

GCSE (9–1)

Exemplar Candidate Work

ENGLISH LITERATURE

J352

For first teaching in 2015

***Never Let Me Go –
Kazuo Ishiguro***

Version 1



Contents

Script A – Level 6	3
Script B – Level 5	11
Script C – Level 5	19
Script D – Level 4	25
Script E – Level 3	30



Script A

Page 1 of 7

MY

A

A) In these extracts, we see an individual, portrayed as an 'outsider', receiving more than slightly questionable treatment in the school environment.

In both extracts, the outsider has little hope of breaking through the bullies' influence. In the 'peice' from 'Never Let Me Go', Tommy is alienated by the others and has little hope of convincing them ~~to~~ to drop the pranks, stating that he doesn't trust any of the others, and that they could set up the 'splint' so it comes undone in the night. This shows that over the years, Tommy has lost ~~the~~ the hope that he once had in the majority of his year, and is resigned to the fact that they will, in almost all cases, act against him. The use of the word 'others' displays the fact that Tommy is fully aware of his position as an outsider.

The dire situation is similar in 'Ghostwritten' though perhaps a little more serious. Quasar is wholly alone in this extract, with no Kathy-esque figure for him to lean on. We read that the prank which set Quasar as a dead man had, by afternoon, 'spread through the whole school', with even his teacher giving him no slack. It seems that the 'worst bullies' had managed to influence the whole educational facility in making Quasar

...continued

Script A

Page 2 of 7

ny

feel that awful. The use of the sarcasm while describing his teacher as 'a society-appointed guardian of young minds', coupled with the rhetorical question, 'what did he take it upon himself to do?' * to break leads me to empathise with Quasar's failure * the influence far more than with Tommy's.

In 'Ghostwritten', the consequences of the joke are far more severe. Quasar is broken down completely and his self-esteem demolished. The final line of the extract, sitting lonely as another paragraph, makes use of the simple sentences, 'I was defenceless' and, 'I was dead'. These lead us to believe that the bullies' treatment of our protagonist has indeed stripped him down to his core, leaving him only able to use such simplistic sentences. The use of 'defenceless' is instrumental in spelling out so clearly the extent to which the prank had gone.

In our extract from 'Never Let Me Go', several aspects differ, which dramatically alter the outcome of the joke. To begin with, Tommy has a confidante in the form of Kathy. The fact that Tommy asked Kathy 'in complete innocence' illustrates the amount of trust he holds in her. It must also be pointed out that, as Kathy is the narrator, it is clear that Tommy has at least one friend close enough

...continued

Script A

Page 3 of 7

uses a range of literary devices

...continued



Script A

Page 4 of 7

MY

to him who is able to relay his thoughts and feelings to us readers. The fact that Tommy has one friend guards him from the worst of the prank and prevents him from resorting to sobbing and screaming. Perhaps the most obvious point is that the pranks themselves are inherently different. In Tommy's case, he is fooled for a time and unaware of the joke, whereas in 'Ghostwritten', Quasar is constantly aware, and also barred from sharing any form of communication with anyone. He is treated as completely 'sad', a non-entity.

Articles of Quasar -

Both of the extracts are retrospective reflections. Quasar's memories are triggered by a 'disturbing dream', while Kathy is simply running through certain key events in her Hailsham life. This accentuates the trauma or significance of the two pranks, and how, despite their ~~different~~ differences, they have travelled with our narrators for many more years. It seems ironic indeed that the outsider and his experiences are always the most memorable, the ones we always recount.

...continued

Script A

Page 5 of 7

M.Y

B) I will be exploring a moment found at a later stage in the novel, when Kathy becomes Tommy's carer.

The couple acknowledge that the intimacy of their relationship has come rather too late in the short cycle of the students' lives.

Both Tommy and Kathy feel regret at not becoming a true couple earlier on. While they are partaking in sexual intercourse at the Kingsfield, Kathy seems to sense that "Something in Tommy's manner... seemed to say, 'yes, we're doing this now, and I'm glad we're doing it now, but what a pity we left it so late.'" The bittersweet nature of this unspoken message accentuates the regret they feel, primarily in allowing the late Ruth to keep them apart for so long. The fact that Kathy picks up on Tommy's attitude in itself shows that they show a deep understanding of one another; perhaps even meant to be together. The repetition of 'now' adds to the atmosphere of opportunities lost to time, yet, at the same time, brings a focus to the present. Kathy also uses the imagery of seasons to display these feelings. She writes, "it was to do with that room... it felt like Autumn light". This imagery, however subtle, creates the atmosphere of ending of a dusk. As we know, Autumn marks the death of summer, when nature falls asleep. This marks the beginning of the end for Tommy and

...continued

Script A

Page 6 of 7

M.Y

Their relationship at this point has not lost hope, and the two are both practically planning, ~~is~~ looking for a way out of the student cycle. Kathy, thinking about a deferral, states that, 'It might prove a real drawback if we'd never had sex... it would show... in a kind of lack of intimacy'. The irony here is humorous, as sex was always, for the students, devoid of much emotion. Kathy discussing it in such a way suggests that even the intimacy she shares with Tommy now is partly practical. It shows that, however they feel about each other, the students' nature will always hold them back just that bit. Once Tommy begins his drawings again, another link to the past at the cottages, Kathy notices that they 'looked laboured' and that 'something was definitely gone'. This suggests that Tommy is very purposefully continuing with his drawing ~~now~~ in an attempt to place them in the gallery, and the original flair has gone. The loving pointlessness he gave them has disappeared, replaced by a drive for the best possible life that he and Kathy could have. The alliteration of 'looked laboured' draws more attention to the loss of such a flair.

It also seems that in this stage of the relationship, Kathy is putting in the most effort. While partaking in sexual intercourse at the Kingsfield, she states that 'I had us going at it

...continued

Script A

Page 7 of 7

M.Y

all stops out'. This, albeit graphically, displays Tommy's weakness, brought on by the organ donations he has already had. Kathy brings all she can to the relationship, yet Tommy seems, to acknowledge that the time for all this has long gone, and Kathy attempts to counter these feelings by giving double. Kathy must also suppress Tommy's feelings of regret, as she fears that this will cast a shadow over their time together. Whenever he voices his thoughts, Kathy states, he would 'have to put his hand over his mouth'. This physical and emotional suppression is believed by Kathy to be required for a fruitful relationship.

Script A

Examiner commentary

A03 (part a only)

Thoughtful consideration of a state of innocence on the one hand and a moral dilemma on the other are given a very solid sense of place both here and elsewhere in the novel. The candidate is successful in showing how this understanding informs the overall evaluation of the studied text extract and the unseen extract and through exploration of connections and contrasts between the two pieces. There is a very clear sense of the greater brutality of the unseen extract.

A01

For the part b response, the choice of a moment towards the end of the novel is very shrewd: not only does this allow the candidate to talk with much insight about the moment in context, it also enables the analysis to be placed in a retrospective context showing assured knowledge of the rest of the novel.

A02

For part a, this response sustains a well-honed critical edge, showing perceptive understanding of both extracts and the task: the response to both extracts is of similar quality so that one would not necessarily know which was familiar and which was unseen. Part b is a telling complement to the response to part a and assuredly confirms the level of achievement. The section of language analysis on the second side is exemplary.

Confident comparison is sustained throughout the writing. The candidate confidently and appropriately uses a range of relevant subject terminology to explore, develop and tease out the complexities, especially the many layers of irony and genre the text presents.

Overall the response is very well supported with a range of cogent, embedded textual references including quotes that mark this out as a perceptive and informed personal response to text(s) and task.

Part a – Low Level 6

Part b – High Level 6

Overall Level 6



Script B

Page 1 of 7

I.O

B

The extract from Never Let Me Go and the extract from Ghostwritten both depict someone who is a subject of bullying and how they react and struggle in different ways.

Both of these extracts support the idea that bullies have great influence over victims and others. This is in Never Let Me Go, the bullies influence Tommy so much he believes what they say even though it may seem ridiculous to others. He says he "doesn't trust any of the others" which suggests in the past he has been misled and as a result, a victim of their mistreatment. The use of the word "others" suggests that Tommy is an outsider and has little hope of being able to break through the barrier of social groups. Similarly in Ghostwritten, Quasar is bullied by a collective group of people which stems from a couple of people which influenced others. He describes the scale of bullying as being very large by saying, "everyone in the class pretended that I was dead" This heightens the "outsider" status of Quasar and emphasises the scale of influence. The use of "everyone" suggests that the bullying is magnified by the victim and it causes him so much despair.

Bullying can come in many different forms which can be equally or otherwise traumatising

...continued

Script B

Page 2 of 7

For the victim. In *Never Let Me Go*, Tommy is oblivious to the bullying which is going on and his naivety is part of ~~that~~ the reason the bullies act in the way they do. Kathy describes Tommy as ~~be~~ looking at her in "complete innocence". This suggests that the ~~bully~~ bullies see Tommy as immature and unable to comprehend the situation so take advantage of this and pick on him as he is helpless. The use of "complete" heightens Tommy's victim status and how he is unable to do anything to stop the bullying. However, in *Ghostwritten*, the bullies make it clear to Quasar that he is the subject of bullying and try to make him feel as uncomfortable as possible. Quasar tells the reader "Everyone pretended they couldn't see me." This form of bullying is to provoke a reaction from the victim for the enjoyment of the bullies. The bullies do this by making the narrator fully aware of the intent to isolate. ~~but~~ The bullying in these two extracts is completely different as one does not make the victim feel hurt or isolated until after but the other is an ongoing process.

Emotive language is used in both of the extracts to demonstrate the ~~trauma~~ trauma and despair the victims feel. In *Never Let Me Go*, Tommy is seen as someone whom the ~~was~~ reader should feel sorry for and his oblivious status is emphasises his vulnerability. The emotive ~~to~~ phrase of Tommy "looking at Kathy in complete innocence" suggests that the bullying has an effect on observers as well as the

...continued



Script B

Page 3 of 7

I.C

the perpetrators and the victims. The use of "innocence" as an emotive word makes the reader feel empathetic towards Tommy and heightens the intensity of the bullying. ~~There is used~~ Emotive language is also used in Ghostwritten but in this extract, it is used to explain how the narrator ~~is~~ ^{reacting} ~~feeling~~ as opposed to an observation by a friend. In this extract, the narrator describes his ~~feelings~~ ^{reactions} towards bullying as "I sobbed and screamed at them to stop" This implies the traumatic experience has a huge impact and effect on the victim. The use of alliteration also heightens the despair the outsider is feeling and lets us know of the ~~extreme~~ extreme measures taken in an attempt to escape the cycle. In find extract two, Ghostwritten to be more compelling because the impact of bullying is portrayed here.

In both of the extracts, ~~the~~ the subjects of bullying take action against the bullies. In Never Let Me Go, Tommy's response is very practical although he does not know he is being bullied at the time. ~~His response suggests he does have~~ Tommy "holding up a thick ruler" attempts to react to the joke the bullies have played. His response suggests he does have a certain degree of trust in the bullies to believe the prank played on him and be misled so easily. This also implies that Tommy is optimistic about how people will treat him in a certain sense. He has no doubts about what he has been told and shows no signs of suspicion on that part. However, in Ghostwritten, the victim of bullying does not have

...continued

Script B

Page 4 of 7

a rational, practical response and gets upset as his only response. ~~the~~ Quoser "was defenceless. I sobbed and sweated." This suggests that the reader's ~~first~~ instinct was to let out all emotion as he could no longer hold it in. However the ~~the~~ victim did stay strong but as the bullying went on for longer and longer, he could no longer cope and got more and more distressed leading to his emotional outburst. The characters both react to the bullying in different ways, neither proving particularly effective but the bullying does ~~provoke~~ provoke something in both of them.

...continued

Script B

Page 5 of 7

Tommy and Kathy's connection and their feelings grow stronger as the book progresses and their relationship develops.

Kathy and Tommy's first real connection was when Kathy witnessed Tommy being bullied and she felt sorry for him so showed her care and affection for him. Tommy reaches out emotionally for Tommy when he feels alone even before they know each other well. Kathy "reached forward and put a hand on his arm" when Tommy is feeling distressed and having a tantrum. This suggests that although Tommy is in that state, Kathy still feels strongly for him and acknowledges how he is feeling upset. The use of "reached" suggests that this is a big act for Kathy and having to "reach" is hard and emotionally a big step.

As Kathy and Tommy get to know each other more, an unlikely friendship is born and it all started from when Kathy first commented on Tommy's polo shirt ~~having~~ saying, "Tommy! I said quite sternly. There's mud all over your shirt." This suggests the care Kathy has for Tommy is deep and although he has done nothing to deserve this type of care, Kathy still provides it. The use of "sternly" suggests Kathy has the more parental, mature role in their relationship and Tommy follows what she says. This also

...continued



Script B

Page 6 of 7

I.O

suggests that Kathy feels the situation is very serious and action should be taken to resolve it. This is further implied when Kathy becomes a carer and looks after Tommy as a donor. Kathy tells the reader, "the time he told me to stop taking his dirty washing to the laundry because he could do it himself." This implies the same sense of maturity and ~~shows~~ the leadership witnessed in Kathy when she was much younger and that she still greatly cares for and looks after Tommy. However this quotation also suggests that after years of Kathy being in the dominant role, Tommy feels it's ~~time~~ time for him to be able to ~~teach for himself~~ be more self sufficient.

The close friendship from when Kathy was kind to Tommy about his rage on the football pitch continues mostly throughout the book. ~~and~~ the close nature of their relationship is heightened when Tommy walked in on Kathy reading magazines containing pornography. ~~and their lightheartedness and lack of embarrassment~~ Tommy asks Kathy why she is reading them, "just for kicks?" and Kathy replies, "I suppose you could say that." ~~this suggests~~ The lightheartedness and lack of embarrassment shown ~~suggests~~ emphasises how comfortable and close the two friends are. The open dialogue suggests Tommy and Kathy are playful with each other. This also suggests that Kathy and Tommy speak freely with each other and

...continued



Script B

Page 7 of 7

I. 0

this has been the case ever since the moment when Kathy was not embarrassed to speak to Tommy when no one else would.

Kathy and Tommy's relationship is very much between them and they don't often share much except with their mutual friend, Ruth. This is evident when Kathy is kind to ~~Tom~~ Tommy when he is having a tantrum and she doesn't make a big deal out of it. This is also the case when Tommy puts his trust in Kathy about his doubts about the sincerity of Hailsham. Kathy and Tommy "both stopped talking until they'd gone further up the slope and out of earshot" when talking to avoid other people over hearing. This suggests that they are sceptical and being cautious even though they don't need to be. This is further emphasised when "Tommy's voice was now down to a whisper" which is further heightens the trust they have for each other by sharing things with each other but nobody else.

Script B

Examiner commentary

AO3 (part a only)

The candidate gives a rigorous and convincing evaluation of both extracts and sees the essential contrasts between Kathy's knowledge and awareness and greater maturity and Tommy's almost opaque innocence: the contrasts between this and the unseen extract are well made.

AO1

The understanding of the extracts is stronger than the language analysis (AO2). Nevertheless the candidate gives a developed and convincing response to both task and text. The points of comparison for part a are sustained and well supported.

AO2

The response is very thorough but on occasion the references to language aren't fully developed into analysis. There is a difference, too, between the two parts of the question. Part b tends to describe and summarise in places and is very well supported but without the consistent sharp critical insights of higher level work.

Overall this is a secure level 5 and there is a lot that is impressive but, without complete consistency.

Part a – Level 6

Part b – High Level 4

Overall good Level 5



Script C

Page 1 of 5

C

T.T

(a) Extract 1 is from *Never Let Me Go*, and describes a prank that Tommy has been subjected to. In the extract, the narrator reveals a sense of guilt, for being involved in the prank. Extract 2 is from *Ghostwritten*, and is written in the view of the person who is being pranked.

In ~~Both~~ extracts, there seems to be some form of prank or joke that someone is subjected to. Extract 1 shows how often outsiders are subject to pranks from a larger group. In this case, most of Tommy's yeargroup is involved in the joke and yet he seems aware something strange is going on when he says "I don't trust any of the others". This shows that Tommy now has a lack of trust for his year and ~~the~~ 'any of the others' highlights ~~the~~ ^{the} size of the group that is involved. The use of ^{direct} speech at the start of the extract emphasises Tommy's concern at how people are behaving. Similarly, in ~~text~~ ^{extract} 2, Quasar is subject to a more malicious prank involving the whole school, including his form teacher. 'Everyone pretended they couldn't see me' suggests that it was a very large group that is involved in the prank and the use of the word 'everyone' suggests ^{highlights} "inclusion" of most of the pupils. 'me' ~~suggest~~ ^{suggests} singularity and furthers the suggestion that outsiders are often targeted partly because they don't have anyone to help them.

In '*Never Let me go*' and '*Ghostwritten*', there are figures of seniority ~~to~~ ^{who} the outsiders turn to. However it appears

...continued

Script C

Page 2 of 5

T.T

(a) cont. that ^{both} extracts, these figures do not appear to help the outsiders. In Never Let Me Go, Kathy seems to be the figure that Tommy looks up to in this prank. However Kathy does not reveal that the situation is in fact, a complete joke. 'He was looking at me in complete innocence... didn't know what to say' suggests how Kathy feels guilty at the fact that she hasn't helped Tommy and is torn as to whether she should tell him or not. 'complete innocence' highlights Tommy's naivety, as an outsider, and his complete trust in Kathy. However in this case, it seems that Kathy is not accountable for not telling Tommy, because she is still young and appears to be doing what she feels is best for Tommy.

In Extract 2, my opinion is completely the opposite. Quasar explains how his "form room teacher", Mr Ikeda was also in on the joke and did nothing to help Quasar. This shows that this figure of authority has also chosen not to help an outsider.

'Mr Ikeda got ~~to~~ hear about it, and as a society appointed guardian of young minds... to do?' gives a sense of sarcasm towards how this figure of authority has fulfilled his role. The use of 'society-appointed' gives the reader a sense of the authority that Mr Ikeda has, but when combined with the rhetorical question, it just reverses this sense to one of sarcasm and neglect.

Overall it seems that Kathy had reason not to help the outsider, as she was still young, but Mr Ikeda clearly had no excuse.

...continued

Script C

Page 3 of 5

T.T

Both extracts look at the poor treatment of an (a)cont. outsider in general and show how the guilt and trauma can stay with people forever.

In Extract 1, it is evident that the guilt Kathy feels for not revealing the joke to Tommy is still there many years after, ~~and~~ ^{but} she still stands by her reasons.

'I suppose the main thing was that I didn't want to upset him' suggests that Kathy was looking back on it and although she feels guilt still, she believes that she had the outsider's best interests at heart...

'upset' highlights a sense of emotional weakness on the part of Tommy and furthers the idea of Kathy's degree of self-interest.

Similarly, in Extract 2, the narrator reveals the trauma behind the prank and how his feelings are also there, a long time after the incident. '...a disturbing dream, which has triggered memories of a horrible time at school' suggests that Quasar's trauma of his treatment of an outsider is still there. This provokes an empathetic response from the reader. 'horrible time' mirrors the idea of trauma and poor treatment of an outsider.

Clearly the poor treatment of an outsider at school is significant and both extracts show how much it can affect someone. The use of the emotive language in both extracts continues this theme of empathy and trauma.

...continued



Script C

Page 4 of 5

T.T.

(b) Throughout the book, Tommy and Kathy appear to have a very strong and close relationship.

At the beginning of the book, Kathy is concerned about Tommy when he throws a tantrum and gets his favourite polo shirt muddy – a polo shirt which he bought in the sales. Kathy feels the need to go over and help him, as she feels they are very good friends. 'I started to drift over towards him. I knew this would puzzle the others...' shows how Kathy feels some sympathy towards Tommy and she feels that she should help, even if 'the others' are confused by what she is doing. This quote also provokes a sense of personal conviction on the part of Kathy. 'drift' suggests a sense of attraction and a sense that Kathy can't actually help doing this. *

After Kathy goes over to Tommy, she stops him from having his tantrum, and then explains that he is getting his shirt dirty. Here, we can see a genuine connection between them. 'Then I saw the surprise register on his face that I should know about his feelings for his polo-shirt'. This highlights Tommy's realisation that Kathy and him have a very strong bond, considering she knows about his feelings for his polo shirt. 'I should know' ^{mirrors} ~~to~~ the idea that Kathy knows Tommy very well and that she cares about him, and his possessions. We can also see this idea of caring about each other, and each other's possessions later in the novel, when Tommy tries really hard to find Kathy's Judy Bridgewater tape

...continued

Script C

Page 5 of 5

T. T

and then offers to buy it for her when they do (b)not eventually find it.

We also learn that Kathy and Tommy respect each other as well, in the way that they feel about each other. After the polo shirt 'incident', Tommy says something rude to Kathy, but seems to regret it immediately. This shows Tommy's sense of respect for Kathy. 'He seemed to regret immediately this last remark, and looked at me sheepishly' furthers the idea of respect. Tommy knows what he said is wrong and seems to feel bad about it. The use of the word 'sheepishly' gives a sense of Tommy appearing weak, and at the mercy of Kathy. This is also a comparison to an animal, so it is as if Kathy views Tommy as something below her, when he is unpleasant. We can also see this idea of respect for one another when Kathy respects Tommy's privacy during the donations.

One final thing we learn is how Tommy doesn't want to leave Kathy with bad memories after he 'completes'. This shows a sense of Tommy's wishes not to appear weak, but also Tommy's respect for the rest of Kathy's life. 'I don't want to be that way in front of you' shows Tommy's genuine feeling of respect and love towards Kathy. 'in front of you' suggests a weakness that Tommy doesn't want Kathy to see and perhaps he wants Kathy's memories of him to be good.



Script C

Examiner commentary

A03 (part a only)

There is a clear sense of the social structures and relationships that are presented. The contrasts of the brutality in the unseen extract are commented on to good effect.

A01

This is a well- developed and thoughtful response which is effectively supported by reference to the text.

A02

The shape and structure of both extracts is observed with clarity and purpose. The response shows very good understanding of both extracts with some well-developed insights. Again, the comparative structure is interwoven throughout and is intelligently sustained.

Some subject terminology is deployed here but it is certainly not in profusion.

It is not entirely consistent but with thoughtful insight into language choices.

Part a – Low Level 5

Part b – High Level 4

Overall lower level 5



Script D

Page 1 of 4

D

- a) Both the extracts from 'Never Let Me Go' and 'Goskwritten' ~~is~~ have a strong theme throughout - bullying. ~~As~~ Although there are many similarities between the two, there is also a ~~strong~~ large difference in ^{the level of} extremity of the situations.

Both Tommy in 'Never let me go' and Quasave in 'Goskwritten' are subjects of bullying. Tommy is unfortunate, in the respect that he is not even aware of the fact he is being made fun of. This could be due to the fact that although the prank is harsh, it is also less hurtful ^{making it less noticeable} more so a 'joke' than a traumatic bullying experience. The prank is not extreme which Ishiguro portrays well when Tommy says, "They might deliberately do it so it comes undone in the night". This shows that the experience will easily be forgotten as it only works due to lack of knowledge and Tommy would eventually figure out that of course his arm will not 'unzip'. The fact he did not have that knowledge at the time, is a reason for the prank working. One definite fact is that both the outsiders are defenceless.

Quasave in 'Goskwritten' suffers through a much more serious case of bullying. He suffers extreme isolation, unlike Tommy, who has Kathy, Quasave is utterly alone. Everyone has been turned against him, which is made clear when he recalls, "I remember that day when the bullies had got everyone in the class to pretend that I was dead". This also shows that the bullying was direct, and Quasave was completely aware that it was occurring. Quasave's experience was more hurtful due to his awareness as he knows his peers are deliberately upsetting him, whereas Tommy's obliviousness acts as a layer of protection. When talking about his form teacher, Mr Ikeda, Quasave explains how, "he conducted a funeral service [...] led the chanting and everything", which further emphasises Quasave's isolation and loneliness.

Tommy and Quasave react rather differently to the bullying due to the different level of extremity of the pranks, and the boy's levels of maturity. Tommy simply doesn't understand the prank. He reacts strangely due to his misunderstanding, as Kathy explains, "Tommy was touched by all the concern he

... continued

Script D

Page 2 of 4

Believed had been shown him". However, although Tommy is touched by their concern, he juxtaposes that reaction by admitting, "I don't trust any of the others" which proves he has been mistreated by them in the past, so he has his guard up. He doesn't know the prank is a prank as he has been tricked, and is innocent and naive, therefore his reaction is small as he simply talks to Kathy about the whole situation. There does not seem to be large consequences as Tommy still has his friend, Kathy, unlike Quasar. Quasar reacts very badly to the bullying due to its severity. He is completely alone. The fact that he recalls the memory due to it being brought up in a "disturbing dream", clarifies that the experience had long term consequences and could not at all be easily forgotten. It left a horrible long lasting impact on the boy. The final line in the extracts says, "I was defenceless. I sobbed and screamed at them to stop, but nobody saw me. I was dead," proves that the bullying was so awful that he started to believe what they wanted him to - that he truly was dead. Also, the words 'sobbed' and 'screamed', emphasises that he was also physically traumatised.

Ishiguro and Mitchell portray bullying in very different ways. Ishiguro has Kathy recalling the memory, not Tommy, who was the actual subject of the bullying. This prevents us from having a direct insight into Tommy's genuine feelings ~~throughout~~ and thoughts throughout the prank. However, it is ~~also~~ clever as it makes Tommy's unawareness clear, which ensures that we sympathise for the character. However, I think Mitchell's writing is more impactful as having it from Quasar's point of view helps us see how distraught and torn up Quasar feels, as we have direct insight into his feelings. Mitchell uses very emotive language, such as, "sobbed" and "screamed", making the extract very powerful and ^{enables the book to draw} ~~drawing~~ sympathy from the reader. Ishiguro writes in a more informative, matter of fact way. Both authors portrayals are very effective, however I think Ishiguro's is written informatively, and Mitchell brings out the horrible emotions that outsiders have to go through.

...continued

Script D

Page 3 of 4

explore another moment in Never Let Me Go which shows how Tommy and Kathy feel about one another.

Although Kathy and Tommy share a close bond throughout the novel, their relationship evolves throughout, and is constantly changing.

There is a passage that displays a new view that Kathy has of Tommy whilst they are visiting Norfolk. Kathy never acknowledged the effort Tommy put into to make Kathy happy and the sincerity he had for her. However, in Norfolk, Tommy explains how in their childhood, he tried to find a tape Kathy had lost as he knew she was upset about it, to which Kathy replies, "I never knew that Tommy, that was really sweet of you". This shows that Kathy may not have known how deep his feelings were for her, as not all of his effort could be seen at first glance. It also helps us notice the development of their relationship, as even after all this time, they are still uncovering memories of each other, and continuously growing more comfortable and mature around one another. However, their maturity is juxtaposed by the use of the word 'sweet'. Although it could be read patronisingly, it does help portray the innocence and purity behind their relationship, that can be ~~compared~~ seen to remain through whatever age, from Hailsham to death. It also resembles their naivety which can also be seen when the students of Hailsham discuss sex in a matter of fact, childish manner near the beginning of the novel.

The growth and expansion of their relationship can also be seen when Tommy explains, "I never told you at the time, but I did try really hard", when referring to his search for Kathy's tape. This helps us realise that although he was desperate to help Kathy, he still wasn't prepared to admit it at the time. It could suggest that he cares about her opinion and ^{her} judgement ~~of her~~ and would never want to let Kathy down if he didn't succeed in letting her down. The fact he reveals this story to her after years, shows that, although nervous at

...continued

Script D

Page 4 of 4

the time, he still wants to ensure that she knows he would go to great lengths and extents for her. The emphasis on the word 'really' in "really hard", helps prove the point further that Kathy's happiness was extremely important to Tommy!

Finally, whilst in Norfolk, Kathy reveals, "I glanced at him and felt my rotten mood evaporating". This makes it clear that Tommy only gives off good vibes in her eyes, and how he is important enough, to the extent that he can easily influence her mood for the best. No matter what she has been through, he can change that for the better. The significance of the fact that he made her feel better without saying anything, emphasises further the strength of Kathy's feelings for Tommy and securing the depth and love of their relationship.



Script D

Examiner commentary

A03 (part a only)

This response demonstrates a good understanding of the school/adolescent/victim contexts of each extract to support the response.

A01

The candidate gives a relevant and detailed personal response to the task and the text. Although briefer than many of the other responses in this selection, the choice of the trip to Norfolk to comment further on Kathy and Tommy is a good one for part b and there is some focus on language: closer consideration of how language creates effects and impact would be beneficial.

A02

A strength is the ways in which contrasts between the two extracts are identified and enumerated with apt and precise textual support. Insight into the language is less frequent and there is a good deal of description in both parts of the task.

Part a – High Level 4

Part b – High Level 3

Overall Level 4



Script E

Page 1 of 3

B.E.P

E

Specimen Paper.

Being an outsider at school often leads to being bullied to varying degrees of intensity depending on each individual. ~~During~~ ~~Extracts 1~~ and has ^{or naive} insecure they are. During extracts 1 Tommy's ~~to~~ naivety is played on by the other children, him believing his arm would unzip and that he must do to stop this. Tommy states to Kathy, "I don't trust ^{any} the others" "They might deliberately do it so it comes undone in the night." Tommy only trusts one person, Kathy, to ~~do it~~ put the splint on his arm. This mistrust Tommy shows towards "the others" ~~might~~ highlights that ~~as~~ he has experienced his trust being ~~abused~~ before and that being an outsider ~~often~~ leads to repetitive bullying. ~~They might~~ really emphasises Tommy's insecurity and how worried he is that ~~they~~ are tricking him, this again shows the experience he has in being mis-lead. ~~The word~~ "they might" ~~means~~ ~~Tommy's~~ ~~uncertain~~ also categorises a large body of people against him, yet again, displays his separation.
 words at long.

Similarly in Extract 2 the narrator's fear and insecurities are revealed of being alone, unseen and not acknowledged by anyone. These are used by 'the whole school' to make fun of the narrator. Quasar, sounds rather defeated remarks "I was defenceless. I sobbed and screamed at them to stop, but nobody saw me. I was dead." This appears more damaging than it did for Tommy as the ~~the~~ narrator in Extract 2 clearly shows pain and despair, "I sobbed and screamed", whereas it is only reported speech for Tommy. This presents how bullying is of different intensities, for example Tommy's arm unzipping may have caused him short-term pain and ~~an~~ embarrassment, whereas in Extract 2 ~~Quasar~~ the bullies diminish ^{Quasar's} sense of self worth. ~~Not only~~ this but Tommy is oblivious to the joke whereas Quasar is ~~fully aware~~ ^{with} ~~no~~ one caring for him, at least Tommy had one friend, Kathy. *This is made clear by the monosyllabic sentence "I was dead". This reveals how defeated and worthless he felt, almost as if he didn't have the strength to say a more complex sentence.

...continued

Script E

Page 2 of 3

Bullying has a long lasting impact on those directly being bullied and those involved close to the outsider. In Extract 2 we learn Quasar 'woke early' with 'jigsaw pieces of his dream lay dropped around'. This obviously shows the traumatic events obviously took place prior to the triggered memory. ~~at~~ still this shows the detrimental effect bullying has, as a result of being an outsider at school, as not only did he remember, he ~~dream~~ dreamed about it. Our dreams are uncontrollable for the large part, especially nightmares. Therefore in order for him to have remembered, his subconscious must still be processing it and how much pain it caused him. He 'woke early' showing how it affected his natural routine and must scare him so much still that he wakes up.

Although ^{hard} in Extract 1 we are not directly told whether or not Tommy remembers, but Kathy, the narrator clearly does. This takes place well over ten years after the unzipping incident yet Kathy still remembers. She is expected to such an extent that she tries to justify herself by deceiving Tommy saying she 'was still young' and therefore prone to mistakes.

I found extract 2 more compelling and intense for several reasons. First of all, Quasar is alone and has no one to comfort him, this helped me sympathise with him more and has had the proudest impact on me. Also the harshness of the proudest far exceeds the cruelty of the deception of Tommy with his Elbow. Quasar's self-confidence, an important attribute, was damaged - Tommy was just embarrassed slightly.

...continued

Script E

Page 3 of 3

B.E.P

b) Tommy and Kathy ~~hate~~ ^{love} each other and ~~yet~~ ^{yet} they can talk to each other about things that trouble them. At the beginning of Chapter 15 in the opening few lines.

Tommy and Kathy both care about each other and try to help each other when things get tough. This is revealed early on in the book when Kathy says to Tommy, "your nice shirt. You'll get it all messed up." When Kathy alone goes to help Tommy in one of his tantrums, she clearly shows that there is a special relationship between the two of them even from the start. Despite not knowing Tommy, ~~she~~ ^{she} is very ~~well~~ ^{she} concerned for him and tries to help. During this tantrum Tommy hits Kathy, by accident, ~~but~~ ^{but} she looks at Kathy 'stupidly'. This might at first look bad for Tommy but during previous tantrums he had thrown chairs and tipped drinks with no regard for how people felt. ~~It~~ ^{It} shows however when he hit Kathy, it made him stop and be less angry. This shows his regret for hurting someone he feels a connection with. Tommy's regret is emphasised the next day when he apologises to Kathy, "Kath, I've been looking all over for you." This shows his regret, and anxiety to find out she is ok. This again ~~shows~~ ^{highlights} how strongly ~~she~~ ^{he} feels about her and how he wants her to be alright. He says he is "really, really sorry" and then repeats it later in the conversation, emphasising how the extent to which he is upset by the prospect of her potential pain. The care they show each other is repeated again during chapter 15 when Tommy looks for Kathy's lost Tape. Kathy was upset as a child when she lost her tape and Tommy had searched "really hard" for it. He also mentions he was looking for it that day. Tommy proves his deep care for Kathy as he remembers what she would care 10 years later.

Script E

Examiner commentary

A03 (part a only)

The incident with the polo shirt (referred to in the extract) is briefly described and the comments are only generally supported: it is not placed in the novel's context and the candidate tends to speculate. The comparisons between the set text extract and the unseen extract are rather thin.

A01

The candidate has understood the task clearly and made a good attempt at producing a personal response to both text and task. Relevant textual references have been used to support points made and there is genuine engagement with the theme in part a of the task.

A02

There is a significant gap between the quality of the two parts of the answer. The opening paragraph on Ishiguro is well done with analytical comments on the language in the set text extract. This is, to an extent, carried over into the consideration of the unseen extract. The conclusion is confident and demonstrates understanding.

The second part of the answer is much less effective and tends to rely on description, summary and assertion. There is limited use of subject terminology in response to the task.

Part a – High Level 3

Part b – Low Level 3

Overall Level 3





We'd like to know your view on the resources we produce. By clicking on the 'Like' or 'Dislike' button you can help us to ensure that our resources work for you. When the email template pops up please add additional comments if you wish and then just click 'Send'. Thank you.

Whether you already offer OCR qualifications, are new to OCR, or are considering switching from your current provider/awarding organisation, you can request more information by completing the Expression of Interest form which can be found here:

www.ocr.org.uk/expression-of-interest

OCR Resources: *the small print*

OCR's resources are provided to support the delivery of OCR qualifications, but in no way constitute an endorsed teaching method that is required by OCR. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources. We update our resources on a regular basis, so please check the OCR website to ensure you have the most up to date version.

This resource may be freely copied and distributed, as long as the OCR logo and this small print remain intact and OCR is acknowledged as the originator of this work.

OCR acknowledges the use of the following content:
Square down and Square up: alexwhite/Shutterstock.com

Please get in touch if you want to discuss the accessibility of resources we offer to support delivery of our qualifications:
resources.feedback@ocr.org.uk

Looking for a resource?

There is now a quick and easy search tool to help find **free** resources for your qualification:

www.ocr.org.uk/i-want-to-find-resources/

www.ocr.org.uk/gcsereform

OCR Customer Contact Centre

General qualifications

Telephone 01223 553998

Facsimile 01223 552627

Email general.qualifications@ocr.org.uk

OCR is part of Cambridge Assessment, a department of the University of Cambridge. *For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored.*

© **OCR 2016** Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office 1 Hills Road, Cambridge CB1 2EU. Registered company number 3484466. OCR is an exempt charity.

