Knowledge Organiser

KS4 - 2025/26

Student Name: _____

English

Power and Conflict Poetry

London by William Blake (1794) Themes: Power, Inequality, Conflict

- The speaker describes the inequality and suffering he sees and hears walking around the city.
- Victorian. Written at the time of the French revolution. Romantic poet: attacked institutions such as the Church and the Monarchy for failing to help those who need it.

Quatrains and ABAB rhyme scheme

- 'Marks of weakness, marks of woe'
- 'Mind-forged manacles'
- 'Every blackning church appalls'
- 'runs in blood down palace walls'

Ozymandias by P.B Shelley (1818) Themes: Power, Nature

- The narrator meets a traveller who tells him about a decayed statue.
- Romantic poet. He shows human power is only temporary and cannot resist the power of nature.
- Uses the figure of Ozymandias to criticise King George III (reigning monarch)

Sonnet form with an irregular (broken) rhyme

- 'Sneer of cold command'
- 'King of kings'
- 'Look on my works, ye mighty, and despair!'
- 'Shattered visage... Colossal wreck'
- 'Nothing beside remains'

My Last Duchess by Robert Browning (1842) Themes: Power, Control, Jealousy, Status

- The Duke shows a visitor a portrait of his dead wife. He controls her by keeping her behind a curtain.
- Uses the figure of an Italian Duke to criticise the concept of inherited power and female oppression.

A dramatic monologue written in a block stanza with rhyming couplets

- 'That's my last Duchess painted on the wall… none puts the curtain… but I'
- 'my gift of a 900-hundred-year-old name'
- 'I gave commands; then all smiles stopped'
- 'Neptune taming a seahorse'

Extract from the Prelude by William Wordsworth (1850) Themes: Power of Nature, Fear, Insignificance of man

- A boy steals a boat at night. At first, he is calm and confident but the sight of a huge mountain scares him and he flees back to the shore.
- Romantic poet, highlighting feelings of sublime.

A first-person narrative written in a block stanza with enjambment and a volta

- 'sparkling light'
- 'glittering idly'
- 'huge peak, black and huge'
- 'Strode after me like a living thing'
- 'trouble to my dream'

Charge of the Light Brigade by Alfred Lord Tennyson (1854) Themes: Conflict, Reality and effect of War, Patriotism

- A group of cavalry men follow orders that lead to their death.
- Published six weeks after a disastrous battle, due to a blunder, against the Russians in the Crimean War.
- The poem is a celebration of the soldier's courage and devotion to their country.

Structure and Form	Written in chronological order with a broken refrain. The final stanza is shorter than the rest.
Quotations	• 'Stormed at with shot and shell' • 'jaws of death' • 'mouth of hell' • 'When can their glory fade... Honour the light Brigade... Noble six hundred'
Exposure by Wilfred Owen (1918) Themes: Conflict, Suffering, Nature, Reality of War, Patriotism	
Summary and Context	• The speaker describes war as a battle against the weather and conditions. • Owen is the only poet in the anthology with direct experience of war and wrote the poem during WW1. • Owen wanted to present the suffering, monotony and futility of war.
Structure and Form	• Present tense • Refrain
Quotations	• 'merciless iced east winds that knive us' • 'Dawn massing in the east her melancholy army' • 'All their eyes are ice' • 'But nothing happens.' • 'for love of God seems dying'
Bayonet Charge by Ted Hughes (1957) Themes: Conflict, Power, Reality of War, Nature, Patriotism	
Summary and Context	• Describes the terrifying experience of a soldier running across no man's land during WW1. • Hughes doesn't have first-hand experience of war. • Hughes explores the idealism of patriotism and the reality of fighting and killing.
Structure and Form	• Begins in medias res • Enjambment and caesura
Quotations	• 'Suddenly he awoke and was running-raw' • 'the patriotic tear that had brimmed in his eye' • 'king, honour, human dignity, etcetera / Dropped like luxuries' • 'His terror's touchy dynamite'
Storm on the Island by Seamus Heaney (1966) Themes: Power of Nature, Fear	
Summary and Context	The speaker describes a coming storm and how the island is prepared.
Structure and Form	Block stanza and frequent enjambment
Quotations	• 'We are prepared…we build our houses squat' • 'exploding comfortably' • 'spits like a tame cat turned savage' • 'Strange, it is a huge nothing that we fear'
War Photographer by Carol Ann Duffy (1985) Themes: Conflict, Suffering, Reality of War, Memory	
Summary and Context	A war photographer develops photos at home in England and remembers the horrors of war.

Structure and Form	• Four equal stanzas • Frequent caesura
Quotations	• 'spools of suffering set out in ordered rows' • 'hands which did not tremble then but seem to now…half-formed ghost' • 'blood stained in foreign dust' • 'prick with tears between the bath and pre-lunch beers…'they do not care.'
The Emigrée by Carol Rumens (1993)	**Themes: Conflict, Power, Identity, Culture, Memory, Loss**
Summary and Context	• The speaker describes her **positive memories** of a home **city that she was forced to flee** due to conflict. • The home country of the speaker is not revealed – this ambiguity gives the poem a timeless relevance.
Structure and Form	• First person speaker in the past, then in the present tense. • The first two stanzas repeat the image of sunlight, and every stanza ends with the image of sunlight. • The final stanza has **lots of end stopped**
Quotations	• 'There once was a country… I left it as a child' • 'I am branded by an impression of sunlight' • 'my city takes me dancing... hides behind me ' • 'tyrant... tanks... banned...accuse'
Checking out Me History by John Agard (2005)	**Themes: Power, Culture, Identity**
Summary and Context	• The speaker is **angry** he was **not taught black history** at school. • Agard was born in the British colony of Guiana; this poem **challenges racism and prejudice.**
Structure and Form	• The **lack of punctuation**, **free verse, irregular rhyme scheme** and the use of **Creole** (non-standard English) • Only poem in the Power and Conflict anthology not to end in punctuation
Quotations	• 'Dem tell me' • 'I carving out me identity' • 'bandage up me eye' • 'Blind me to me own identity' • 'Healing star'
Tissue by Imtiaz Dharker (2006)	**Themes: Power of Nature, Control, Identity**
Summary and Context	• Explores the idea that human life is both fragile and temporary through comparison to tissue and paper. • Also explores how we create structures (religion, money, nationhood etc.) & these can cause conflict. • This conflict might be avoided by valuing things that tell the real story of our lives.
Structure and Form	**Free verse and enjambment**
Quotations	• 'paper lets the light shine through • 'well used books.. Koran' • 'Pages smoothed and stroked and turned transparent with attention' • 'raise a structure never meant to last'
Remains by Simon Armitage (2008)	**Themes: Conflict, Reality and effect of War, Guilt, Power, Memory, Loss**
Summary and Context	The speaker describes **shooting a looter** dead in Iraq and how it has **affected him** since returning home.
Structure and Form	• **Begins mid action** • **Plural** (we), **changing to singular** (I) • **Volta**

Power and Conflict Poetry

Quotations	‘probably armed, possibly not’ 'end of story, except not really’ ‘dug in behind enemy lines’ ‘his bloody life in my bloody hands’
Poppies by Jane Weir (2009)	**Themes: Bravery, Reality and effect of War, Memory, Loss**
Summary and Context	A **mother remembers** sending her son off to war.
Structure and Form	**Dramatic monologue** **Enjambment** and **caesura**
Quotations	• 'spasms of paper red’ • ‘steeled the softening of my face’ • ‘released a songbird from its cage’ • ‘hoping to hear your playground voice’
Kamikaze by Beatrice Garland (2013)	**Themes: Conflict, Power, Patriotism, Nature, Memory, Identity, Loss**
Summary and Context	• This poem explores a **kamikaze pilot’s journey** towards battle and his **decision to return home, triggered by the beauty of nature and memories of childhood.** • Kamikaze pilots were known for their **bravery and loyalty.** • **To return** from their mission would bring great **dishonour and shame** on the family.
Structure and Form	Third person narrator. Italicised section spoken by pilot’s daughter. Pilot has no voice.
Quotations	• ‘a shaven head full of powerful incantations’ • ‘my mother... this was no longer the father we loved’ • ‘he must have wondered which had been the better way to die’

Key Poetic Terminology		
Language		
1	**Metaphor**	A **comparison** in which something is **described as something else.**
2	**Simile**	A **comparison** between two things **using ‘like’ or ‘as’**
3	**Personification**	Describing a **non-living thing** as though it has **human qualities**
4	**Repetition**	A **repeated** word or phrase.
5	**Alliteration**	**Repetition of a sound** for effect.
6	**Sibilance**	**Repeated ‘s’ and ‘sh’ sounds**
Structure		
7	**Stanza**	A **group of lines** or ‘**verse’** in a poem.
8	**Volta**	A **turning point** in a poem.
9	**Caesura**	**Punctuation** in the **middle of a line.**
10	**Enjambment**	When a line/stanza **runs into the next** line/stanza.
11	**End-stopped line**	A line that **ends** with **punctuation**.
12	**Refrain**	**Repeated line or phrase** in a poem.

Perspective		
13	**Poet**	The person who **writes the poem.**
14	**Speaker**	The **person speaking** in the poem.
15	**Tone**	The **attitude/feeling behind** what is being described.
Form		
16	**Dramatic Monologue**	A poem **spoken by one** individual speaker to an **imagined listener.**
17	**Free Verse**	A poem with **no set form or rhyme** scheme.
18	**Sonnet**	A poem that contains **14 lines**. Typically about **love.**
19	**Quatrain**	Stanza of 4 lines.

Macbeth

Historical Context

King James I	**King of Scotland** and became **King of England** in 1603. Two big interests: **kingship and witchcraft.**
Kingship	The state of **being a king** and the behaviour exhibited.
Witches and the supernatural	Jacobeans were **superstitious**. Believed that witches gained their power by **selling their souls** to the devil. There was an **anti-witchcraft law.**
Gunpowder Plot	In **1605**, a group of rebels, including **Guy Fawkes, attempted regicide** (killing a king) by plotting to blow up Parliament.
Divine Right of Kings	The Divine Right of Kings was the belief that **kings were chosen by God.**
The Great Chain of Being	Belief that everything on earth was part of a strict **hierarchy** (order) with **God at the top.**
The Role of Women	Society was **'patriarchal'** (led by men). Women were expected to marry, bear children and **be subservient** to (serve) their husbands.
The Tragic Hero	Macbeth's **downfall** is caused by his **hamartia** (fatal flaw) of ambition.

Structure and Stage Craft

Stage direction	Instructions for the actors. Usually, to reveal extra information about their character.
Dramatic irony	When the audience knows something the characters do not.

Key structural moments

Beginning	• Witches on stage first • First introduction to Macbeth is through the Captain praises his bravery in battle
Middle	• Duncan is killed off stage • Porter scene • Macduff does not attend Macbeth's coronation
Ending	• Lady Macbeth is absent • Lady Macbeth and Macbeth die off stage • Donalbain and Fleance do not return

Key Themes

Ambition is a strong desire to do or achieve something. Macbeth and Lady Macbeth's ambition lead them to committing the crime of regicide.

Guilt is the feeling of shame/regret after doing something wrong.
Macbeth suffers hallucinations because of his guilt; Lady Macbeth sleepwalks and imagines blood before committing suicide.

Fate is someone's destiny outside of their control.
Free will is the ability to make your own choices.
The witches' prophecies might be self-fulfilling (destined to come true) but Macbeth's decisions and actions ensure they do.

Gender was believed to be the two sexes, male and female.
Lady Macbeth rejects her gender role as she craves power and challenges the masculinity of Macbeth.

The supernatural is unnatural or mystical forces.
The three witches give Macbeth prophecies that corrupt his character and lead to his downfall.

Loyalty means showing constant support towards a person or institution. Betrayal is being disloyal to a person, country or group.
Macbeth displays loyalty towards King Duncan at the beginning of the play. He then betrays his king and country when he murders Duncan.

Writer's Message

Shakespeare warns that breaking the natural order will cause disorder and chaos.

Shakespeare exposes the dangers of being influenced by the supernatural.

Shakespeare reveals the dire consequences of un-checked ambition.

Key Characters

Macbeth	• Thane of Glamis • Begins as a loyal warrior • Ends a tyrannical king
Lady Macbeth	• Macbeth's wife • She persuades Macbeth to murder King Duncan
Macduff	• Macduff is Macbeth's antagonist (enemy) • Macduff is a dramatic foil (contrast) to Macbeth • He kills Macbeth
Banquo	• Macbeth's closest friend and ally • He is also a foil to the character of Macbeth
Fleance	• Banquo's son
King Duncan	• King of Scotland at the start of the play • Murdered by Macbeth
Malcolm	• Duncan's eldest son and the rightful heir to the throne • At the end of the play, he becomes king
The Witches	• The witches are supernatural • The witches state prophecies that never give the full truth (they 'equivocate')

Macbeth

The Plot	
1.1	The three witches meet on the heath.
1.2	Captain tells Duncan about Macbeth and Banquo's bravery and loyalty on the battlefield.
1.3	Macbeth and Banquo meet the witches and learn of the first set of prophecies.
1.4	Macbeth meets Duncan and is told that the king will visit him at his own castle.
1.5	Lady Macbeth's soliloquy. Lady Macbeth receives Macbeth's letter and begins her manipulation of her husband.
1.6	Duncan arrives at Macbeth's castle.
1.7	Macbeth's soliloquy. Macbeth tells Lady Macbeth that he will not commit regicide but she manipulates him into going ahead with Duncan's murder.
2.1	Banquo and Macbeth discuss the witches. Macbeth sees a vision of the dagger.
2.2	Macbeth murders King Duncan and begins to experience guilt. Lady Macbeth reacts callously and questions his bravery.
2.3	Macduff finds Duncan's body. The Macbeths pretend to be shocked.
2.4	Macduff suspects Duncan's sons meaning that Macbeth will become king.
3.1	Macbeth is anxious about Banquo so plans to murder him and his son Fleance.
3.2	Macbeth talks to Lady Macbeth about his guilt and hints that he will murder Banquo and Fleance.
3.3	Banquo is murdered but Fleance escapes.
3.4	Macbeth sees Banquo's ghost at his banquet.
3.5	The witches meet with Hecate, the goddess of witches.
3.6	Lennox hints that Macbeth committed the murder.
4.1	The witches summon three new apparitions – each telling a new prophecy to Macbeth.
4.2	Macbeth has Macduff's family murdered.
4.3	Macduff hears of his family's murder and he and Malcom vow revenge on Macbeth.
5.1	Lady Macbeth sleepwalks; she is overcome by guilt and tries to wash the blood from her hands.
5.2	Malcolm and his English army approach.
5.3	Macbeth is fearless because of the witches' prophecies.
5.4	Great Birman wood moves as Malcolm's army use branches as camouflage.
5.5	Lady Macbeth dies. Macbeth realises he has been deceived by the witches.
5.6	Malcolm and Macduff prepare to attack.
5.7	Macbeth kills young Siward.
5.8	Macbeth is killed by Macduff.
5.9	Malcolm is crowned King.

Key Quotations	
Macbeth	• "For brave Macbeth… unseamed him from the knave to chaps…' (A1, S2) • "O full of scorpions is my mind." (A3,S2) • "this tyrant whose sole name blisters our tongues" (A4, S3)
Lady Macbeth	• "Take my milk for gall" (A1,S5) • "When you durst do it, then you were a man" (A1,S7) • "Out, damned spot, out I say!" (A5,S1)
Supernatural	• "Fair is foul and foul is fair/hover through the fog and filthy air" (Witches A1,S1)… "So foul and fair a day I have not seen" (Macbeth A1 S3) • "Instruments of darkness tell us truths' (Banquo A1 S3) …"infected be the air…damn'd all those that trust them" (Macbeth A4, S2) • "Stay you imperfect speakers, tell me more" (Macbeth A1 S3) • "Come you spirits… unsex me here" (Lady Macbeth A1 S5)
Guilt	• "Is this a dagger which I see before me?" (Macbeth A2 S1) "Never shake thy gory locks at me" (Macbeth Act 3 S4) • "Amen stuck in my throat" (Macbeth A2 S2) • "Will all great Neptune's ocean wash this blood clean from my hand?" (Macbeth) "A little water clears us of this deed" (Lady Macbeth A2 S2) • "All the perfumes of Arabia cannot sweeten this little hand" (Lady M A5 S1)
Ambition	• "make my seated heart knock at my ribs" (Macbeth A1, S3) • "stars hide your fires, let not light see my black and deep desires" (Macbeth A1, S4) "Come thick night" (Lady Macbeth A1, S5) • "Look like the innocent flower but be the serpent under it" (Lady Macbeth A1, S5) • "vaulting ambition which overleaps itself" (Macbeth A1, S7) • "this dead butcher and his fiend like queen" (Malcolm A5, S9)
Disorder	• 'O horror, horror horror… most sacrilegious murder' (Macduff A2, S3) • "earth was feverous and did shake" (Lennox A2, S3) • "horses eat each other" (Old Man A2, S4) • 'Bleed, bleed poor country…Great Tyranny' (Macduff A4 S3)
Motifs	• Light vs dark – "candles are all out" (Banquo A2, S1)…"out out, brief candle" (Macbeth A5, S5) • Clothes - ''His title hang loose about him, like a giant robe upon a dwarfish thief''(Angus A5, S2) • Hands - ''Secret murders sticking on his hands'' (Angus A5, S2) • Sleep - "Macbeth doth murder sleep" (Macbeth A2, S2) • Birds - "Hell kite" (Macduff A4, S3) • Nature – "drown the weeds" (Lennox A5, S3)

A Christmas Carol

The novella	Plot	Key quotation
Stave One **Marley's Ghost**	• It's Christmas Eve. Scrooge is introduced as a miser; he works as a debt collector with his clerk, Bob Cratchit. • His nephew Fred invites him to Christmas; Scrooge declines. • Charity collectors request a donation; Scrooge declines. • Scrooge is visited at night by the ghost of his old business partner, Jacob Marley. • Marley's ghost warns Scrooge he needs to change his ways; to help, he will be visited by three ghosts.	• 'hard and sharp as flint' • 'as solitary as an oyster' • 'I can't afford to make idle people merry' • 'are there no prisons?' • 'decrease the surplus population' • 'I wear the chain I forged in life'
Stave Two **Ghost of Christmas Past**	• Scrooge is taken back to his lonely childhood. • He then revisits his old employer's (Fezziwig) Christmas party who spreads joy with his benevolence. • He meets his fiancée there, Belle, who later leaves Scrooge when his obsession with money becomes too strong.	• 'a lonely boy was reading near a feeble fire' • 'the happiness he gives, is quite as great as if it cost a fortune' • 'another idol has displaced me...a golden one' • 'our contract is an old one'
Stave Three **Ghost** **of Christmas Present**	• Scrooge is taken on a tour of London and beyond. • He sees the Cratchit family Christmas and realises his clerk's son, Tiny Tim, is too ill to live. • Ignorance and Want are revealed to be living under the Ghost's robe.	• 'the whole quarter reeked with crime, with filth, with misery' • 'brave in ribbons' • 'I see a vacant seat. The child will die.'
Stave Four **Ghost of Christmas Yet to Come**	• The final ghost takes Scrooge on a journey to see various people reacting to his own death. • In this future, Tiny Tim has died. • Scrooge visits his own gravestone and begs for another chance.	• 'sponge away the writing on this stone' • 'I will not shut out the lessons they teach'
Stave Five **Scrooge's Redemption**	• Scrooge wakes up on Christmas Day, overjoyed to be alive. • He sends a boy to buy a bird for the Cratchits. • He donates to charity and visits Fred for Christmas.	• 'I will live in the past, the present and the future' • 'not a farthing less' • 'to Tiny Tim, who did not die, he was a second father'

Key characters	Description	Key quotations
Ebenezer Scrooge	Protagonist. Initially miserly, selfish and cold, he experiences a moral transformation into a charitable philanthropist.	• "squeezing, wrenching, grasping, scraping, clutching, covetous old sinner" • 'Bah! Humbug!' • 'I'm as light as a feather'
Marley's Ghost	Scrooge's late business partner. Marley symbolises the limitations of a life focused on greed and selfishness. He visits Scrooge in chains to warn him about his own future.	• 'dead as a doornail' • 'mankind was my business'
Bob Cratchit	The face of the poor. Scrooge's kind, mild-mannered clerk who is treated terribly. He is a very poor man with a large family, but the family are still cheery and grateful.	• 'the clerk...involuntarily applauded' • 'Think of that! Bob had but fifteen "Bob" a week himself'
The Ghost of Christmas Past	A figure that is both old and young. Its illuminating head symbolises how shining a light on memories from the past can be used to illuminate one's thoughts and behaviours in the future.	• 'Would you so soon put out… the light I give?"
The Ghost of Christmas Present	A majestic jolly giant, who is dressed in a green robe. This ghost shows Scrooge how others spend Christmas, forcing him to contemplate his own solitary existence.	• 'a Giant glorious to see; who bore a glowing torch' • 'come in and know me better man'
The Ghost of Christmas Yet to Come	A silent phantom wearing black robes. This ghost presents Scrooge with an ominous view of his own death and the lack of care or love surrounding it.	• 'I fear you more than any spectre I have seen'
Fred	Scrooge's nephew and foil. Fred's life is fulfilled through his joy, kindness and interactions with others.	• 'uncle, though it has never put a scrap of gold or silver in my pocket, I believe that it has done me good'
Tiny Tim	The son of Bob Cratchit and Mrs Cratchit. Tiny Tim is a young boy born with physical disabilities that his family are too poor to have treated, yet he still remains positive.	• 'God bless us, every one!'

Charles Dickens' childhood	At 12, his father was sent to debtor's prison and Dickens was sent to label bottles in a factor near the prison.
Gothic literature	Contains themes of **terror**, gruesome narratives, **supernatural** elements, and **dark**, graphic scenery
Industrial Revolution	Everything converted from manual labour to machine-driven labour, causing a reduction in the amount of people needed for work. This increased poverty levels and crime in the cities.
Malthusianism	Malthus warned that the Industrial Revolution would lead to population growth, which would ultimately cause starvation and disease due to a shortage of resources for everyone.
The New Poor Law	This law allowed the poor to receive help only if they went to the workhouse. Workhouses were deliberately made to be miserable; the poor had to work for food and accommodation and often the poor would rather die that go to a workhouse.
Victorian Christmas	Dickens helped to popularise many of the elements we now associate with Christmas (food, decorations, music). Workers were given 2 days to celebrate.
Religion	Christianity was deeply embedded in to the Victorian way of life. Key beliefs would include sinners must show they have repented by carrying out a penance in order to be forgiven and redeemed.

Writer's message
Dickens reveals that everyone is capable of redemption.
Dickens promotes the importance of family and social responsibility.
Dickens exposes the damaging consequences of greed on individuals and society.

Theme	Description
Poverty	There were still significant distinctions between social classes. Life was terrible for the poorest: lack of money resulted in negligible food supply. For many, money was so tight that they required their children to work in order to survive.
Greed	Scrooge represents the selfish middle class who do not share their wealth. Dickens criticises how wealth has become associated with happiness, at the expense of relationships and good will.
Family	Scrooge is reminded that being together with family is more important than being miserly and isolated.
Redemption	Memory and empathy allows Scrooge to realise he was once connected to others and that now he is more fortunate than many. The Christmas spirit allows him to change his outlook and transform for the better.
Charity	Scrooge learns that the true meaning of Christmas is to spend time with loved ones and to be charitable to those less fortunate.

An Inspector Calls

Historical Context	
1912	When the play is set. Just before WW1 and the sinking of the Titanic.
Edwardian Society	Divided by class. Those with the most money had the most power.
Class System	The upper and lower social classes were segregated.
Class	Working class: hardest jobs/least money Middle class: professionals/ business owners Upper class: inherited money, land, titles and power
WW1	Cost the lives of millions of men – raised questions about the leadership of the upper classes.
1945	When the play was written. Just after WW2 in which millions of people from all classes fought together.
Socialism	A political ideology (belief) where all people are equal and should share equally in a country's money.
Labour Party	The Labour Party won the 1945 General Election and created the welfare state (benefits and the NHS).
Capitalism	Businesses are privately owned. Profit and personal wealth are the most important thing.
Women	In 1912 women's lives were controlled by their husbands. Women could not vote.
Morality play	A play that teaches the audience lessons about how to live a good life.
Polemic	A strong verbal or written attack.

Writer's Message
Priestley promotes a socialist ideology in which he argues for collective social responsibility and highlights the failings of capitalism.
Priestley exposes the outdated attitudes of the older generation and suggests hope lies with the younger generation.
Priestley challenges existing social hierarchies of class and gender.
Priestley is critiquing the leadership of the upper classes and the behaviour of those who abuse their power.

Key Themes
Social Responsibility: The act of looking after others in society. Sheila and Eric accept responsibility and change. The other characters remain selfish and do not change.
Young and Old: The older generation are old-fashioned and reject the Inspector's socialist message. The younger generation challenge authority, accept responsibility, and change.
Gender: The characters begin as stereotypes but Eva and Sheila challenge these. By the end of the play the women get stronger and the men get weaker.
Class and Power: Class is your position in society. The upper classes have all the power and exploit (abuse) the working class. The Inspector exposes this and challenges the power of the Birling family.

Structure and Stage Craft	
Dramatic Irony	When the audience knows something the characters do not.
Stage Directions	Instructions for the actors. Usually to reveal extra information about their character.
Cyclical structure	Ends how it begins: the cyclical twist takes us back to the events of Act 1 - a girl has died.
Antithesis	A person or thing that is the opposite of someone or something else.
Prop	• An object used my actors on stage during a performance • Photograph • Alcohol • Engagement ring
The Inspector's entrance	• The Inspector's entrance could be seen as a symbolic confrontation between socialism and capitalism • 'We hear the sharp ring of a doorbell. Birling stops to listen.' (Act 1)
End of Act 1	• Sheila calls Gerald a 'fool' for thinking he can keep the truth from The Inspector. • 'The doors slowly opens and The Inspector appears, looking steadily and searchingly at them'
End of Act 2	• The audience realise Eric would have been the father of Eva's child before Mr and Mrs Birling. • '(thunderstruck) my God! But – look here –' (Mr Birling) • '(agitated) I don't believe it. I won't believe it…' (Mrs Birling)
End of Act 3	• The younger generation stand up to the older generation who dismiss their concerns. • 'It frightens me the way you talk' (Sheila) • 'Go to bed then, and don't stand there being hysterical' (Mr Birling) • The telephone rings for a second time (sharply) • 'They stare guiltily and dumbfounded. The curtain falls'

An Inspector Calls

The Plot	
Act 1	• The Birlings are celebrating the engagement of Sheila Birling to Gerald Croft. • Inspector Goole arrives claiming that a young woman called Eva Smith has just committed suicide. • Eva was employed by Mr Birling and was fired unfairly for organising a strike for higher wages. • Mr Birling refuses to take any responsibility. • She was then hired in a shop, Millwards, where Sheila used her influence and got Eva fired because she was jealous of her. • Sheila feels terrible remorse.
Act 2	• Gerald explains that he met Eva in The Palace (known for prostitutes) • He admits he used Eva as a mistress and leaves upset. • Mrs Birling was also involved; she refused to give Eva (now pregnant), any money when she came to beg for charity. • Mrs Birling is adamant that the father of the child take responsibility. This turns out to be her son, Eric and she is seen as a hypocrite.
Act 3	• Eric admits that he is the father of Eva's child. He feels terrible for what he has done. • The Inspector leaves and they are all shocked. • Gerald returns and informs the Birlings that there is no Inspector Goole working at the local police station. A phone call confirms this. • The final lines in the play state that a girl has just died and they are all to be interviewed by an inspector.

Key Quotations	
Mr Arthur Birling	• 'Unsinkable, absolutely unsinkable' (Act 1) • 'Community and all that nonsense… mixed up like bees in a hive' (Act 1) • 'It's my duty to keep labour costs down' (Act 1) • '(triumphantly)' (Act 3) • 'The famous younger generation, who know it all. They can't even take a joke -' (Act 3)
Mrs Sybil Birling	• 'A rather cold woman and her husband's social superior' (Stage Directions Act 1) • 'Girls of that class' (Act 1) • 'You have no power to make me change my mind' (Act 2) • 'You slammed the door in her face' (Act 2) • 'Its sounded ridiculous to me… I was purposefully justified… (triumphantly).' (Act 2)
Inspector Goole	• 'The lighting should be pink and intimate then brighter and harder' (Act 1) • 'Creates at once an impression of massiveness, solidity, and purposefulness' (Act 1) • 'A chain of events' (Act 1) • '(massively) - public men have responsibilities as well as privileges' (Act 2) • 'We are members of one body. We are responsible for each other' (Act 3) • 'If men will not learn that lesson, they'll be taught it in fire and blood and anguish' (Act 3)
Eric Birling	• 'Half shy, half assertive' (Stage Directions Act 1) • 'a chap easily turns nasty… threatened to make a row' (Act 3) • 'And that's when it happened. That's the hellish thing' (Act 3) • 'You're beginning to pretend now that nothing's really happened' (Act 3)
Sheila Birling	• 'Pleased with life and rather excited' (Stage Directions Act 1) • 'Oh look mummy, isn't it a beauty?' (Act 1) • 'I was in a furious temper' (Act 1) • 'These girls aren't cheap labour, they're people' (Act 1) • 'He's giving us the rope – so that we'll hang ourselves' (Act 2) • 'It frightens me… But the point is you don't seem to have learnt anything' (Act 3)
Gerald Croft	• 'Well-bred young man-about-town' (Stage Directions Act 1) • 'Fairy Prince' (Act 2) • 'I installed her' (Act 2) • 'I'm rather more – upset – by this business than I probably appear to be' (Act 2) • 'Everything's all right now, Sheila. What about this ring?' (Act 3)
Eva Smith	• 'She had far too much to say so she had to go' (Mr Birling, Act 1) • 'Counting their pennies in their dingy back bedroom' (Inspector Act 1) • 'She lies with a burnt-out inside on a slab' (The Inspector, Act 2) • 'As if a girl of that sort would ever refuse money' (Mrs Birling, Act 2) • 'She was pretty and a good sport' (Eric, Act 3)

Literacy Guide

Prefix	General meaning	Examples
Agri	Land	Agriculture
Audi	To hear	Audible, auditorium
Bi	Two	Bicycle, bilateral
Bio	Life	Biology, biodiversity
Broncho	Relating to breathing	Bronchitis
Cent	Hundred	Century, centipede
Chrono	Time	Chronology, chronicle
Co/con/com/col	With, together	Congregation, communication
Contra/contro, counter	Against/opposite	Controversial, contradiction, counterbalance
Demo	People/nation	Democracy
Di	Two	Diverge
Eco	Home	Ecosystem, ecology
Em, en, endo	In	Empower, encourage, endothermic
Homo	Same	Homophone, homogenous, homosexual
Hydro	Water	Hydroelectricity, hydrotherapy
Cardio	Heart	Cardiology, cardiac, cardiovascular
Chroma	Colour	Chromatography, chromosome
Dec	Ten	December, decade, decimal
Demi, hemi, semi	Half	Demigod, hemisphere, semicircle
Omni	All/every	Omnipresent, Omnipotent, Omniscient
Phone/phono	Sound	Phonological, Homophone
Photo	Light	Photograph, Photosynthesis
Sept/hept	Seven	Heptagon, September
Hex	Six	Hexagon, Hexapod
Dict	Talk	Dictation, contradiction
Nate	Birth	National, native
Spir	To breathe	Respiration, transpiration
Terra	Earth	Terrestrial, Mediterranean
Therm	Heat	Thermometer, geothermal

Command words	Word types	Connectives
Describe	Verb	Firstly
Analyse	Adverb	Secondly
Explain	Noun	Finally
Identify	Proper noun	Similarly
Evaluate	Adjective	However
Discuss		Whereas
Justify		On the other hand
Define		But
To what extent		For
Infer		So
Calculate		No
Suggest		Yet
State		Also