**DNA (DeoxyriboNucleic Acid)**

**by Dennis Kelly**

**Exam Board: AQA**

**Revision Booklet**



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**Assessment Objectives**

**AO1** Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.

**AO2** Explain how language, structure and form contribute to writers’ presentation of ideas, themes and settings.

**Introduction**

*DNA* deals with a whole host of contemporary issues through its portrayal of a particularly disaffected and alienated teenage-orientated view of the ‘modern’ world. The characters are loosely drawn and not often given space to comment on anything other than their immediate world and the complications of the relationships through which it is structured. The scenes are full of confrontational situations, often framed around a character addressing another with no response and at times this creates scenes constructed of a series of monologues. This lack of communication builds powerful dramatic tension and often explodes into furious argument between characters and within characters.

*DNA*, as a drama, takes the negativity and nihilism of a group of teenagers to a wholly different level to that which has been seen in literature before, eg) *Catcher in the Rye*. There is virtually no communication with the world outside the friendship group portrayed in the opening scenes. The world of the characters takes very little notice of the rest of society until faced with the consequences of an act of wilful and ‘mindless’ aggression. The aftermath of this act brings the characters closer together and pulls them apart.

When studying this play the reader should enjoy the power of the arguments and (hopefully) will be shocked by the immorality that underpins the choices made by some of the characters. This play has provoked intense discussion about right and wrong and our responsibility for each other.

**Background and Context**

The play is set in an indeterminate place and time, though clearly contemporary in speech and reference. The spirit of place is less important than the intensity of the characters. The power struggles within the group of teenagers and the volatility of certain characters create plenty of dramatic tension. The core themes of self and group identity, bullying, cruelty and responsibility should allow all young people to develop opinions about the consequences faced by the characters in this play. The writer has named the characters but left performers able to change names to suit their own preference. The character-constructs and the moral choices that they make are more important than a name.

**Summary:**

A group of teenagers do something bad, really bad, then panic and cover the whole thing up. But when they find that their cover-up unites them and brings harmony to their once fractious lives, where is the incentive to put things right.

**Act 1**

**Scene 1:** Mark and Jan discuss that someone is *‘dead’* and this throws the audience into the middle of the action.

**Scene 2:** Leah talks and Phil eats. Leah wants answers to know what Phil is thinking.

**Scene 3:** John Tate is clearly stressed and ties to ban others using the word ‘dead’. He tries to keep control over the group by using fear and threats. Richard threatens his leadership but this is suppressed. When Mark and Jan arrive they explain to the group their version of events leading up to Adam falling into the grille. They try to justify their vicious attack on him by saying he was laughing. Phil finally speaks and devises a plan to frame a non-existent person.

**Scene 4:** Leah speaks about bonobos being our nearest relatives. *‘Chimps are evil. They murder each other…they kill and sometimes torture each other to find a better position within the social structure’* (p26). This could be seen as the author’s voice coming through about how he feels about the nature of bullies.

**Act 2**

**Scene 1:** The audience learn that someone is *‘not going’*…this is a reference to Brian not going to the police station

**Scene 2:** Leah is still trying to gain Phil’s attention. This time she talks about the nature of happiness. She shows him a Tupperware container and says it is Jerry. She describes how she has killed him.

**Scene 3:** The police have found a man that fits the description of the man that Phil concocted because Cathy used her ‘initiative’ to find a man that matched the description. The plan has gone wrong. Brian is refusing to go into the police station to identify the man who is being framed. Phil threatens him with being taken up to the grille if he doesn’t go. Brian goes.

**Scene 4:** Leah tries to get Phil’s attention again. This time she has déjà vu.

**Act 3**

**Scene 1:** Jan and Mark reveal Cathy has *‘found someone’* in the woods. It turns out to be Adam

**Scene 2:** Leah arrives in the scene with a packed suitcase. She is trying to gain Phil’s attention by threatening to leave and telling him not to try and stop her...he doesn’t. She tells him about Adam’s memorial and that she has seen Cathy on the TV. She tells him that everyone is happier ‘funny this is they’re all actually behaving better as well….’ (p47).

**Scene 3:** Adam is alive and has been living in a hedge. He has survived by living off dead animals. He has clearly sustained a head injury. Phil instructs Jan, Mark and Lou to leave and not say anything. He shows Cathy how to kill Adam by tying a plastic bag around Brian’s head (who is by not on medication and is clearly losing his mind). Leah begs him not to do this.

**Scene 4:** Leah does not speak. Phil offers her a sweet and as he puts his arm round her to show affection, she spits out the sweet and leaves in disgust. Phil shouts after her.

**Act 4**

**Scene 1:** Jan and Mark reveal someone has *‘gone’*. This turns out to be Leah.

**Scene 2:** Richard tries to convince Phil to re-join the group. He tries to gain his attention in similar ways to Leah. Phil does not speak. He also does not eat. Leah’s departure has clearly affected him. Richard tells him what has happened to the rest of the group.

**Structure and Setting**

The play follows a repeated structure with regards to the setting and who appears within each setting.

**Act 1**

Scene 1 (A street) Jan and Mark

Scene 2 (A Field) Phil and Leah

Scene 3 (A wood) Whole Group

Scene 4 (A Field) Phil and Leah

**Act2**

Scene 1 (A street) Jan and Mark

Scene 2 (A Field) Phil and Leah

Scene 3 (A Wood) Whole Group (minus John Tate)

Scene 4 (A Field) Phil and Leah

**Act 3**

Scene 1 (A street) Jan and Mark

Scene 2 (A Field) Phil and Leah

Scene 3 (A Wood) Whole Group (minus John Tate and Danny) Adam appears

Scene 4 (A Field) Phil and Leah

**Act 4**

Scene 1 (A street) Jan and Mark

Scene 2 (A field) Phil and Richard

**The Street:**

Jan and Marks scenes in The Street introduce the audience to what has been happening to the characters and then prepare us for the action that is to come in the group scenes (Scene 3 in each act). It is not any specific street, which suggests that the scene could be taking place in any town on any street. This suggests that the events of the play are not specific to the group of teenagers in the play, but that the themes of bullying and peer pressure apply to all groups of teenagers and perhaps even all groups of people in society.

Consider also how the street setting is very public and that the conversation between Jan and Mark could presumably be heard or witnessed by any passers-by. The scenes in the street link the secretive action of the group in the woods to real life and the rest of society, where we do not see the rest of the gang interacting.

**The Field:**

Leah and Phil’s scenes take place in a field. This could have a ‘romantic’ notion as the field is open and spacious and away from the distraction of the other characters.

These scenes also have a notable structure created through Leah’s monologues. Her speeches seemingly discuss irrelevant topic that are completely unrelated to the situation the groups are in. Deeper analysis will reveal that each speech could be metaphorical and applied to the group completely (the Bonobos and Chimps for example). It could be read that these speeches are used as a way to remove her/ distract her from the reality and the horror of the situation she finds herself in. Ultimately she is trying to get Phil’s attention. When she can’t gain his attention through thoughtful words, she tries something more physical or shocking (strangling herself, showing her ‘Jerry’). With no reaction from Phil, she then brings her monologue to a close by referring directly to the situation they are in (‘Adam’s parents were on TV…’) which may gain a reaction of some sort from Phil.

**The Wood:**

The Wood is a suitable setting for the whole group scenes because of the connotations a wood has. They tend to be on the outskirts of a settlement and could be described as dark, mysterious, isolated etc. The discussions that the group have when they are in the woods are about things that should be kept hidden from normal society. The setting actually *allows* the events to take place without anyone finding out. Their cover up of the crime is reflected in the setting of a wood, where the trees would make it easy to hide.

In the scenes where the wider group gather you should be carefully considering the physical dynamics of what is seen on stage – who stands where and what can this represent to the audience? The group scenes – (Act 1 Scene 3) John Tate’s leadership threat, revelation of what has happened to Adam and Phil’s plan; (Act 2 Scene 3) they’ve got DNA evidence; (Act 3 Scene 3) Adam returns.

**The Cyclical Nature of the Play**

Each section opens with a scene between Jan and Mark in a street, a public place, where they set the scene and draw the audience in. This is always followed by a scene with Phil and Leah in a field, up until Section Four where the pattern is broken.

The third scene in each section is a group one in a wood, where all the main action (or reaction) takes place and we see how the gang act when they are altogether.

At the end of each section there is another scene with Leah and Phil where Leah usually reacts to what has happened in the previous group scene or speaks about something more general about society or the world. This pattern is broken in Section Four as Leah has gone, and now (after the Jan and Mark opening scene) Phil is joined by Richard instead. Everything seems to have changed by the end and Kelly reflects this in the play’s structure by breaking the continuous cycle from the previous sections.

**Long Monologues**

Leah often rambles on and on in her monologues, ranting about her feelings in an attempt to provoke Phil into replying, but then uses a lot of short sentences too, which often show her uncertainty and demonstrate her waiting for Phil’s reply. Kelly builds a range of different sentence structures into Leah’s monologues, all of which work together to create her character and show the audience how confused and under confident she is, as well as emphasising how unhealthy her relationship with Phil is and how dependent on him she is too.

Leah jumps randomly from one topic to another, often without any obvious connection at all. Consider her use of many rhetorical questions followed by the answers to those questions, as Phil almost never bothers to reply. In fact the structure of many of Leah’s speeches stands out from that of most of the other characters, who usually respond to one another with much shorter sentences and continue a “back and forth” conversation. Leah is the only character who has such long monologues, aside from Richard, when he takes her place at the end of the play, and possibly Phil, when he gives out his orders for the cover-up plan. Show that you understand that this is significant.

The structure of the play allows the audience to become used to Leah’s long solo speeches before the end of Section Three, where she is so traumatised by Phil and Cathy’s actions towards Adam that she goes completely silent. The significance of this is emphasised by the fact that she has talked so much in the past, so now that she is quiet, her silence seems really significant and we recognise a massive, probably irreversible change in her.

**Monologue One - Self Image and Friendship**

Leah’s first speech establishes her character as having little self-confidence and worrying about what others, especially Phil, think of her. As she talks about friendship, and doubts whether she or Phil have any friends, it introduces the idea of a teenager’s desperate need to fit in with others no matter what, and begins to explain why the group have done what they did to Adam, because of the intense amount of peer pressure felt by them all. Look at how Leah is very perceptive, and sees that everyone in their group feels afraid, perhaps of being left lonely and friendless.

**Monologue Two – Bonobos**

Leah’s speech at the end of Section One is on the seemingly random topic of bonobos and chimpanzees. All the points she makes about the two different animals can also be applied to human beings, and specifically the ways in which we act towards each other. Leah explains that bonobos are kind and friendly animals, accepting of others, whereas chimpanzees are cruel and nasty creatures with a particularly harsh treatment of each other. Look at Leah’s view that if we, as human beings, had realised we were more closely related to bononos than chimps , we would have been more like them, which implies that she believes that human beings currently act more like chimpanzees . She feels that the behaviour of human beings , and specifically her peer group, is harsh and cruel towards outsiders or those who are weaker than the rest, and exactly like that of the chimpanzees she has previously described.

**Monologue Three - Happiness and the Natural Order**

Consider Leah’s view of happiness at the start of Section Two. At this point in the play the group have been desperately trying to cover up what they have done to Adam, and so far have been successful, as no-one knows of their involvement in his disappearance. This seems to have made the group happy on the surface, but underneath, most of the characters can’t deal with the guilt and the lies, which are eating away at them inside. Look at how Leah talks here about how fragile happiness can be, which reflects the current state of the group exactly, as they are all frightened that their lies will be discovered at any moment. Consider also the idea of the natural order which Leah mentions, and how it is human beings who upset it, despite blaming other things for it. Leah seems to imply that the structure of society too is very delicate, and that it can easily be destroyed. This reflects how the social structure of their gang is also delicate and, in terms of who is accepted and who is rejected, as well as who leads the group, is constantly changing.

**Monologue Four - Déjà vu**

Leah’s speech about déjà vu is symbolic of how human beings repeat the behaviour and mistakes of those before them. She wonders if they are doomed to do this or whether human beings are capable of changing things. This is important later when she does manage to alter her own behaviour and finds the strength to leave Phil and the res t of the group. Consider whether any of the other members of the group manage to escape from their past behaviour and change for the better, or whether they prove Leah’s déjà vu theory to be correct and simply act in the same way as they always have.

**Monologue Five - The Waffle**

Leah’s monologue at the s tart of Section Three demonstrates her growing desperation with Phil and the whole group situation. She brings a suitcase and threatens to leave, which can perhaps be linked to her earlier speech about déjà vu and the possibility of human beings changing their behaviour. Leah mentions the world being a big place, which seems to imply that she is starting to realise that the behaviour of their little group is relatively insignificant in the scheme of things. She does not have the strength to leave at this point though, so the suitcase does seem to be more of an empty threat or act put on for Phil. This speech is more about Leah personally than the group as a whole; she is starting to realise that there is more to life than the people she has so far surrounded herself with. Her speech about Phil and his waffle however, shows how she still admires him for his self-control and his ability to keep calm in the face of trouble, and has not yet realised how cruel and terrifying his “coolness ” can be. It takes Phil’s cold, harsh final condemning of Adam to a second “death” to save the rest of the group from trouble, for Leah to realise that Phil is not to be admired but to be feared. This final act of Phil’s makes Leah realise that she is better off on her own, which is when she eventually manages to leave.

**Repetition**

* Adam and Brian both use repetition to show how confused or mentally unstable they are: Adam because of his concussion and Brian because of the effect of all the pressure being put on him by Phil and the rest of the group to lie to cover up for them.
* Consider Leah’s constant repetition in her scenes with Phil and explore how this emphasises how hard she has to work to keep up the conversation, as he hardly ever replies. This also demonstrates her growing distress: she desperately wants a reply from him but never gets one.
* Many of the characters repeat themselves in their panic or fear over Adam’s death and the possible trouble that they are in.

**Opening Scenes: Jan and Mark**

Jan and Mark begin every section of the play, and their scenes together also follow a very set style and pattern which never changes:

* Jan and Mark speak to one another in very short, often single word, sentences. They constantly interrupt each other and are a direct contrast to the following scenes with Leah’s constant chatter and Phil’s silence.
* They don’t very often use sentences of more than four or five words, and even when they tell the story of the attack on Adam their words overlap. Look at how this seems to make them out to a complete pair: inseparable.
* They constantly use repetition, one repeating back the final word of the other’s previous sentence and very rarely form full and proper sentences, which means that their scenes hook the audience completely.
* They never give much away and always say just enough to make us very curious as to what is happening.

**The Final Scene**

Richard speaks to Phil in the final scene, like Leah has many times before. This is where Dennis Kelly lets the audience know what the long-term consequences of Adam’s death are on the characters. We don’t see any of them again, aside from Richard and Phil, but we learn about the effect of the incident with Adam on them all as they have returned to “normal” life. Kelly uses Richard as a device to explain each character’s fate to the audience. This demonstrates how very few of the characters have escaped the events linked to Adam’s death unscathed, and all of them have been changed by it in some way, mostly in a negative way. The characters have been affected in a range of different ways.

**Other Interesting Features of Structure and How to Link them to Exam Questions**

1. In a question about Lou, minor or weaker characters or victims, look at the way Lou’s speeches are always very short. She never says very much at all, and often most of her speeches are full of swearing and repeating back what others have said. This demonstrates how much of a follower she is, and how she is almost incapable of thinking for herself.

2. If the question focuses on Brian, minor or weaker characters of bullying, mention that he actually says very little throughout the whole play. He has only two lines in Section One where he attempts to say that the group should tell the truth. He is quickly overpowered by the others and doesn’t speak another word in this Section. His speeches are slightly longer in Section Two where he attempts again to go against the general plans for the group’s cover up, but he is completely silenced by Phil who threatens him. In the end he says far more once his mind has gone and he starts to act like he has been driven a little crazy by what has happened to him. Consider how the structure of Brian’s speeches directly reflects what happens to anyone who dares to go against the majority of the group. Kelly makes it seem that anyone suggesting an alternative course of action from the majority has to be silenced in order for the group dynamic to survive.

3. In a question about bullies, leadership or where you are writing about John Tate, explore how he is supposed to be the group’s leader at the start of the play, yet he is quickly replaced when the crisis over Adam’s “death” occurs and he seems unable to cope with the demands of covering up or dealing with the gang’s involvement with this. Kelly demonstrates his lack of control and inability to cope structurally, through the way he is constantly being interrupted by others and is hardly ever allowed to complete a sentence, which contrasts directly with Phil’s leadership: when he begins to speak the others listen intently and barely say anything in reply. Look at how this may be as a result of how little Phil usually speaks: when he does start to talk the others are so shocked they simply listen in near silence.

4. In a question focused on Adam, victims or weaker characters, explain that the structure of the play in terms of the revelation of the character of Adam is very interesting structurally, as his character is the key to all the events in the play, yet we don’t actually meet him until Section Three.

We actually believe at the start that he is dead, and therefore we will never meet him, so when he turns out to be alive in Section Three, meeting him is a complete shock. Kelly purposely structures the play in this way to maximise the shock felt by the audience at the revelation of Adam being alive, and then his “real” death so soon after him being discovered to be living is again, completely shocking. The structure of Adam’s speech in Section Three is interesting because of the way it reflects his completely bewildered state of mind. Look at how his speech contains no full stops and lots of commas, as if he is simply ranting, recounting his tale in full with very little concern for whether it makes sense or not. This is vital in terms of reflecting how damaged Adam’s mind has been by the experience of falling into the grille.

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| --- | --- | --- | --- |
|  **Section One****The Problem** | **Section Two****Framing the Postman** | **Section Three****The Climax- Adam Lives & Dies** | **Section Four****The resolution - Life goes on** |
| Scenes | Scenes | Scenes | Scenes |
| 1Pages 9 - 10 | 2Pages 10 - 12 | 3Pages 12 - 26 | 4Pages 26-28 | 5Pages 29-30 | 6Pages 30 -32 | 7Pages 33 -41 | 8Pages 41 -43 | 9Pages 43- 46 | 10Pages 46-48 | 11Pages 49-60 | 12Page 61 | 13Pages 62 - 63 | 14Pages 63- 66 |
| A Street | A Field | A Wood | A Field | A Street | A Field | A Wood | A Field | A Street | A Field | A Wood | A Field | A Street | A Field |
| JanMark | LeahPhil | LouJohn TateDanny-RichardCathyBrian-MarkJanLeahPhil | LeahPhil | JanMark | LeahPhil-MarkJan | PhilLeahLouDanny-RichardCathy-JanMarkBrian | LeahPhil | JanMark | Phil- Leah-JanMark | CathyBrianLeahMarkLouJanAdamPhil- | LeahPhil | JanMark | RichardPhil |
| Duologue, chorus role explaining what is going on – someone has died, audience left wondering what exactly has happened. | Leah’s monologue 1 -Puts herself down, tries to get Phil’s attention. Comments everyone is scared – Phil eats ice-cream. | John Tate attempts to keep control of gang.The audience learn what happened to Adam | Leah’s monologue 2 – discusses differences between chimps & bonobos-Phil eats crisps | In role as chorus set up questions in the mind of the audience | Phil eating Starburst – Leah’s attempts for attention by showing Jerry, dead in cage. Mention of Adam finally gets response. | A postman has been arrested for killing Adam –Police have DNA evidence | Phil picks his teeth -Leah’s déjà-vu moment –question of fateShouting gets a reaction from Phil. | In role of chorus, reveal Adam has turned up alive, found by Cathy. | Phil eating waffle, butter & jamLeah threatens she is leaving | Adam reveals what he has been doing – plastic bag murder | Phil eats Starburst – Leah cries and storms off | In role as chorus tell the audience that Leah has left and moved schools, no-one knows where she has gone | Phil is not eatingRichard reveals to the audience what has happened to the characters in the story. |
| ‘proper dead, not living dead?’ | ‘the fear that everyone here lives in, the brutal terror, it scares me.’ | ‘I am trying to keep everyone together..Doesn’t everyone want to be us...Isn’t that worth keeping hold of?/ | ‘if we discovered bonobos before chimps our understanding of ourselves would be different.’ | ‘He said he’s not going.’ | ‘It’s life that upsets the natural order. It’s us that’s the anomaly.’ | ‘They’ve found the man...they’ve got DNA evidence’ | ‘Do you think we’re doomed to behave like people before us did?..If you change one thing you change the world. Do you believe that?’ | ‘Cathy found him in the woods’. | ‘the postman’s facing the rest of his life in prison’ | .She (Cathy) loves violence now’.I’m in charge. Everyone is happier. What’s more important one person or everyone?’ | ‘She begins to cry quietly.’ | ‘she’s gone..’ | ‘There are more stars in the Universe than grains of sand on Brighton beach.’ |

**Key Themes**

**Gangs:**

The group in the play can be described as a “gang”, as there are many of them and they all seem to want to “belong”, so much so that they often do things they don’t want to in their quest to be a part of the group. Every gang has to have a leader, and a hierarchy. The leader of the gang in the play changes quite a lot: John Tate is the leader to begin with but doesn’t last long; it is suggested that Richard might challenge John for leadership but he never actually does; Phil leads them in terms of sorting out the problems over Adam’s death and finally Cathy survives them all.

Equally, a gang does not work without people within it who look up to or follow their leader. The followers in the play include Brian, Danny, Lou, Jan, Mark, and Adam. Consider whether you think Leah and Richard are ever followers, and who they follow: Leah follows Phil but never really takes orders from anyone else, and Richard backs down from the challenge with John Tate as well as following Phil’s orders, but both are stronger than the list of followers above and attempt to take charge or be put in charge of others at some point in the play. Finally Cathy is definitely a follower to begin with, but does not remain one by the end of the play.

**Revision:**

1. Explain what makes an effective leader, and what leaders have to do to keep their group together and remain leader. Look at the different examples of leaders or potential leadership qualities we see in the play and consider why each of them loses their role as leader. What makes them successful and what makes them fail? Support your claims with examples from different sections of the text and consider how far each of the characters fulfils the role of an effective leader.
2. Consider the hierarchy of the gang and the different levels and roles within it. A gang doesn’t work without a leader, but it also has to have followers: people who believe in their leader and will carry out his or her instructions.
3. Look at the different groups of characters within the gang: those who follow blindly and never question what they are asked to do, those who follow orders because they are afraid of the consequences if they do not and those who attempt to question the orders given by their leader.
4. Explore the following ideas: Does anyone begin as a follower and end up a leader? Look at why. What do the weaker members have in common with each other? Can you “rank” the gang from strongest to weakest? Could you look at who is powerful when and what happens to change the “status quo” so someone else becomes more powerful?
5. Demonstrate how different members of the gang are required to prove their loyalty to the group at different points in the play. Start with Adam, and the ridiculous challenges he is set just to see how much power the group hold over him. Look at how every member of the gang is required to work together to save their skins and get them out of trouble after the Adam incident. Consider how some members of the group act to protect their own reputation (Danny constantly uses “I”) and some act in order to ensure the safety of the group as a whole (Lou always talks about the group as “we”), while others seem to get a real kick out of the whole drama of Adam’s “death” (Cathy).
6. Explore how the term “gang” usually has negative meaning, and that it is assumed that a gang will engage in negative behaviour, which is certainly true in this play. Look at how many of the gang engage in delinquent behaviour, consider the reasons why, and give examples from throughout the text to support your points.

**Bullying:**

Many of the characters in the novel are bullies, or experience bullying of some kind.

Adam is the most obvious target for bullies and the bullying of Adam is so severe that at the start of the play we believe that it has led to his death. In the end, the group’s bullying of him does ultimately lead to him being killed, and the fact that his “death” happens twice seems to show that the bullies cannot break out of their cycle. They are given a “second chance” with him and fail to learn from their earlier behaviour, thus condemning him to death for a second time.

The reason for Adam being bullied is his seeming desperation to be a part of the group - he will literally do anything to ensure that he is allowed to join them and “hang out” with them. The power of this is what tips the group into their manic attack where they continually come up with harder and more dangerous dares to see how far Adam will go to become one of them.

Brian is also badly bullied, and a very timid character who is crying from the moment we meet him. He seems an easy target for a bully and most of the group look down on him, sneer at him or find him annoying. Phil in particular threatens him with intense physical violence and even death in order to retain control over him.

Leah is bullied by Phil less obviously: his silent treatment of her constantly punishes her and forces her to commit more and more extreme actions in an attempt to gain his attention and approval.

Other members of the gang are bullied less severely: John Tate retains control over Lou, Danny and, to a lesser extent, Richard in order to remain in charge, the leader of the gang. John’s threats are physical, and he does not show any capacity to bully or taunt others verbally like Phil does. He has power over Lou particularly as it seems like she was not popular until he came along and allowed her to be part of the group. This can be linked to Adam, who also only wanted the chance to belong to the gang. When John becomes unsure of Lou’s allegiance to him he reminds her of how difficult things could be for her without his protection.

Mark and Jan are never the targets of any bullying, perhaps because they come as a pair and it is more difficult to attack them. They also join in when others bully: their description of the original attack on Adam shows that they were both present and participated in some of the dares and cruel taunts which the group flung at Adam. The audience realise that in order to belong, you may have to become cruel towards others to avoid becoming a target of bullying yourself.

Phil is the play’s main bully and seems capable of both mental and physical violence, although he only ever threatens the latter and never actually hurts anyone himself. It is perhaps the fact that he cannot commit any acts of physical violence, added to Leah’s leaving, which prevent him from being able to lead the group at the end of the play. Both he and John Tate end up unable to lead, or even be with, the group by the end of the play.

Cathy is excited by violence at the start of the play, and later becomes leader through her seemingly vicious natural tendencies. It is Cathy who is finally sent to kill Adam, and who sets off to complete her mission with a complete lack of conscience. She is the group’s only surviving leader at the end of the play, and this may be because she has a complete lack of morals and never seems to feel that what they are doing is wrong. Her bullying of others seems more vindictive and purely for her own excitement / enjoyment and her leaders hip is not respected or enjoyed by anyone, which we see when Richard begs Phil to return: at least there were reasons behind Phil’s instructions / actions, whereas Cathy seems to act in a completely unpredictable and unreasonable manner. This leaves the audience worried about the state of teenage society.

**Revision:**

**If you are asked a question about bullying, select a couple of the characters who are bullied and at least one who is a bully, and be prepared to describe why they are bullied or why / how they bully others. Refer to different sections of the play to support your points:**

1. Consider the different types of bullying in the play, Look at verbal / mental bullying as well as physical bullying. Look at examples of a single bully being cruel to someone weaker than themselves, as well as a group bullying one person.
2. Explore what bullying is and its various effects, and support your answer with examples taken from different sections of the text. Look at the obvious types, as well as other less clear examples, such as withholding attention from someone (like Phil with Leah) and intense peer pressure (such as daring Adam to do things like steal).
3. Look at reasons why people bully others: to fit in with the group, to prevent themselves from becoming a target, to gain power or authority over someone, to persuade someone to do something they don’t want to do or purely for sadistic enjoyment.
4. Explain that within any group there will be stronger and weaker members, but it is how the stronger ones act towards those who are weaker that determines the group dynamic, or whether the group are generally happy together or not. Look at whether you feel ever Kelly paints a picture of a happy group - are there any examples of characters who are happy in the play at all?
5. Consider how the group in the play are representative of teenage society as a whole. Look at what message Kelly is sending about teenagers and the ways they act around and treat each other.
6. Consider which characters the audience like or dislike and look at whether this is directly linked to whether they bully others or not, and to what degree, for example if Jan and Mark only “join in” the taunting of Adam to protect their own reputation, does that make them as bad as Cathy or Phil?

**Friendship:**

The group of characters in the play are supposed to be friends; however there are few examples of true friendships in the text.

Phil and Leah’s friendship is very one-sided. She seems to need him a lot more than her needs her and this is shown through the structure of their scenes together, where she s peaks almost constantly and gets nothing or almost nothing in return. His constant eating is darkly funny, as it highlights how he is far more interested in consuming food than listening to or talking to Leah. She, however, considers him a close friend and is desperate to gain his approval, which drives her to more and more outrageous actions in her attempts to get him to reply to or notice her. In the end, however, when Leah has finally had enough and gains the strength to leave, Phil is bereft and cannot cope at all. It seems as though he did need her and was always listening to her, despite acting as if the opposite was true. It is almost as though Phil needs a constantly present, adoring audience in order to remain strong and in charge.

Jan and Mark are always together and seem close enough to complete each other’s sentences, suggesting that they spend a lot of time together. However even they seem willing to get each other into trouble to save themselves, for example when Jan claims she left the scene where Adam was being taunted, Mark comments that she only left because she had to be somewhere else and that she would have stayed to the end if she’d had the choice.

Few of the other characters s how any consideration or affection for each other, other than feeling guilty or having a moral conscience about the way they act towards Adam, which does not seem to be out of any particular affection for him, merely more of a general sense of morality about what we should or shouldn’t do to each other as human beings. The characters also fail to stand up for each other when one of them is being bullied or badly treated by another, but rather ignore the behaviour to avoid conflict themselves , or join in with it to make themselves completely immune to the same treatment.

**Revision:**

1. Consider a definition of what friendship is, and then study examples from the text where this is demonstrated, or perhaps not demonstrated, since most of the characters are far from friendly towards each other.
2. Select two or three different relationships and explore how far each of them can be considered as true friendships, supporting this by giving your reasons why.
3. Look at Leah’s speeches about the effect that Adam’s death is having on everyone. She considers that the grief is making everyone happier / nicer to each other. Explore whether you think this is the beginnings of true friendships or whether the groups’ behaviour is just temporary.
4. Explain the difference between a truly supportive friend, and a friend who is simply someone you spend time with for another reasons, for example to make you look good, for protection or to make you feel more powerful. Look at different examples from the play to support the points that you make.

**Loyalty**

Loyalty involves faithfully following a leader and doing as they request. The play demonstrates how important it is that the characters in the group are loyal towards their leader, but as that leader keeps changing, it is worth considering who is most loyal to whom.

No-one is loyal to Adam: although many members of the group feel guilty about what has happened, no-one stands up for him, they all go along with the plan to pretend he has been abducted and no-one really suggests that what they are doing is disloyal or unfair towards someone who was a “friend” or “associate” of the group. The only character to even attempt to s peak out for Adam is Brian, who is quickly silenced and overruled by the others.

Leah is desperately loyal to Phil, but he does not s how her the same treatment, as ide from leaving her out of the plans to cover up Adam’s “death”. She eventually leaves, perhaps showing that her loyalty to Phil has ceased, but until the end of Section Three she remains unswervingly loyal to him, even suggesting that she would put blame on herself as well as Phil for something she may not be guilty of just to make him pay her attention and recognise the extent of her commitment to him. It is his actions over Adam which finally change her mind about him and she is unable to cope with the terrible act he suggests Cathy should commit.

Jan and Mark seem like they should be loyal to each other, but in practice are not. As mentioned earlier, when Jan claims she left the scene where Adam was being taunted, Mark comments that she only left because she had to be somewhere else and that she would have stayed to the end if she’d had the choice. This leads the audience to think that he wants Jan to get into as much trouble as he himself is in, and therefore suggests that there is no loyalty between them when it comes down to it.

Lou and Danny s how a forced loyalty towards John Tate in Section One, but this is due to his threatening them, so we question how loyal they would be if the threat did not exist and they were not frightened of him.

Overall, the most loyalty shown towards a leader in the group is probably towards Phil as he hatches the plan to get them all out of trouble, but even this is motivated by fear. The group as a whole are so afraid of what will happen to them over the “death” of Adam that they listen to Phil and follow his bizarre, extreme instructions with very few questions. When his original plan works, they seem even more ready to follow him again, as he has protected them before. Richard also seems to show loyalty to Phil as the group leader in Section Four, when he asks Phil to return and take charge of the group. The audience realise that Cathy is in charge now, so perhaps Richard only wants Phil back as a better alternative to the sadistic and unpredictable Cathy.

**Revision:**

1. Select a few of the characters to whom loyalty is shown and explore examples of where other characters are loyal.
2. Look at the motivations behind the loyalty: are the characters loyal because they look up to, respect or love the other character, or simply out of fear? Try to consider examples of both types of loyalty.
3. Consider group loyalty to a single leader (for example when the characters all follow Phil’s instructions in Section One) and also examples of one single character being loyal to another (Leah with Phil, Brian with Adam).

**Power**

Another relevant theme is that of power, and who has it at different points in the play. Phil is clearly very powerful, despite being quiet and only speaking to give orders. At different times in the play, John Tate, Leah, Richard and Cathy can be argued to have differing degrees of power and over different people within the group. There are many characters with little or no power at all in the play: Adam, Brian and most of the followers have little power over the decisions made by the group. Here are times however, where even the weakest of characters could potentially have some power, for example Adam has the power to get the entire group in trouble if he goes to the police, which is why Phil’s suggested final actions towards him are so extreme.

**Revision:**

1. In an answer to a question about power, consider an extremely powerful character, one who has power at some point in the play but perhaps loses it, and also look at a completely powerless character as a contrast to this.
2. Discuss different types of power: physical power (one held by those with strength to hurt others), mental power (when Leah takes control and leaves, does she hold the ultimate in mental power over Phil?) and emotional power (such as that which Phil holds over Leah for most of the play).
3. Think about how the audience feel about the powerful characters: explore whether we like any of them and if so, why we like them. Equally consider why we dislike them, if we do.
4. Also explain the audience response to the powerless characters: do we like them or despise them and why? Do we feel sorry for them, or empathise with them? Look at what it would take for them to gain power. Explore whether it would be a worthwhile thing or whether the power would just make them into characters we don’t like.

**Strength/Weakness**

This theme is similar to that of power: those with power are generally strong, whilst those without power are weak. Also characters do not always remain strong, or weak, throughout the play, in fact some grow in strength whilst others become far weaker at the end than they are at the s tart. Phil is strong for most of the play, but is ultimately weakened by Leah leaving. John Tate is strong initially, but this does not last beyond the first section of the play. Leah is fairly strong throughout the group scenes, but when she is talking to Phil she becomes very weak and powerless . Leah is perhaps the strongest character mentally, when she finds the strength to leave the group for her own good.

Some characters are weak throughout the play: Adam, Brian and Lou particularly never seem to be strong enough to do anything other than follow others’ orders. The stronger characters us e the weaker members of the group to retain and strengthen their hold over the group: by bullying them they retain their position and reputation as someone to be looked up to, which they would not be were it not for their maltreatment of the weaker ones among the group.

**Revision:**

1. Explore at least one example of a strong and a weak character, considering what it is that makes the character strong / weak.
2. Look at the different types of strength: physical (like John Tate or Phil), mental (again Phil, but also Leah, in a much more positive way), emotional (consider Brian or Adam’s lack of emotional strength at different points in the play).
3. Explain how the group are strongest when they work together, so even though Phil’s plan is quite extreme, when they all play their part in the cover up it works well, making them stronger as a group than alone. Equally, the initial attack on Adam is a group against one person, so again we can see the strength of the gang demonstrated. This makes the audience believe that the teenagers are afraid to be individuals, as they fear being weak and alone more than anything.

**Responsibility and Victims:**

The play makes the audience question *who* is ultimately responsible for the callous behaviour of the group towards Adam in the initial attack – and later when he makes his surprise reappearance as a feral child. The characters fight to save themselves from blame; Jan and Mark consistently refer to ‘laughing’ and being in ‘stitches’ as they recount Adam’s desperately sad attempts to be accepted by the group as he ate leaves, stole vodka, had cigarettes stubbed out on him and ultimately fell to his ‘death’. The shock and the guilt is seen in the smaller conversations such as when Lea accuses Phil – ‘you’re not human’.

As a collective, the responsibility is taken as a shared ‘burden’ but this is actually a device designed to keep all the gang members quiet. When Phil states, ‘I’m in charge. Everyone is happier. What’s more important: one person or everyone?’, he is starting to make them all feel that they cannot step back from the solution that he himself has decided will be the result of the resurrection of Adam. This time the group will be responsible for cold-blooded murder and not accidental manslaughter. This seems a small step for Phil who has insisted that Mark positively identify the completely innocent postman, who’s DNA was found on Adam’s jumper.

There are many victims in the play. Look at the section on bullies to extend your ideas about this theme. Adam is the most obvious victim: he has suffered both metal torture and physical abuse at the hands of people he only wants to be friends with or be included by. Brian also suffers from being a victim, which is demonstrated by him crying when we meet him and for much of the play. He is essentially a good person, but is easy to overpower both physically (like when Cathy s laps him) and mentally (when Phil threatens him with the same fate as Adam).

There are other less obvious victims though. Leah is a constant victim of Phil’s mental torture, and anyone in the play who suffers from any kind of threat, such as Lou or Danny when they are threatened by John Tate over whether they are on his side or not, is a victim of sorts. A less obvious victim of the group is the innocent postman, who is actually under suspicion by the police of abduction and possibly murder. He is an adult and largely unknown to us as an audience: we never see him, yet he is surely one of the most innocent victims of the entire storyline.

**Revision:**

1. Consider the different types of victims in the play, such as those who suffer physical attacks and those whose torture is mental. Look at examples of a single victim being picked on by a single bully as well as a single victim being abused by a group or gang.
2. Explore the definition of a victim, and support your answer with examples taken from different sections of the text. Look at the obvious types, such as Adam, but also those who are less apparent, like Leah.
3. Look at the different reasons why people become victims: what types of weakness do the different members of the group suffer from?
4. Explain that within any group there will be stronger and weaker members, but it is how the stronger ones act towards those who are weaker that determines the group dynamic, or whether the group are generally happy together or not. Look at whether you feel ever Kelly paints a picture of a happy group - are there any examples of characters who are happy in the play at all?
5. Consider which characters the audience like or dislike and look at whether this is directly linked to whether they are victims or not, and to what degree, for example do we pity all the victims to the same degree, or some more than others? Who is the most severe example of a victim?

**Fear and Violence**

Many of the play’s characters are afraid either throughout, or for some part of, the play. They are afraid for different reasons: many of them fear their treatment of Adam will be found out and they will face the police; others physically fear members of their own group, particularly the leaders like John Tate and Cathy; some fear the loss of friendship, like

Leah, or the stigma of not belonging to the gang, like Adam. Other characters in the play seem to thrive on fear and go out of their way to scare others so that they can retain power and control over the group.

Although the audience see little evidence of violence on stage in the play, the threat of it is constant throughout the different sections. The only violent action shown on stage is Cathy slapping Brian when he is hysterical in Section Three. Other than this, we hear of the violence carried out in the attack on Adam: punching him, throwing stones at him and stubbing cigarettes out on his skin, and both John and Phil threaten to hurt or attack others in different sections of the play too.

Violence is a way of controlling others. The characters that are the most violent seem to win out: Phil and Cathy for example.

**Revision:**

1. Explain the different fears that the characters have, focusing on common fears to begin with, such as fear of the police, but also looking at characters with individual fears too, like Leah’s fear that Phil does not approve of her or feel the same way about her that she does about him.
2. Look at what causes these fears and if they are justified: the group are right to fear the trouble which may result in them bullying Adam to his death, but Phil’s reaction to Leah’s leaving shows the audience that actually he depended on her just as much as she did on him.
3. Consider what fear does to the characters: Adam is driven to his death because of his fear of not being accepted by the group, Brian keeps his mouth shut and tells lies because he is frightened of ending up like Adam, but Leah finally conquers her fears and manages to walk away. Look at whether any of the characters seem to have no fear, or escape fear altogether in the play.
4. Write about what actions the different characters take because of their fears and how extreme these actions can be. What do you think Kelly’s message to the reader is about fear and how powerful and damaging it can be?
5. Explore how Kelly shows very little actual violence on the stage itself, but manages to create a play full of threats and violence. Look at how and why he does this and its effect on the audience.

**Characters**

**Mark and Jan**

These characters act as the ‘chorus’ or narrators. They throw the audience directly into the action at the beginning of each Act and are useful as they fill in any blanks for us.

Mark and Jan are responsible for the events surrounding the bullying of Adam that lead to him falling into the grille. From p20 – 23 we are given a detailed description of the events that take place. Mark and Jan appear to be trying to justify their actions in this scene,

Mark: *We were having a laugh, weren’t we…*’ (p20).

This phrase is repeated several times.

They also convince themselves that Adam is actually enjoying the bullying.

Mark: *Oh yeah, Adam he was laughing harder than anyon*e. (p21).

Again, this word laughing is repeated throughout the scene. However, it is also punctuated with other words such as, ‘*terrified*’, ‘*crying*’, ‘*stubbed out cigarettes*’, ‘*punch him’*, ‘*pegged a stone*’.

We get the impression that Mark and Jan might also be younger members of the group/ less able to assert themselves. They look to Phil for reassurance and take instructions from him. (p57)

Jan: *Are we going to be in trouble*

Phil: *If you go now and say nothing to no one about this, you won’t be in trouble.*

**Sections One to Four:** the four “introduction” scenes.

**Key Points:**

1. Jan and Mark are like Greek “chorus” figures. They are part of the integral structure of the play and appear at the start of every section. Their scenes always follow the same pattern: they introduce a “teasing” idea of what has happened but leave us curious. Each time they are used to hook the audience in.

2. They come as a pair and are always together. This is demonstrated when they tell story of Adam’s attack together, even interrupting one another and finishing each other’s sentences.

3. They always go and find Phil and Leah when something bad happens, showing their inability to cope with any kind of decision-making or taking charge themselves.

4. They are complete followers, doing exactly as Phil says and participate without question in his plan to avoid trouble over Adam’s death. Kelly uses them as representatives of “typical” gang members: they go along with the others and join in with the attack on Adam, yet have no idea how to sort out the situation they have got themselves into. They don’t think about what they’ve done until it’s too late.

6. At the end they are reported by Richard to be shoplifting, which shows them again turning to crime and getting themselves in trouble, in fact they seem incapable of staying out of trouble. Has what happened with Adam made them into criminals?

**Dramatic / Language Devices linked to Jan and Mark:**

Structure - their scene is always first yet they don’t give much away - hook the audience

Very short sentences - often one word each - constantly interrupt each other and don’t often have longer sentences - even when telling story of the attack – overlapping each other - repeating phrases the other one has said and never really creating proper, full sensible sentences.

Lots of repetition.

**Leah**

In a number of scenes, (pages 10–12, 26–28, 30–32, 41–43, and 46-48) we are presented with a one-sided relationship between Leah and Phil. She is clearly concerned about their relationship – *‘You need me as much as …*’ shows her insecurity and desire for some response from Phil and this sears through the text.

Her speeches are virtually monologues as there is no response from Phil. She is constantly striving for Phil’s attention and tries a variety of techniques to gain his attention. These range from putting herself down (showing her insecurities), talking about intellectual topics (bonobos, science, nature) that seem not to relate to the events of the play, doing something physical (at times harming herself or a pet), putting Phil down or repeating his name. These do not get his attention. Finally she brings her speech back to the Adam situation in the hope of shocking him into a reaction.

Leah is a moral character and tries to reason with many of the characters. She is sensible and able to think for herself and speak her mind. However, she still falls under the leadership of Phil as she is not strong enough to alter the opinions and actions of anyone in the group.

We are given no back ground information to any of the characters and much of what we understand is due to inference. However, Leah reveals that her and Phil have actually known Adam a very long time and pleads with him to help Adam, not harm him.

Leah: *It’s Adam, Phil, Adam! We used to go to his birthday parties, he used to have that cheap ice cream and we used to take the piss, remember?* (p58)

**Section One**

Monologue One - Self Image and Friendship

Group scene - a single speech about her and Phil being “in it together”

Monologue Two - Bonobos

**Section Two**

Monologue Three - Happiness and the Natural Order

Group Scene - talks more - taking charge of the discussion

Monologue Four - Déjà Vu

**Section Three**

Monologue Five - The Waffle

Group Scene - tries to defend Adam / plead with Phil not to kill him - is overruled

Final scene with Phil - Leah’s Silence

**Section Four**

Leah has gone and does not appear in this scene - but her absence is very noticeable.

**Key Points:**

1. Leah has the role of “narrator”. The audience find out updates on other characters and members of group through her monologues. This means that Kelly does not need to show all of the action in scenes on the stage, but can instead “fill the audience in” on important things that have happened in the time that has gone by between scenes.

2. She is a clever character and uses intelligent language, towards Phil at least. This is one of the techniques she uses to try and impress him. The topics she discusses in her monologues show that she thinks a lot about other things than just their friendship group - unlike other, less intelligent, characters like Lou.

3. Kelly uses her to represent the lonely teenager desperate for attention and worried about what others think of her. She is usually extremely weak when she is alone with Phil, but much stronger in other scenes, even showing leadership qualities.

4. Leah is very up and down in terms of mood and actions: she can seem hysterically happy, then moments later almost suicidal.

5. Show your knowledge of her leadership qualities and give examples of places where she initiates conversations herself. She can be a voice of reason in the group scenes in the wood and often has some control of the conversation, but usually defers to Phil in the end.

6. She tries to shock Phil to gain his attention: killing her hamster, attempting to strangle herself, arriving with a suitcase as if she means to leave. Her actions become more desperate as the play goes on and show how important it is to Leah for Phil to respect and like her.

7. Look at the symbolic act of her leaving at the end of Section Three of the play and show how the audience sees that she ultimately becomes stronger when she finally gains the strength to leave.

**Dramatic / Language Devices linked to Leah:**

Long monologues - ranting on and on - then many short statements

Asks Phil many rhetorical questions

Repetition / broken syntax (sentences unfinished)

Jumps randomly from topic to topic

Often answers her own questions.

Pauses

Structure - long monologues talking a lot - compared to the final part of Section Three, where she doesn’t s peak at all

Symbolic spitting out of sweet at the end of Section Three.

**Phil**

Although on stage in many scenes, Phil rarely speaks. Usually his action involves eating (ice-cream/Starburst/waffles, etc.).

In the scenes with Leah he only actually directly responds to her when she has left him on page 61. Look closely at these scenes and the way Leah directly addresses Phil. He sometimes uses facial expressions and body language in response to what she has to say: such as the talk on the beauty of life on page 31 where she hopes that he sees the world from the same perspective as herself. This includes the shocking revelation that she killed her pet with a screwdriver – at which ‘*Phil shrugs’*! (p32) Why is there so little response to what she says? How might his later actions be foreshadowed by his lack of response and concern to what Lea is saying?

Although quiet for a long time, Phil clearly considers everyone’s words and actions before he speaks. He gives calm and considered instructions to each member of the group as he assigns roles and tasks for them to complete. This makes him appear callous and nihilistic. A key quote that justifies his actions:

Phil: *I’m in charge. Everyone is happier. What’s more important; one person or everyone?*

Phil has controlling/ reassuring body language. When addressing Lou on p57, the stage directions state that he, ‘Places a hand on her shoulder, smiles, warm, reassuring’

Phil: *Everything is going to be fine*

It is not until Act 3 Scene 4 that Phil realises he needs Leah as he calls after he when she walks off. Ironically, this is the first time he shows her any affection or acknowledges her but she is clearly disgusted by what he has turned into (p61).

Act 4 Scene 2 Phil is sat with Richard in the field. The stage directions clearly state, ‘Phil is not eating.’ Although Richard takes Leah’s role, something is missing/ wrong as Phil is not eating. This is significant. Does he realise he needs Leah?

**Section One**

Listening to but not responding to Leah’s monologue. Eating an ice cream.

Taking charge and master minding the cover up of the Adam’s death situation at the end of the group scene in the wood.

Listening to but not responding to Leah’s monologue. Eating a bag of crisps.

**Section Two**

Listening to but not responding to Leah’s monologue. Eating a packet of Starburst.

Taking charge of the “identifying the postman” situation at the end of the group scene in the wood.

Listening to but not responding to Leah’s monologue. Picking his teeth.

**Section Three**

Listening to but barely responding to Leah’s monologue. Preparing to eat a waffle.

Taking charge of the “Adam’s alive” situation at the end of the group scene in the wood.

Scene in the field at the end with Leah - eating Starburst and offering her one which she s pits out. Trying unsuccessfully to get her to s peak.

**Section Four**

Listening to but not res ponding to Richard’s monologue. Not eating.

**Key Points:**
1. Phil is silent (but very strong) in all the earlier scenes with Leah.

2. Contrast this to how commanding and demanding he is in other scenes. The audience only really see him speak to give orders, take charge or be cruel and mean to others. He only takes charge when things are really bad and everyone else is panicking / at a loss.

3. Phil never gets his own hands dirty and instead instructs others to act out his plans, committing criminal acts at his suggestion. His plan to cover up Adam’s death and subsequent reappearance works, but he is not implicated in criminal activity in any way at all - others carry out his plans for him.

4. Explore the ambiguous ending and how Phil never seems to need Leah when she is there, in fact he seems to enjoy taunting her with the knowledge that he can’t even be bothered to speak to her, but when she is gone he seems lost. This makes the audience wonder if he has to have someone needing him, depending on him and idolising him in order to be powerful.

**Dramatic / Language Devices linked to Phil:**

Silence - all the more dramatic when he speaks

Gives commands

Props - the action of eating to “occupy” him / make him seem disinterested - “not eating” at end of play

Specific “crime” language he uses - is intelligent - uses effective vocabulary

Hardly ever asks questions - though mo t other characters in the play do - only to check understanding of orders

Long speeches - doesn’t interact with the others much - others “respond” to each other with short sentences

**John Tate**

John Tate only appears in Act 1 Scene 3. He leads through using fear to control others. However, he is visibly falling apart during Act 1 Scene 3 as he panics and is unable to control those around him or the situation. He tries to ban the word, *‘dead,’* he says he *will ‘bite their face. Or something. ’* if anyone uses the word again. However, the use of ‘Or something’ shows he has clearly not in control of his thoughts, words or the situation.

The challenge to his leadership by Richard causes him further insecurity and the only way he knows how to lead is through fear, which he employs by threatening Lou, Danny and Richard. His words are very patronising as he talks down to each character –

John Tate to Danny: *‘you’re on you’re own side, which is, well, to be honest, very silly and dangerous’*

John Tate to Brian: *‘you crying piece of filth’*

**Section One**

Earlier part of the first group scene.

**Sections Two and Four**

Later references to him by Leah and Richard - is he the first “victim” of Adam’s death?

**Key Points:**

1. He is definitely the leader in the first group scene in the woods, however his leadership is being challenged. He reacts badly to Richard’s potential threat to his control and that he has no idea what to do when everything goes wrong.

2. He becomes very stressed out by the whole group looking to him for answers / guidance after Adam’s “death” and he ultimately “hands over” responsibility to Phil.

3. John is not as clever as Phil and therefore not capable of coming up with the clever cover-up plan. Look at his silence in the scene once Phil takes over and begins to talk and how he subsequently disappears from the stage altogether for the remainder of the play.

4. John is only “heard about” after the first scene. Our only knowledge of his actions / reactions comes through the conversations held by other characters.

5. Ultimately explain that the effect of Adam’s death and subsequent events on John (which we learn about from the other characters) is massive. He clearly feels incredibly guilty, first trying to block it out by locking himself away in his room and eventually turning to God, showing his desperate need for forgiveness for the part he played in Adam’s “death” and perhaps also the failure of his leadership of the group.

**Dramatic / Language Devices linked to John:**

Constantly interrupted by others / friends - lack of power / control?

Jumps about from one topic to another - repetition of same words and phrases - unsure what to do

Almost pretends Adam’s “death” hasn’t happened - reassures others - but no course of action suggested / taken

**Cathy**

From very early on in the play, Cathy is shown to have no remorse about the groups’ actions. She finds the situation *‘exciting’* and *‘better than ordinary life’* (p16). Her excitement grows when she is asked by the TV for an interview. She shows no concern for Adam and the real reason why the cameras are at the TV station and instead focuses on her own gain: *‘They might even give me money for it, do you think I should ask for money?’* (p36).

Cathy appears to have a callous side when she obtains DNA evidence from an actual postman who fits the description Phil made up. Did she do this because she is a social climber who is trying to impress the leader, or did she genuinely not realise what she has done? (p38)

Cathy: *We showed…initiative. We-*

Leah: *Who told you to do that?*

Cathy: *Richard, we showed initiative.*

She looks up to the leader and she is always supported by the leader – whoever they may be For example, John Tate backs her up on p7 *‘Don’t tell Cathy to shut up’* (John Tate to Danny). Phil also trusts her with the important jobs (acquiring the DNA evidence, killing Adam). Her position within the group rises throughout the play as she becomes closer/ more relied on by the leader.

By Act 3 Scene 3 Cathy is ‘second in command’ as she is charged with killing Adam. A conversation takes place between her and Phil and despite Leah’s attempts to be heard, she is ignored by them both (p58)

Phil: (to Cathy) *Do you understand?*
Leah: *Understand what?*

Cathy: *Yeah, I do.*

By the end of the play we learn that Cathy is now in charge and appears to have a sadistic nature. Phil has left the group so she assumes the leader role she seems to have been craving.

Richard gives the final words on Cathy:

Richard: *Cathy doesn’t care. She’s too busy running things…She’s insane. She cut off a first year’s finger, that’s what they say anyway’.*

**Section Two**

Group scene where we dis cover she has actually framed a real person.

**Section Three**

Group scene when she goes off to kill Adam at the end of the play.

**Section Four**

Richard’s speech where we find out she has become leader.

**Key Points:**

1. Cathy changes drastically throughout the play, but in a very different way to the others. She starts off excited by the attack rather than disturbed and ends up a probable murderer, the final “leader” of the gang and quite vicious.

2. She likes to stir up problems within the group and it seems to excite her. She needles other characters (especially Danny) and tries to cause arguments from the start, probably to liven things up. She seems to enjoy conflict

3. Explore her excitement over the police investigation where others are horrified. Show you understand how she likes the idea of fame and sees that the investigation could bring her just that.

4. She takes advantage of the desperate situation to make herself more useful to Phil / the group in general and also to improve her popularity.

5. Show her growing independence throughout events: she takes it upon herself to find an actual postman for the DNA sample and effectively “frames” someone by accident. She massively misunderstands the original cover up plan which tells the audience she is not very clever.

6. Look at how she follows Phil’s orders without question, proving her ultimate loyalty, but she also goes above and beyond what she is asked and takes it further. She could be described as a “henchman” (or woman) as she unquestioningly does Phil’s dirty work for him.

7. We see how cruel and disturbed she is when she is instantly prepared to kill Adam at the end and she understands Phil’s suggested meaning (that Adam has to die to save them all from trouble) instantly, well before Leah does.

8. Explore Leah’s jealousy over the attention Phil pays Cathy. She has fought for so long to gain his attention and now Cathy gets it with ease. This suggests to Leah that perhaps Phil always wanted someone who was more like Cathy: more crazy, more willing to act in a dangerous way. (Remember however, that Phil is not “with” Cathy in any way at the end of the play, so perhaps this is not true. She seems to have taken his place as ultimate leader, “usurped” him, although her leadership is far more crude and violent and she is prepared to get her own hands dirty to sustain her role as leader.)

**Dramatic / Language Devices linked to Cathy:**

Asks questions to check s he’s getting Phil’s plan correct - seems excited to be involved / wants to get it right

Slaps Brian - suggests she is capable of violence / cruelty - threatens others

**Richard**

Richard first appears to be a strong character and potentially someone who is able to be a leader of the group. Lou is scared of him and he presents a challenge to John Tate’s leadership. Although he stands up to John Tate (*You shouldn’t threaten me John*’ p17), he is eventually put in his place when John Tate turns the entire group against Richard by telling them to choose sides. (Act 1 Scene 3).

Richard is in need of guidance from a leader. Richard’s way of dealing with the situations that arise is to become sarcastic and to put others down.

Act 2 Scene 3:

Putting other down (p36)–

Cathy: *It was great*

Richard: *It was shit*

(p39)

Cathy: *Richard, we showed initiative*

Richard: *That is the most stupid-*

Sarcasm (p36) - Leah can’t believe they have found a man that fits their fake description. Richard: *Why don’t you pop down the station and say, ‘excuse me, but the fat postman with the bad teeth doesn’t actually exist, so why don’t you let him go.’*

Richard can be very negative and grumbles when given instructions by the leader. It could be argued that this is why he does not progress in the social hierarchy and Cathy does. Phil instructs Richard to take Brian to the police station but has to repeat his instructions to him (p41)

Phil: *Richard’ll take you*

Richard: *Not me again*

Phil: *Richard’ll take you*

By Act 4 Scene 2 Richard appears to have taken the place of Leah as he sits in the field with Phil. His speech/ monologue takes the same structure as Leah’s. He seemingly talks about something unrelated to the group, attempts something physical to gain Phil’s attention (walking on his hands), then brings his thoughts back to the actual situation they are in by discussing what has happened to the group.

**Section One**

Arrives with Cathy and Brian - vaguely challenges John Tate’s leaders hip - takes orders from Phil about the cover up.

**Section Two**

Returns from the police station with information - tries to refuse to take Brian back there but gives in to Phil.

**Section Three**

Richard is not present.

**Section Four**

Has a monologue on stage with Phil who never s peaks - tries to persuade Phil to return - has taken on Leah’s narrator role.

**Key Points:**

1. He has leadership qualities and there is a suggestion that he might challenge John Tate. He starts to stand up to John in the first group scene but ultimately backs down. He is sensible and seems to want to stay out of any serious trouble.

2. He is regarded as quite responsible by the group and is often cast in a “caring” role: Phil gets him to take Brian to the Head teacher and the police station. This suggests that adults will trust him too. Phil chooses him specifically for that job. It perhaps shows he is able to cope with stress better than others.

3. Make it clear that you understand the significance of Phil realising that Richard won’t get his hands dirty in terms of anything too terrible / criminal. This reinforces the idea that Richard is a “good”, respectable, moral young man.

4. Explore examples which show Richard to be Intelligent and sensible: where he decides ultimately not to challenge John Tate, which suggests that he likes to stay away from trouble.

5. Look in depth at the final scene and explore how Kelly seems to intend for him to be Leah’s “replacement” in terms of the narrative. Show examples where he narrates what has happened to the others in the story.

6. He seems less affected by what has happened than some of the others, but this is perhaps explained by the fact that he wasn’t involved in Adam’s ultimate “death” in the end, because he is completely absent from the third section.

7. There is no evidence of him being involved in the initial attack on Adam. Does this mean that he is distanced from all the events in the play somewhat?

8. Vitally, he seems unable to take over as leader in the end though and in the final scene he desperately wants Phil to come back despite Phil’s nastier tendencies: perhaps he is a better alternative to the sadistic Cathy.

**Dramatic / Language Devices linked to Richard**

Questions

Narrator figure at end of play

**Brian**

Brian is the weakest link. There must be a reason why he is chosen as the one the ‘fake man’ shows his ‘willy’ to. The other characters must see him as weak and vulnerable and someone the police believe could be a victim. In order for their story to stick, the police must believe this.

Brian is bullied and pushed around by all of the characters. Richard hates him and protests when told by Phil he should look after him. Cathy slaps him. Phil threatens him with the same fate as Adam if he does not follow orders (p40).

He cannot deal with his guilt and is prescribed medication to help him cope. He is seen to revert to a childlike state of ‘play’ by Act 3 Scene 3 as his way of dealing with the events.

**Section One**

His brave first words where he suggests they should tell the truth about the incident with Adam.

**Section Two**

Phil threatens to kill him if he doesn’t help to frame the postman.

**Section Three**

Madness in Section Three.

**Key Points:**

1. Brian is very visibly affected the most by Adam’s death in Section One and is constantly crying. He is the only character to cry, and it demonstrates both his humanity and his weakness amongst the other members of the group.

2. He is onstage a long time before he speaks which is relevant structurally, and done on purpose to reinforce his weakness. When he first speaks he wants to tell the truth about what has happened, which shows he has a sense of morality, but he is ignored and persuaded to stay quiet by other, stronger characters, who bully him.

3. Explore how Brian is physically the weakest character after Adam and how the audience can see that he could have easily been a victim of the same taunting experienced by Adam. He is the one that Phil sends to tell the head teacher and police that he has seen a man who could have abducted Adam, which illustrates that he is a good person: believable and easy to feel sorry for.

4. He dislikes lying to the police and teachers and is originally a nice boy who feels bad about doing wrong but isn’t strong enough to withdraw from the group as he fears he could become their next victim.

5. In Section Two, when he is forced again to go to the police and identify an innocent man, again he doesn’t want to and tries to say no, putting up more resistance than some of the stronger characters. He is forced into doing it by Phil, who threatens him in a very violent and menacing way.

6. By Section Three the lying has really got to him and he can’t cope. He has started to go mad because of his guilt over the events and his part in them. Look at how he rambles on about nonsense and begins to talk about eating earth, which shows in a very physical way how affected he is.

7. Explain how in Section Four Richard talks about them sectioning him and the audience wonders if he has been the worst affected mentally by what has happened.

**Dramatic / Language Devices linked to Brian:**

Says very little at first - overpowered by the other gang members - pretty much all of them - only two lines in Section One

In Section Two he stands up for himself a little more - but is completely silenced by Phil’s threats

Cathy slapping him / Eating earth / giggling / repetition - emphasises his madness

**Danny**

Danny is presented as a sensible character and appears as an opposite to the rest of the characters. He has plans to become a dentist. He has plotted his course through education to achieve this and nothing can interfere with this plan…until the death of Adam. None of the other characters refer to their plans and the consequences of their actions on their lives or the lives of others. Look at Act 1 Scene 3 (his plans ruined) and Act 2 Scene 3 where Cathy is revealed to have found someone matching the description of the fake postman. Danny’s concern is how he will get into dental college *‘You need three references…’* (p36) and also that they are framing a man for something he didn’t do. ‘We can’t let them think it’s him.’ (p39). Finally in this scene, he reacts with shock to Phil’s suggestion at taking Brian up to the grille if he doesn’t follow orders, *‘Is he serious?’* (p40).

**Section One**

His row with Cathy - worried about the future.

**Section Two**

He explains the police investigation to Leah and the others.

**Key Points:**

1. Danny is a member of the group who follows others and is not a leader, but he is intelligent and wants to be a dentist. Look at how from the very start he wants to distance himself from the attack / events and not be involved in the crime and how he is desperately worried about what it will do to his future.

2. He does as he’s told, always following Phil’s orders, yet he is often not happy about them or shocked by them as he realises how criminal the acts he is participating in are. Unlike some of the others, who follow blindly, he does question the actions Phil instructs him to take.

3. He is very disturbed by Adam’s death but not in terms of Adam himself. He is worried about himself, his reputation and job prospects; he is a very selfish, self-interested character.

4. He is not a particularly strong character - he argues with Cathy (at one point Leah says he threatens to kill her) which shows he dislikes her and is capable of challenging others to a point, but he won’t challenge John Tate at the start and is often interrupted by stronger characters.

5. He is not present in Section Three and it is relevant that he seems to have distanced himself from events / the group, perhaps to avoid getting into further trouble which would affect his career.

6. At the end of the play there is a reference to him doing work experience at a dentist which shows that his career prospects are still promising, yet his guilt is still present when Richard describes how Danny feels like the open mouths of the people in his dentist’s chair are like holes he could fall into. This shows the audience that Danny has been scarred by the whole experience, even though it hasn’t obviously affected his career chances.

**Dramatic / Language Devices linked to Danny**

Generally speaks in full, proper sentences - more Standard English - intelligent

Often interrupted

Repetition - seems to have a bit of a one track mind

**Lou**

Lou will follow whoever the leader is at the time. She is a ‘yes’ woman and will do as she is told. She is controlled by fear (see Act 1 Scene 3). She is afraid of John Tate but also of ‘*Richard, maybe’* (p13). This causes John Tate to panic and ultimately results in John Tate and Richard’s confrontation. Lou (possibly inadvertently) has planted the seed in John Tate’s mind that he is not seen as a leader which results in the struggle for power between him and Richard. Ultimately, their conflict ends with John Tate re-gaining power through threats and fear.

Lou has no complicated speeches but instead speaks using simple sentences or short phrases. Phrases such as ‘We’re screwed’ (p34) make her appear young/ not assertive and relies on being given instruction. She also appears to believe the lies the group have created (p35)

Lou: *Because he saw him in the woods*

Leah: *He didn’t*

Lou: *He did he-*

She is cut off by Leah making it appear as if her words are not important.

In Richard’s final commentary to Phil on what the members of the group are now up to, we find out that Lou is best friends with Cathy.

Richard: Dangerous game. I feel sorry for her.

**Section One**

First part of group scene - panicking.

**Section Three**

She is concerned about what is going to happen - asks about Cathy.

**Key Points:**

1. Lou is another member of the group who follows - Lou is not a leader at all.

2. She swears a lot and panics over Adam’s death which shows her to be a weaker, less intelligent character as she has no idea what to do or how to take control of the situation.

3. She is silent through long periods of time, despite the fact that she is present on the stage. Show your understanding of how she is quiet when stronger characters are speaking.

4. She seems very grateful to John Tate for making her part of his gang and protecting her in school. She seems worried that she could become the victim of bullies if she is not looked after by someone stronger. This makes her a “yes” woman who obeys her leader.

5. She does as she’s told and follows Phil’s orders, even if sometimes she’s not happy about it or is shocked by them. This reinforces her role as a follower who is lacking intelligence and quite weak.

6. Explore how she says hardly anything, even less than previously, in Section Three. Show that you understand how Kelly makes her become less involved with the treatment of Adam as it becomes more sinister and in fact she is sent away before the final “death” command for Adam. This makes her seem like a nicer person, as if Phil knows she would not have gone along with killing Adam on purpose to save their skins.

7. At the end of the play she has become Cathy’s best friend and seems to have been sucked in to following another person who isn’t very good for her. Kelly creates a kind of cycle with this where, first with John Tate and then with Cathy, Lou is incapable of escaping the cycle of being someone’s sidekick because she is frightened of what will happen to her if she doesn’t “follow” someone.

**Dramatic / Language Devices linked to Lou:**

Short sentences - never says very much - repeats herself a lot

Swears a lot - interrupted by others - shows panic and confusion at situation

**Adam**

Adam is our victim. We learn a lot about him through the words of Jan and Mark between pages 20-23 where they recount the horrific events that led up to him falling into the grille. However, we must bear in mind that we are being told their version of events where they are trying to convince themselves and the rest of the group that he is in fact laughing/ enjoying the things being done to him. Mark says, ‘*he was laughing harder than anyone’* (p21).

Adam wants to be part of the group and Mark and Jan see exactly what he will do to be part of their gang:

Mark: …*so we were sort of, well, alright, taking the piss, sort of. You know what he’s like he was, sort of hanging around*

Jan: *Trying to be part of*

Mark: *Yeah, trying to be part of, yeah, yeah…He’ll do anything to be part of the group.*

When Adam actually appears in Act 3 Scene 3 (p49) we find out he has been living in a hedge. He has suffered a head injury and this is evidently still affecting him as his memory is weak and his speech is confused and staggered (p53)

**Section One**

Description by Mark and Jan of his initial attack.

**Section Three**

His own description of what happened to him after the attack.

**Key Points:**

1. It is very significant that he doesn’t actually appear in person until Section Three and that he is the main focus of all the panic in the play but we only hear about him and the attack on him at the start. This builds up lots of tension and suspense for the audience.

2. Explore Section Three where he appears ragged-looking, dirty and confused, which creates lots of sympathy in the audience.

3. Show your understanding of his own story of events after the attack and how his state of mind has been massively affected by the attack because of the concussion he has suffered and his mental anguish - he has been wandering around confused, eating leaves and dead animals, sleeping in the middle of a hedge, unable to get to any kind of help or shelter for days. He is terrified of the dark because of being stuck down the hole he fell down and having to crawl through dark tunnels to escape.

4. The audience are incredibly shocked by his appearance as they had believed him to be dead, and then he turns up alive. Explore how making us believe he is dead creates a really entertaining, gripping moment in Scene Three and keeps the audience rooted to their seats waiting to find out what the group will now do about him.

5. Study the vital moment in Section Three when we see him led away by Cathy. Show how you understand that he believes he is going back to “live” in his hedge whereas the audience know that Phil intends for Cathy to suffocate and kill him. He only appears for the one scene but it is vital to the play to demonstrate how the group acts under intense pressure.

6. Adam effectively dies twice - once accidentally as the group taunt him, and then he is killed purposefully by Cathy at Phil’s instruction. The second death is far worse, as it is purposeful and only done to save the group from further criminal investigation / being arrested. The reaction to his second death is different from each group member - Kelly demonstrates the different personalities of the characters in this. Explain how the degrees to which they are involved in / distanced from Adam’s second death effectively show how capable they are of evil, for example Richard and Danny are not aware of it at all, Leah reacts very strongly against the suggestion that they must kill Adam, whilst Phil suggests it and Cathy is perfectly happy to carry out the killing.

**Dramatic / Language Devices linked to Adam:**

Non- appearance until Section Three - talked about - builds up tension & allows audience to form an opinion of him

Repetition in his long description of his experience, pauses (his own and those of others speaking to him and about him), long rambling sentences - confusion is heightened (he has had a serious head injury)

**CHARACTER QUESTIONS – TIPS**

If the question relates to one of the central characters, try to make a brief reference to a similar minor character, for example referring to Richard’s “narrator role” in a question about Leah, comparing Adam and Brian as weaker characters, or looking at John Tate as a leader in comparison to Phil. Equally, referring briefly to how other characters react to the main character you are exploring is relevant too, for instance looking at Brian’s reaction to Phil’s vicious threats, or considering how Danny seems to hate Cathy. Don’t change the focus of the question and write in lots of detail about the other character, but referring to them to shed some more light on the first character can be quite useful and form part of a sophisticated answer.

 If the question is looking at the role or importance of the minor characters in the play, then select three and discuss them in detail. Perhaps Brian, Danny and Richard, or John Tate, Brian and Lou, or Jan and Mark, Brian and Adam. Try to select characters who don’t appear much, or don’t say much, but comment on different types of gang member, for example a weaker character with someone who has more qualities of leadership.

Quote or describe examples of the characters’ actions, language and other dramatic devices which are used in conjunction with their character by Kelly to show us something about them.

**Language and Style**

**Characters and Language**

Some characters say very little while some say a lot.

**Lou, Mark and Jan** often speak using one word, short phrases and simple sentences. Mark and Jan repeat each other’s words sometimes to clarify their understanding of events. From p9 -

Jan: *Like dead, dead*

Mark: *Yes*

Jan: *proper dead, not living dead?*

Mark: *Not living dead, yes*

Other times their repetition is used to convince each other that their actions are justified.

Jan: *Trying to be part of*

Mark: *Yeah, trying to be part of, yeah, yeah, so we’re having a laugh*

Jan: *With him*

Mark: *Yeah, with him….*

Throughout the scene where Jan and Mark tell the group about what has happened to Adam (20- 23), Kelly chooses to contrast the ideas that Adam is having a laugh with Jan and Mark and other language that shows how scared he is. Some of the language used is slang (pegging=throwing)

Having a laugh: *Hanging around, laughing, complete nutter, laughing his head off, joking*

Acts of bullying: *Eat some leaves, burnt his own socks, nick some vodka, punch, stubbed out cigarettes on him terrified, pegging stones, walking on the grille, chucking stones….really hard.*

**Leah and Phil**

Leah’s speeches are virtual monologues. She appears to be talking a lot about very little that makes sense. She often starts sentences and topics but does not finish them and this makes her seem erratic. Her speeches do not flow and are interrupted by continual use of fillers ‘you know,’ and repeating words and phrases. Punctuation is limited which shows that she is speaking continually and without pause (unless indicated by stage directions). She often asks questions (directed to Phil) which she then answers herself, possibly knowing she will not get an answer anyway.

Her speech is in direct contrast to Phil’s speech (when he does speak), which is well structured and punctuated. He speaks in full sentences and his speeches have clear direction, unlike Leah’s speeches that lack focus. The fact he is silent when the other characters are panicking or explaining their actions shows that he is carefully considering his responses before issuing the instructions to the group. See Act 1 Scene 3 and Act 2 Scene 3.

**John Tate**

Kelly chooses his language and his speech structure carefully to show that John Tate is not in control of the situation:

John Tate: *Alright. New rule; that word is banned* (p15)

John Tate: *and if anyone says it I’m going to have to, you know, bite their face. Or something* (p15)

John Tate: *I’m finding this all quite* stressful (p19)

As with Leah, John Tate’s speech is erratic and jumps between topics as he is thinking about many things at one time:

John Tate: *exactly, exactly, that’s what I’m saying – Richard, you’re scared of, are you…? I mean you walk down the corridor in this p I don’t think Richard’s – any corridor….* (p13)

**If you can find examples of any of the following techniques which fit into your answer, relating to either a character or a theme, comment on them! Demonstrating an awareness and understanding of the way Kelly uses language to have an effect on the audience is essential in improving your grade!**

**Questions**

**Improve your marks by exploring the different types of questions asked, and what reaction each of these provokes in the audience.**

1. Explore Leah’s constant questioning of Phil / herself. State examples of her questions and show that you understand how it clearly demonstrates how insecure she is and how she desperately seeks the approval of those around her.
2. Explain the effect of Jan’s constant questioning of Mark. Consider how it makes the audience desperately curious to know what has happened, who has died and how, and why Jan’s reaction to it is one of such panic.
3. Look at other characters who rarely use questions: Phil, for example. Explore how this shows his arrogant confidence: he doesn’t need to ask others and relies solely on himself.
4. Explore how Cathy’s questions demonstrate her excitement about the plan and her lack of fear / moral attitude about the awful acts which she is prepared to commit. She only questions Phil to make sure that she can follow his orders correctly, and is eager to do so, as opposed to others who question his orders in disbelief or fear.
5. Consider how different types of questions can make people look weak or intelligent. Those characters who are not “in the know” and need to ask questions all the time seem either unintelligent or excluded from knowledge. However, some characters show their intelligence and caution by asking questions, particularly to clarify Phil’s meanings when he instructs the gang in his action plan.

**Repetition**

1. Explore how Jan and Mark’s scenes contain a lot of repetition to show Jan’s disbelief and shock, as well as her lack of understanding of the situation. Look at how she repeats what Mark says to show how confused she is about what he is telling her, which always seems to be something shocking, and Mark often repeats her own speeches back to her to confirm that she is correct in what she has said with such a tone of disbelief. Explain that this involves the audience and makes them want to understand more about the words that the characters are repeating back and forth to one another, as these words are often single words that do not really clarify the situation.
2. Consider how Leah also uses repetition regularly in her conversations with Phil. Show your understanding of how she repeats herself because she is the only one talking, sometimes in an effort to persuade Phil to answer her and sometimes merely because she has no-one replying to her and is essentially keeping up a one way conversation, which must be quite difficult to do without some repetition of the ideas that you discuss.
3. Look at how in Section One John Tate repeats the same ideas over and over, mostly to emphasise how he is unable to cope with the idea of Adam’s death and is struggling to cope with what action to take next and how to take charge of the group.
4. Mention also how in the third section, the only one where we meet Adam, he uses a lot of repetition too, which emphasises his confusion over what has happened to him and creates sympathy in the audience for Adam after what has happened to him.
5. Explore how Danny also repeats himself a lot, but for different reasons. He often mentions the idea of his wanting to be a dentist, his exams and school work and his reputation. This makes him seem quite self-obsessed, wanting to save his own skin and demonstrates how incapable he is of thinking of anyone else in the group.

**Imperatives/Commands**

1. Explore how Phil uses imperatives very successfully, in fact the majority of Phil’s speeches include some kind of command.
2. Consider how he is both silent and eating, or he “comes alive” and gives constant orders to the rest of the group.
3. Look at how he seems to be the only one capable of giving orders consistently, and he is certainly the only one who has his orders followed by the others without question. The imperatives (along with the lack of questions in his speeches) help to emphasise his power and control.

**Criminal Terminology**

1. Consider how criminal terms are used in DNA, mostly by Phil, again showing him to be in control and something of an expert in the field of crime.
2. Show that you understand that he blinds the others with his crime-linked terms and this is another reason why the others follow him: he is so plausible as a leader because he takes charge when no-one else does and he supports his requests for the actions of the rest of the group with realistic-sounding criminal vocabulary that makes him sound like he knows what he is talking about.

**Standard English versus Slang**

1. Improve your marks by exploring how Danny uses Standard English the majority of the time. Look at how this marks him out as being more educated or intelligent than a lot of the other characters and supports the theory of him being able to become a dentist. Explain how Kelly makes Danny sound clever when he talks because he talks more, generally uses longer sentences and less slang than any of the others.
2. Look at how Leah is another character who is capable of using more formal Standard English and explore how she shows this more in her scenes with Phil, where she seems to be trying to continually impress him.
3. Consider that Phil himself also uses quite sophisticated language, demonstrating how he too is clever, in fact he is the only one clever enough not to get directly involved with the cover up of Adam’s death: he is clever enough to distance himself from the actions the group take to cover up the crime, which means that it would never be traced back to him if anything goes wrong.
4. Look at how other, less clever characters are manipulated by Phil into playing a large role in the cover up, and these are the ones who will be in the most trouble if they are found out. Show that you understand how these are the characters who do not use longer sentences, but seem only capable of brief speeches where they react to what is going on around them with disbelief. Explain that Kelly has them using a lot more slang than characters like Leah, Danny and Phil, and this seems to represent their less intelligent personalities.

**Swearing**

1. Look at who swears and for what reason. Swearing is often used by the less intelligent characters in the play, who swear to show their shock and then swear again, often repeatedly, to illustrate how limited their vocabulary is, and how they cannot express their frustration or surprise in any better way.
2. Comment on how Lou swears regularly, demonstrating her panic over Adam’s “death” and her lack of ability to do anything about it. Other members of the group swear when they are frustrated or angry, or again to demonstrate their inability to deal with the situation with Adam.
3. Consider the reasons why Phil, who seems to always be able to remain in control, never swears.

**AQA Guide to Achieving the Best Grades**

Written responses at the lower levels of achievement will range from the merely descriptive and largely narrative to the emergence of some analysis with justification from the text.

Higher level answers will explore the thorough and complex juxtaposition of the different perspectives of the character-constructs, leading to a confident and convincing personal analysis, with close reference to the text and perhaps to dramatic structure and devices.

The specification states that answers should:

1. be relevant – you don’t need to write everything you know about the text, only the things that relate to the question
2. be sufficiently detailed – it is better to give a lot of detail about a small part of the text than trying to cover lots of different points
3. be well structured – with a clear introduction which addresses the question and a clear conclusion that returns to the question
4. use effective vocabulary – including literary terms where relevant use well-chosen evidence/quotations to support points

To gain a top grade, candidates should show an enthusiastic and critical personal response. The best candidates write about the author’s **methods** and **achievements**, and will concentrate on **comment**, not **content**.

1. Make sure you answer the question, but do so by referring closely to events, themes and characters within the play.

2. Select quotations that are fairly brief but have a lot of effective key words within them which you can write a lot about.

3. Always try to explain what effect the words in the quotation or the dramatic or structural devices have on the audience. If there is more than one effect, explore both: you will get more marks for considering layers of meaning. (For example the silence could suggest that he is nervous and doesn’t know what to say, or it could be that he is deliberately not speaking to make the other character feel uncomfortable.)

4. Select quotations from a range of places in the play, to show the examiner that you know all of the play in detail. For example in a question about a character, try to examine them in the first scene they appear in, usually somewhere near the beginning of the play, then explore what happens to them later in the play and how they are affected by this, and finally explore what they are like at the end, how they have changed and how we as an audience feel about them once the play has finished. Equally, if the question is about a theme, explore that theme at the start, and look at how it affects different characters in different ways, then look later in the play at how the theme has changed characters or what has happened to the group’s relationships as a result of that particular theme.

5. Make sure you comment on language, structure and dramatic devices: if your question relates to a character, comment on the specific language and structural features which apply to that particular character or those characters who they are associated with in the play. (For example Leah uses repetition and questions in all of her speeches with Phil; the action of her spitting out the sweet at the end of Section Three is very significant and tells the audience a lot about her character and she is missing from Section Four altogether, changing the structure of the final scene of the play.) If the question is about a theme, focus on how that theme is demonstrated through the language, structure and dramatic devices in the play. (For example the theme of bullying is highlighted by actions like John Tate walking towards Brian in a threatening manner when Brian disagrees with him; by the pauses after Phil’s threat to throw Brian in the grille and by the constant use of imperative verbs by Phil when ordering the other characters around.)

6. Introduce your response with a one-sentence opening (no longer) which makes it clear which question you are answering and about who or what. Make a point in relation to the question, support it with some evidence (a quotation from the play of speech or stage directions, or a close reference to an event which occurs in the play) and then explain what effect this reference or quotation has on the audience: how does it make us feel? How do we react to it? Why has Kelly chosen to use that word, that phrase, that dramatic or structural device? Finally, link the point you have made in your paragraph back to the original question, to make sure that your essay stays on track. Repeat the process with another point about a different aspect of the character, theme or device.

**AQA Past Questions**

**You are advised to spend about 45 minutes on the question you choose.**

1. *‘In many ways it is the absent Adam who is the central character of the play DNA.’* How far do you agree with this opinion about the play and how does Kelly make you respond by the way he writes?

From the AQA mark scheme for this question:

AO1:

* what Adam says and does in the play
* the effect of events concerning Adam on other characters
* important ideas about bullies and victims which are raised through the character of Adam.

AO2:

* dramatic effectiveness of events concerning Adam e.g. what others think has happened to him at the start of the play, his sudden reappearance, what happens to him subsequently
* effect on audience of Adam’s physical appearance, behaviour and language when he reappears
* ways in which effects of events concerning Adam on other characters are shown through e.g. their language, their silences.
1. What do you think is the significance of the title of the play, DNA? How does Kelly present his ideas in his play through the choice of title?

From the AQA mark scheme for this question:

AO1:

* Ideas in the play relevant to DNA – details of the literal use of DNA to frame the suspect for Adam’s ‘murder’
* DNA as symbolic of cyclical nature of human behaviour patterns and the way in which human behaviour has hardly evolved.

AO2:

* How the writer shows important ideas in the play – communication (or lack of communication) between the characters shown by structure of play as often a series of near monologues with little response from others
* violent language to show atavistic tendencies
* scientific language to show importance of scientific methods in enabling gang to frame postman.
1. Phil and Leah are both involved in violent and unpleasant actions which change them. How does the writer present the changes?

From the AQA mark scheme for this question:

AO1:

* at first Phil takes control of situation
* gets more ruthless
* then becomes isolated
* Leah looks to Phil for guidance but eventually leaves in horror

AO2:

* devices used to show characters such as Leah‟s incessant talking, Phil‟s constant eating
* structural devices e.g. Phil‟s quietness increases until he says nothing
* importance of final scene
1. Many of the important events in DNA are not shown on stage but are revealed to the audience through conversations between characters. What does the writer achieve by choosing to convey important events this way?

From the AQA mark scheme for this question:

AO1:

* details of events not seen by audience such as „death‟ of Adam
* what eventually happens to Adam
* plan to incriminate the postman
* what happens to most of main characters at end

AO2:

* focus on effects rather than actions themselves
* allows audience to share feelings of main characters when planning how to deal with situation
* sense of distancing from violent actions mimics numbing effects of crime
* language used to describe horrific events e.g. torture of Adam at start
1. How does Kelly use the settings in DNA to convey his ideas to the audience and to contribute to the effectiveness of the drama?

From the AQA mark scheme for this question:

AO1:

* settings all outdoor public spaces
* some settings only implied – e.g. school
* certain characters associated with particular settings

AO2:

* dramatic effect of some of the action being off stage
* dramatic effect of associating certain characters with certain places – e.g. Jan and Mark on the street; Leah and Phil and the field
* dramatic effect of all places being outdoors
1. What is the importance of the character of Cathy in the play DNA and how does Kelly present her?

From the AQA mark scheme for this question:

AO1:

* Cathy‟s actions in the play
* the attitudes of others to her
* Cathy‟s attitude to others – what she says and does e.g. she finds the situation „exciting‟ at the start of the play
* she is arguably the only one not affected by the events of the play
* Ideas about Cathy‟s importance

AO2:

* Violent language used by Cathy and by others when speaking about her – „She cut a first year‟s finger off‟
* stage directions to show her actions – „she slaps him‟
* the dramatic effect of her actions
* use of structure to influence our thinking about Cathy – e.g. how she is at the beginning and how she is at the end
1. How are ideas about law and justice presented in DNA?

From the AQA mark scheme for this question:

AO1:

* Ideas about law such as arrest of postman
* Collection of evidence / identification
* Idea that law can be mistaken and tricked
* Ideas about justice such as the extent to which characters suffer for their actions/get away with it.

AO2:

* Use of title to link with idea of collection of evidence
* Ideas about law presented through conversations of characters, not seen first hand
* Ideas about justice through changing speech of characters
* Brian’s increasing mental instability
* Use of Jan and Mark to convey information to audience.
1. How does Kelly present the relationship between Phil and Leah?

From the AQA mark scheme for this question:

AO1:

* Details of the scenes in which they appear – introduced as a couple, often shown in fields together
* Details of the ways they interact – Phil usually shown as preoccupied with food while Leah talks for both of them.
* Phil's apparent indifference, Leah's intensity.
* Details of the way the relationship changes in the course of the play – Leah's mounting disillusion which culminates in her rejection of him which ironically comes when he makes his first spontaneous display of affection.

AO2:

* Use of contrast
* Effects of Leah's monologues and Phil's silences reflects the imbalance in the relationship
* The failure of Leah's attention-seeking strategies where she uses language to provoke and shock
* All their conversations are one way until the end of the play when they argue about Adam's fate
* Effect of Leah's inability to speak to Phil in their final meeting
* May refer to some features of natural speech e.g. repetition, fillers, false starts
* Effect of pauses and silences

**AO Reminder:**

**AO1** Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.

**AO2** Explain how language, structure and form contribute to writers’ presentation of ideas, themes and settings.

1. Remind yourself of the end of Act 1, from Leah’s speech beginning: “Apparently bonobos are our nearest relative…” to the end of the Act. How does Kelly convey his ideas in this section of the play, and how does he make it interesting for an audience to watch?

From the AQA mark scheme for this question:

AO1:

* Ideas conveyed in Leah’s long speech – similarity between behaviour of teenagers in play and that of chimps
* Reference to DNA – ideas about nature/nurture (later Leah says: “Do you think we’re doomed to behave like people before us did?‟)
* What is revealed about Phil’s and Leah’s characters here
* How events have affected Leah and Phil

AO2:

* effect of Leah’s long speech and Phil’s silence
* Dramatic effect of Leah trying to strangle herself
* Link with other scenes where Leah delivers a monologue to an unresponsive Phil
* Ominous effect of last three lines of the Act
1. “Kelly does not present teenagers as evil: they are just ordinary people caught up in events they cannot control.” How do you respond to this view of the ways teenagers are presented in DNA? How does Kelly make you respond as you do by the ways he writes.

From the AQA mark scheme for this question:

AO1:

* Ideas in the play which support the comment e.g. the ways some of the characters suffer for what they do; their reaction when postman is arrested; moral dilemma of characters – especially Leah - at various points in the play; ways in which they are shown to be ‘ordinary’ e.g. Danny’s ambition to be a dentist
* Ideas which do not support the comment e.g. cruelty of their treatment of Adam at the start of the play; allowing an innocent man to be arrested; their treatment of Adam and Brian at end of play
* Perhaps differentiation of characters in terms of their culpability – Leah shows some empathy and remorse whereas Cathy doesn’t

AO2:

* How characters are presented e.g. Leah’s long speeches as she tries to work out morality of what they are doing; Phil’s silences; violent language of Cathy and John Tate
* The use of structure to influence the audience’s response to characters e.g. what John Tate is like at the start of the play and what he is like at the end
1. How does Kelly present John Tate and Phil as leaders in DNA?

From the AQA mark scheme for this question:

AO1:

* John Tate as leader at start of play: threatening others with violence; leader of a gang which everyone wants to join; inability to deal with situation; eventually deferring to Phil; ‘finding God’ at end of play
* Phil as subsequent leader: thinking of plan; his intelligence and attention to detail; the way the others are united by his plan; his eventual inability to cope with what they have done.

AO2:

* Structure: similarities between John Tate and Phil e.g. both initially strong, respected leaders and then both unable to cope with the situation
* John Tate’s violent language and then his inability to cope with the word ‘dead’
* Phil’s silence and then the effect of his fully-formed plan
* The effect of Phil eating all the time
* John Tate’s disappearance from the play after he stops being leader – his actions then only reported by other characters
1. How does Kelly present ideas about peer pressure in DNA?

From the AQA mark scheme for this question:

AO1:

What the teenagers do:

* Tormenting Adam, covering up his ‘death’, their actions when he reappears
* Threats to ‘weaker’ members of the group
* How some apparently intelligent students with good futures (e.g. as dentist) are manipulated to participate in actions they would not normally do

AO2:

* Jan and Mark acting as chorus figures to tell of the actions Adam is prepared to undertake to prove he is one of the group
* How the pressure is presented – dialogue /settings
* John Tate’s violent language.

**AO Reminder:**

**AO1** Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.

**AO2** Explain how language, structure and form contribute to writers’ presentation of ideas, themes and settings.

1. How does Kelly present ideas about bullies and victims in the play DNA?

From the AQA mark scheme for this question:

AO1:

* Characters who are bullies and characters who are victims
* society is willing to join in bullying of man suspected of killing Adam without much evidence
* some people thrive in a society where bullying is facilitated
* effects of bullying on the perpetrators as well as the victims

AO2:

* Evaluation of effect of characters finishing each others’ sentences when discussing Adam’s ‘death’
* details of Cathy’s behaviour linked with what she has done
* structural effect of Phil’s silences to show effect of being a bully on him
1. How effective is the last scene between Richard and Phil as a conclusion to DNA?

From the AQA mark scheme for this question:

AO1:

* Details of what happens here and what has happened previously in the play – Richard’s monologue
* Phil’s silences
* details of what has happened to the other characters

AO2:

* Effects of dramatic and linguistic devices – effect of questions
* effect of monologue and silences
* effect of choosing to end the play with a question

**AQA Mark Scheme**

**Appendix: Previous Work done on DNA**

**DNA by Dennis Kelly Act 1, pages 7-17**

Q1: Pages 7-8 How does Kelly interest the audience from the start?

The conversation is written in brief, incomplete sentences and questions. What is the dramatic effect of this opening? What is the effect of the last line?

Q2: Pages 8-10 How does Phil react towards Leah (body language/facial expressions) and what does this show about him?

Q3: Pages 8-10 What do we learn about Leah? What is the relationship between her and Phil?

Q4: Page 10 Why is there a pause after Jan and Mark enter?

Look at the end of the section on page 10. What is the effect of this dramatic line?

Q5: Pages 10-17 How do learn that John Tate is the leader?

How do we know he is not coping with the pressure?

Why does he not like the word ‘dead’?

How does he turn the situation into a ‘divide and rule’ situation?

Q6: Pages 10-17 How is Danny different from the other members of the gang?

Q7: Pages 10-17 What do learn about Cathy and the way she inflames the situation between Richard and John Tate? What is different about her in the way she reacts to what has happened?

Q8: Pages 10-17

Is Richard really interested in a confrontation with John Tate?

Q9: Pages 10-17 What kind of group member is Lou?

Q10: Pages 10-17 How does John Tate react to Brian saying he wants to “tell someone”?

**Pages 7-17 – Key Quotes**

Leah: I’m not the only one, Phil. I’m just the only one saying it, the fear that everyone here lives in, the brutal terror...

John Tate: Lou, are you scared of anyone in this school?

Lou: You?

John Tate: Apart from me.

Lou: No.

John Tate: Exactly.

Danny: I can’t get mixed up in this. I’m gonna be a dentist.

John Tate: Alright, new rule. That word is banned. [...] and if anyone says it I’m going to have to, you know, bite their face. Or something.

Richard: You shouldn’t threaten me, John.

Cathy: He’s on Richard’s side.

John Tate: That just leaves you, Brian. You crying little piece of filth.

Brian: I think we should tell someone.

JOHN TATE begins to walk towards BRIAN.

**A Closer Look: Leah’s Monologue**

What do we learn about her insecurities?

How does the text show that Phil’s lack of reaction makes her try different approaches to provoke one?

How are her own worries shown in her monologue?

**Key Question:**

What is the significance of her saying ‘the fear that everyone here lives in, the brutal terror’?

**Leah and Phil: *Their relationship***

What kind of relationship do they have?

Are they close? Is it one sided? Does he care?

You need to justify your answer with clear evidence from the text.

**Act 1, pages 17-21**

Re-read Jan and Mark’s account of the attack on Adam. This is the news that they were discussing in the first scene and that the audience have been wondering about – especially as it caused all the tension in John Tate.

Create two columns with the headings ‘SELF\_JUSTIFYING/ INNOCENT’ and ‘SADISTIC/ NEGATIVE’

1. Pick out examples of words and phrases used by Jan and Mark to justify what happened e.g. ‘having a laugh’
2. Contrast this with the other words they use intermingled with those words, e.g. ‘You know what he’s like’, ‘trying to be part of’.
3. What is the effect of the contrasting language?

**Key Quotes**

*JOHN TATE places a finger on her lips. She is silent.*

Mark: Oh, he was terrified, he was completely, but like you know, pretending, you know...

Mark: ... you know, you’re having a laugh, together, what’s this nutter gonna do next, we can make him do, we can make him do –

John Tate: Dead. He’s dead.

**Is John Tate a good leader?**

**Consider:**

* How effective is he?
* Is he in control?
* What sort of control is it?
* Is he uncertain at all?
* How does he deal with challenges or dissent?

Use textual evidence to back up your ideas.

**Act 1, pages 21-26**

Q1: What is Phil’s plan? What might the audience think of it?

Q2: John Tate speaks his last lines just before this point ‘Cathy says you’re clever. So, what do we do?’ – What is the significance?

Q3: How does this scene compare to the earlier scene with both of them?

What can you say about Phil’s lack of interaction?

 Why is he so quiet when he has just been outspoken in his leadership of the cover-up?

Q4: Look at Leah’s speech about the anthropology of chimpanzees. She tells Phil that chimps ‘murder each other’ whereas she praises bonobos for their ability to empathise.

What is she saying to Phil – ‘I sometimes think you’re not human’?

Q5: What is the writer asking us to think about through Leah saying that chimps are closely related to bonobos? ‘A chimp’ll just find itself on the outside of the group and before he knows it’s happening it’s being hounded to death by the others, sometimes for months’. What is the writer saying about humanity?

**Bonobos versus Chimpanzees:**

Find some quotes to match each picture.

**Does the group more closely resemble bonobos or chimps? Why do you say that?**



**Act 2, pages 27-30**

Q1: Who are Mark and Jan talking about?

Q2: What does Leah see as the ‘beauty’ of life? How does she feel when she realises Phil doesn’t feel the same?

Q3: Why does Leah admit (or lie about) killing her pet? What does this tell us about her?

Q4: What do we learn about John Tate? (We don’t see him again.)

Q5: What does it say about Phil that he can calmly eat sweets as the others are falling apart with the guilt?

**Act 2, pages 31-39**

1. 33 How does Leah calm Danny down?
2. 35 What does Richard reveal?
3. 35-36 What does Cathy admit? What does the audience think of her?
4. 37 How does Brian react to what he is asked to do? Look back at his line on page 17 ‘I think we should tell someone’. Is he the weak link? Why?
5. 38 How does Phil persuade Brian? Compare his methods with John Tate threat to ‘hurt’ Richard (14).
6. 39 Is Phil calculating and callous? Is he trying to keep them out of trouble or is he enjoying the power?

**Key Quotes:**

Leah: Why do you think I did that?

Leah: Phil? Any... any thoughts? Any words, any comments, any... ideas, any, any, any...thing? At all?

Danny: Well, there’s the teeth as well.

Cathy: Richard, we showed initiative.

Brian: I can’t go in there, don’t make me go in there...

*PHIL walks over to Brian and lays a hand on his shoulder.*

Phil: You’ll land on Adam’s corpse and you’ll rot together.

Phil: Richard’ll take you.

**Act 2, pages 39-41**

Q1: “we’re doomed to behave like people before us did” – what is the significance of this quote?

Q2: What is the effect of Leah calling Phil’s name ten times? Is this the beginning of the end for their relationship? Or does your knowledge of Phil in Act 4 suggest something in him is changing?

**Phil’s Food**

Why is Phil always eating?

What does it represent?

**Act 3, pages 42-46**

Q1: Once again the audience are left guessing. Who are Jan and Mark talking about?

Q2: Why does Leah say she is leaving in so many different ways? Why does she stay?

**Act 3, pages 47-53**

Q1: What do we learn from Adam’s account?

How is portrayed as a rebirth/resurrection as a ‘new me’ (52)?

How is his name significant?

Q2: What does Adam’s reappearance mean for the group and the future?

Q3: Adam says ‘I’m not coming back’. How does this foreshadow what happens next?

Q4: How has Brian reacted to Adam’s reappearance?

Q5: What seems to have changed in Cathy? How is she Brian’s opposite?

**Key Quotes:**

Mark: Cathy found him in the woods

Leah: Did you know that they’ve put Brian on medication?

Brian: I found him.

Brian: Don’t they eat earth somewhere? Shall we eat the earth?

Cathy: I used violence.

*Suddenly CATHY slaps him*.

Adam: ... a new me.

Adam: I’m... dead?

**Act 3, pages 53-59**

(page 53) Leah takes control of the questioning. When she asks the question ‘what are we going to do?’ Phil steps in. How quickly does the audience realise what he is suggesting?

(page 54) What do you think of Phil’s body language and facial expressions here?

(page 55) Why does he send the others away? Is he threatening?

(page 55) Why does Leah openly argue with Phil, ‘we can’t just leave him up here’? Is this the end of their relationship? What does Phil’s line: ‘I’m in charge’ tell us?

(page 56-7) How has Cathy’s role changed?

(page 58) Why is Brian sent with Cathy?

**Leah and Phil:**

Why is there ‘complete silence’?

Why does Leah leave when Phil tries to show physical affection?

What is the significance of Phil speaking to Leah but getting no response?

**Act 4, pages 60-61**

Q1: Jan and Mark act as the chorus commenting on the action that has taken place and bringing the audience up to the moment. Who has left, and how do they feel about it?

**The Greek Chorus:**

The ‘chorus’ in Greek theatre were people who would come on stage between acts- when the actors had to leave the stage, the chorus would come on.

They were supposed to be a representation of society and spoke as the ‘ideal spectator’ by providing advice, opinions, questions to the audience and actors.

Their main function, however, was as a narrator – to tell stories and provide information about events that had happened off-stage.

They were there to bridge the gap between the audience and the actors, and to intensify the emotions of the play.

**How does this fit the characters of Jan and Mark?**

Q2: How has Phil changed?

Q3: Why does Richard shake Phil by the shoulders? Does he really want him back?

Q4: What does Richard mean when he says: ‘There are more stars in the universe than there are grains of sand on Brighton beach’?

**Act 4, pages 60-64 – Key Quotes**

Richard: Phil! Phil, watch this! Phil, watch me, watch me, Phil!

‘wasn’t it good when Phil was running the show?’

John Tate’s found God.

Cathy doesn’t care. She’s too busy running things.

Dangerous game. I feel sorry for Lou.

*PHIL goes back to staring at nothing.*

How do you think they’re living, Phil?

How do you think they’re living?