

## November Mock Exam Revision – English - Practice booklet - Week 6

### An Inspector Calls

#### 1. How does Priestley present ideas about selfishness in the play?

<b>Define:</b> What is meant by selfishness?	
<b>Big Idea: Selfishness</b>	<b>Links:</b>
<p>Why does Priestley include this theme in the play as a whole?</p> <p>What is he aiming to do with this theme / big idea?</p> <p>to criticise/ to warn/ to expose/ to teach/ to celebrate/ to reveal the importance of/ to question/to establish</p>	<p>Where is this theme / big idea seen in the play? Jot down 3 examples (could be moments/ characters/ symbols)</p>
<b>Adapted Thesis:</b>	
<p><i>In his post-war drama, 'An Inspector Calls', Priestley consciously exposes the immorality of capitalism to position his post-war audience to understand the virtues of a more sympathetic and generous socialist society</i></p>	

#### Or 2. How does Priestley use the character of Gerald to explore ideas about gender and power?

<b>Define:</b> What is Gerald like?	
<b>Big Idea: What does Gerald represent?</b>	<b>Links:</b>
<p>Why does Priestley include this character in the play as a whole?</p> <p>What message does he give about gender and power through Gerald?</p> <p>to criticise/ to warn/ to expose/ to teach/ to celebrate/ to reveal the importance of/ to question/to establish</p>	<p>Where is this character and what they represent seen in the play? Jot down 3 examples (could be moments/ characters/ symbols)</p>
<b>Adapted Thesis:</b>	
<p><i>In his post-war drama, 'An Inspector Calls', Priestley consciously exposes the immorality of capitalism to position his post-war audience to understand the virtues of a more sympathetic and generous socialist society</i></p>	

## Power and Conflict Poetry Planning

### General structure

Thesis (both poems... each poem...)

Point 1 – Poem A + analysis, LINK, Poem B + analysis

Point 2 – Poem A + analysis, LINK, Poem B + analysis

Point 3 – Final lines / structural analysis Poem A + Poem B

For each bit of analysis – 2/3 quotations

### Comparative thesis

#### 1) Point 1 : Poem A + Poem B

Methods, x 2 quotations exploded for language  
Intentions / context



Poem B

1)Methods, x 2 quotations exploded for language  
Intentions / context

#### 2) Point 2 Poem A + Poem B

Methods, x2 quotations exploded for language / structure  
Intentions / context



2)Methods, x2 quotations exploded for language / structure  
Intentions / context

#### 3) Point 3 Poem A + Poem B

Methods, x2 quotations exploded for language  
Intentions / context



3)Methods, x2 quotations exploded for language  
Intentions / context

### Comparison and academic language:

Whilst Poem A... Poem B is...

Equally,

Similarly,

In contrast...

In a similar vein, Poem B also...

Although,

Alludes to...

Could highlight...

Emphasises...

Creates a sense of... because...

This reveals...

Whilst X could allude to... it may also imply...

### Power and Conflict Poetry

Compare how poets present experiences of war in The Charge of the Light Brigade and one other poem.

#### Annotate:

What rhythm is created in the poem, and what is the effect?

What are the two interpretations of the repeated line 'all the world wondered'?

Where is death personified and what is the effect?

What images show what the experience of war was like for the soldiers?

5 key quotations about experiences of war



## The Charge of the Light Brigade by Alfred Lord Tennyson

### I

Half a league, half a league,  
Half a league onward,  
All in the valley of Death  
    Rode the six hundred.  
“Forward, the Light Brigade!  
Charge for the guns!” he said.  
Into the valley of Death  
    Rode the six hundred.

### II

“Forward, the Light Brigade!”  
Was there a man dismayed?  
Not though the soldier knew  
    Someone had blundered.  
Theirs not to make reply,  
Theirs not to reason why,  
Theirs but to do and die.  
Into the valley of Death  
    Rode the six hundred.

### III

Cannon to right of them,  
Cannon to left of them,  
Cannon in front of them  
    Volleyed and thundered;  
Stormed at with shot and shell,  
Boldly they rode and well,  
Into the jaws of Death,  
Into the mouth of hell  
    Rode the six hundred.

### IV

Flashed all their sabres bare,  
Flashed as they turned in air  
Sabring the gunners there,  
Charging an army, while  
    All the world wondered.  
Plunged in the battery-smoke  
Right through the line they brok

Cossack and Russian  
Reeled from the sabre stroke  
    Shattered and sundered.  
Then they rode back, but not  
    Not the six hundred.

### V

Cannon to right of them,  
Cannon to left of them,  
Cannon behind them  
    Volleyed and thundered;  
Stormed at with shot and shell,  
While horse and hero fell.  
They that had fought so well  
Came through the jaws of Death,  
Back from the mouth of hell,  
All that was left of them,  
    Left of six hundred.

### VI

When can their glory fade?  
O the wild charge they made!



## English Language Paper 2 Practice

### Practice Paper Attempt 1 (November 2017)

#### Source A

This extract is from a non-fiction book called 'The Other Side of the Dale' written in 1998 by Gervase Phinn about his experiences as a School Inspector in the north of England. In the extract he describes a visit to a primary school in Crompton.

1 Sister Brendan, the Head teacher, saw my car pull up outside her office window and was at the door of the school to greet me before I had the chance to straighten my tie and comb my hair. She beamed so widely that, had she worn lipstick, I would have expected to see traces on her ears. The small school was sited in the disadvantaged centre of Crompton, a dark and  
5 brooding northern industrial town. Tall black chimneys, great square, featureless warehouses, and row on row of mean terraces stretched into the valley beyond. The school was adjacent to a grim and forbidding wasteland of derelict buildings and piles of rubble, surrounded by half-demolished houses which seemed to grow upwards like great red jagged teeth from blackened gums. From the grime and dust I walked into an oasis: a calm, bright, welcoming  
10 and orderly building.

11 'Good afternoon to you, Mr Phinn,' said Sister Brendan enthusiastically. 'I got your letter. We are all ready and waiting and raring to go.' She was a slight, thin-cheeked woman with tiny, dark, darting eyes and a sharp little beak of a nose. Sister Brendan looked like a small hungry blackbird out for the early worm.

15 'Good afternoon, Sister,' I replied, shaking a small cold hand.

'And did you have a pleasant journey, Mr Phinn?' she asked, her little black glittering eyes looking up into mine.

'Yes, indeed, Sister, a very pleasant journey.'

20 The Head teacher took me on a tour of the school, fluttering along the corridors, pointing and chattering and chuckling away as we went from room to room. Children's painting and poems, posters, pictures and book jackets covered every available space. Shelves held attractive books, tables were covered in shells, models, photographs and little artefacts. Each child we passed said 'Hello,' brightly and in all the classrooms little busy bodies were reading, writing, discussing, solving problems and working at the computers.

25 'It's a hive of activity,' I remarked.

27 'Does that make me the Queen Bee?' asked Sister Brendan with a mischievous glint in her shining eyes.

30 It was clear that for Sister Brendan the children in her care were a source of real delight. She glided through the school, pointing out with pride a painting or a poem displayed on a corridor wall, telling me about the football team and the drama group and the brass ensemble, introducing me on the tour to each teacher with a flourish. I explained to Sister Brendan the reason for my visit: to hear a selection of children read, test their spellings and look at their writing. The small head nodded like some mechanical toy.

- 35 'No child leaves this school unable to read,' she boasted. 'It is the single most important skill and we work extremely hard to achieve success for every child. Most of these children have few books in their homes and many of their parents do not have the inclination nor the time to hear them read so our task is a hard one. To fail to teach a child to read, Mr Phinn, in my book, is tantamount to handicapping the child for the rest of his life. I hope you will conclude, when you have done your testing and heard the children read, that we have risen to the challenge.'
- 40 I tested a sample of twenty children in the small and attractive school library. They came one after the other, clasping their readers, bright-eyed and keen. All read with clarity and expression and when they spoke it was with enthusiasm and confidence. And I have never met such lively enquiring minds nor so many budding little philosophers in ones so young.

**Turn over for Source B**

## Source B

Source B is taken from a diary written in 1849 by a teacher at a ragged school. Ragged schools were set up to teach children whose parents were too poor to pay for their education. The schools were often housed in unsuitable buildings in poor areas of the city.

### EXTRACTS FROM THE PRIVATE DIARY OF THE MASTER OF A LONDON RAGGED SCHOOL



1 Oct. 29th 1849 –

On the way to the school this morning, it was a dismal scene . . . nothing but squalid dirt and idleness – the lanes leading to the school were full of men, women and children: shouting, gossiping, swearing, and laughing in a most discordant manner. The whole population seemed to be on the eve of a great outbreak of some kind or another, ready for anything but work . . . These lanes are a moral hell . . . We prepared the school by placing benches for the division of the scholars into four classes, and as they came tumbling and bawling up the stairs, we directed them to seats. Shortly after ten o'clock I spoke to them kindly, and then asked them to join with me in prayer.

10 No school can be possibly worse than this. Here the very appearance of one's coat is to them the badge of class and respectability, for they know very well that we are the representatives of beings with whom they have ever considered themselves at war.

I had occasion to punish a boy slightly this morning. He swore most horribly, and rushed from the school. I took little notice of this display, and sat down calmly to hear the class read. I was suddenly startled by a large stone passing my ear. If it had struck me on the head, I must have been severely hurt. I got out of the reach of stones thrown through the window, and continued the lesson. Several followed – half-a-dozen at least. He was ready in the courtyard with a brick in his hand, to have his revenge when I came out.



20 Several visitors called in the afternoon, and they had scarcely left when a most distressing scene occurred. Two girls of twelve or thirteen years of age quarrelled. The first notice I had of this was to see the pair boxing most viciously. Before I could get at them, they had hold of each other's hair, and were yelling most fearfully. They fought like furies, but before we could separate them, one had received a severe and lasting injury in the eye, and her nose bled profusely. I sent her home, and went again to work, but it had not been quiet for ten  
25 minutes when a fearful outbreak took place. Seven women rushed into the school and outside, at least fifty women had collected. These were the mothers and friends of the girls who had fought. Having abused me in no measured terms – they proceeded to fight. Our boys cheered most tremendously. The women swore and shrieked. Those outside responded. Never, surely, was such a noise heard before. I did not believe that human  
30 beings resident in this city could so behave . . .

So by the help of God we must work harder. It is a post of honour. It is a forlorn hope.

Oct. 30th 1849 –

35 If possible the scholars were more unruly to-day than they were yesterday, but no serious outbreak took place. All our copybooks have been stolen, and proofs exist that the school is used at night as a sleeping-room. We must get a stronger door to it. I must also get a tub to stand by the pump in the courtyard, and a piece of coarse towelling and soap. My duties must resolve themselves into –

40 First – To see the boys and girls well washed and scrubbed  
Secondly – To try to get prayers said decently  
Thirdly – To give them a lesson in their duties and privileges  
Fourthly – Some religious instruction  
Fifthly – Reading  
Sixthly – Writing  
Seventhly – Arithmetic.

## END OF SOURCES

Read again the first part of **Source A** from **lines 1 to 10**.

Choose **four** statements below which are **true**.

- Shade the **circles** in the boxes of the ones that you think are **true**.
- Choose a maximum of **four** statements.
- If you make an error cross out the **whole box**.
- If you change your mind and require a statement that has been crossed out then draw a circle around the box.

[4 marks]

- A** The inspector travels to the school by train. ☐
- B** Sister Brendan reacts quickly to the arrival of the inspector. ☐
- C** The people who live in the centre of Crompton are mostly wealthy. ☐
- D** There are no chimneys or warehouses in Crompton. ☐
- E** The school is situated next to a wasteland. ☐
- F** Some of the houses in the town have been damaged. ☐
- G** The inspector thinks Crompton is a lively, cheerful place. ☐
- H** The school is well cared for. ☐

You need to refer to **Source A** and **Source B** for this question.

The children at the primary school and the ragged school behave very differently.

Use details from **both** sources to write a summary of the differences between the behaviour of the children at the two schools.

**[8 marks]**



You now need to refer only to **Source A** from lines 11 to 27.

How does the writer use language to describe Sister Brendan?

**[12 marks]**



For this question, you need to refer to the **whole of Source A**, together with the **whole of Source B**.

Compare how the writers convey their different attitudes to the two schools.

In your answer, you could:

- compare their different attitudes
- compare the methods the writers use to convey their different attitudes
- support your response with references to both texts.

**[16 marks]**





## Section B: Writing

You are advised to spend about 45 minutes on this section.

Write in full sentences.

You are reminded of the need to plan your answer.

You should leave enough time to check your work at the end.

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'Education is not just about which school you go to, or what qualifications you gain; it is also about what you learn from your experiences outside of school.'

Write a speech for your school or college Leavers' Day to explain what you think makes a good education.

(24 marks for content and organisation)

16 marks for technical accuracy)

**[40 marks]**



