Diction refers to the choice of words used by a writer or speaker.
- **Application:** The specific choice of the term "class" in this quote highlights the rigid social structures and distinctions that dictate moral attitudes and behaviours. It underscores how language reflects and reinforces class-based prejudices.

6. **Symbolism:**

- **Technique:** The phrase can be seen as symbolic of the broader societal norms that marginalise certain groups.

- **Analysis:** The term "girls of that class" symbolises the broader societal tendency to marginalise and devalue individuals based on class and gender. It serves as a representation of how systemic inequalities are perpetuated and rationalised within society.

Possible Applications in Questions:

- **Gender:**
- **Class:**
- **Responsibility:**
- **Masculinity:**
 - Investigate how masculinity is connected to class and gender attitudes depicted in the quote. Discuss how societal expectations of masculinity contribute to the justification of male actions and the perpetuation of patriarchal norms.
 - Explore how male characters in the play embody or challenge these expectations and how this relates to the broader critique of class and gender.

“As if were all mixed up together like bees in a hive – community and all that nonsense”

A1

1. **Simile:** Comparing society to "bees in a hive" highlights interconnectedness but is used dismissively by Mr. Birling.
2. **Derogatory language:** "Cranks" undermines those advocating for collective responsibility, reflecting Birling's capitalist mindset.

3. **Irony:** Priestley contrasts Birling's dismissal of "community" with the Inspector's message, revealing the flaws in Birling's ideology.
4. **Metaphor:** The hive symbolises unity and cooperation, values central to Priestley's socialist message.
5. **Tone:** Dismissive and scornful, exposing Birling's selfishness and lack of foresight.