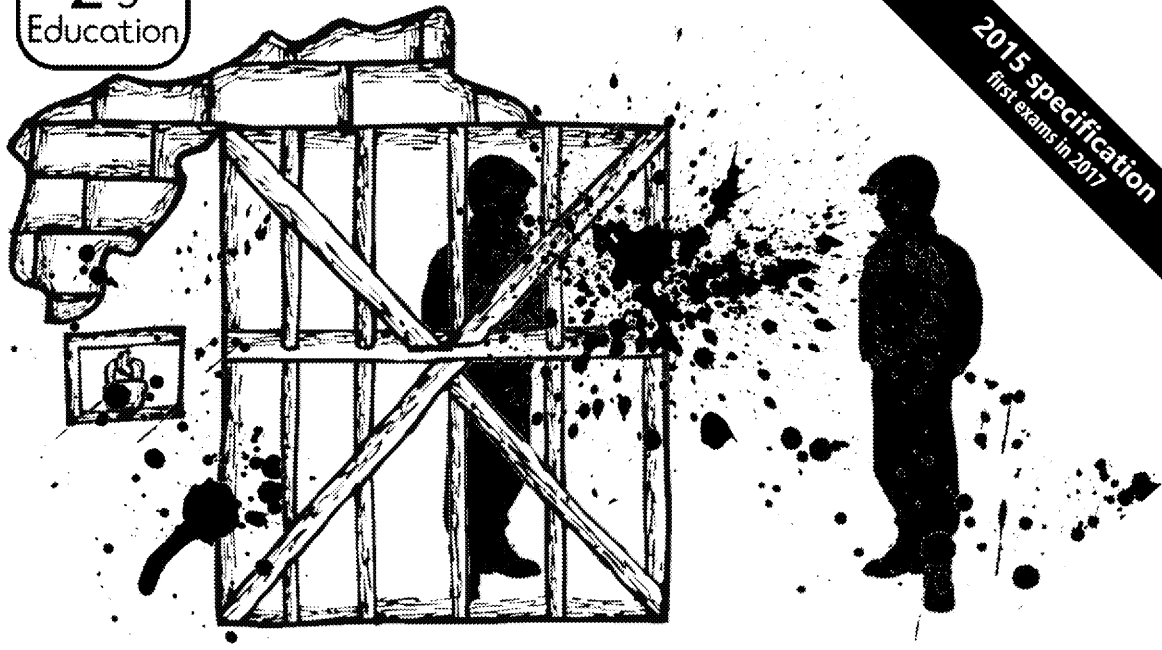




English Literature GCSE (9–1) | Eduqas | C720Q5



2015 specification  
first exams in 2017

# ***Blood Brothers***

GCSE Eduqas Exam Preparation Pack

[zigzageducation.co.uk](http://zigzageducation.co.uk)

POD  
7780

Publish your own work... Write to a brief...  
Register at [publishmenow.co.uk](http://publishmenow.co.uk)

# Contents

<b>Thank You for Choosing ZigZag Education</b> .....	<b>ii</b>
<b>Teacher Feedback Opportunity</b> .....	<b>iii</b>
<b>Terms and Conditions of Use</b> .....	<b>iv</b>
<b>Teacher’s Introduction</b> .....	<b>1</b>
<b>Student-friendly Specification Information</b> .....	<b>2</b>
<b>At a Glance – <i>Blood Brothers</i></b> .....	<b>3</b>
<b>Revision of the Text</b> .....	<b>4</b>
Theme Summary Table.....	4
Character Summary Table .....	7
<b>Revision Activities</b> .....	<b>10</b>
Multiple-choice Revision Questions .....	10
Mind Maps and Cue Cards.....	12
<b>Exam Preparation Activities</b> .....	<b>14</b>
Essay Planning and Writing .....	14
<b>SPaG (AO4)</b> .....	<b>16</b>
Spelling.....	16
Punctuation.....	20
Grammar.....	20
<b>Practice Exam-style Questions</b> .....	<b>21</b>
<b>GCSE Student Self- or Peer-mark Scheme</b> .....	<b>23</b>
<b>Worked-through Example</b> .....	<b>24</b>
Understanding the Wording of the Question .....	24
Planning .....	24
<b>Worked Example Sample Essay</b> .....	<b>27</b>
<b>Sample Student Essays with Activities</b> .....	<b>29</b>
Sample Essay One .....	29
Sample Essay One – Annotated.....	30
Sample Essay Two .....	32
Sample Essay Two – Annotated.....	34
Sample Essay Three.....	36
Sample Essay Three – Annotated .....	37
Sample Essay Four.....	39
Sample Essay Four – Annotated .....	41
<b>Answers</b> .....	<b>43</b>
Answers to Revision Activities .....	43
Answers to Exam Preparation Activities .....	43
Indicative Content for Practice Exam-style Questions .....	46
Answers to Worked-through Example Activities .....	48

# Teacher's Introduction

## How to use this exam preparation pack:

This pack is designed and written specifically for revision and preparation for the Eduqas English Literature GCSE Component 2, Section A question on *Blood Brothers*. The text used is the Methuen Drama Edition of *Blood Brothers* ISBN 978 0 413 69510 9. All page references in this pack are for this edition. This resource is aimed at students who have already studied the text in depth and have a good knowledge of the play. There is a separate ZigZag Education resource, the *Blood Brothers* GCSE Study Guide (endorsed), which contains detailed resources on plot, characters, themes, language and dramatic devices.

### Remember!

Always check the exam board website for new information, including changes to the specification and sample assessment material.

## This pack comprises the following sections:

- Summary tables
- Revision activities
- Exam preparation activities
- Practice exam-style questions
- GCSE student self- or peer-mark scheme
- Worked-through examples
- Sample student essays with activities

The first part of the pack provides resources and revision activities that can be used to ensure that students fully understand and can recall the key themes, characters and events in the play. Revision materials and activities should also ensure that students are aware of the dramatic and literary devices that are used. The activities will also allow plenty of opportunities for students to memorise key quotes for this closed-book exam. The revision activities could be homework tasks, used as starters or plenaries, or divided among groups to produce and then share. They will encourage students to see the links between characters, themes, key episodes, quotes, and dramatic and literary devices. Organising all the key information in different ways will help students recall the information in the exam.

The second part of the pack focuses on the exam itself and will provide students with the key skills needed to express their knowledge of the play in exam conditions and meet all of the assessment objectives. Included are: a number of practice questions; a step-by-step guide to planning and writing an answer; and several sample responses. Sample responses are provided both with and without commentaries to allow for a variety of activities with students.

## Eduqas Assessment Objectives

- AO1. Read, understand and respond to texts. Student should be able to maintain a critical style and develop an informed personal response and use textual references, including quotations, to support and illustrate interpretations.
- AO2. Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- AO4. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Please note that **some quotes from the text contain potentially offensive lexis**. Please ensure that these are viewed, along with any additional content you intend to use, **before** using them in class.

November 2017

### Free Updates!

Register your email address to receive any future free updates\* made to this resource or other English resources your school has purchased, and details of any promotions for your subject.

\* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

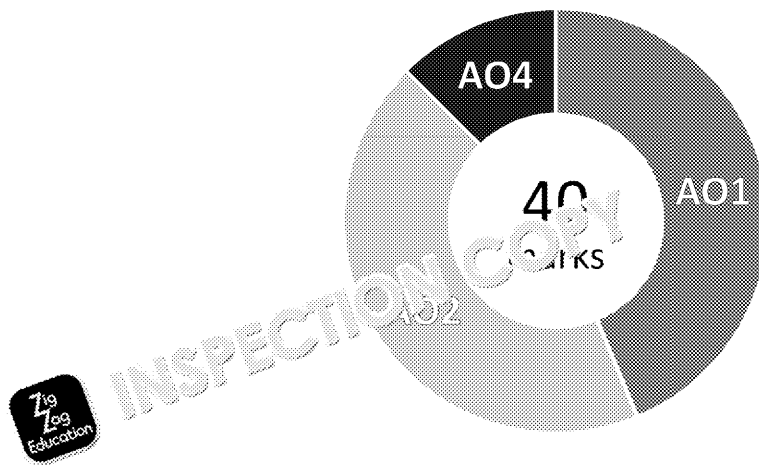
Go to [zzed.uk/freeupdates](http://zzed.uk/freeupdates)

# Student-friendly Specification Information

## Eduqas GCSE English Literature – Specification Information

### Component 2, Section A: Post-1914 Prose/Drama

- Closed-book, written exam
- One question per text
- Extract-based question requiring response to both the extract and the text as a whole
- 40 marks available
  - AO1: 15 marks
  - AO2: 17.5 marks
  - AO4: 5 marks
- Eduqas recommends spending 45 minutes on this section
- Component 2 overall (Sections A, B and C) is 2 hours 30 minutes long and is marked out of 100



INSPECTION COPY

COPYRIGHT  
PROTECTED



# At a Glance – Blood Brothers

Plot Summary	Key Quotes
<ul style="list-style-type: none"> <li>Mrs Johnstone has twins – Edward and Mickey</li> <li>Edward is given to MRS LYONS</li> <li>Edward and Mickey meet aged 7</li> <li>The Lyons and the Johnstones move to the country</li> <li>Edward and Mickey meet aged 14</li> <li>Edward goes to university</li> <li>Mickey and Linda marry</li> <li>Mickey loses his job</li> <li>Mickey helps Sammy in a robbery and Mickey goes to prison</li> <li>Mickey struggles to cope after prison</li> <li>Linda and Edward have an affair</li> <li>Mickey goes after Edward with a gun</li> <li>They find out they're twins</li> <li>Both die</li> </ul>	<p>MRS LYONS: 'if either twin learns that he once was a pair, they shall both immediately die' (p. 19)</p> <p>MRS JOHNSTONE: 'I spent all me bleedin' life knowin' I shouldn't. But I do.' (p. 14)</p> <p>MICKEY: 'Do you wanna be my blood brother, Eddie?' (p. 24)</p> <p>EDWARD: 'When I get home I'll look it up in the dictionary' (p. 23)</p> <p>EDWARD: 'Don't Mummy, don't look. It's a magpie, never look at one magpie.' (p. 40)</p> <p>LINDA: 'Mickey you don't need your tablets!' (p. 76)</p> <p>SAMMY: 'Listen, it's not a toy y'know... We're not playin' games. Y' don't pick up again if one of these hits y'' (p. 73)</p> <p>MICKEY: 'Why don't you give me away! I could have been him! I could have been him!' (p. 82)</p> <p>NARRATOR: 'And do we blame superstition for what came to pass?   Or could it be what we, the English, have come to know as class?' (p. 82)</p> <p>MRS JOHNSTONE: 'Tell me it's not true' (p. 82)</p>
Literary and Dramatic Devices	Contexts
<ul style="list-style-type: none"> <li>Accent</li> <li>Chorus</li> <li>Contrast</li> <li>Dialect</li> <li>Ellipsis</li> <li>Episodes</li> <li>Foreshadows</li> <li>Inevitability</li> <li>Lyrics</li> <li>Narrator</li> <li>Props</li> <li>Rhyme</li> <li>Suspense</li> <li>Taboo language</li> <li>Tragedy</li> <li>Auditorium</li> <li>Comedy</li> <li>Costume</li> <li>Dialogue</li> <li>Ensemble</li> <li>Flaw</li> <li>Imagery</li> <li>Irony</li> <li>Metaphor</li> <li>Prologue</li> <li>Symbol</li> <li>Tension</li> <li>Volume</li> </ul>	<ul style="list-style-type: none"> <li>Class differences in 1950s/1960s</li> <li>Grammar and secondary modern school systems</li> <li>Rehousing in 1960s</li> <li>Economic depression of 1970s</li> <li>Thatcherism of 1980s</li> <li>Folk tales and traditions</li> <li>Angry Young Man and kitchen sink dramas</li> </ul>

INSPECTION COPY

COPYRIGHT PROTECTED



Theme Summary Table

Theme	Key episodes	Characters	Dramatic t
<b>Class</b>	<ul style="list-style-type: none"> <li>Mickey and Edward meet pp. 20–27</li> <li>The policeman visits pp. 36–38</li> <li>Edward is suspended pp. 50–51</li> <li>Mickey and Linda are suspended pp. 51–52</li> <li>'Sign Of The Times' pp. 68–69</li> <li>Edward home for Christmas pp. 70–72</li> <li>The town hall pp. 80–82</li> <li>'Tell Me It's Not True' pp. 82–83</li> </ul>	<ul style="list-style-type: none"> <li>Mickey</li> <li>Edward</li> <li>Mrs Johnstone</li> <li>Mrs Lyons</li> <li>Mr Lyons</li> </ul>	<ul style="list-style-type: none"> <li>Costume</li> <li>Contrast</li> <li>Accents</li> <li>Vocabu</li> <li>Narrato</li> <li>chorus</li> <li>Inevitab</li> <li>tragedy</li> </ul>
<b>Equality of opportunity</b>	<ul style="list-style-type: none"> <li>Mickey and Edward meet pp. 20–27</li> <li>Edward is suspended pp. 50–51</li> <li>Mickey and Linda are suspended pp. 51–52</li> <li>Edward goes to univer pp. 68–69</li> <li>'Sign of the T pp. 82–83</li> <li>Edward home for Christmas pp. 70–72</li> </ul>	<ul style="list-style-type: none"> <li>Edward</li> <li>Mickey</li> </ul>	<ul style="list-style-type: none"> <li>Costume</li> <li>Contrast</li> <li>Accents</li> <li>Vocabu</li> </ul>
<b>Nature vs nurture</b>	<ul style="list-style-type: none"> <li>Mickey and Edward meet pp. 20–27</li> <li>The policeman visits pp. 36–38</li> <li>Edward is suspended pp. 50–51</li> <li>Mickey and Linda are suspended pp. 51–52</li> <li>'Sign Of The Times' pp. 68–69</li> <li>Edward home for Christmas pp. 70–72</li> <li>The Town Hall pp. 80–82</li> <li>'Tell Me It's Not True' pp. 82–83</li> </ul>	<ul style="list-style-type: none"> <li>Mickey</li> <li>Edward</li> <li>Mrs Johnstone</li> <li>Mrs Lyons</li> <li>Mr Lyons</li> </ul>	<ul style="list-style-type: none"> <li>Costume</li> <li>Contrast</li> <li>Accents</li> <li>Vocabu</li> <li>Narrato</li> <li>chorus</li> </ul>

INSPECTION COPY

COPYRIGHT PROTECTED



Theme	Key episodes	Characters	Dramatic techniques
<b>Superstition</b>	<ul style="list-style-type: none"> <li>Working for Mrs Lyons pp. 7–9</li> <li>Mrs Johnstone gets sacked pp. 16–20</li> <li>Mrs Lyons is unhappy pp. 27–30</li> <li>Mrs Lyons threatens Mrs Johnstone pp. 35–36</li> <li>Mickey and Edward separated pp. 40–42</li> <li>Mrs Lyons threatens Mrs Johnstone pp. 59–61</li> <li>The robbery pp. 73–74</li> <li>'Tell Me It's Not True' pp. 82–83</li> </ul>	<ul style="list-style-type: none"> <li>Mrs Johnstone</li> <li>Mrs Lyons</li> <li>Narrator</li> </ul>	<ul style="list-style-type: none"> <li>Repetition of terms in dialogue</li> <li>Narrator's costume</li> <li>Props</li> </ul>
<b>Education</b>	<ul style="list-style-type: none"> <li>Mickey and Edward meet pp. 20–27</li> <li>Edward is suspended pp. 50–51</li> <li>Mickey and Linda are suspended pp. 51–52</li> <li>Edward goes to university pp. 64–67</li> <li>'Sign of the Times' pp. 68–69</li> <li>Edward home for Christmas pp. 70–72</li> </ul>	<ul style="list-style-type: none"> <li>Edward</li> <li>Mickey</li> </ul>	<ul style="list-style-type: none"> <li>Costume</li> <li>Contrast</li> <li>Accents</li> <li>Vocabulary</li> </ul>
<b>Family/motherhood</b>	<ul style="list-style-type: none"> <li>Working for Mrs Lyons pp. 7–9</li> <li>The plan is made pp. 9–11</li> <li>Mrs Johnstone gets sacked pp. 16–20</li> <li>Mrs Lyons is unhappy pp. 27–30</li> <li>Mrs Lyons threatens Mrs Johnstone pp. 59–61</li> <li>The town hall pp. 80–82</li> </ul>	<ul style="list-style-type: none"> <li>Mrs Johnstone</li> <li>Mrs Lyons</li> <li>Mr Lyons</li> </ul>	<ul style="list-style-type: none"> <li>Costume</li> <li>Contrast</li> <li>Accents</li> <li>Vocabulary</li> </ul>
<b>Violence</b>	<ul style="list-style-type: none"> <li>Kids out to play pp. 30–34</li> <li>On the bus pp. 48–50</li> <li>Mrs Lyons threatens Mrs Johnstone pp. 59–61</li> <li>The robbery pp. 73–74</li> <li>The town hall pp. 80–82</li> </ul>	<ul style="list-style-type: none"> <li>Sammy</li> <li>Mickey</li> <li>Mrs Lyons</li> </ul>	<ul style="list-style-type: none"> <li>Props</li> <li>Slang and words</li> <li>Tragic events</li> </ul>

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



Theme	Key episodes	Characters	Dramatic t
<b>Debt/ repayment</b>	<ul style="list-style-type: none"> <li>Introducing Mrs Johnstone pp. 5–7</li> <li>The plan is made pp. 9–13</li> <li>The twins are introduced pp. 14–16</li> <li>On the hills pp. 48–50</li> <li>'The sequence' pp. 61–64</li> <li>Edward and Linda pp. 78–79</li> <li>The town hall pp. 80–82</li> </ul>	<ul style="list-style-type: none"> <li>Mrs Johnstone</li> <li>Mrs Lyons</li> <li>Linda</li> </ul>	<ul style="list-style-type: none"> <li>Props</li> <li>Costume</li> <li>Repetitive terms in</li> <li>Inevitable tragic e</li> </ul>
<b>Escape</b>	<ul style="list-style-type: none"> <li>Introducing Mrs Johnstone pp. 5–7</li> <li>The Johnstones are moving pp. 42–5</li> <li>Edward and Linda pp. 78–79</li> </ul>	<ul style="list-style-type: none"> <li>Mrs Johnstone</li> <li>Linda</li> </ul>	<ul style="list-style-type: none"> <li>Props</li> <li>Domestic</li> <li>Costume</li> </ul>

INSPECTION COPY

COPYRIGHT  
PROTECTED





## Character Summary Table

Character	One-line description	Key quotations
<b>Narrator</b>	A character who serves as the story's presence and highlights moments of tension and transition.	<ul style="list-style-type: none"> <li>'shoes upon the table   An' a spider's been killed.' (p. 19)</li> <li>'y' know the devil's got your number' (p. 19)</li> <li>'No one gets off without the price bein' paid' (p. 49)</li> <li>'And do we blame superstition for what came to pass? Or could it be what we, the English, have come to know as class?' (p. 82)</li> </ul>
<b>Mrs Johnstone</b>	A working-class single mother who gives away one of her twins in the hope he will have a better life.	<ul style="list-style-type: none"> <li>'By the time I was twenty-five,   I looked like forty two,   With seven hungry mouths to feed and one more nearly due' (p. 6)</li> <li>'Oh God, Mrs Lyons, never put new shoes on a table' (p. 8)</li> <li>'The 'el' fire already been on to me' (p. 9)</li> <li>'It's all me bleedin' life knowin' I shouldn't. But I do.' (p. 14)</li> <li>'But keep it a secret eh, Eddie? Just our secret' (p. 39)</li> <li>'Go on y' randy little sods' (p. 58)</li> <li>'Don't shoot Eddie. He's your brother.' (p. 81)</li> <li>'Tell me it's not true' (p. 82)</li> </ul>
<b>Mrs Lyons</b>	A middle-class woman who, as she is unable to have children of her own, takes Edward from Mrs Johnstone.	<ul style="list-style-type: none"> <li>'we thought children would come along' (p. 8)</li> <li>'I believe that an adopted child can become one's own' (p. 8)</li> <li>'Give one of them to me' (p. 10)</li> <li>'if either twin had died, then he once was a pair, they shall both immediately die' (p. 19)</li> <li>'You're my son, mine' (p. 29)</li> <li>'I never made him mine' (p. 59)</li> <li>'I curse the day I met you. You ruined me.' (p. 60)</li> <li>'She turns MICKEY round and points out EDWARD and LINDA to him.' (p. 79)</li> </ul>

INSPECTION COPY

COPYRIGHT  
PROTECTED



Character	One-line description	Key quotations	
Mr Lyons	A middle-class businessman who believes that Edward is his own son.	<ul style="list-style-type: none"> <li>'Mr Lyons well he says he wanted his own son' (p. 8)</li> <li>'it's just another sign of the times' (p. 68)</li> </ul>	• •
Mickey	Mickey is the twin kept by his mother, Mrs Johnstone, who struggles to get on in life and turns to crime.	<ul style="list-style-type: none"> <li>'Gis a sweet' (p. 22)</li> <li>'Do you wanna be my blood brother, Eddie?' (p. 24)</li> <li>'an' it'll really help me to get a job if I know what some soddin' pygmies in Africa have for their dinner!' (p. 52)</li> <li>'I'd crawl back to that job for half the pay and double the hours' (p. 70)</li> <li>'I don't wear a hat that ' could tilt at the world' (p. 71)</li> <li>'while no one was cooking I grew up. An' you see, that's why I take them. So I can be invisible.' (p. 77)</li> <li>'Why didn't you give me away! I could have been... I could have been him!' (p. 82)</li> </ul>	• • • •
Edward	Edward is brought up by Mr and Mrs Lyons. He attends private school and university and ends up with a good job as a councillor.	<ul style="list-style-type: none"> <li>'When I get home I'll look it up in the dictionary' (p. 23)</li> <li>'Don't Mummy, don't look. It's a magpie, never look at one magpie.' (p. 40)</li> <li>'But you shall not take my locket!' (p. 51)</li> <li>'It's just a secret. Every body has secrets, don't you have secrets?' (p. 51)</li> <li>'If I could have asked you years ago' (p. 51)</li> <li>'If I couldn't get a job I'd just say, sod it and draw the dole, live like a bohemian, tilt my hat to the world and say "screw you"' (p. 71)</li> </ul>	• • • • •

INSPECTION COPY

COPYRIGHT  
PROTECTED



Character	One-line description	Key quotations	
Linda	Linda is Mickey's wife but she has an affair with Eric.	<ul style="list-style-type: none"> <li>'Who's teatime in the middle of the pair   The price's y'll pay for just being there' (p. 63)</li> <li>'Mickey you don't need your tablets!' (p. 76)</li> <li>'But the woman stands in doubt   And wonders what the price would be   for letting the young girl out' (p. 77)</li> </ul>	• •
Sammy	Sammy is Mickey's wayward older brother.	<ul style="list-style-type: none"> <li>'I got y'   I shot y'' (p. 30)</li> <li>'he produces a knife' (p. 49)</li> <li>'Listen, it's not a toy y'know... We're not playin' games. Y' don't get up again if one of these hits y'' (p. 73)</li> </ul>	• •
Policeman/men	The police represent authority that is not always fair to the working-class characters.	<ul style="list-style-type: none"> <li>'he was about to commi' a serious crime, love.' (p. 37)</li> <li>'it was more o' junk, really, Mr Lyons' (p. 38)</li> <li>'...are he keeps with his own kind' (p. 38)</li> </ul>	• •
Teacher(s)	The teachers represent stereotypes in educational opportunities.	<ul style="list-style-type: none"> <li>'Talk of Oxbridge' (p. 50)</li> <li>'you're a tyke, Lyons' (p. 50)</li> <li>'Oh, shut up Perkins, y' borin' little turd' (p. 51)</li> <li>'you won't be saying that when you can't get a job' (p. 52)</li> </ul>	• • •

INSPECTION COPY

COPYRIGHT  
PROTECTED



# Revision Activities

## Multiple-choice Revision Questions

- Which film star is Mrs Johnstone compared to?
  - Audrey Hepburn
  - Marilyn Monroe
  - Madonna
- How many children does Mrs Johnstone have before she has twins?
  - Seven
  - Five
  - Three
- How many months is Mr Lyons away for?
  - Twelve
  - Six
  - Nine
- According to Mrs Johnstone, where shouldn't you put new shoes?
  - In a cupboard
  - On the floor
  - On the table
- What have the Welfare threatened to do to Mrs Johnstone's children?
  - Put some of them in care
  - Send them on holiday
  - Make them drink milk
- What size bicycle do Mrs Lyons say she will get for the twins?
  - A racing bike
  - One with both wheels on
  - A blue one
- What does Mrs Lyons say will happen if the twins learn that they were a pair?
  - They will become friends
  - They'll hate each other
  - They will both immediately die
- How old are Mickey and Edward when they first meet again?
  - Nearly eight
  - Nearly 10
  - Nearly 20
- Why does Mickey cut their hands with a penknife?
  - So they will have good partners
  - To show his love
  - To show his mum
- When all the children are playing on the street they say that the whole thing is just a...
  - Laugh
  - Joke
  - Game
- What do Mickey and Edward do with Sammy's statue?
  - Sammy
  - Statue of Liberty
  - Statue of Peter Pan
- Who catches the twins about to throw away the statue?
  - Policeman
  - Mr Lyons
  - Bus conductor
- What does Mr Lyons give Mrs Johnstone before he moves?
  - A book
  - A locket
  - A gun
- Where do the twins go to school?
  - The country
  - London
  - France
- What did Sammy do with the statue?
  - Graffiti the wall
  - Burn it down
  - Steal the statue
- Why won't the fourpenny school take Mickey?
  - He's too old
  - He wants to go to a better school
  - He doesn't have a uniform
- What did Linda do with the statue?
  - She'd forgotten it
  - She loves it
  - She hates it
- What does Edward do with the statue?
  - Toy gun
  - Dictionary
  - Locket
- What does Mickey's staple diet is?
  - Fish fingers
  - Roast beef
  - Jam sandwiches
- What's the name of the boy who knows the twins?
  - Perkins
  - Pearson
  - Edward

INSPECTION COPY

COPYRIGHT  
PROTECTED



21. Whose pictures are in Edward's locket?
- Linda and Mickey
  - Mrs Johnstone and Mickey
  - Edward and Mickey
22. What film do Mickey and Edward go and see?
- Singing in the Rain*
  - Nymphomaniac Nights and Swedish AuPairs*
  - Dr Zhivago's Magnificent Seven*
23. What does Mrs Lyons attack Mrs Johnstone with?
- A gun
  - A hammer
  - A knife
24. Which number bus do Mickey, Linda and Edward mention to the policeman?
- The ninety-two
  - The ninety-seven
  - The ninety-nine
25. What does Edward compare Linda to?
- A Boro Indian
  - A film star
  - A summer's day
26. Where do Mickey and Linda live when they first get married?
- With Mrs Johnstone
  - With Mrs Lyons
  - In a flat in London
27. What do Mrs Lyons blame the redundancies on?
- Lazy workers
  - World economic situation
  - Poor education
28. What does Edward want to do if he is unemployed?
- Live like a hermit
  - Move to America
  - Become a doctor
29. How much does Edward want to be helping with the house?
- Ten quid
  - Fifteen quid
  - Fifty quid
30. How many years does Edward want to be in the army?
- Five
  - Seven
  - Seventeen
31. Why does Mickey want to be a doctor?
- So he can be a hero
  - To be like his father
  - To lose weight
32. Who shows Mickey and Linda how to live together?
- Sammy
  - Mrs Johnstone
  - Mrs Lyons
33. What does Mickey find in the hall?
- Dictionary
  - Locket
  - Gun
34. Who tells Mickey and Linda about the redundancies?
- Mrs Johnstone
  - Linda
  - The police
35. Who asks the policeman whether superstitious people are real?
- Mrs Johnstone
  - The Narrator
  - Linda

COPYRIGHT  
PROTECTED



## Mind Maps and Cue Cards

### Main Characters

1. Narrator
2. Mrs Johnstone
3. Mrs Lyons
4. Mr Lyons
5. Mickey
6. Edward
7. Linda
8. Sammy

For each of the main characters, make a mind map, cue card or fact sheet that includes the following key information:

- Relevant themes
- Key quotes
- Key episodes in the play
- Relationships with other characters
- Relevant dramatic devices

Test yourself or get other people to test you on this information



### Main Themes

1. Class
2. Superstition
3. Equality of opportunity
4. Debt/repayment
5. Nature vs nurture
6. Violence
7. Family
8. Education

For each of the main themes, make a mind map, cue card or fact sheet that includes the following:

- Relevant characters
- Key quotes
- Key episodes in the play
- Dramatic devices used to convey this theme

Test yourself or get other people to test you on this information

### Dramatic Devices

1. Choric narrator
2. Costume
3. Props
4. Lyrics
5. Repetition
6. Contrasts
7. Settings
8. Dialect
9. Accent
10. Symbol

For each of the main dramatic devices, make a mind map, cue card or a fact sheet that includes the following:

- Relevant characters
- Key quotes
- Relevant themes
- Key episodes in the play

Test yourself or get other people to test you on this information



<b>Choric narrator</b>	Performs the part of the chorus, commenting on the action
<b>Prop</b>	An object used during the performance of the play
<b>Lyrics</b>	The words of the songs
<b>Repetition</b>	The repeated use of key phrases or words for emphasis
<b>Contrasts</b>	Deliberate dramatic effect created by making different things
<b>Settings</b>	The times and places in which the story takes place
<b>Dialect</b>	A particular type of language spoken in a certain area
<b>Accent</b>	The way words are pronounced. Can be dependent on group or age.
<b>Symbol</b>	An object that stands for a meaning

**COPYRIGHT  
PROTECTED**



## Key episodes

1. The separation of the twins
2. Mickey and Edward meet aged 7
3. Edward moves away
4. The Johnstones move to the country
5. School scenes
6. The twins and Linda as teenagers
7. Edward goes to university
8. Linda's pregnant
9. Mickey loses his job
10. The robbery
11. Mickey and Linda get together
12. Linda and Edward get together
13. Mickey and Edward die

Make a revision timeline with the above episodes.

For each episode, you should cover:

- key quotes
- relevant themes
- relevant characters

Test yourself or get other people to test you on this information until you can recall it clearly.

## Key quotations

Make a list of key quotes to learn. Make sure your list covers all the key characters and episodes. Create a mind map or cue card for each character to show:

- relevant themes
- relevant characters
- relevant dramatic techniques
- relevant quotations or literary device

Test yourself or get other people to test you on this information until you can recall it clearly. Try to do this by having gaps for key words or having just the first or last word of the quotes. Then move on to using the quotes for a particular theme or character.

Ten key quotes to start you off:

1. 'But a debt is a debt, and must be paid' (p. 13)
2. 'Don't shoot Eddie. He's your brother.' (p. 81)
3. 'if either twin learns that he once was a pair, they shall both immediately die' (p. 13)
4. 'it's just another sign of the times' (p. 68)
5. 'Why didn't you give me away! I could have been... I could have been him!' (p. 13)
6. 'I'd crawl back to that job for half the pay and double the hours' (p. 70)
7. 'When I get home I'll look it up in the dictionary' (p. 23)
8. 'Talk of Oxbridge' (p. 50)
9. 'Who'd tell the girl in the middle of the pair | The price is high, I'll pay for just being' (p. 82)
10. 'Tell me it's not true' (p. 82)

### Activities for quotes

- Who said it?
- Who are they talking about/to?
- Where (p. ) is it said?

**COPYRIGHT  
PROTECTED**



# Exam Preparation Activities

## Essay Planning and Writing

The question in the exam will give you a topic to focus on. Your essay must show parts of the play, quotations and ideas that all link back to the focus of the question. You must demonstrate that you can analyse the language, structure and form of the play (AQA).

### Planning

- Note down all relevant characters, episodes, themes and dramatic devices for the question
- Organise your ideas into sections or paragraphs
- Add quotations to each paragraph

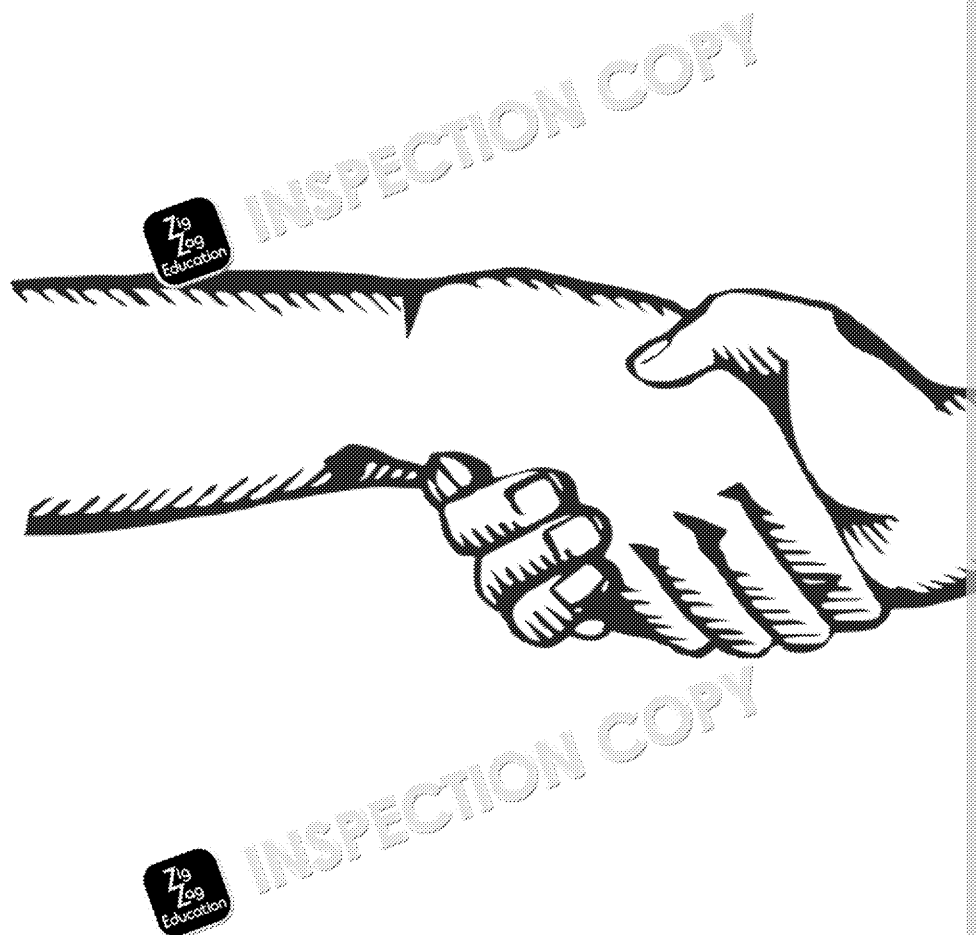
### Writing

- A short introduction that gives a brief overview of the importance of the topic
- Three or four paragraphs that give examples, analyse quotes and suggest meaning
- A short conclusion that summarises the author's intention

### Checking

Try to leave yourself a few minutes to read back through your essay. Make sure you have:

- Quotations
- Literary and dramatic devices
- Comments on Russell's intention



INSPECTION COPY

COPYRIGHT  
PROTECTED





**Finish the paragraph for each of these starter sentences.**

- Mrs Johnstone's life represents the challenges and difficulties faced by the in Liverpool during the period in which the play is set.
- One way that the inequality of opportunity is shown is through the comparison of the two families.
- One of the Narrator's main roles is to create tension.
- During the 'Kids' Game' scene, Linda is shown to be shy and a loyal and obedient daughter.
- The tragedy of class inequality is shown in the dramatic final scene.

**Extension activity:** Select quotations for each bullet point. Write an introduction paragraph for each.

**Here is a paragraph for an essay: what is the question?**

- Mickey, Edward and Linda are found throwing stones – the policeman's difficulty in identifying the two families reveals inequality of classes
- Sammy's robbery of conductor – foreshadows Mickey's later involvement in crime
- Reasons for Mickey's involvement in filling station robbery and Sammy's shooting
- Mrs Lyons' threatening behaviour with a knife appears to go unreported

**Match the point to the evidence to the analysis**

Point	Evidence	Analysis
The cycle of debt and repayment is revealed when Mrs Johnstone says	'There's shows us on the table a joker in his pack' (p. 8)	The use of italics should lie in the ad. Additionally, the ends the line also contractions and for her working-class
Mrs Lyons' desperation is conveyed when she says	'I spent all me bleedin' life knowin' I shouldn't. But I do.' (p. 14)	This is the first of able to give to M in the amount of n. It is the imbalance Edward even giving that causes Mickey him retrieving Sam
Edward refuses to do as his teacher asks, saying	'You are my son, mine' (p. 29)	His appearance of conversation between tension and foreshadowing Johnstone's superstition Mrs Lyons uses the Edward.
The Narrator highlights Mrs Johnstone's belief in superstition with the line	"Gis a sweet" (p. 22)	The prop is used to connection between and leads to Edward Mickey's in the new functions as a way distance between he uses it to show
The painful relationship between the twins is illustrated by Mickey's demand	'But you shall not take my locket!' (p. 51)	The repetition of creates dramatic knows that she is emotional insecurity need to assert some is aware, is not in

**COPYRIGHT PROTECTED**



**Find quotations to complete these points:**

- a. The Narrator creates tension and a sense of foreboding when he sings \_\_\_\_\_
- b. Mrs Johnstone shows she is superstitious when she exclaims \_\_\_\_\_
- c. Mickey sees Linda and Edward together when Mrs Lyons \_\_\_\_\_
- d. Mickey expresses his feelings of depression and his need for his pills by saying \_\_\_\_\_
- e. Edward's strong connection to the Johnstone family is demonstrated by his superstitious beliefs \_\_\_\_\_
- f. During 'Summer Sequence' the tragic end is foreshadowed when the Narrator says \_\_\_\_\_
- g. The dramatic nature of the robbery is emphasised when Sammy says \_\_\_\_\_
- h. Edward's educational opportunities are conveyed by his teacher when he comments \_\_\_\_\_

**Independent Activities to prepare for exam:**

- 1. Practise planning essay answers for any character or theme.
- 2. Make sure your plans cover all the assessment objectives by highlighting literary devices in one colour, and quotes in another colour. Add extra examples if you find you have any more.
- 3. Highlight your practice essays in the same colours to ensure you have covered all the assessment objectives.

**SPaG (AO4)**

**Spelling**

Make sure that you are confident of the spelling of all the characters' names (it's not just Mickey and Linda, it's also Monroe too).

Here are some of suggested spellings to learn for *Blood Brothers*. There are also some key words about the play as well as literary and analytical terminology. Choose to learn – essential, main or stretch and challenge. A complete list of all the spellings is also available in the resources pack.

Note to students: Use a dictionary if you are unsure of the meaning of any of the words.

**Essential Spelling List**

**Literary terminology**

- Beginning
- Characters
- Comedy
- Foreshadows
- Metaphor
- Repetition
- Rhyme
- Simile
- Tension

**Useful words in analysis**

- Description
- Exaggerate
- Opposite
- Reveals
- Suggests
- Sympathy

**Drama terminology**

- Audience
- Costume
- Narrator
- Scene
- Theatre
- Tragedy

**Key**

- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 

**COPYRIGHT  
PROTECTED**



## Main Spelling List

### Literary terminology

- Attitude
- Beginning
- Characterisation
- Characters
- Climax
- Comedy
- Foreboding
- Foreshadows
- Imagery
- Irony
- Language
- Metaphor
- Previous
- Prologue
- References
- Repetition
- Rhyme
- Rhyming
- Simile
- Suspense
- Symbol
- Symbolises
- Taboo
- Tension



### Useful words in analysis

- Consequences
- Conveyed
- Description
- Emphasis
- Emphasise
- Extreme
- Exaggerate
- Exaggeration
- Opposite
- Portrays
- Reveals
- Stereotype
- Suggests
- Sympathetic
- Sympathise
- Sympathy

### Drama terminology

- Accent
- Atmosphere
- Audience
- Chorus
- Costume
- Dialogue
- Ensemble
- Episodes
- Flaw
- Plot
- Scene
- Theatre
- Tragedy
- Tragic
- Volume

Key

.....

INSPECTION COPY

## Stretch and Challenge Spelling List

### Literary terminology

- Ellipsis
- Euphemism
- Precursor
- Premonition



### Useful words in analysis

- Connotation
- Conveyed
- Empathy
- Inevitable
- Metaphor
- Stereotypical

### Drama terminology

- Auditorium
- Choric
- Dialect
- Ensemble
- Lyrics

Key

.....

COPYRIGHT  
PROTECTED



## Complete Spelling List

### Literary terminology

- Attitude
- Beginning
- Characterisation
- Characters
- Climax
- Comedy
- Ellipsis
- Euphemism
- Foreboding
- Foreshadowing
- Imagery
- Irony
- Language
- Metaphor
- Precursor
- Premonition
- Previous
- Prologue
- References
- Repetition
- Rhyme
- Rhyming
- Simile
- Suspense
- Symbol
- Symbolises
- Taboo
- Tension

### Useful words in analysis

- Connotation
- Consequences
- Conveyed
- Description
- Empathy
- Emotional
- Surprise
- Extreme
- Exaggerate
- Exaggeration
- Inevitability
- Inevitable
- Opposite
- Portrays
- Reveals
- Stereotype
- Stereotypical
- Suggests
- Sympathetic
- Sympathise
- Sympathy

### Drama terminology

- Accent
- Atmosphere
- Audience
- Antagonist
- Chorus
- Chorus
- Costume
- Dialect
- Dialogue
- Ensemble
- Episodes
- Flaw
- Lyrics
- Narrator
- Scene
- Theatre
- Tragedy
- Tragic
- Volume

Key

INSPECTION COPY

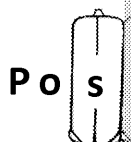
COPYRIGHT  
PROTECTED



## Strategies for learning spellings:

1. Use the old favourite: look, say, write. This can be a good strategy because it uses three types of memory: look uses visual memory; say uses auditory memory and write uses motor memory.
2. Separate words into parts by syllables:  
Ca-ta-logue  
Re-dun-dant  
At-ti-tude
3. Separate words into smaller words:  
Stereo-type  
Fore-shadows  
Relation-ship
4. Separate words into prefixes and suffixes:  
Pre-cursor  
Pre-motivation  
Pre-vious  
Embarrass-ment  
Judg-ment  
Punish-ment
5. Change your pronunciation of a word – this may help with silent letters or vowels.  
Opposite – stress the ‘o’ sound  
Repetition – stress the second ‘e’ sound  
Separate – stress the first ‘a’ sound
6. Learn groups of words:  
**Rhyme/Rhyming**  
**Sympathetic/Sympathise/Sympathy**
7. Create memory tricks:

**Possessions** – to help remember that there are two ‘s’ in each of the four cases, imagine you have all of your nose suitscases – each labelled with an ‘s’, imagine the letter ‘e’, in the middle of the word, carrying these four cases – two in each hand.



## Pregnant

Or to remember that in pregnant the final vowel is ‘ant’, imagine a pregnant ant laying on the last three letters.

8. First-letter sentences – use the letters of the word you want to learn to make a sentence:

## Aisle

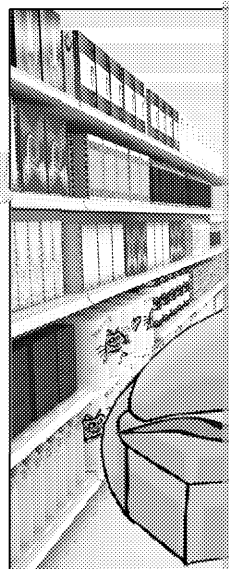
All

Iguanas

Should

Lounge

Elegantly



**COPYRIGHT  
PROTECTED**



## Punctuation

The most common error in punctuation is misuse of the apostrophe. Make sure you use it correctly for the following:

- To indicate possession

### Examples:

- Sammy's gun
- Edward's school
- Linda's shopping
- Mrs Johnstone's possessions
- Mickey's pills
- Mrs Lyons's shoes

If you are talking about something belonging to both twins the apostrophe is placed after the second name.

- The twins's mother

- To indicate a contraction

Make sure you use an apostrophe when you have shortened a phrase and often it is probably better to avoid contractions completely in formal writing such as essays.

### Examples:

- He didn't know Edward was his brother. (He did not know Edward was his brother.)
- She wasn't able to keep them both. (She was not able to keep them both.)
- She hadn't seen him for a long time. (She had not seen him for a long time.)

Make sure you are not using an apostrophe when you are just referring to a plural.

### Examples (of no apostrophe being needed):

- The twins went to the cinema.
- The boys made friends straight away.

### Apostrophe Activities

#### Put apostrophes in the correct places in these sentences:

- Sammy's gun is always hidden just inside Mrs Johnstones front door.
- Mickey's brother Edward doesnt want to move away.
- Its Lindas idea to throw stones.
- The twins meet Linda and her friend outside the cinema.
- Mrs Lyons pushes Edwards shoes off the table.
- The childrens games are very violent.
- Linda hides Mickeys pills.
- Mickey takes Sammys gun from its hiding place.

## Grammar

One common grammar mistake is to write 'should of' instead of 'should have', 'could of' instead of 'could have' and 'would of' instead of 'would have'.

#### Correct these sentences:

- Mrs Johnstone should of kept both twins.
- Mickey thinks he could of had his gun if he had been given away.
- Linda would of found it difficult to manage when Mickey was in prison.

COPYRIGHT  
PROTECTED



## Practice Exam-style Questions

**1. Use the extract below and the whole text in your answer.**

Write about Mrs Johnstone and how she is presented throughout the text.

In your answer:

- Use this extract and the whole text
- Demonstrate your understanding of the characters and events

Extract pp. 5–6 from 'Mrs Johnstone turns her back to the audience' to 'NARRATOR) rushes in from the side, interrupt the song.'

**2. Use the extract below and the whole text in your answer.**

Write about the theme of superstition and how it is presented at different points in the text.

In your answer:

- Use this extract and the whole text
- Demonstrate your understanding of the characters and events

Extract pp. 19–20 from 'MRS LYONS: No. You'll tell nobody' to 'The NARRATOR'.

**3. Use the extract below and the whole text in your answer.**

Write about Linda and how she is presented at different points in the text.

In your answer:

- Use this extract and the whole text
- Demonstrate your understanding of the characters and events

Extract p. 63 from 'The NARRATOR becomes the rifle' to 'the man at the fairground at seventeen'.

**4. Use the extract below and the whole text in your answer.**

Write about violence and how it is presented at different points in the text.

In your answer:

- Use this extract and the whole text
- Demonstrate your understanding of the characters and events

Extract pp. 73–4 from 'NARRATOR: There's a full moon shining' to 'POLICEMAN LINDA from MICKEY and leads him out and into the police station'.

**5. Use the extract below and the whole text in your answer.**

Write about class and the way it is presented throughout the text.

In your answer:

- Use this extract and the whole text
- Demonstrate your understanding of the characters and events

Extract pp. 81–2 from 'MRS JOHNSTONE: Mickey, Mickey. Don't shoot him' to 'and they died, on the self same day?'

**6. Use the extract below and the whole text in your answer.**

Write about the relationship between Mrs Lyons and Edward and the way it is presented in the text.

In your answer:

- Use this extract and the whole text
- Demonstrate your understanding of the characters and events

Extract pp. 28–9 from 'MRS LYONS: I'm very sorry, but it's Edward's bedtime' to 'beautiful son.'

INSPECTION COPY

COPYRIGHT  
PROTECTED



7. Use the extract below and the whole text in your answer.

Write about the character of Mickey and the way he is presented at different points in the text.

In your answer:

- Use this extract and the whole text
- Demonstrate your understanding of the characters and events

Extract p. 21–2 from ‘MICKEY (*reciting*): I wish I was my mammy’ to ‘But I will be.’

8. Use the extract below and the whole text in your answer.

Write about the character of Edward and the way he is presented at different points in the text.

In your answer:

- Use this extract and the whole text
- Demonstrate your understanding of the characters and events

Extract pp. 64–5 from ‘EDWARD: Where’s Mickey?’ to ‘Was in his shoes.’

9. Use the extract below and the whole text in your answer.

Write about the role of the Narrator and the way he is presented at different points in the text.

In your answer:

- Use this extract and the whole text
- Demonstrate your understanding of the characters and events

Extract pp. 19–20 from ‘*The NARRATOR enters*’ to ‘*The NARRATOR exits*’

10. Use the extract below and the whole text in your answer.

Write about the relationship between Mrs Johnstone and Mrs Lyons and the way it is presented at different points in the text.

In your answer:

- Use this extract and the whole text
- Demonstrate your understanding of the characters and events

Extract pp. 53–4 from ‘MRS JOHNSTONE: Look ...’ to ‘MRS LYONS *exits to the street*’

11. Use the extract below and the whole text in your answer.

Write about the relationship between Mrs Johnstone and Mickey and the way it is presented at different points in the text.

In your answer:

- Use this extract and the whole text
- Demonstrate your understanding of the characters and events

Extract p. 67 from ‘MRS JOHNSTONE *enters with MICKEY’s lunch bag*’ to ‘MICKEY *exits*’

12. Use the extract below and the whole text in your answer.

Write about the relationship between Mickey and Linda and the way it is presented at different points in the text.

In your answer:

- Use this extract and the whole text
- Demonstrate your understanding of the characters and events

Extract pp. 65–6 from ‘MICKY *enters his house*’ to ‘Now give me the tablets.’

COPYRIGHT PROTECTED





# GCSE Student Self- or Peer-marking

This mark scheme combines the ideas given in the Eduqas mark scheme. You should use this to identify areas to work on.

Skills to demonstrate in your work	Band →	0 marks	Band 1
		Key words →	Nothing worthy of credit
AO1	I demonstrate my understanding of the extract and wider text		
	I convey my ideas in an appropriate tone		
	I engage with the question and analyse the text		
	I use references to the extract and wider text to support my interpretations		
AO2	Key words →	Nothing worthy of credit	Generalised, basic, inaccurate
	I analyse the language, form and structure used by the writer and their effects on the reader		
	I use appropriate subject terminology		

## AO4

	Performance Descriptor →	0 marks	Threshold
	Key words →	Nothing written / threshold not met	Reasonably reasonable
AO4	I use accurate spelling and punctuation		
AO4	I use a range of vocabulary and sentence structures to convey my ideas		

Best area:

Areas to work on:

Teachers should refer to the mark schemes given on the Eduqas website for marking and to ensure student work is marked consistently.

INSPECTION COPY

COPYRIGHT PROTECTED



# Worked-through Example

## Understanding the Wording of the Question

Use the extract below and the whole text in your answer.

Write about the theme of **superstition** and how it is **presented** at **different points**.

In your answer:

- Use **this extract** and the **whole text**.
- Demonstrate your **understanding** of the characters and events.

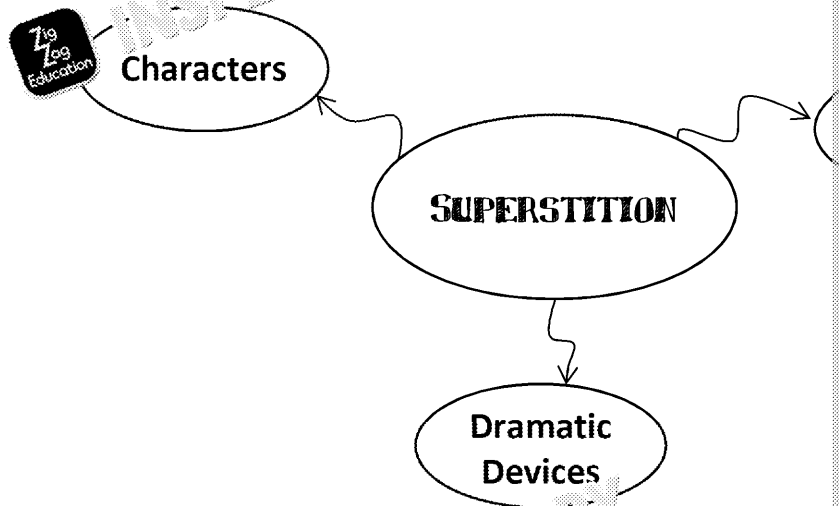
Extract pp. 10-11 from 'MRS LYONS: No. You'll tell nobody' to 'The NARRATOR ex...

These words focus on Assessment Objective 1. You must show that you are able to select parts of the play, quotations and ideas that all link back to this theme.

These words focus on Assessment Objective 2 and require you to structure your answer.

## Planning

Read through the extract to identify references to superstition and select appropriate ideas and quotations from the extract into paragraphs. Then think about superstition and draw a mind map of possible characters, key episodes and dramatic devices that link to all the prongs on your mind map. Group the ideas into sections that can be used – you could use different coloured highlighters for different points. Add quotations and points in your plan.



“  
Zig Zag Education  
Quotations

INSPECTION COPY

COPYRIGHT PROTECTED



**Sample plan**

- Introduction: Overview of the importance of superstition in the extract and the whole play
- Analysis of superstition in the extract: Mrs Lyons’s creation of the superstition  
 quotations: ‘Because ... because if you tell anyone’; ‘They say ... they say’; ‘you’ll be killed’  
 for Mrs Johnstone ‘(terrified)’.
- Analysis of superstition in the extract: Narrator’s link to superstition and his fear of death. Possible quotations: ‘There’s shoes upon the table’; ‘rosary’; ‘you know he’s knocking at your door’.
- Superstition in the wider play: Introduction of superstition when Mrs Johnstone says ‘There’s shoes upon the table’ and use of superstition to emphasise Edward’s attachment to his birthplace: ‘don’t Mulla look at that magpie. It’s a magpie, never look at one magpie’.
- The wider context: Differences in the characters of the two mothers are shown through their attitudes to superstition. Mrs Johnstone ‘Oh ... you mean you’re superstitious?’ while Mrs Lyons ‘laughing’.
- Superstition in wider play: as a contrast to class difference – audience invited to consider the role of superstition. Possible quotation: NARRATOR ‘And do we blame superstition for what came over us, the English, have come to know as class?’

- Reorder the points in the plan
- Add alternative or extra quotations

**Writing frame**

**Introduction**

Superstition is key in this extract and the whole play because.....

.....

.....

---

**Paragraph 1: Mrs Lyons’ introduction of superstition in the extract.**

In the extract Mrs Lyons is desperate to keep Mrs Johnstone away from the twins because.....

.....

.....

.....

.....

.....

**Suggested quotations:**

- MRS LYONS ‘Because ... because if you tell anyone you’ll be killed’ and ‘They say ... they say’
- MRS LYONS ‘if either twin learns that the other was a pair, they shall both imitate him’
- MRS LYONS ‘you will kill the twins’
- stage direction for Mrs Johnstone ‘(terrified)’

**COPYRIGHT  
PROTECTED**



**Paragraph – Narrator’s role as symbol for superstition**

The Narrator’s song that follows focuses on superstition .....

.....  
.....  
.....  
.....  
.....



**Suggested quotation:**

- NARRATOR ‘There’s shoes upon the table’, ‘rosary’, ‘y’know the devil’s got y knocking at your door’.

**Paragraph – Importance of superstition in the wider play**

Superstition is used at the beginning of the play to show a difference b Mrs Lyons .....

.....  
.....  
.....  
.....  
.....



**Suggested quotation:**

- MRS JONES ‘ONE ‘new shoes on the table’
- EDWARD ‘don’t Mummy, don’t look. It’s a magpie, never look at one magpie’

**Conclusion – Link superstition to purpose of play**

After the tragic death of the twins the Narrator asks .....

.....  
.....  
.....

**Suggested quotation:**

- NARRATOR ‘No one gets off without the price being paid
- NARRATOR ‘And do we blame superstition for what came to pass? | Or could have come to know as class?’



**COPYRIGHT  
PROTECTED**



## Worked Example Sample Es

INSPECTION COPY

QUESTION

Use the extract below and the whole text in your answer.

Write about the theme of **superstition** and how it is **presented** at **different points** in the text.

In your answer:

- Use **this extract** and the **whole text**
- Demonstrate your understanding of **the characters and events**

Extract pp. 19–20 from *Blood Brothers*: Mrs LYONS: No. You'll tell nobody' to 'The NARRATOR

In this extract a made-up superstition is used by Mrs Lyons to coerce Edward and the Narrator's song then uses the theme of superstition to foreshadow the tragic end to the play. In the play as a whole, superstition is used to create tension between the two mothers and is, therefore, able to symbolise Edward's mother. By the end of the play, the audience is posed the question about which mother or class that should be blamed for the tragedy of the twins' deaths.

**The introduction identifies the use of superstition in the extract and in the whole text.**

The extract comes just after Mrs Lyons has sacked Mrs Johnstone and taken Edward with her. Mrs Lyons is desperate to find some way to keep Edward safe. The use of the superstition about 'secretly parted' + 'if you tell anyone ...' and 'they shall both in the end die' suggests that Mrs Lyons is conveying the idea that she is making the superstition up on the spot. The repeated references to death when she says 'they shall both in the end die' seems that the use of a superstition is having the desired effect. The stage directions instruct the actor to be 'terrified'.

**This paragraph focuses on the first part of the extract and uses quotations to analyse superstitions and the effects created by the language used. (AO2)**

The Narrator's song that follows the altercation between the two mothers lists different superstitions. The song starts with 'shoes upon the table', 'mirrors', the 'moon', 'salt' and 'pavement cracks'. This puts the made-up superstition among a body of widely held beliefs. The narrator then links these superstitions to danger by evoking the symbol of the 'black cat' and describing him as being 'starin' through your window' and even inside her house 'creeping under your door'. The threat is repeated to reinforce the threat. The song culminates with the image of the 'black cat' which links to the earlier threats of the creditors who knock on the door three times to emphasise the closeness of the danger.

**The second part of the extract is analysed with literary terminology and the superstition in the Narrator's song (AO2).**

COPYRIGHT  
PROTECTED



The theme of superstition is introduced earlier in the play when Mrs Johnstone's important superstitious beliefs are to her when she says 'Oh God, Mrs Lyons, don't put your foot on a table'. Even though she denies she is superstitious the use of the biblical reference implies that it is actually of great consequence in her life. A contrast is shown between the two women because Mrs Lyons laughs at Mrs Johnstone's reaction. Superstition is used to show Edward's affinity with his birth mother in order to demonstrate the link between him and his adoptive mother Mrs Lyons. When they move to the country, a move which will ensure that Edward falls in love with Mrs Lyons' daughter, superstition is used to ensure that the link will fail. Edward's desperate cry 'Don't Mummy, don't look. It's a magpie, not a magpie' is a repetition of the word 'magpie' which implies Edward's desperation and, therefore, his total reliance on Mrs Lyons ensuring that the audience understand that his link to both Mrs Johnstone and his birth mother is severed by his move to the country. Mrs Lyons' state of mind is also illustrated by her husband putting shoes on the table. She rushes to push them off, showing a lack of confidence in herself.

**This paragraph identifies pertinent examples in the rest of the play which support the theme of superstition. There is still a good level of language analysis and use of quotations.**

At the end of the play the Narrator asks the question 'And do we blame the tragedy that came to pass? Or could it be what we, the English, have come to know as fate?' This question asks the audience to decide whether to view the actions of the play as about the individual's life or as about the consequences of superstitions. Mickey's final speech seems to blame class 'I can't see how it's been him!' but superstition has also been used to create tension and drama in the tragedy of Mrs Johnstone's decision to give Edward to Mrs Lyons.

**The final paragraph includes textual reference and uses the Narrator's question to explore the meanings of the play relevant to the theme of superstition. (AO1)**

**This answer would be likely to achieve a level 5 according to the mark scheme.**

- Highlight literary and drama terminology in the essay – check if you have used it in your own essay.
- Improve the essay by looking at the suggested meanings of the theme of superstition in the paragraph and adding different interpretations.

**COPYRIGHT  
PROTECTED**



# Sample Student Essays with Annotations

INSPECTION COPY

## Sample Essay One

QUESTION

Use the extract below and the whole text in your answer.  
 Write about Mrs Johnstone and how she is presented throughout the text.  
 In your answer:

- Use this extract and the whole text
- Demonstrate your understanding of the characters and events

Extract from 'Mrs Johnstone enters with her back to the audience'  
 NARRATOR: (Mrs Johnstone) rushes in to rudely interrupt the song.'

The extract is the first time that the audience see Mrs Johnstone. The moment she enters saying that she is a 'mother, so cruel' and she has 'a stone in her head'. Mrs Johnstone then tells us the story of her life so far. She describes how her husband was attractive and used a metaphor that her 'eyes were deep blue pools' and her skin was 'as soft as snow'. He also says that she is 'sexier than Marilyn Monroe' because Mrs Johnstone is pregnant and it seems that their wedding is going well with 'curly salmon sandwiches' and 'ale'. When Mrs Johnstone becomes pregnant her husband no longer likes her because she is 'twice the size of Marilyn Monroe' and is shown to be as attractive as she was before. The narrator repeats that Mrs Johnstone is not as attractive as her because he finds a new girl who is 'a bit like Marilyn Monroe'.

Later in the play Mrs Johnstone is shown to be desperate enough to give away one of her babies because she is in trouble with social services and can't afford to feed two children. She asks her to give her one of the children and Mrs Johnstone agrees if she can't afford to. The audience might think that she is wrong to give away one of her babies and has no choice. Mrs Johnstone is shown to believe in superstition when Mrs Edward by making up a superstition that they shall 'both immediately die' if they talk about each other. Maybe if Mrs Johnstone realised that this was not true it could have been a different ending.

At the end of the play Mrs Johnstone is presented as being very upset that her twins are dead because 'they died, on the self same day'. She wishes that it had been just a story and repeats the line 'tell me it's not true' and she says 'it just to be a story'. At the end of the play the audience will feel very sorry for Mrs Johnstone because her husband died. Overall, Mrs Johnstone is presented as a working-class mother who was very caring for her twins and she is sad when they die at the end.

This answer would be likely to achieve a band 3 according to the mark scheme.

**COPYRIGHT  
PROTECTED**



## Sample Essay One – Annotated

Use the extract below and the whole text in your answer.

**QUESTION** Write about Mrs Johnstone and how she is presented throughout the text.

In your answer:

- Use this extract and the whole text
- Demonstrate your understanding of the characters and events

Extract pp. 5–6 from 'Mrs Johnstone' (NARRATOR) rushes in and she enters with her back to the audience. 'Mrs Johnstone (NARRATOR) rushes in and she enters with her back to the audience. **'Mrs Johnstone (NARRATOR) rushes in and she enters with her back to the audience. NARRATOR) rushes in and she enters with her back to the audience. NARRATOR) rushes in and she enters with her back to the audience.'**

The extract shows the first time that the audience see Mrs Johnstone. The first time she enters saying that she is a 'mother, so cruel' and she has 'a stone in her head'. Mrs Johnstone then tells us the story of her life so far. She describes how her husband was attractive and used a metaphor that her 'eyes were deep blue pools' and her skin was 'as soft as snow'. He also says that she is 'sexier than Marilyn Monroe' because Mrs Johnstone is pregnant and it seems that their wedding is going to be a party with 'curly salmon sandwiches' and 'ale'. When Mrs Johnstone becomes a mother her husband no longer likes her because she is 'twice the size of Marilyn Monroe'. Mrs Johnstone is shown to be as attractive as she was before. Marilyn Monroe is repeated because he finds a new girl who 'looks a bit like Marilyn Monroe'.

The first paragraph focuses on the topic of a first time. The quotes chosen are focused on the character (AO1). The meanings of individual words and phrases are understood and there is an understanding of the techniques (AO2).

Later in the text Mrs Johnstone is shown to be desperate enough to give away her children because she is in trouble with social services and can't afford to feed them. She offers her to give her one of the children and Mrs Johnstone agrees if she can't afford to. The audience might think that she is wrong to give away one of her babies but she has no choice. Mrs Johnstone is shown to believe in superstition when Mrs Johnstone tells Mrs Edward by making up a superstition that they shall 'both immediately die' if they are together about each other. Maybe if Mrs Johnstone realised that this was not true it could have been a different ending.

The paragraph refers to an appropriate part of the play but tends to over-rely on the quote is given and explained. There are some points given about possible character (AO2).

At the end of the play Mrs Johnstone is presented as being very upset because her children are dead because they died, on the self same day'. She wishes that it had been different and repeats the line 'tell me it's not true' and she wants it just to be a story. At the end of the play the audience will feel very sorry for Mrs Johnstone because her children are dead.

COPYRIGHT  
PROTECTED





Overall, Mrs Johnstone is presented as a working-class mother who watches her twins and then watch them die at the end.

A second choice of an appropriate point in the play to write about the character (AO1). A quotation is given and the analysis shows understanding of the character's audience and to repetition. The main points about the character are understood.

This answer would be likely to achieve a band 3 according to the marking scheme. In order to achieve a higher band there needs to be further analysis of the character from the wider play and further quotations from the wider play.

- Improve the analysis of the quotations selected from the extract
- Add further quotations from the wider play to paragraphs two and three of the answer
- Improve the final sentence of the essay to make it a more developed interpretation

INSPECTION COPY



INSPECTION COPY



INSPECTION COPY

COPYRIGHT  
PROTECTED



## Sample Essay Two

Use the extract below and the whole text in your answer.

**QUESTION** Write about Mrs Johnstone and how she is presented throughout the text.

In your answer:

- Use this extract and the whole text
- Demonstrate your understanding of the characters and events

Extract pp. 5–6 from 'Mrs Johnstone' (NARRATOR) rushes in and interrupts the song.'

The extract begins from the very beginning of the play and so is the first impression of Mrs Johnstone. The Narrator's words, as Mrs Johnstone enters, are that she is beautiful and he invites the audience to 'come judge' her. While the Narrator suggests that Mrs Johnstone has 'a stone in place of her heart', the way that she is presented in the extract does not support this interpretation.

Mrs Johnstone's opening song is, at first, quite cheerful in tone. She tells of her love and marriage and says she was compared to 'Marilyn Monroe'. At this point, the image of 'dancing' is a symbol for the young Mrs Johnstone's attractiveness because she is said to be 'dancing like Marilyn Monroe'. The image of 'dancing' is used in the extract to stand for Mr Johnstone's relationship and how they were happy at first. The deterioration of their relationship is shown by the line 'no more dancing' and then Mr Johnstone is said to be 'dancing like a fool'. Mrs Johnstone looks a bit like Marilyn Monroe. She is created for Mrs Johnstone to be no longer attractive enough to be compared to the film star and has been 'seven hundred times married and one more nearly due'.

Mrs Johnstone appears to have been won over by her husband's flattery of her 'deep blue pools' and her 'skin as soft as snow', both romantic clichés. This impression of her may be that she is a little naïve, an impression that is supported when she agrees to give up one of the twins. Mrs Lyons is able to manipulate Mrs Johnstone by making up a superstition that the twins will 'immediately die' if they find out. Mrs Johnstone's belief in superstition is dramatized by the Narrator's song 'Sing at this key point in the play. Mrs Johnstone is presented as the victim of her own irresponsible behaviour and then she is the victim of Mrs Lyons' desire to have the twins.

Mrs Johnstone could be seen as a victim of poverty as she is forced to give up one of her children as she cannot afford to feed all of her children. Her vulnerability is shown by the fact that she gives up her possessions just after she has given up the twins. However, she is also shown to be responsible for her situation when the men say she shouldn't have signed the papers. She says 'I'm not my bleedin' life knowin' I shouldn't. But I do.' Despite her poverty Mrs Johnstone is portrayed as having a good relationship with her children as she teases them about going to see adult films at the cinema, calling them 'the boys' which is a very humorous point in the play.

INSPECTION COPY

COPYRIGHT  
PROTECTED



The play returns to the question of the judgement of Mrs Johnstone in the dialogue accuses her. He screams 'You! You!' before the gun goes off killing her. This implies that Mickey feels that it is Mrs Johnstone's actions that have led to her death. However, before Mrs Johnstone sings the final song the Narrator asks why. In contrast to the start of the play, this time does not seem to blame Mrs Johnstone. He presents the audience with a choice between 'poverty' or 'class'. They see Mrs Johnstone crying and grieving over the dead bodies of her twins. It is left in no doubt that she does not have 'a stone in place of her heart'.

This answer would be likely to achieve a band 5 according to the



INSPECTION COPY

INSPECTION COPY

INSPECTION COPY

COPYRIGHT  
PROTECTED



## Sample Essay Two – Annotated

INSPECTION COPY

QUESTION

Use the extract below and the whole text in your answer.

Write about Mrs Johnstone and how she is presented throughout the text.

In your answer:

- Use this extract and the whole text
- Demonstrate your understanding of the characters and events

Extract pp. 5–6 from 'Mrs Johnstone' (NARRATOR) rushes in and interrupts the song.'

The extract from the very beginning of the play and so is the first in Mrs Johnstone. The Narrator's words, as Mrs Johnstone enters, are that and he invites the audience to 'come judge' her. While the Narrator says Johnstone has 'a stone in place of her heart', the way that she is presented does not support this interpretation.

The introduction shows understanding of the significance of the extract of the play (AO1). Quotes focus very well on Mrs Johnstone and also her, which is likely to lead to interesting interpretations (AO2).

Mrs Johnstone's opening song is, at first, quite cheerful in tone. She tells of her love and marriage and says she was compared to 'Marilyn Monroe'. At this point she is a symbol for the young Mrs Johnstone's attractiveness because she is said to be 'like Marilyn Monroe'. The image of 'dancing' is used in the extract to stand for Mrs Johnstone's relationship with her husband how they were happy at first. The deterioration of the relationship is conveyed by the line 'no more dancing' and then Mr Johnstone is said to be 'like a girl 'who looks a bit like Marilyn Monroe''. Sympathy is created for Mrs Johnstone because she is no longer attractive enough to be compared to the film star. Her husband with 'seven hungry mouths to feed and one more nearly due'.

Terminology is used and selection of quotes continues to be well focused and expressed well and explained and the way that meaning changes across the play (AO1).

Mrs Johnstone appears to have been won over by her husband's flattery 'deep blue pools' and her 'skin as soft as new'. The romantic clichés that she may be that she is a little bit of a victim. The impression that is supported well by the text is that to give up one of the twins Mrs Lyons is able to manipulate Mrs Johnstone making up her mind that the twins will 'immediately die' if they find out. Mrs Johnstone's belief in superstition is dramatized by the Narrator's song which is sung at this key point in the play. Mrs Johnstone is presented as a victim of her husband's irresponsible behaviour and then she is the victim of Mrs Lyons.

COPYRIGHT  
PROTECTED



Quotes from the extract continue to be well chosen and analysed with (AO1). The answer recognises the form through the consideration of Narrator's song (AO2). It demonstrates a strong choice of another point well to the extract (AO1).

Mrs Johnstone could be seen as a victim of poverty, as she is forced to work and cannot afford to feed all of her children. Her poverty is shown by the loss of her possessions just after the birth of the twins. However, she is also shown to be responsible for the tragedy as when the men say she shouldn't have signed the money Mrs Johnstone is portrayed as having a good relationship with them when she teases them about going to see adult films at the cinema, called 'sods', which is a very humorous point in the play.

A range of points is made about the topic of the question (AO1). Key points from the play are used to show understanding of the complexity of the character to genre through the humorous quote (AO2).

The play returns to the question of the judgement of Mrs Johnstone in Mickey's dialogue accuses her. He screams 'You! You!' before the gun is fired which could imply that Mickey feels that it is Mrs Johnstone's actions that led to the end. However, before Mrs Johnstone sings the final song the Narrator says but, in contrast to the song at the end of the play, this time does not seem to blame her present actions but offers her a choice between 'superstition' or 'class'. The tragedy seen in Mrs Johnstone crying and grieving over the dead bodies of the twins and the audience can be left in no doubt that she does not have 'a stone in place'.

The way that structure creates meaning is shown by comparing the end of the play especially strong link in the final sentence (AO2). An argument about Mrs Johnstone is to blame for the tragedy holds the whole answer together.

This answer would be likely to achieve a band 5 according to the mark scheme.

- Highlight the quotations used from the extract – compare the choices to your own.
- Highlight the quotations used from the wider play – find alternative quotations from the play just as well.
- Improve this essay, which creates a very sympathetic interpretation of the character. Find quotations that suggest that a different judgement is possible too.

COPYRIGHT  
PROTECTED



## Sample Essay Three

### QUESTION

Use the extract below and the whole text in your answer.

Write about Linda and how she is presented at different points in the text.

In your answer:

- Use this extract and the whole text
- Demonstrate your understanding of the characters and events

Extract p. 63 from 'The NAP' 'Linda joins the rifle range man at the factory for an hour, at seventeen'

This extract is from the middle of the play when Linda and the twins are very close and enjoying each other's company and having fun. At the rifle range and the boys let Linda shoot, 'the man offers the gun to EDWARD'. Linda is caught in the middle of a game of piggy in the middle and 'the narrator foreshadows the end saying the 'price she'll pay for just being suffering when they both die at the end. Then the narrator talks about the shop and smoking cigarettes and repeats 'your friends' to show that the extract ends with a mix of positive and negative. They are happy in the 'midnight' which suggests that something bad might happen.

Earlier on in the play Linda is presented as being Mickey's friend when they are during the song 'Kids' Game' through all of this is going on his side. It says in the text they are in 'one gang' but Sammy is in the other. Linda is usually dressed in a way that makes her stand out as an important character to the audience. Linda is still present when they are on the bus and at school. She says Sammy is a 'soft get worm'. She is presented as being much more confident than Mickey. She is friends with Eddie too.

At first Linda chooses Mickey to marry not Eddie but when Mickey comes to her she is presented as being very tired and worn out. The stage directions describe her as being 'weary'. It is only when she meets Edward that she seems happy. He describes them as 'two fools' and we know they are happy because they are laughing. She is presented as scared at the end because she runs and shouts 'Eddie L... Mickey has a gun.

Linda is presented as Mickey's friend at the start of the play but then at the end of the play, which causes Mickey to get the gun and go after him. She is confident at the beginning of the play but changes to being poor and unhappy.

This answer would be likely to achieve a band 3 according to the marking scheme.

INSPECTION COPY

COPYRIGHT  
PROTECTED



## Sample Essay Three – Annotated

INSPECTION COPY

QUESTION

Use the extract below and the whole text in your answer.

Write about Linda and how she is presented at different points in the text.

In your answer:

- Use this extract and the whole text
- Demonstrate your understanding of the characters and events

Extract p. 63 from 'The NAPPS' 'Linda joins the rifle range man at the factory for an hour, at seventeen'

This extract is from the middle of the play when Linda and the twins are very close and enjoying each other's company and having fun at the rifle range and the boys let Linda shoot, 'the man offers the gun to EDWARD'. Linda is caught in the middle of a game of piggy in the middle and 'the narrator foreshadows the end saying the 'price she'll pay for just being suffering when they both die at the end. Then the narrator talks about the shop and smoking cigarettes and repeats 'your friends' to show that the extract ends with a mix of positive and negative. They are happy in the 'midnight' which suggests that something bad might happen.

This opening paragraph explains the action in the extract and does not analyse the effects of the quotations (AO2).

Earlier on in the play Linda is presented as being Mickey's friend when they are during the 'Kids' Game' through always being on his side. It says in the text they are in 'one gang' but Sammy is in another. Linda is usually dressed in a way that makes her stand out as an important character to the audience. Linda is still present when they are on the bus and at school. She says Sammy is a 'soft get' and a 'worm'. She is presented as being much more confident than Mickey. She is friends with Eddie too.

Focus is on Linda and other parts of the play in which she features. The text does not analyse the character and some quotations to support the ideas (AO1).

At first Linda chooses Mickey to marry not Eddie but when Mickey comes to her she is presented as being very tired and worn out. The stage directions describe her as being 'weary'. It is only when she meets Edward that she seems happy. She describes them as 'the boys' and we know they are happy because they are present at the end because she runs and shouts 'Eddie has a gun'. Mickey has a gun.

Focus continues to be on Linda and moves to relevant later parts of the play rather than analysis (AO2).

COPYRIGHT  
PROTECTED



Linda is presented as Mickey's friend at the start of the play but then at the end of the play, which causes Mickey to get the gun and go after him. Linda is confident at the beginning of the play but changes to being poor and unconfident.

A brief conclusion that shows understanding of Linda's character but links it to wider meanings in the play.

This answer would be like 'a' to achieve a band 3 according to the mark scheme. In order to achieve a higher band there would need to be more quotations extracted and suggestions included as to why Linda is portrayed as confident.

- Choose two further quotations from the extract about Linda that could be analysed.
- Develop the analysis in paragraph two by suggesting why Linda is portrayed as confident.
- Find two quotations about Linda and Mickey's relationship and marriage and analyse them.

INSPECTION COPY



INSPECTION COPY



INSPECTION COPY

COPYRIGHT  
PROTECTED





## Sample Essay Four

### QUESTION

Use the extract below and the whole text in your answer.

Write about Linda and how she is presented at different points in the text.

In your answer:

- Use this extract and the whole text
- Demonstrate your understanding of the characters and events

Extract p. 63 from 'The NARRATOR ... names the rifle range man at the far end of the hour, at seventeen'.

Linda is important in *Blood Brothers* because she is the character that both boys love. In contrast to Mrs Johnstone because she brings the two boys together when they are young. Linda's being with Edward at the end of the play is the final exam that she does out better than Mickey's.

The extract is from the middle of the play when Linda, Edward and Mickey's sequence moves time forward several years until Edward leaves for university. Linda was a really good shot but now she is a teenager it seems that she is not as good 'three shots'. However the boys only show 'mock anger' and they continue to play 'piggy in the middle'. When 'the game freezes' it is quite ironic because in a children's game, it represents the adult situation of Linda being caught in the middle of her two brothers. The narrator highlights this difference in time by describing 'lambs in Spring' and then referring to 'winter seasons', implying that, just as lambs will be killed. There is also foreshadowing of the tragedy with the suggestion 'just being there'. This is in contrast with Mrs Johnstone, whom the narrator describes as 'just being there' but in her mind is for separating the twins rather than just being friends. In a moment of ominous tension there is a lighthearted section at the end of the play where friends are shown enjoying the simple pleasures of the 'chippy' and sharing 'your secret dream'.

In the wider play Linda is presented as being a confident young girl. She speaks in a dialect as the Johnstones, saying 'youse' and 'an' and 'gis a go'. In the play she is unafraid of Sammy and uses a mix of quick thinking, saying that Mickey is 'he swore, and threats, to tell her mother that Sammy steals 'ciggies' and 'goes to the house, to outwit him. She takes the lead in games and comes up with ideas like throwing stones at the windows. She is portrayed as being very intelligent with the bright side of being dead for Mickey, saying that he'll meet his 'angel' child Linda is bright and brave. Mickey's character is shown to be more cowardly by comparison. The narrator would probably admire Linda as she has been able to create a sense of humour. She continues to stand up for Mickey on the day that he leaves from Sammy, saying 'he's stayin' here' and makes sure that she gets suspended by calling the teacher a 'big worm'.

INSPECTION COPY

COPYRIGHT  
PROTECTED



Linda is portrayed as stronger than Mickey when he is in prison. He is shown to be weak and says 'I get depressed but I don't take those'. Her strength makes Mickey feel like a weak comparison. When Mickey comes out of prison, the stage directions describe him as 'tired', 'sags' and with the adjective 'weary', so it seems that unemployment and poverty have finally broken her. She is presented as happy again when she has her first kiss with Mickey, they 'kiss' and are shown to be 'kicking up legs', a typical romantic gesture.

Linda is significant in the portrayal of the relationship between the twins and their mother Mrs Johnstone. At the beginning and end of the play, as she acts as a mother to teenagers and adults. At the end of the play her character no longer has a strong identity in order to allow the focus to return to Mrs Johnstone and the tragedy of her death. She uses the character of Linda to portray a strong woman in contrast to Mickey's weak identity and then presents her as the symbol of what Mickey has lost as a brother.

**This answer would be likely to achieve a band 5 according to the marking scheme.**



**COPYRIGHT  
PROTECTED**



## Sample Essay Four – Annotated

INSPECTION COPY

QUESTION

Use the extract below and the whole text in your answer.

Write about Linda and how she is presented at different points in the text.

In your answer:

- Use this extract and the whole text
- Demonstrate your understanding of the characters and events

Extract p. 63 from 'The NARRATOR ... lines the rifle range man at the fence for an hour, at seventeen'.

Linda is important in *Blood Brothers* because she is the character that contrasts to Mrs Johnstone because she brings the two boys together who were separated. Linda's being with Edward at the end of the play is important because her life has turned out better than Mickey's.

**Short overview of Linda's role in the play. Shows understanding of her role in the play (AO1).**

The extract is from the middle of the play when Linda, Edward and Mickey. The sequence moves time forward several years until Edward leaves for university. Linda was a really good shot but now she is a teenager. It seems that she has lost all three shots. However the boys only show 'a little anger' and they continue playing 'piggy in the middle'. When the 'game freezes' it is quite ironic. In a children's game, it represents the adult situation of Linda being caught between the two boys. The narrator highlights this difference in time by using the metaphor 'lamb in Spring' and then referring to 'later seasons', implying that like lambs, they will be killed. There is also foreshadowing of the tragedy that Linda will 'pay for just being there'. This is a contrast with Mrs Johnstone who says she will pay a price too but in her case it is for separating the twins rather than with them. After this moment of ominous tension there is a lighthearted extract where the three friends are shown enjoying the simple pleasure of 'your last cigarette and your secret dream'.

**A good range of quotations are chosen from the extract with confidence shown at this point in the play. Dramatic and literary terminology is used.**

In the wider play Linda is presented as being a confident young girl. She is as bold and dialect as the Johnstones, saying 'youse' and 'an' and 'gis a go'. It seems unlikely that she is a dummy and uses a mix of quick thinking, saying that she has crossed with the man who swore, and threats, to tell her mother that Sammy's 'crowns' from her house, to outwit him. She takes the lead in games and knows what to do, such as throwing stones at the windows. She is portrayed as someone who is able to come up with the bright side of being dead for Mickey, so

COPYRIGHT  
PROTECTED



'twinny' again. Overall, as a child Linda is bright and brave and Mickey more cautious and less capable by comparison. The audience would probably has been made to stand out and has created lots of humour. She confronts him on the bus, when she protects him from Sammy, saying 'he's stayin' he gets suspended from school too by calling the teacher a 'big worm'.

**A good range of quotes to support interpretations (AO1) and terminology (dialect) and there is a high level of analysis. The paragraph explores how Linda's character may have been perceived by the audience (AO2).**

Linda is portrayed as stronger than Mickey when he is in prison. He is when she says 'I get depressed but I don't take those'. Her strength makes Mickey a comparison. When Mickey comes out of prison, the stage directions describe him with shopping bags and with the adjective 'weary', so it seems that unemployment and the justice system have finally broken her. She is presented as happy again with Edward, as they 'kiss' and are shown to be 'kicking up leaves', a contrast to her earlier state.

**More examples with good quotes to support that explore how Linda's character fits into the wider narrative of the play (AO1).**

Linda is significant in the portrayal of the relationship between the twins and their mother Mrs Johnstone at the beginning and end of the play, as she is when they are teenagers and adults. At the end of the play her character needs to focus in order to allow Mickey to return to Mrs Johnstone and the twins. Russell uses the character of Linda to portray a strong woman in contrast to Mickey. She finds a strong identity and then presents her as the symbol of what Mickey's class brother.

**The conclusion gives an overview of Linda's structural significance as a source of tension between the twins. The view that she functions as a contrast to Mickey of the play is really useful. The comparison with Mrs Johnstone is especially effective.**

**This answer would be likely to achieve a band 5 according to the mark scheme.**

- Highlight all literary and dramatic terminology and use each term in your own words.
- Improve AO2 by selecting three quotations from the play, 66 when Mickey and Linda are on the bus – analyse what these quotations reveal about Linda's character.
- Improve this essay by adding a comment in the conclusion about how far Linda's character is a contrast to Mickey's deaths.

**COPYRIGHT  
PROTECTED**




# Answers

## Answers to Revision Activities

### Answers to multiple-choice questions

1. b    2. a    3. c    4. c    5. a    6. b    7. c    8. a    9. a  
 13. b    14. a    15. b    16. a    17. b    18. c    19. a    20. a    21. a  
 25. c    26. a    27. b    28. a    29. a    30. b    31. a    32. c    33. a

### Key quotes

	Who said it?	Who are they talking about/to?
'But a debt is a debt, and must be paid' (p. 13)	The Narrator	Mrs Johnstone
'Don't shoot Eddie. He's your brother.' (p. 81)	Mrs Johnstone	Mickey
'if either twin learns that he once was a pair, they shall both immediately die' (p. 19)	Mrs Lyons	Mrs Johnstone
'it's just another sign of the times' (p. 68)	Mr Lyons	Workers in the factory (including Mickey)
'Why didn't you give me away! I could have been... I could have been him!' (p. 82)	Mickey	Talking to Mrs Johnstone and wishing he had been given away instead of Edward
'I'd crawl back to that job for half the pay and do the same as the others' (p. 82)	Mickey	Talking to Edward about job he's just lost
'When I get home I'll look it up in the dictionary' (p. 23)	Edward	Talking to Mickey about 'F' word
'Talk of Oxbridge' (p. 50)	Edward's teacher	Edward
'Who'd tell the girl in the middle of the pair   The price she'll pay for just being there' (p. 63)	The Narrator	Talking about Linda
'Tell me it's not true' (p. 82)	Mrs Johnstone	The audience

## Answers to Exam Preparation Activities

### Put essay plans into the correct order:

Here are the suggested orders – other orders may be used depending on your argument.

#### Essay on Mickey

1. Relationship with Linda
2. Education
3. Experience of work
4. Why he wishes he was Edward

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



### Essay on Mrs Johnstone:

1. Her early married life
2. Relationship with Mrs Lyons
3. Relationship with Edward
4. Relationship with Mickey

### Essay on class

1. Mrs Johnstone's life
2. Policeman's treatment of two families
3. Comparison of educational opportunities
4. Edward's life after university

### Essay on violence

1. Violence in the families
2. Use of violence
3. Mrs Lyons attacking Mrs Johnstone
4. Deaths at the end

### Finish the paragraph from the sentence starter

- Mrs Johnstone's life represents the challenges and difficulties faced by the working class in which the play is set. (Could include: large number of children, difficulty finding sympathy from authorities ('welfare' and policeman), influence of neighbours in the area)
- One way that the inequality of opportunity is shown is through the comparison of the two boys. (Could include: the difference in vocabulary between the two boys even at the young age of seven, Edward's disruption in Mickey's classroom and the low expectations of the teacher compared to Edward's, the vindictive atmosphere of Edward's with the expectation of Oxbridge, Edward's attitude towards Mickey)
- One of the Narrator's main roles is to create tension. (Could include: his presence on the sidelines as an observer in some productions, his costume, the way he speaks, quotes such as 'the devil's got your number' and 'madman'.)
- During the 'Kids' Game' scene, Linda is shown to be feisty and a loyal and protective mother. (Could include: her costume, proximity to Mickey during the games, her reaction to Sammy about his stealing, her conversation with Mickey about meeting his 'twinny' again)
- The tragedy of class inequality is highlighted in the dramatic final scene. (Could include: how Edward is confident and in control, Mickey's feeling of powerlessness, believing that his child belongs to the police, 'it's all as everythin' else?', dramatic timing of Mickey's final cry 'I'm a gunshooter')

### Here is the plan for an essay; what is the question?

The question envisaged was on how crime is presented. You could also accept answers that focus on the effects of inequality or how violence is presented.

How is crime presented by Russell in the text? You should look at:

- How Russell explores ideas about society using crime
- How crime is presented by the ways Russell writes

### Match the point to the evidence to the analysis

<p>The narrator highlights Mrs Johnstone's belief in superstition with the line</p>	<p>'There's shoes upon the table an' a joker in the pack' (p. 8)</p>	<p>His attitude towards the working class is one of fear and respect.</p>
<p>The cycle of debt and repayment is revealed when Mrs Johnstone says</p>	<p>'I spent all me bleedin' life knowin' I shouldn't. But I do.' (p. 14)</p>	<p>The emphasis on the cycle of debt and repayment is also a key theme of the play.</p>

**COPYRIGHT PROTECTED**



<p>Mrs Lyons' desperation is conveyed when she says</p>	<p>'You are my son, mine' (p. 29)</p>	<p>The ad bet is no em th tha in d</p>
<p>The pattern that the twins' relationship takes is illustrated by Mickey's comment</p>	<p>"Gis a sweet' (p. 22)</p>	<p>This Ed sho of the wit ho res Sam</p>
<p>Edward refuses to do as his teacher asks, saying</p>	<p>'But you shall not take my locket!' (p. 51)</p>	<p>The stre Ed to Mie also gro Mie tha</p>

**Fill in the quotes – suggested answer – other quotes may work too:**

- 'y'know the devil's got your number' (p. 19)
- 'Oh God, Mrs Lyons, never put new shoes on a table' (p. 29)
- 'turns MICKEY round and points out EDWARD ar. 'Linda to him' (p. 79)
- 'That's why I take them. So I can be a saint' (p. 17)
- 'Don't Mummy, don't look at a magpie, never look at one magpie' (p. 40)
- 'Who'd tell the girl in the middle of the pair | the price she'll pay for just being the' (p. 73)
- 'it's not my fault' (p. 73)
- 'talk of a magpie' (p. 50)

**Apostrophe activity**

- Sammy's gun is always hidden just inside Mrs Johnstone's front door.
- Mickey's twin brother Edward doesn't want to move away.
- It's Linda's idea to throw stones.
- The twins meet Linda and her friend outside the cinema. (no apostrophes needed)
- Mrs Lyons pushes Edward's shoes off the table.
- The children's games are very violent.
- Linda hides Mickey's pills.
- Mickey takes Sammy's gun from its hiding place.

**Grammar activity**

- Mrs Johnstone should have kept both twins.
- Mickey thinks he could have had a better life if he had been given away.
- Linda would have found it very difficult to manage when Mickey was in prison.

**COPYRIGHT  
PROTECTED**



## Indicative Content for Practice Exam-style Questions

### Answers could include:

- Prologue and early married life (AO1) 'the mother, so cruel' 'looks more like f'
  - Decision to give up one twin (AO1) 'there's a deal been born' (p. 13)
  - Belief in the superstition about separated twins (AO1) 'they shall both immedi
  - Treatment by policeman (AO1) 'Either you keep them in order, Missis, or it'll be
  - Move to the country (AO1) 'We're startin' all over again' (p. 43)
  - Relationship with teenage twins (AO1) 'round the sode sods' (p. 58)
  - Tragic end (AO1) 'tell me it's over' (p. 82)
  - Use of prologue and 'come judge for yours
  - Use of simile (metaphor and simile) to describe youthful appearance / '... skin as soft as snow' (p. 5) (AO2)
  - Use of 'dancing' to represent love or sex (pp. 5–6) (AO2)
  - Comparison (AO2) of actual age 'twenty-five' with how old she looks 'fo
  - Songs to create tension and signal inevitability of end (AO2) 'y'know the devil
  - Contrast with Mrs Lyons through costume, dialect, accent and treatment by p
  - 'superstitious' (p. 8)
  - Comparison to Marilyn Monroe (AO2) 'lovelier than Marilyn Monroe' (p. 5)
  - Language of debt and repayment (AO2) 'a debt is a debt and must be paid' (p
  - (p. 15) 'on easy terms' (p. 14)
- Mrs Johnstone objecting to shoes on the table (AO1) 'Oh God, Mrs Lyons, never
  - Mrs Lyons' invented superstition about separated twins (AO1) 'they shall bot
  - Edward's reference to magpies and the bogey man (AO1) 'There's no such thin
  - 'magpie, never look at one magpie' (p. 40)
  - Superstitions listed in the Narrator's song (AO1) 'a spider's been killed' 'a full
  - (p. 19)
  - Fulfilment of superstition at end (AO1)
  - Use of questions (AO2) 'You don't know what they say about twins, secretly
  - of second person 'you' to draw Mrs Lyons into the superstition (p. 19)
  - Narrator's song which Mrs Lyons mixes a listing of superstitions (AO
  - 'devil' in the story and Mrs Johnstone's decision to leave one twin 'you
  - Mrs Lyons' deterioration represented by her changed reaction to superstitious
  - to 'sweeps the shoes off' (p. 35)
  - Use of song to build tension (AO2) 'Music' starts just as Mrs Lyons makes up th
  - 'you tell anyone' (p. 19)
  - Inevitability of end signalled by prologue (AO2)
  - Use of props (AO2)
  - Narrator's appearance highlights key moments of tension (AO2)
- Playing in street as a child (AO1) 'the whole thing's just a game' (p. 30)
  - With Mickey on bus and/or at school (AO1) 'I love you!' (p. 50)
  - Teenage years with both twins (AO1)
  - Pregnancy and marriage (AO1) 'Mam. Linda's pregnant!' (p. 67)
  - Affair with Edward (AO1)
  - Use of costume(s) (AO2)
  - Use of dialect/accent (AO2) 'all youse lot swear' 'the maggies disappear when
  - Romantic interest / point of tension between the twins (AO2) 'If I was Mickey
  - (p. 65) 'It's just two fools, | What a nice little ruiers' (p. 78)
  - Language of debt and repayment (AO2) 'the price she'll pay for just being the
  - would be | For 't'ing 'a young girl out' (p. 77)
  - Use of cinematic frame (AO2) in 'Summer Sequence' to highlight her position
  - '... in the middle the game freezes.' (p. 63)
  - Language of entrapment and escape (AO2) 'a girl inside the woman | who's we
  - 'weighed down with shopping bags and is weary' (p. 75)

INSPECTION COPY

COPYRIGHT  
PROTECTED





4.
  - Games played by the children (AO1) *'battling children'* (p. 30)
  - Sammy's violent robberies (AO1)
  - Mrs Lyons hits Edward (AO1) *'MRS LYONS hits EDWARD hard and instinctively'*
  - Mrs Lyons threatens Mrs Johnstone (AO1) *'MRS LYONS lunges'* (p. 60)
  - Violent ending (AO1) *'four guns explode'* (p. 82)
  - Use of guns and knives as props (AO2)
  - Use of songs and repeated phrases about just being a game (AO2) *'if you cross ground again' 'the whole thing's just a game'* (p. 37)
  - Foreshadowing of final act of violence (AO2)
  - Inevitability of violent end (AO2)
  - Comparison of violence to the language of debt (AO2) *'there's no getting off with'*
    - Use of swear words (AO2) to symbolise extreme nature of the violence
    - Repetition (AO2) of *'you shot him'* (p. 74)
5.
  - Edward's memories of childhood in *'My Child'* (AO1) *'all his own toys' 'a bike with both wheels on'*
  - Edward and Mickey as children (AO1) *'mam' 'mummy'* (p. 22)
  - School scenes (AO1) *'talk of Oxbridge'* (p. 50) *'y' borin' little turd'* (p. 51)
  - Mickey's loss of job (AO1) *'just another sign of the times'* (p. 68)
  - Edward's ability to arrange housing and a job (AO1) *'You sorted it out. You arranged it.'*
  - Final scene (AO1)
  - Contrast through use of costume, dialect, vocabulary, accent (AO2) *'the "F" we can I compare thee to a summer's day'* (p. 65)
  - Mickey's last line (AO2) *'I could have been him!'* (p. 82)
  - Narrator's final question to the audience (AO2) *'Or could it be what we, the English, are doing to him?'*
  - Extreme violence of end through drama of police and gunshots (AO2) *'four guns explode'*
6.
  - Her desperation to have a child (AO1)
  - Protective over him in early childhood (AO1)
  - Edward's affinity to his birth family (AO1)
  - Mrs Lyons' jealousy of Mrs Johnstone (AO1)
  - Language of debt and repayment (AO2) *'He's got all his own toys', 'a credit'*
  - Use of violence (AO2) *'hits Edward hard and instinctively'* (p. 29) *'has a lethal look'*
  - Use of possessive pronouns (AO2) *'my'* (p. 29)
  - Use of supernatural elements (AO2) *'I curse you. WITCH!'* p. 60
  - Involvement in the tragic end through use of stage directions (AO2) *'She turns Mickey's head round to look at her.'*
7.
  - Mickey's working-class childhood (AO1) *'A bike with both wheels on?'* (p. 11)
  - His lack of educational opportunities (AO1)
  - The loss of his job (AO1) *'just another sign of the times'* (p. 68)
  - Involvement in crime (AO1) *'all we need is someone keep the eye out for us'*
  - Imprisonment and/or depression (AO1) *'He couldn't stop the tears'* (p. 74)
  - His involvement in the tragic end (AO1)
  - Comparison or contrast with Edward (AO2) *'me mam'* (p. 22) *'my mummy' (p. 22) 'go out with me?'* (p. 66) *'How can I compare thee to a summer's day'* (p. 65)
  - Costume / body language of actor (AO2)
  - Use of accent and dialect (AO2) *'Gis a sweet'* (p. 22) *'Are you soft?'* (p. 23) *'the'*
  - His final line (AO2) *'I could have been him!'* (p. 82)
  - Comparison to Marilyn Monroe (AO2) *'You'd think he was dead | Like Marilyn'*
8.
  - Edward's use of a dictionary (AO1)
  - Edward's school scene (AO1)
  - Edward at university (AO1) *'I been to so many parties in my life'* (p. 70)
  - School scene (AO2) *'talk of Oxbridge'* (p. 50)
  - Use of accent and dialect vocabulary (AO2) *'I'll look it up in the dictionary' 'the'*
  - Comparison with school (AO2) *'in term time we hardly ever see a girl'* (p. 47)
  - Edward's school years (AO2) *'Go on y' randy little sods'* (p. 58)
  - Affair with Linda (AO1) *'a light romance'* (p. 78)
  - Tragic end (AO1) *'The gun explodes and blows EDWARD apart'* (p. 82)
  - Contrast with Mickey through use of costume, dialect, vocabulary and accent (AO2) *'How can I compare thee to a summer's day'* (p. 65)

**COPYRIGHT  
PROTECTED**



9. • Invites audience to judge at beginning and end of the play (AO1)  
 • Highlights moments of dramatic tension when twins are separated (AO1)  
 • Foreshadows tragic end (AO1)  
 • Language of superstition (AO2) 'Shoes upon the table' and 'y know the devil'  
 • Creates tension and suspense (AO2) 'knocking on your door' (p. 20)  
 • Represents fate, judgement and/or death (AO2) costume usually black suit  
 • Directly addresses audience (AO2) 'judge for yourselves' (p. 5) and 'and do we  
 • Choric narrator (AO2) – takes part in some action (but not inductor) but also co-  
 woman | Who's waiting to get free' (p. 77)
10. • Taking Edward (AO1) 'Give me a little love to me' (p. 10)  
 • Reaction to Edward coming with Mickey (AO1) 'I don't want you mixing with  
 • Move to the country (AO1) 'if we stay here I feel that something terrible will  
 • The death of Mrs Johnstone (AO1) 'MRS LYONS lunges' (p. 60)  
 • Story of Mickey that Edward and Linda are together (AO1) 'She turns MICKEY  
 Linda to him' (p. 79)  
 • Contrast to Mrs Johnstone through costume, dialect, accent and vocabulary (AO2)  
 (p. 8)  
 • Changing response to superstitions (AO2) 'She rushes at the table and sweep  
 • Use of violence (AO2) 'MRS LYONS hits EDWARD hard and instinctively' (p. 29)  
 • Language of debt and repayment (AO2) 'Did you forget about the reckoning'
11. • Outside front of house aged seven (AO1) 'where have you been playin'?' (p. 2)  
 • Mickey at fourteen (AO1) 'He dreams all night of girls' and 'y'waitin' for y' mum  
 (pp. 47–8)  
 • Linda pregnant (AO1), 'Mam. Linda's pregnant' and 'you've not had much of  
 • End (AO1), 'Why didn't you give me away!' and 'I could have been him!' (p. 82)  
 • Use of taboo language and humour (AO2) 'y' randy little sods'  
 • Use of contrast with Edward (AO2) 'I don't usually have kids enquiring about m  
 • Language of tragedy (AO2), 'or the price you're gonna have to pay'
12. • Kids' games (AO1) 'Leave him alone!' and 'he's a girl but she's all right' (pp. 3  
 • Bus and school (AO1) 'He's at school' and 'You're both suspended' (pp. 50  
 • Romance (AO1) 'Linda says 'Christ's sake will you go out with me?' (p. 66)  
 • Breakdown of marriage (AO1) 'you don't need your tablets' and 'You an' C  
 • The death of Mickey (AO1) MICKEY is heard hammering on his door and calling for LINDA  
 • Contrast between them (AO2) 'MICKEY's failure to cope with LINDA's smile o  
 • Contrast to Eddie (AO2) 'Mickey it's easy, I've read about it' (p. 56) and 'how  
 day' (p. 65)  
 • Costume (AO2) – Linda's bright colours in performance and provocative teen

## Answers to Worked-through Example Activities

### Suggestions for ideas on mind map:

- Character prong – Mrs Johnstone, Mrs Lyons, Narrator
- Episodes prong – shoes on the table, Mrs Lyons makes up that twins die, song, Edward
- Dramatic devices – contrast, tension, props, Narrator's appearance

### A better order for the plan could be:

- Introduction: Overview of the importance of superstition in the play
- Superstition to show class difference between the two mothers  
 Possible quotations: MRS JOHNSTONE 'O God, Mrs Lyons, never put new shoes on  
 learns that he once was ... they shall both immediately die'
- Superstition to show Mrs Lyons' distance from Mrs Lyons  
 Possible quotation: EDWARD 'Don't Mummy, don't look. It's a magpie, never look'
- Narrator to superstition and his representation as the 'devil', fate or death  
 Possible quotations: NARRATOR 'There's shoes upon the table an' a joker in the pack  
 got your number'; NARRATOR 'No one gets off without the price bein' paid'
- Superstition as contrast to class difference – audience invited to judge  
 Possible quotation: NARRATOR 'And do we blame superstition for what came to pass  
 English, have come to know as class?'

COPYRIGHT  
PROTECTED



**Alternative or extra quotes could be:**

MRS LYONS 'The sort of thing a silly mother might say to her children – "the bogey man"  
 STAGE DIRECTION FOR MRS LYONS '*she rushes at the table and sweeps the shoes off*  
 NARRATOR 'A full moon shinin' | An' the salt's been spilled'

**Worked example sample essay activity answers**

Literary/drama terminology: prologue; repetition; atmosphere; tragic end; exclamation  
 Alternative interpretations of significance of superstition – link to fate and/or supernatural  
 inevitable; links to death and the ominous presence of the Narrator.

**Answers to activities for sample essay one**

- Add that the 'stone' is a metaphor. The compliments shouldn't convince them because of the 'stone'. Marilyn Monroe is used as a symbol for beauty.
- 'kids don't grow on love alone'; 'Surely, it's better to give one child to me'; at the end Johnstone's choice is 'superstition' or 'class'.
- Overall, Mrs Johnstone is presented as a working-class mother who is doing her best for her family that are shown to be the cause of the problems so she could be seen as a victim.

**Answers to activities for sample essay two**

- Alternative quotes from wider play: 'Oh God, Mrs Lyons, never put new shoes on a dead man's feet. Eddie? Just our secret'
- A harsher judgement might suggest that Mickey might not have shot Eddie if she had been stricter. The narrator still repeats that one twin was 'given away' which implies there is something wrong with him. Maybe if she had been stricter with Sammy then he wouldn't have involved Mickey.

**Answers to activities for sample essay three**

- 'LINDA misses all three shots' and 'lambs in Spring'
- Linda is presented as more confident in order to establish Mickey's character as less confident.
- 'Y' take y' time getting' goin' but then there's no stoppin' y' and 'Mam. Linda's proppin' up the house.'

**Answers to activities for sample essay four**

- Literary and dramatic terminology: contrast, ironic, metaphor, foreshadowing, omniscient narrator, stage directions, adjectives, imagery, symbol.
- 'LINDA looks to the camera with a straight face' shows Linda's importance as a character who is not easily intimidated. 'Y' take y' time getting' goin' but then there's no stoppin' y' –demonstrates her liveliness. 'kisses EDWARD lightly' – foreshadows their later affair
- It is finding out about Edward and Linda's affair that drives Mickey to retrieve the money. The narrator says that there was 'just one thing I had left, Eddie – Linda' and so her infidelity is a betrayal.

COPYRIGHT  
 PROTECTED

