



MRS JOHNSTONE

! YOUR ESSAY MUST MEET ALL THE CRITERIA FOR THE INTRODUCTION, BODY PARAGRAPHS, AS WELL AS CONCLUSION; OTHERWISE, YOUR ESSAY WILL NOT BE MARKED! !



! COMPLETE THE COVER LIST BELOW TO ENSURE YOU HAVE MET ALL THE CRITERIA !

Cover Checklist- ✓ Tick Each Section When Complete.

- ☒ PREP STEP - Make a copy of this document.
- ☒ PREP STEP - Share your essay outline template with your tutor.
- ☒ PREP STEP - Copy and paste the link for your essay outline into your study system.
- ☒ STEP 1 - Outline your 100% essay - **START WITH THE CONCLUSION & WORK BACKWARDS**
- ☒ STEP 2 - Use the TTECEA checklist for details
- ☒ STEP 3 - Revise your essay - check for coherence & cohesion, redundant repetition, clarity, vocabulary, etc.
- ☒ STEP 4 - Edit your essay.
- ☒ STEP 5 - Put your essay together as one complete piece.

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MORE QUOTES

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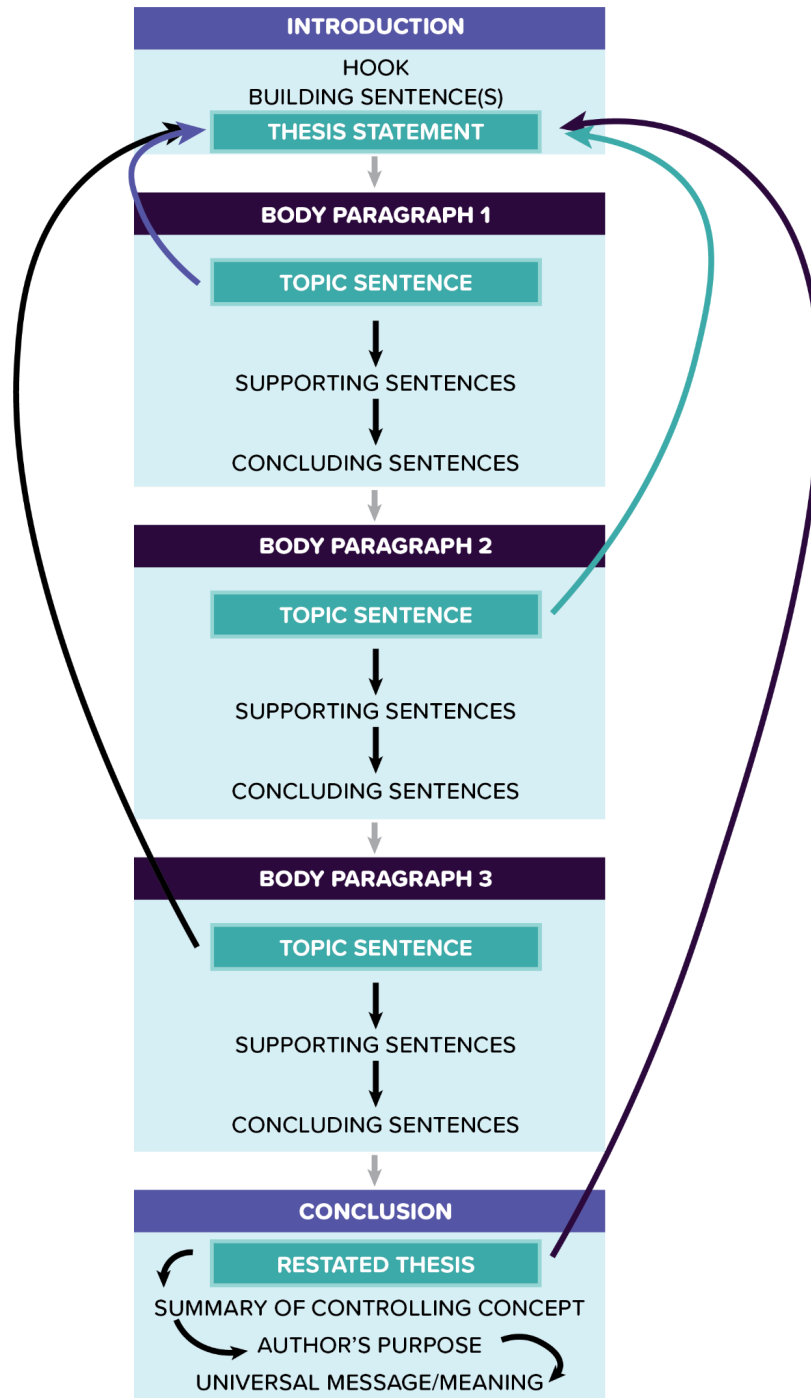
MORE IDEAS

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100% ESSAY STRUCTURE OVERVIEW





ESSAY PLAN

I. Introduction

- A. 'Blood Brothers' by Willy Russell in the context of socio-economic and cultural changes in the 1980s.
- B. Margaret Thatcher and Andrew Lloyd Webber's influence during this time.
- C. The contrast of 'Blood Brothers' with Thatcherism and Lloyd Webber's mega-musicals.

II. Mrs. Johnstone's initial portrayal and metaphorical characterisation

- A. Russell's use of the narrator and metaphor ('a stone in place of her heart').
- B. Evoking unease and apprehension, shaping the audience's perception of Mrs. Johnstone.
- C. The symbolic significance of the heart and the emotional response it triggers.

III. Linguistic techniques and character development

- A. Mrs. Johnstone's colloquial warmth and authentic dialogue.
- B. Her emphasis on love and her practical, forward-thinking nature.
- C. The realism and familiarity in her speech, enhancing audience connection.
- D. Exploring the dichotomy of Mrs. Johnstone's character, highlighting resilience and fallibility.

IV. Form and structure in Mrs. Johnstone's journey

- A. The pivotal moment of giving away one of her twins.
- B. The confrontation with Mrs. Lyons and rejection of materialism.
- C. The dramatic structure, emotional stakes, and raw dialogue.
- D. Reinforcing the depth of Mrs. Johnstone's sacrifice and selflessness.

V. Conclusion

- A. Russell's effective portrayal of Mrs. Johnstone's character development.
- B. Exploring the social impacts of Thatcherism through a relatable narrative.
- C. Mrs. Johnstone as a symbol of hardships under Thatcher's policies.
- D. Inviting audience empathy, reflection, and critique of socio-economic conditions.





ESSAY BREAKDOWN

Topic	Quote	Author's Technique	Effect on Audience	Author's Purpose & Context
Socio-economic and cultural context	'Blood Brothers,' written by Willy Russell, was born against a striking backdrop of socio-economic and cultural changes in the 1980s.	Contextual setting	Sets the stage for the play's relevance to the time period and its critique of Thatcherism and mega-musicals	Highlights the socio-economic disparities and critiques Thatcher's policies





Metaphorical characterisation	'A stone in place of her heart'	Metaphor	Evokes unease, shapes audience perception of Mrs. Johnstone as cold and detached	Establishes Mrs. Johnstone's initial portrayal and contrasts it with the symbolism of warmth and emotional connections
Linguistic techniques	'Do you love her?... When's the weddin?'	Colloquial language, pragmatic dialogue	Enhances realism and familiarity, emphasises Mrs. Johnstone's authenticity and approachability	Establishes Mrs. Johnstone's practical nature, motherly instincts, and values of love and emotional connections





Character dichotomy	Mrs. Johnstone's propensity to buy on credit	Illustration of human fallibility	Resonates with the audience's understanding, showcases moments of imprudence and childishness	Emphasises the complexity of Mrs. Johnstone's character, adds depth and relatability
Form and structure	Mrs. Johnstone's decision to give away one of her twins	Narrative device, confrontation scene	Reinforces character development, depicts Mrs. Johnstone's rejection of materialism and selflessness	Highlights Mrs. Johnstone's evolution, reinforces the depth of her sacrifice
Author's purpose and context	Critique of Thatcherism, social inequality	Set in Liverpool during Thatcher's governance	Portrays the struggles of working-class families, mirrors societal disparities	Invites audience reflection on socio-economic issues, challenges Thatcherite narratives





STEP 1: OUTLINING - Complete Your 100% Essay Outline

Criteria	Status	INTRODUCTION - Do not make this too detailed.
Hook AO1 <div>fact/statistic ▾</div>	<div>Complete ▾</div> (only mark complete when steps 1-5 are ALL complete)	'Blood Brothers,' written by Willy Russell, was born against a striking backdrop of socio-economic and cultural changes in the 1980s.
Building sentence(s) AO3 <div><input type="checkbox"/> counter-argument</div> <div>OR</div> <div><input type="checkbox"/> some contextual info</div>	<div>Complete ▾</div> (only mark complete when steps 1-5 are ALL complete)	A time when two key figures, Margaret Thatcher, the first female Prime Minister, and Andrew Lloyd Webber, a dominant force in London's West End, held sway, providing crucial context to the play's first production. Thatcher's hard-nosed ideology of self-reliance, which led to a tightening of unemployment benefits, privatisation of national industries, and a spike in unemployment, particularly in the north, fundamentally shaped the lives of working-class families like the Johnstones. Concurrently, Lloyd Webber's mega-musicals, often seen as Thatcherite success stories, dominated the theatrical stage with their grand narratives and massive productions. 'Blood Brothers,' with its intimate portrayal of life in Liverpool during this time and its critique of Thatcherism, stood in stark contrast to these spectacles.
Thesis statement AO1 <div><input checked="" type="checkbox"/> key-idea-1</div> <div><input checked="" type="checkbox"/> key-idea-2</div> <div><input checked="" type="checkbox"/> key-idea-3</div>	<div>Complete ▾</div> (only mark complete when steps 1-5 are ALL complete)	Consequently, in this essay, we will explore how Russell, through the use of powerful metaphors, linguistic techniques, and effective dramatic structure, intricately constructs the character of Mrs. Johnstone in 'Blood Brothers,' initially presenting her as a cold, detached figure, then revealing her warmth, emotional depth, resilience, and selflessness as the play unfolds.
Criteria	Status	BODY PARAGRAPH 1 - only focus on KEY IDEA #1
WHAT? Topic sentence AO1 <div><input checked="" type="checkbox"/> key-idea-4</div>	<div>Complete ▾</div> (only mark complete when steps 1-5 are ALL complete)	At the beginning of the play, Russell establishes the audience's expectations about Mrs. Johnstone's character by employing the narrator.
HOW? Supporting sentences AO2 <div><input type="checkbox"/> terminology</div> <div><input checked="" type="checkbox"/> evidence</div>	<div>Complete ▾</div> (only mark complete when steps 1-5 are ALL complete)	He utilises a metaphor, describing Mrs. Johnstone as having 'a stone in place of her heart,' which paints a stark image of a cold, hard object substituting a vital organ, evoking unease and apprehension among the audience. Consequently, this influential portrayal shapes audience's initial perceptions of Mrs. Johnstone as a harsh and emotionally detached individual. In many cultures,





<input type="checkbox"/> close analysis <input type="checkbox"/> effects*		the heart symbolises warmth, love, and deep emotional feelings. However, the substitution of the heart with a 'stone' - an object lacking these positive attributes - evokes emotions of pity, curiosity, and even anticipatory fear within the audience, compelling the audience to pay closer attention as they endeavor to unravel. However, the symbol of a 'stone' also implies that Mrs. Johnstone has been hardened by life's hardships to the extent that she appears almost impervious to emotional experiences. This portrayal suggests a woman who has constructed emotional barriers, potentially shielding herself from the harsh realities of her life. Such a depiction evokes feelings of sympathy and empathy in the audience, prompting them to contemplate the resilience and strength required to navigate challenging life situations. However, as the play unfolds, the audience becomes acquainted with Mrs. Johnstone's character, gradually realising the stark contrast between their initial perception and the truth: she is a loving, warm, and vulnerable woman. This dramatic irony between the audience's understanding and the initial portrayal elicits a sense of relief and warmth, prompting them to reevaluate their judgments. Thematically, the metaphor highlighting major themes in 'Blood Brothers,' particularly social inequality and its psychological effects, implies that Mrs. Johnstone's difficult circumstances have compelled her to construct emotional defenses for survival.
WHY? Concluding sentence(s) AO2/AO3 <input type="checkbox"/> author's purpose <input checked="" type="checkbox"/> (final thought / context about the key idea)	<div>Complete ▾</div> <div>(only mark complete when steps 1-5 are ALL complete)</div>	This poignant depiction elicits a profound emotional response from the audience, prompting them to reflect on the harsh realities of socio-economic struggles and the toll they take on individuals. Such introspection inspires a sense of solidarity or advocacy among the audience, exerting an influence on their thoughts and actions even after they leave the theater.
Criteria	Status	BODY PARAGRAPH 2 - only focus on KEY IDEA #2
WHAT? Topic sentence AO1 <input checked="" type="checkbox"/> key idea 2	<div>Complete ▾</div> <div>(only mark complete when steps 1-5 are ALL complete)</div>	Following this examination of Mrs. Johnstone's emotional resilience, Russell employs linguistic techniques to further develop her character.
HOW? Supporting sentences AO2	<div>Complete ▾</div> <div>(only mark complete when steps 1-5 are ALL complete)</div>	Her dialogue often exudes a colloquial warmth, for instance when she affectionately teases her son about his love interest, Linda. When Mickey tells her that 'Linda's pregnant!' to see if Mrs Johnstone is 'mad', Mrs Johnstone replies with, "Do you love





<div><input type="checkbox"/> terminology</div> <div><input checked="" type="checkbox"/> evidence</div> <div><input type="checkbox"/> close analysis</div> <div><input type="checkbox"/> effects*</div>	complete)	her?... When's the weddin'?' Therefore, the first question, 'Do you love her?' indicates that for Mrs. Johnstone, the most important element in a relationship is love. She doesn't react with shock or indignation to the news of Linda's pregnancy; instead, she immediately wants to know whether Mickey truly loves Linda, thus revealing Mrs. Johnstone's pragmatism and her emphasis on emotional connections. She seems to understand that life is complex and unpredictable, and, therefore, she values authenticity and genuine affection over societal norms or expectations. Her primary concern is not the potentially scandalous situation, but the emotional wellbeing of her son. Her next question, 'When's the weddin'?' sheds light on her practical, forward-thinking nature. Instead of dwelling on the present or worrying about societal judgment, she immediately looks to the future, prompting Mickey to consider his next steps. At the same time, it reveals her maternal instinct to guide and advise her son during a crucial moment in his life, effectively telling him that he needs to step up to his responsibilities as a prospective father. Moreover, the colloquial language used by Mrs. Johnstone ('Do you love her?' instead of 'Do you love Linda?' and 'When's the weddin'?' instead of 'When is the wedding?') enhances the sense of realism and familiarity in her character. It portrays her as an approachable, down-to-earth figure who communicates directly and frankly, further cementing the audience's connection with her. The verisimilitude in her speech serves to underscore her authenticity and approachability as a character, creating an empathetic connection with the audience. Moreover, Russell explores the dichotomy of Mrs. Johnstone's character by emphasising her resilience and optimism juxtaposed with moments of imprudence and childishness.
<div><u>WHY? Concluding sentence(s) AO2/AO3</u></div> <div><input type="checkbox"/> author's purpose</div> <div><input checked="" type="checkbox"/> (final thought / context about the key idea)</div>	<div>Complete ▾</div> <div>(only mark complete when steps 1-5 are ALL complete)</div>	For instance, her propensity to buy on credit despite her financial predicament showcases her immediate gratification tendencies, a trait that resonates with the audience's collective understanding of human fallibility.
Criteria	Status	BODY PARAGRAPH 3 - only focus on KEY IDEA #3
<div><u>WHAT? Topic sentence AO1</u></div> <div><input checked="" type="checkbox"/> key-idea-3</div>	<div>Complete ▾</div> <div>(only mark complete when steps 1-5 are ALL complete)</div>	Following this exploration of Mrs. Johnstone's character dichotomy, Russell uses form and structure to underscore her psychological and emotional journey.





<u>HOW? Supporting sentences AO2</u> <input checked="" type="checkbox"/> terminology <input checked="" type="checkbox"/> evidence <input checked="" type="checkbox"/> close analysis <input checked="" type="checkbox"/> effects ²	Complete ▾ (only mark complete when steps 1-5 are ALL complete)	In particular, her decision to give away one of her twins is a pivotal moment in the play that elucidates her character development. Russell uses the narrative device of a confrontation between Mrs. Johnstone and Mrs. Lyons to highlight Mrs. Johnstone's evolution from a naive and superstitious woman to one who has grown in wisdom and maturity. Her refusal to take Mrs. Lyons' money, described as 'junk and trash' (101), demonstrates her rejection of materialism, while her decision to give up one of her children shows a poignant understanding of the stark reality of her situation.
<u>WHY? Concluding sentence(s) AO2/AO3</u> <input type="checkbox"/> author's purpose <input checked="" type="checkbox"/> (final thought / context about the key idea)	Complete ▾ (only mark complete when steps 1-5 are ALL complete)	The dramatic structure of this scene, the high emotional stakes, and the raw dialogue imbue the scene with a sense of tragedy and catharsis, reinforcing the depth of Mrs. Johnstone's sacrifice and her capacity for selflessness.
Criteria	Status	CONCLUSION - CRUCIAL!
<u>Restated thesis AO1</u> (Re-write your thesis statement in different words.)	Complete ▾ (only mark complete when steps 1-5 are ALL complete)	In conclusion, this analysis has illustrated how Russell, employing powerful metaphors, linguistic techniques, and a compelling dramatic structure, builds the character of Mrs. Johnstone in 'Blood Brothers,' initially introducing her as an emotionally distant figure, but ultimately unveiling her genuine warmth, profound emotional depth, resilience, and selflessness as the narrative progresses.
<u>Summary of controlling concept AO1</u> How does your thesis link to the central theme of the text?	Complete ▾ (only mark complete when steps 1-5 are ALL complete)	By cultivating an empathetic connection between Mrs. Johnstone and the audience, Russell explores the social impacts of Thatcherism on everyday people, expressed through a personal and relatable narrative. The play, set in Liverpool, England, during a time of profound socio-economic disparity under Thatcher's governance, effectively mirrors these societal struggles through its characters' lives. Mrs. Johnstone, a single mother battling to stay afloat in a society that provides little support for individuals like her, becomes an embodiment of the hardships inflicted by Thatcher's policies. As the audience empathises with Mrs. Johnstone, they're invited to feel and understand her predicament deeply.





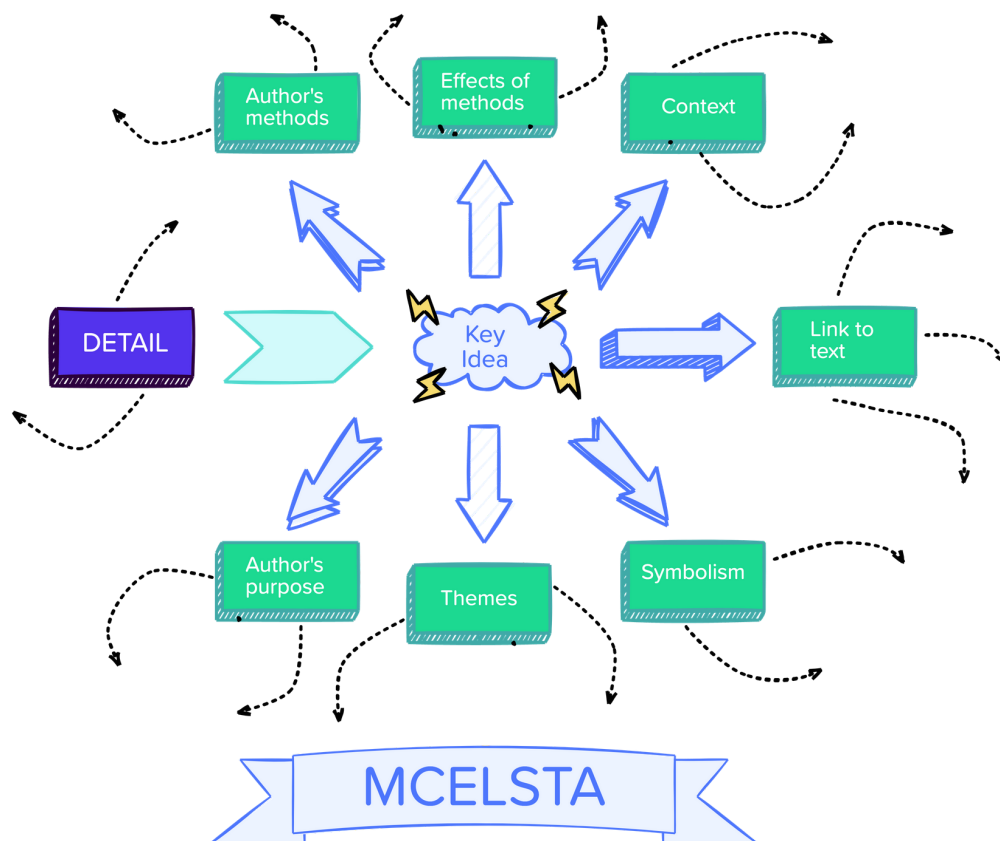
<p><u>Summary of author's central purpose</u> <u>AO1/AO3</u></p> <p>How does the controlling concept reflect the MAIN reason that the author wrote the text?</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	<p>It's not merely a tale of a character navigating a tough life; it's a stark commentary on the broader societal and economic issues of Thatcher's Britain. Furthermore, by creating this empathetic link, Russell, who rejects Lloyd Webber's glitzy megamusicals about success under Thatcher, tacitly invites the audience to critique the socio-economic conditions that compel Mrs. Johnstone into the hard choices she makes, such as surrendering one of her twins to her wealthier employer.</p>
<p><u>Universal message AO1</u></p> <p>(What is the MAIN message of the text? Focus on the end.)</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	<p>Her life stands as a poignant testament to the social inequality rampant during the Thatcher era – and the empathy the audience feels for Mrs. Johnstone may inspire them to reflect on these injustices and disparities.</p>



STEP 2: ADDING DETAIL-Complete the *TTECEA* Checklist for Detail

1. To achieve a grade 9 level of detail, ensure that you link your key idea in each of your body paragraphs to as many of the elements of the *TTECEA* mnemonic as possible (aim to write about 650-950 words maximum for the entire essay)
2. You do not need to have each of the *TTECEA* elements in each paragraph, but make sure you have all of them in the entirety of your essay.
3. Each item on the checklist should only have 2 main purposes:
 - a. **to link to your key idea in each paragraph**
 - b. **and support your argument.**

- ☒ **TOPIC SENTENCE:** Introduce the key idea of your body paragraph.
- ☐ **TECHNIQUE:** Select a key technique the author uses (one you can explore in detail, eg, metaphor, simile, etc).
- ☒ **EVIDENCE:** EMBED a quote to back up your ideas.
- ☐ **CLOSE ANALYSIS:** Break the technique into smaller pieces, zoom in and analyse them PERCEPTIVELY.
- ☐ **EFFECTS ON THE READER*:** Explore what the author's method makes us focus on, feel (emotionally) or think.
- ☒ **AUTHOR'S PURPOSE:** Explore why the might want to make us feel a certain way about certain ideas.





STEP 3: REVISING - Revise Your Essay

Ensure you have revised the following aspects of your essay:





- ☒ Removed/replaced ALL redundant repetition.
- ☒ Replaced ALL instances of the word 'shows' with more accurate and specific verbs for inferring effects of the author's methods (check toolkit).
- ☒ Revised essay for coherence: are the ideas in each of the paragraphs clearly connected to each other?
- ☒ Revised essay for cohesion: check the toolkit for help.
- ☒ Removed all instances of the following words and replace them with specific details of the topics you are exploring:
 - How
 - Shows
 - Some
 - Something
 - Thing
 - This
 - Way
 - What
- ☒ Your vocabulary is academic – no informal language unless quoting directly.
- ☒ Revised essay for clarity – is your essay easy to read? Ask a peer to read it and give you feedback.





STEP 4: EDITING - Edit Your Essay

Ensure you have edited the following aspects of spelling, punctuation, and grammar:

- ☒ All words are spelt correctly.
- ☒ All sentences and names begin with a capital see guidelines below 
- ☒ All sentences end with a full stop.
- ☒  No sentences are separated with a comma  
- ☒ I used a comma before and after the following words or phrases:
 - for example,
 - however
- ☒ I have used ellipses to indicate missing words in quotes.
- ☒ I have used at least one semi-colon to separate or join closely related sentences.
 - The language paper focuses on various forms of writing; the literature paper focuses primarily on academic essay writing.
 - There are five keys to a grade 9 essay: structure, conceptualisation, context, detail, and convincing evidence.
- ☒ I have used a colon to introduce a quote, phrase, word, etc.

HOW TO REMEMBER CAPITALS - **ABLE PRINTS**:

- **Abbreviations: U.K., USA, UAE**
- **Beginnings of sentences: Nobody** saw it coming.
- **Languages: French, Spanish, Italian, Arabic,**
- **Emphasis - I LOVE CHEESE!** (avoid this)

- **Places: Africa, Mecca, London, Zimbabwe**
- **Religions and words related to them: Islam/Muslim, Christianity/Christian, Judaism/Jewish, Hinduism/Hindu**
- **I, as in me**
- **Names (specific) of people, places, businesses, e.g., Shakespeare, Apple, London.**
- **Titles of books, movies, or programmes, e.g., The Lion King, Macbeth,**
- **Special days: Eid, Christmas, Diwali**

SPAG RULES

<https://www.grammarly.com/blog/category/handbook/>





STEP 5: COMPLETE - Complete Essay on Mrs Johnstone

'Blood Brothers,' written by Willy Russell, was born against a striking backdrop of socio-economic and cultural changes in the 1980s. A time when two key figures, Margaret Thatcher, the first female Prime Minister, and Andrew Lloyd Webber, a dominant force in London's West End, held sway, providing crucial context to the play's first production. Thatcher's hard-nosed ideology of self-reliance, which led to a tightening of unemployment benefits, privatisation of national industries, and a spike in unemployment, particularly in the north, fundamentally shaped the lives of working-class families like the Johnstones. Concurrently, Lloyd Webber's mega-musicals, often seen as Thatcherite success stories, dominated the theatrical stage with their grand narratives and massive productions. 'Blood Brothers,' with its intimate portrayal of life in Liverpool during this time and its critique of Thatcherism, stood in stark contrast to these spectacles. Consequently, in this essay, we will explore how Russell, through the use of powerful metaphors, linguistic techniques, and effective dramatic structure, intricately constructs the character of Mrs. Johnstone in 'Blood Brothers,' initially presenting her as a cold, detached figure, then revealing her warmth, emotional depth, resilience, and selflessness as the play unfolds.

At the beginning of the play, Russell establishes the audience's expectations about Mrs. Johnstone's character by employing the narrator. He utilises a metaphor, describing Mrs. Johnstone as having 'a stone in place of her heart,' which paints a stark image of a cold, hard object substituting a vital organ, evoking unease and apprehension among the audience. Consequently, this influential portrayal shapes audience's initial perceptions of Mrs. Johnstone as a harsh and emotionally detached individual. In many cultures, the heart symbolises warmth, love, and deep emotional feelings. However, the substitution of the heart with a 'stone' - an object lacking these positive attributes - evokes emotions of pity, curiosity, and even anticipatory fear within the audience, compelling the audience to pay closer attention as they endeavor to unravel. However, the symbol of a 'stone' also implies that Mrs. Johnstone has been hardened by life's hardships to the extent that she appears almost impervious to emotional experiences. This portrayal suggests a woman who has constructed emotional barriers, potentially shielding herself from the harsh realities of her life. Such a depiction evokes feelings of sympathy and empathy in the audience, prompting them to contemplate the resilience and strength required to navigate challenging life situations. However, as the play unfolds, the audience becomes acquainted with Mrs. Johnstone's character, gradually realising the stark contrast between their initial perception and the truth: she is a loving, warm, and vulnerable woman. This dramatic irony between the audience's understanding and the initial portrayal elicits a sense of relief and warmth, prompting them to reevaluate their judgments. Thematically, the metaphor highlighting major themes in 'Blood Brothers,' particularly social inequality and its psychological effects, implies that Mrs. Johnstone's difficult circumstances have compelled her to construct emotional defenses for survival. This poignant depiction elicits a profound emotional response from the audience, prompting them to reflect on the harsh realities of socio-economic struggles and the toll they take on individuals. Such introspection inspires a sense of solidarity or advocacy among the audience, exerting an influence on their thoughts and actions even after they leave the theater.

Following this examination of Mrs. Johnstone's emotional resilience, Russell employs linguistic techniques to further develop her character. Her dialogue often exudes a colloquial warmth, for instance when she affectionately teases her son about his love interest, Linda. When Mickey tells her that 'Linda's pregnant!' to see if Mrs Johnstone is 'mad', Mrs Johnstone replies with, "Do you love her?... When's the weddin'?" Therefore, the first question, 'Do you love her?' indicates that for Mrs. Johnstone, the most important element in a relationship is love. She doesn't react with shock or indignation to the news of Linda's pregnancy; instead, she immediately wants to know whether Mickey truly loves Linda, thus revealing Mrs. Johnstone's pragmatism and her emphasis on emotional connections. She seems to understand that life is complex and unpredictable, and, therefore, she values authenticity and genuine affection over





societal norms or expectations. Her primary concern is not the potentially scandalous situation, but the emotional wellbeing of her son. Her next question, 'When's the weddin'?' sheds light on her practical, forward-thinking nature. Instead of dwelling on the present or worrying about societal judgment, she immediately looks to the future, prompting Mickey to consider his next steps. At the same time, it reveals her maternal instinct to guide and advise her son during a crucial moment in his life, effectively telling him that he needs to step up to his responsibilities as a prospective father. Moreover, the colloquial language used by Mrs. Johnstone ('Do you love her?' instead of 'Do you love Linda?' and 'When's the weddin'?' instead of 'When is the wedding?') enhances the sense of realism and familiarity in her character. It portrays her as an approachable, down-to-earth figure who communicates directly and frankly, further cementing the audience's connection with her. The verisimilitude in her speech serves to underscore her authenticity and approachability as a character, creating an empathetic connection with the audience. Moreover, Russell explores the dichotomy of Mrs. Johnstone's character by emphasising her resilience and optimism juxtaposed with moments of imprudence and childishness. For instance, her propensity to buy on credit despite her financial predicament showcases her immediate gratification tendencies, a trait that resonates with the audience's collective understanding of human fallibility.

Following this exploration of Mrs. Johnstone's character dichotomy, Russell uses form and structure to underscore her psychological and emotional journey. In particular, her decision to give away one of her twins is a pivotal moment in the play that elucidates her character development. Russell uses the narrative device of a confrontation between Mrs. Johnstone and Mrs. Lyons to highlight Mrs. Johnstone's evolution from a naive and superstitious woman to one who has grown in wisdom and maturity. Her refusal to take Mrs. Lyons' money, described as 'junk and trash' (101), demonstrates her rejection of materialism, while her decision to give up one of her children shows a poignant understanding of the stark reality of her situation. The dramatic structure of this scene, the high emotional stakes, and the raw dialogue imbue the scene with a sense of tragedy and catharsis, reinforcing the depth of Mrs. Johnstone's sacrifice and her capacity for selflessness.

In conclusion, this analysis has illustrated how Russell, employing powerful metaphors, linguistic techniques, and a compelling dramatic structure, builds the character of Mrs. Johnstone in 'Blood Brothers,' initially introducing her as an emotionally distant figure, but ultimately unveiling her genuine warmth, profound emotional depth, resilience, and selflessness as the narrative progresses. By cultivating an empathetic connection between Mrs. Johnstone and the audience, Russell explores the social impacts of Thatcherism on everyday people, expressed through a personal and relatable narrative. The play, set in Liverpool, England, during a time of profound socio-economic disparity under Thatcher's governance, effectively mirrors these societal struggles through its characters' lives. Mrs. Johnstone, a single mother battling to stay afloat in a society that provides little support for individuals like her, becomes an embodiment of the hardships inflicted by Thatcher's policies. As the audience empathises with Mrs. Johnstone, they're invited to feel and understand her predicament deeply. It's not merely a tale of a character navigating a tough life; it's a stark commentary on the broader societal and economic issues of Thatcher's Britain. Furthermore, by creating this empathetic link, Russell, who rejects Lloyd Webber's glitzy megamusicals about success under Thatcher, tacitly invites the audience to critique the socio-economic conditions that compel Mrs. Johnstone into the hard choices she makes, such as surrendering one of her twins to her wealthier employer. Her life stands as a poignant testament to the social inequality rampant during the Thatcher era – and the empathy the audience feels for Mrs. Johnstone may inspire them to reflect on these injustices and disparities.





MORE QUOTES

1. 'A 'mother so cruel' with 'a stone in place of her heart' (29)
2. 'She is thirty but looks fifty and at the point her husband leaves she has 'seven hungry mouths to feed and one more nearly due' (30)
3. 'Do you love her?' (110)
4. 'I've spent all me bleedin' life knowin' I shouldn't. But I do. Now take y' soddin' wireless an' get off' (17)
5. 'Me husband used to say that all we had to do was shake hands and I'd be in the club' (8-9)
6. 'She never concerns herself with trying to explain or understand what happens in her life; she simply accepts that whatever happens is her 'fate'.
7. 'Blaming the school for allowing him to play with dangerous chemicals'.
8. 'When she gives Edward the locket containing a picture of her and Mickey, it is supposedly intended to remind Edward of his friendship with Mickey'.
9. 'She is understanding and compassionate, recognising that she was in exactly the same position'.
10. 'Her final song reveals her heartbreak and sorrow'.





MORE IDEAS

Conversely, the spectacle and success of Lloyd Webber's megamusicals of the time provide a stark contrast to the realities of Mrs. Johnstone's world, underscoring the chasm between the glitz of the stage and the struggles of everyday people. In this sense, the empathetic connection with Mrs. Johnstone serves not only to humanise the often faceless statistics of poverty and class struggle but also as a potent tool for social commentary, compelling the audience to consider the social and economic factors that shape and often limit people's lives. Therefore, 'Blood Brothers' is not just a story of two connected families, but also a powerful critique of the society that molds their destinies.

