

**GCSE (9–1)**

*Exemplar Candidate Work*

# ENGLISH LITERATURE

J352  
For first teaching in 2015

**DNA – Dennis Kelly**

Version 1



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## Script A

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A

A) In DNA, Phil is threatening Brian to make him identify a suspect for Adam's murder, despite doubts within the group. This could reflect how people exploit others to achieve a goal, for example corruption in corporations. While in Girls Like That, a group of girls are somewhat harassing Scarlett with possible intention to embarrass her, which could show the effects of cyber bullying given that it is about a photo.

One way DNA shows ~~bullying~~ gang behaviour is how Phil interrupts Brian when he tries to speak.\* This conveys that Phil is, or feels he is, superior over Brian. By doing this it makes the audience sympathetic towards Brian and <sup>thus</sup> see Phil as an evil character. This is different to Girls Like That as there are multiple characters whom the audience is suggested as malicious ~~however~~ and there is no clear leader, ~~or~~ however we are shown that they are bullying one character.

Another way DNA ~~show~~ presents gang behaviour is how characters doubt decisions of others but decide to continue. Danny asks "Is he serious?" This shows how the characters understand that the situation is morally wrong but do not stop, as they <sup>want to</sup> ~~go~~ be part of the group. This makes the audience doubtful as well which evokes them to question the situation. Girls Like That is similar to in that some of the girls feel bad, like Girl 10 who states "I don't - I would never..."

Language is used in both to further convey gang

\* Phil says "Yes" to which Brian replies "No Phil-" before being interrupted.

...continued

## Script A

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	language is used to create a
✓	behaviour. In DNA, <sup>casual</sup> language tone is used
A02	to show how Phil is comfortable threatening etc. He
✓	speaks in simple sentences like "You'll fall into the
	cold" which highlights that he is <sup>create tension and fear</sup> powerful. It also
A02	indicates an element of sadism as he talks casually
✓	about hurting Brian. Meanwhile, in Girls Like That language
✓	is used to create a joking tone. Girl 11 asks 'Hello!
✓	Anyone in there?' in a <sup>light</sup> light-hearted manner. This could
	be seen as derogatory as the character targeted is
	shown to have "some water... come out of one eye,"
	<sup>trying possibly crying</sup> crying possibly crying. Both of these uses in the
	two extracts make the audience uncomfortable <sup>and sympathetic</sup> as
	they use positive tones toward a negative situation, common
	in bullying, reflecting the bully-victim relationship.
	b) Leah is affected by violence inflicted upon Adam. In
	the beginning of DNA we are introduced to Leah as
✓	she and Phil <sup>are in a field talking</sup> meet with the other characters. She is
	presented initially, to be quite powerful and confident
	compared to characters such as Richard. However, when
	the audience learn of what happened to Adam, she
	is shown again to reason with the group. We are
	disappointed. She compares humans to bonobos and bonobos
	to chimps saying how changes in the DNA contribute to
	attributes. This is used to possibly suggest that the
	gang bullying of Adam is natural and that Leah is
	trying to reason, or rationalise, prior events. It could
	also convey that she understands the situation but
	is in a state of disbelief.
✓	In the middle we can see that she Leah
	comes to realise the reality and horror of the
	situation. She becomes paranoid and doubts the security

...continued

## Script A

## Page 3 of 3

- ✓ she feels with Phil. This is established when she and Phil are, again, in the field and she strangles herself to provoke a reaction from Phil, trying to find out if he would save her in other situations. Finally in the end when Phil has sentenced Adam to die, she
- ✓ rejects Phil and leaves. He are shown that this when she spits out the sweet given to her by Phil. It
- ✓ indicates that she has reached a certain limit and feels guilty.

*Leah's* language also shows the affects of the situation with Adam. She speaks using questions and in a repetitive manner. This could be used to portray her <sup>needs a little</sup> ~~unsure~~ <sup>insecure</sup> thus, her dependency on Phil. With how she speaks to other characters like Cathy, etc., this creates a contrast and could reflect the doubt she feels towards her role in the gang. It ~~can~~ may reflect the way cyber bullying is conducted, in that she is scared to <sup>say about</sup> ~~say~~ her doubt to a group but can <sup>outside</sup> ~~to one~~, which is similar in that people can write something online but not directly. This makes the reader worried towards Leah and unsure of the morals felt by the characters; how far they will go.

- Ans 2*
- ✓ Structure is used in that she is shown to progressively become more independent. In the beginning she reasons with Phil, then doubts Phil and finally leaves Phil. This could be used to reflect how the audience <sup>feels</sup> ~~as~~ in when we are introduced, it seems that it was a mistake ~~therefore~~ but when more of the reality is shown the audience is disturbed by the situation. A threshold is met when she
  - ✓ spits out the gym, now showing how she wants no involvement with the gang.

Finally, form is used as beats are used to create shock and ~~refle~~ highlights horror felt by Leah.



## Script A

### Examiner commentary

#### Part A

AO1: the opening paragraph makes some key comparisons and provides the foundation for a developed personal response to each extract. The response offers integrated comparison of the two extracts and uses the bullet points sensibly to structure the response and ensure that all the assessment objectives are addressed. Textual references are used to support the points made and to show more developed understanding, indicating the development of a promising critical style.

AO2: there is some evidence of sensitivity to language, for example, Phil interrupting Brian to show his higher status. There are some insightful comments about Phil using a 'casual tone' while being really 'threatening'. The AO2 comments on the unseen extract, *Girls Like That*, are less successful: the 'joking tone' is recognised, but its significance as a means of bullying someone in a public place while passing it off as 'playing around' is not explored. Likewise, the inclusion of the quote 'some water starts to come out of one of her eyes...' is pleasing, but is not developed to make the point that it shows complete detachment and is extremely cold and harsh.

AO3: the situation explored in both extracts is clearly explained and commented on, and the response shows good understanding of bullying, peer pressure and hierarchies as presented in both extracts. The point that in both extracts some group members convey doubts, but are too scared to act upon them, is a good one.

**This is a developed and convincing personal response to the text which is Level 5.**

#### Part B

AO1: the character chosen, Leah, is a good one for this question, but the candidate offers an overview of her role in the play rather than looking in any detail at how she is affected by what happens to Adam. The response does recognise that as the play progresses Leah becomes less dependent on Phil but it doesn't link it firmly with what happens to Adam, consequently becoming rather general. The response also lacks quotations from the text to support assertions.

AO2: the answer concentrates on an overview which restricts it in terms of AO2 exploration. There is a comment on the play's structure in terms of Leah's character development, but otherwise there is little on language analysis and the dramatic effects of the playwright's choice of language.

**This response is low level 4 although there is evidence of a sound overview of the text.**

**Overall this response is solid Level 4.**



## Script B

## Page 1 of 4

B

In DNA and Girls Like That, ~~the~~ gangs are used to bully a character in the extracts. In DNA Phil is bullying Brian by telling him if he doesn't do what he says ~~then~~ he will chuck him in the grille to die. "You have to go in. Or we'll take you up the grille. Pause. We'll throw you in." The rest of the characters aren't on Phil's side as they are unsure about his suggestion. "Er Phil", "Is he serious". This shows that the characters are divided up into gangs and have their own opinions. Tension within the gang is occurring and we know this because of Phil asking questions. "Are you going to help us?"

In Girls Like That, Scarlett is found in McDonalds with a boy from her new school. A gang from her old one come over and start verbally bullying her. Whereas in DNA it is mainly just Phil bullying Brian. In the 2nd Extract, there is use of the girls name "Scarlett". This shows that ~~the~~ Scarlett has no intention of talking to ~~her~~ the gang of girls. This also might suggest that Scarlett is in some sort of depression as she doesn't respond to anything said. In DNA the gang situation is completely different as they are almost teaming up on the bully Phil and not the victim Brian. Bullying in both extracts are portrayed in different ways as Phil is more violent and the girls is just them taking the mic because of an embarrassing photo of her.

The type of language and structure that is used in DNA is portrayed by the characters way of saying things. "We'll throw you in" The way Phil says this to Brian is in a very controlling manner and doesn't think about how Brian is feeling at that moment. This could also suggest there is a sense of hatred towards Brian from Phil as he doesn't really care.

...continued

## Script B

## Page 2 of 4

~~Whereas~~ Whereas in the 2nd extract violent language is very <sup>comp</sup> rare. This is because <sup>the sense of bullying</sup> ~~it~~ is not anything like DNA. ~~as~~ When Girl 11 says "Hello, Scarlett? Hello? Anyone there?" This suggests that Scarlett doesn't feel like a human being because of the way she is being treated. This could also <sup>suggest</sup> ~~show~~ that she doesn't feel like part of society because of the comments aimed at her.

Structure is used in both extracts for the effect to <sup>create</sup> ~~make~~ tension. The use of short and long sentences give a detailed suggestion <sup>of what's</sup> of what's going to happen. And the shorter sentences are for quick and important ideas for forthcoming event that will take place. Then Scarlett has a sense of relief when one girl doesn't have the photo. This shows that she was trying to keep calm. But all hope was lost when another girl did have it and sent it to the boy.

To conclude, both extracts show that there is gangs formed in the plays. But they both act in different ways because of the situation they are facing.

...continued



## Script B

## Page 3 of 4

Part B

One character that is affected by what happens to Adam in DNA is Phil. Phil doesn't really care about what happened to Adam at the grille when Jan and Mark were bullying him. He is more worried about trying to ~~force Brian~~ ~~and~~ get Brian to do what he says. "We need your help. If you don't help us we'll kill you. Are you going to help us?" This shows that the thought of Adam is not worrying him at all and he is focusing on Brian. ~~When Leah and Phil are talking about Adam in a field, Leah is very open about her opinions. Whereas Phil doesn't say anything. This is where Phil maybe thinking about what they have done to Adam.~~

The language used by Phil during the play connotes his thoughts and feelings about the situation ~~with~~ surrounding Adam. Phil acts as the leader within the group which means he makes the decisions which then affects him. When Phil and Leah are in the field talking about Adam, Leah is very open when announcing her thoughts. Whereas Phil doesn't say anything. This could mean that he is ashamed with his friends and himself about their actions. This could also suggest that he is maybe thinking about how he could cover it up. This then happens later in the play.

The structure used when Phil is speaking. Whenever Phil is in the woods he is demanding things to happen immediately. <sup>need on</sup> <sup>quest</sup> When he is in the woods he feels as though his actions are covered up and no one will know about them. The use <sup>of</sup> <sup>stage</sup> <sup>directions</sup> <sup>pauses</sup> and beats shows how he has been affected by what's happened to Adam. <sup>as</sup> When he is speaking and there is a pause, it could suggest that he is thinking <sup>about</sup> <sup>Adam</sup> as he has done through-out the play. <sup>show</sup>

...continued

## Script B

## Page 4 of 4

To conclude I do believe that during the play, Phil  
is affected by what happens to Adam.

V. general



## Script B

### Examiner commentary

#### Part A

AO1: the response shows reasonable understanding of both extracts and offers some comparisons. There is a tendency to deal with the extracts separately and the candidate would have benefited from more integrated comparison throughout the response. Quotations are used throughout Part a to support the points but analysis is limited. The response makes some good comparisons, such as Phil being the lone bully in the set text extract, whereas the unseen extract presents a group of girls working together to bully Scarlett. There are also some interesting comments on Scarlett, who 'doesn't feel like a human being'.

AO2: the response makes some partially effective comments about language. It begins to develop a point on the use of the name Scarlett in the unseen extract, but the point is not developed fully. There are attempts to comment on structure in terms of varying sentence lengths, but no examples are offered to support the point. The language analysis of the unseen extract is less convincing, although repetition was identified as a device and a brief comment on the effect offered.

AO3: this response shows general understanding of the context of each extract: it makes reference to the bullying and peer pressure and how the victims try to deal with their situations. There is some understanding that Scarlett's silence is significant, but it is explained as 'depression', which doesn't quite make the point. There are times when the situations merit further thought and exploration.

To improve the response the comparison of the extracts needed to be more integrated and robust. More exploration of the language and more integrated comparison would also have improved the response.

**This is assessed at Level 4.**

#### Part B

AO1: the response to Part b focuses on how Phil is affected by what happens to Adam. Despite offering a rather general overview of Phil's character, there are some valid points made, such as his lack of care about Adam and his exploitation of Brian. The response needed to be more firmly focused on the question and to use more quotations from the wider text.

AO2: as Part b is a closed text assessment candidates do need to remember to include some analysis of language, form and structure. This response did not address AO2 very strongly in Part b, although there was an interesting point made about Phil tending to speak to convey his thoughts about the situation, however, his silence was attributed to being ashamed, which is not convincing, although there is also a suggestion that he is silent as he thinks about how to cover up Adam's death.

**This is low Level 4.**

**As a whole the response is low Level 4.**



## Script C

## Page 1 of 3

C

## Part A

In both extracts, the gang is shown to have a power structure, and a natural hierarchy emanating from that. In DNA, this is shown by Leah asking Phil for advice when the situation gets bad with "Phil?". It is known from elsewhere in the play that Leah is very intelligent and can devise her own plans, but she only does so when Phil is not there. This shows that her and the rest of the group are scared and act as subordinates of Phil, as he appears to be their natural leader. This is reinforced when Danny asks the group "is he serious?" instead of confronting Phil directly (with, for example "are you serious?"). Danny refers to his own level in the power structure before considering involving Phil, who is on a higher level. It is also evident that, like Scarlett in 'Girls like that', Brian is seen by everyone in the group with contempt and almost lower in the power structure than anyone else, seen again because Danny doesn't directly stick up for Brian to Phil or even to his own level, but instead questions Phil's seriousness. Because of the rhetorical effect of "Danny: Is he serious? Leah: He's always serious", the reader feels as if they are included in the middle level of the power structure, so that they both share the contempt of the others for Brian's unwillingness to do what the rest of the group think is necessary, and the slight fear and uneasiness surrounding Phil. As presented by Paul Ekman as the sixth pathway to generate emotion, Phil's sense of urgency is transferred onto both Brian and the reader, and so we get a feeling for how urgent it is that they confirm the police's suspect is indeed who they saw.

In 'Girls like that' 'Girl 11' emerges as a natural leader. As 'Girl 10' suggests with "I would never... I just watch", there are clear followers in the gang, there to support those actually

...continued

## Script C

## Page 2 of 3

	ll
<p> <sup>A03</sup> /  <sup>A02</sup> </p>	<p>           doing the bullying. There are two clear power levels: the girls who refer to 'us' and 'we' as the gang, and those who <del>had</del> refer to only themselves with 'I' and 'me'. The former is shown by Girl 7 with "looking over at us" and "we're all barking", while the latter is shown with by Girl 11 and 13 with "Scarlett and I grew up together" and "I don't understand why she doesn't say something." Just as Brian isn't really seen as a member of the group, Scarlett is dehumanised when <del>Girl 15 says "and then"</del> "water starts to come out of her eyes", as if the group don't think of her crying as they would one of their own. We can also recognise Scarlett as <del>a</del> someone who is / was clearly bullied, as Brian is being in DNA (but is shown to be unable to deal with it, shown by his eventual compliance), as we know 'Girls like that' is set in a modern context from the existence of McDonalds and phones, and in this context, Scarlett's behaviour is taught as a common technique for dealing with bullying.         </p>
<p> <sup>A02</sup> <sup>good</sup> =  <sup>comp</sup> </p>	<p>           In DNA, the other characters act with surprise and fear at what Phil is suggesting. While they <del>are</del> are afraid to face and confront him, they recognise the difference between the clear accidental death of <u>Brian</u> and what Phil is evidently suggesting for Brian - pre-meditated murder. In contrast to this, everyone appears to agree what they should do in 'Girls like that'. While <del>not</del> some <sup>in the gang</sup> admit they would not do it themselves, not one of them has an ethical problem when the picture is finally sent to the <del>boy</del> boy. They only leave because of the practicality of the night-bus times, where in DNA the scene ends when the issue is resolved.         </p>
	<p>           Ага, это мой план, потому как <sup>R</sup> BESTOCHNİYА. puhun perunoitab         </p>

...continued



## Script C

## Page 3 of 3

Explore how at least one character in DNA is affected by what happens to Adam.

Brian is heavily affected by Adam's death. Brian ~~is~~<sup>is</sup> one of the less willing characters in Adam's bullying and murder, and more of a follower <sup>good</sup> in the group. He is similar to Adam in that he is actually bullied by other members of the group very heavily, even more than Leah is. As he is forced to do more and more unpleasant things for the group, he questions the motives of the group as a collective and slowly becomes less stable. Towards the end of the ~~most~~ play, ✓ Brian is actually diagnosed and put on medication. He slowly ✓ deteriorates, as and so is put on stronger and stronger anti-psychotics (presumably), but does not improve.

✓ Towards the end of the play, Brian is experimented on by Phil and Cathy (who becomes more violent and Phil-like throughout the play) predominantly. He does not resist, showing that he has been beaten out of resisting by the physical and mental experiences, as the play progresses.

Shame not finished + fully developed

## Script C

### Examiner commentary

#### Part A

AO1: the answer develops a well-integrated comparison of the two extracts in a developed and convincing personal response to the task. The clear use of the bullet points in the question to structure the response is helpful. The points made are effectively supported with textual support.

AO2: there is some useful analysis of the language used in the two extracts. The observation that Danny asks the group 'Is he serious?' rather than directing the question at Phil, is insightful. There was also some interesting analysis of the use of 'us and we' and 'I and me' to distinguish between the girls in the gang in the unseen extract to show how they perceive themselves within the gang. The analysis of 'water starts to come out of one of her eyes..' was also insightful.

AO3: there is a good understanding of the context of both extracts here. The similarities in the situations faced by Scarlett and Brian are explored and the response clearly explains the importance of hierarchy within both extracts. It also points out that both victims in the extracts are treated with 'contempt'. A good comparison is made in the way that the victims deal with their situations: Brian complies but Scarlett uses silence as a method of dealing with the bullying.

**Overall this fits into Level 5.**

#### Part B

AO1: this is a rather brief and undeveloped response to Part b. Some understanding is shown into Brian's response to what happens to Adam, but there is little development and detail from the text. The response describes Brian's deterioration through the play but would have benefited from exploring this idea further and linking it to the fragmentation of the group.

AO2: this lacks exploration and explanation of language because of the lack of development of ideas.

**This is assessed as Level 2 work.**

**Overall this response is high Level 3 due to its unevenness.**



## Script D

## Page 1 of 4

D

Compare how the behaviour of gangs is presented in these two extracts.

Bad behaviour is presented in these two <sup>extracts</sup> gangs, through the use of ~~mono~~ repetition, to create a dramatic effect. This is shown in DNA, when the character of Leah, is consistently barking 'Phil', her irritating boyfriend. This mirrors Girls like that, when multiple girls are trying to grab the attention of 'Scarlett'. In comparison with the way the two playwrights use this technique, DNA's is used to stop someone from bullying another, whereas Girls like that, is used to bully someone. This gives a suspense effect on the reader, because they understand how ~~annoying it is to annoy~~ the characters must feel, and how <sup>they might</sup> ~~they're~~ going to react to it.

The characters reaction in DNA, plays a big part to <sup>the</sup> situation and the dramatic effect, this play gives. 'Er Phil' and 'Is he serious?' are many of the reactions, that show how bad this situation has become. Kelly has done this to show how out of the hand, the characters have made this. Linking with gangs of this society, who believe they know what is right and how to make it all better, when in fact, it is the complete opposite. This contrasts with Girls like that, where none of them show sympathy for the characters of Scarlett, and are in fact, scared of bullying her. This is stated when the character of girl 10 says 'Not me. I don't - I would

...continued

## Page 2 of 4

A b d  
con. ruled

conf

202

He said  
man in  
drop

Write a confident response

## Script D

## Page 3 of 4

Explore how at least one character in DNA is affected by what happens to Adam.

Brian is one of the characters in DNA, that is badly affected by the Adam situation. The character of Brian becomes insane, because he is the weakling of the group, after Adam.

This is portrayed in Act 3 when <sup>Brian</sup> ~~Brian~~ states, "do you ever want to rub your face against the earth?" This question is conveying Brian's curiosity to the whole situation. This gives a freaked out effect on the reader, as they start to understand how bad and dangerous this situation has become out of hand.

Brian's insanity is also described by the other characters. When the gang encounter Adam at the end of the play, they ~~reli~~ ~~relatizes~~ realized how crazy he is, but Mark also understands how crazy Brian has become. ~~£~~ This is stated when Mark says 'which one?' confirming that he is talking about Adam and Brian. Kelly is showing that no matter what side of the bullying situation you are on, your personality will be affected mentally.

Brian's insanity might have been caused by the peer pressure put on his mates. This is conveyed when Phil states "You're going in". The 2011 London Riots inspired Kelly to write this

...continued



## Script D

## Page 4 of 4

play, and can also link to Brian's craziness  
to do stuff she ~~is~~ he shouldn't.



## Script D

### Examiner commentary

#### Part A

AO1: some basic comparisons are made, but understanding of both extracts is rather limited. The description of 'Phil, her irritating boyfriend' does not really capture his menacing and bullying presence in the extract. There is also some misunderstanding of why Leah is calling Phil at the beginning of the extract. There is a little understanding that some of the gang members have doubts but these are explained rather vaguely: 'how bad this situation has become...' or it's 'out of hand'. The response also asserts that 'characters of *DNA* don't want to bully one another.' There is also some confusion about the unseen extract where the response suggests that the gang members are 'scared of bullying her [Scarlett].' One key point of comparison is recognised when the response suggests that in *DNA* the bullying is physical whereas in the unseen extract it is verbal.

AO2: there is little attempt to develop points on AO2 so this assessment objective is not really addressed.

AO3: there is awareness of the situations although, as explained earlier, some of the comments are rather confused.

**This response is assessed at Level 2. It is a straightforward response with a little understanding.**

#### Part B

AO1: although this is a personal response it is rather limited and just outlines Brian's mental breakdown due to peer pressure.

AO2: there is little in the way of language analysis and at times the language in the response is very limited: the word 'crazy' is particularly over-used.

**This response is assessed as low Level 2.**

**Overall this response is Level 2.**



## Script E

## Page 1 of 5

Question A

E

A03:

A03  
aware of  
situation

In this extract, bullying is occurring. Phil is bullying Brian into going into the police station to identify the man. Brian doesn't want to and because Phil is threatening him, he's being forced to do something that he doesn't want to do. Phil is threatening Brian by saying that he will kill him. "We'll take you up the grille now we'll get you by the arms. By the legs. And we'll swing you onto the grille." This shows how Brian is being bullied. In extract 2, <sup>Scarlett</sup> ~~the girl~~ is being emotionally bullied by the girls surrounding her. One of the girls says it's ~~funny~~ a game but the tears falling from Scarlett's eyes show it's isn't just a game.

same  
questionsees  
hopeless  
of  
being  
cornered

girl

A07: DNA ~~shows~~ portrays bullying a lot and it is shown in a very disturbing manner. "We'll get you by the arms. By the legs. And we'll swing you onto the grille." This shows how the character is in a dead-end situation and can only live on by doing what the gang says. This is <sup>similar to</sup> ~~the same as~~ extract 2. Because they're both being bullied by friends. However this is different because in extract 1 the character is being threatened physically and in extract 2, the character is being emotionally hurt. The words "if you don't help us, we'll kill you" from DNA and "some water starts to come out of one of her eyes"

...continued

## Script E

## Page 2 of 5

1a

from Girls Like That, shows how different bullying can be and how it affects human beings in general because everyone has feeling and emotions although sometimes it may be hard to change.

AO2: The language <sup>used in</sup> DNA is <sup>highly</sup> extreme, "you have to go in, or we'll take you up the grille" and "if you don't help us we'll kill you, are you going to help us" This language shows how presentable the characters are to the audience/readers. The ~~structure~~ <sup>used</sup> in DNA may be very confusing although <sup>as presented</sup> looks highly professional to the readers. This is a good form of writing as it looks clean, is easy to write and may be a good skill to learn.

Phil?

No answer.

Phil?

Pause. PHIL walks over to BRIAN and lays a hand on his shoulder."

As you can see, this professional looking <sup>structure</sup> is easy to learn and looks neat. - very vague.

The form in DNA is very confusing, a lot of the time it looks as though certain words may of been forgotten, but they havent. (Continued on sheet 2)

...continued

## Script E

## Page 3 of 5

②

This is because it's a complex form and is used for professional standard type of books only. The layout looks really neat especially for the books like DNA.

nothing v. useful on A02 nothing  
as we seen

...continued



## Script E

## Page 4 of 5

①

(Question B)

*she has a long monologue*  
**AO1:** At the start of the play, Leah is casual, she doesn't talk a lot which suggests she isn't a main character or even relevant to the story. All we knew was that she was in the gang and would probably enter the scene later on in the story. During the middle, her inner character comes out more and she is seen talking more often. This suggests that she is now part of the story and involved in the current scene taking place. By the end, Leah is herself again, after everything that happened, with the man, Adam, Brian and even Phil, she returns to her normal, quiet self. She has probably been somehow emotionally scared and is staying low until it's all cleared up.

*for error*  
**AO2:** Leah's language tends to be mostly, repetition, rambling, stream of consciousness, pauses and rapid question counter. The repetition is literally only when she's saying a few words, not even a sentence. "Phil? Phil?" This suggests that it's only short and highly un-noticable. However, the rambling is definitely noticable. She randomly rambles on about stuff if she's scared about something or feels guilty. Stream of consciousness means that she says whatever she feels like she wants to say. The word 'Stream' suggests that it's usually for a long period of time. Leah tends to pause a lot. It may be something to do with her lack of self-esteem. (continued on other page)



...continued

## Script E

## Page 5 of 5

Leah likes asking a lot of questions,  
this is likely to be because she is curious  
about what's going on.

✓ little to reward



## Script E

### Examiner commentary

#### Part A

AO1: there is some basic comparison – that in both extracts someone is bullied, and that in the set text extract the bullying is physical whereas in the unseen extract it is emotional. The same quotation is repeated.

AO2: the candidate struggles to look at use of language in the extracts in any detail. Some comments are offered but they are confused: 'language shows how presentable the characters are to the audience/readers', for example.

AO3: there is rather limited awareness of the situation: what is offered is repeated from the question paper. There is some sense of Brian's hopelessness but most of the comments on *DNA* are very general.

**This is assessed as low Level 2 work.**

#### Part B

AO1: the response looks at Leah but is very confused about her role in the play. Many of the assertions are not correct, such as Leah not appearing in the early part of the play and being a character who does not say much. There is very little to reward due to the misreading.

AO2: this is mainly incorrect assertion so AO2 is not directly addressed.

**This is assessed as Level 1 work.**

**Overall this response is Level 1.**





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