**How does Priestley present Sheila Birling as a character who changes?**

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| **Summary** |
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| **Overview** |
| Sheila is described in the opening stage directions as ‘*very pleased with life and rather excited*.’ As the daughter of a ‘*prosperous manufacturer*’, she enjoys significant privileges. For example, she is able to shop regularly at Milwards and doesn’t need to worry about employment. Her initial reaction to learning about the suicide contrasts to Birling’s reaction. Whereas he is dismissive and unsympathetic, she seems to be genuinely shocked and upset. For example, she is described as being ‘*rather distressed*’ and exclaims that she wishes she hadn’t been told. Later, she becomes increasingly critical of the values held by her parents and demands that they accept responsibility. For example, in exasperation, she accuses them of ‘*just beginning to pretend all over again*’ when they (wrongly) conclude the investigation has been ‘*a load of moonshine*’.  **Ultimately, Sheila is a character who changes both personally and morally. She matures and gains a deeper understanding of herself and those around her, and she becomes more aware of the responsibility she has to challenge social injustices.** |

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| **Key Points** |
| * **Beginning**: privileged; primarily concerned with her engagement to Gerald; naive to the consequences of her actions * **Middle**: honest; growing sense of guilt and remorse; accepts responsibility and promises to change * **End**: critical of her parents; understands the need for change; embodiment of the ‘younger generation’ |

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| **Targets** |
| * Aim to stay focused for the whole period and write a bit more * Review the length of your sentences to make sure they don’t ‘run on’ for too long * Begin a new paragraph each time you shift the focus to a new part of the play * Zoom-in on single words and explore the significance of them * Embed short quotations into your sentences * Proofread after each paragraph and make clear corrections * Continue to think hard about your vocabulary choices and always aim for precision * Use **Templates** e.g. *not only… but also* **+** *this is significant because* **+** *this reveals* * Use **Extenders** e.g. *furthermore* **+** *additionally* **+** *also* * Use **Connecters**: *in contrast to* **+** *a similarity is* **+** *a difference is* **+** *equally* **+** *however* * Use **Signposts**: *before* **+** *after* **+** *initially* **+** *as the text progresses* **+** *finally* * Use **Analysers** e.g. *this implies* **+** *this conveys* **+** *this reinforces* **+** *this emphasises* * Use **Qualifiers**: *although* **+** *despite* **+** *whilst* **+** *whereas* * Use **Speculators**: *could* **+** *might* **+** *arguably* |