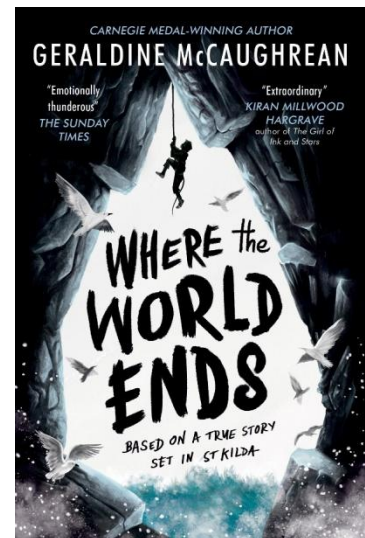


## 2018 Carnegie Medal shortlist Talking Points

Title: **WHERE THE WORLD ENDS**  
Author: **Geraldine McCaughrean**  
Publisher: **Usborne**



### STARTING OUT

This is the book's brilliant opening sentence: "His mother gave him a new pair of socks, a puffin to eat and a kiss on the cheek." What does that lead you to expect from this book?

The book is based – at least loosely – on a true story. Does knowing this change how you as a reader think of it?

### SETTING

It's a real place, and a specific moment in time – how does Geraldine McCaughrean bring to life the setting and the period in which her characters live?

In what ways is their time – its customs, its myths, its beliefs – different from ours?

If you've read Geraldine McCaughrean before, you'll know she writes books that take us all over, in time but also in place. What's the appeal to a reader of a book like this that takes you somewhere quite new?

### CHARACTERS

The characters are very much of their own time, too, rather than modern characters dropped into a historical setting. What struck you as surprising about their attitudes, their reactions to events, their beliefs?

These young men are in theory on a common mission – but do they all have the same motivations for being there?

There are quite a few named characters – mostly comparable backgrounds, mostly youngish, mostly male, etc. – how distinct did you find them? Did McCaughrean manage to make them and their voices different from one another?



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Children's Book  
Awards

There is one character whose identity is revealed along the way to be not what we'd been told – did it surprise you? Why do you think McCaughrean does this?

Many of the “characters” populating this setting are birds, some of which are important to the story. Do you think they have a symbolic role in the story, do they have some meaning, or are they basically just there for atmosphere?

## REALISM

The story is very extreme in some ways – but does McCaughrean manage to make it feel realistic, too? (And if so, what makes it believable?)

The author doesn't shy away from the darker things here – the violence, the injury, the suffering, the death; do you think these things are handled well? Is it important to deal with them truthfully in a story like this?

The characters are said to live in the present: “They lived in the Present: the Past was past mattering, the Future a shapeless improbability.” What do you think that means, in the context of this story?

## ENDING

The book needs an ending that balances truthfulness with some kind of hope for the future – do you think the author gets this balance right at the end?

There's a saying quoted at the end: “After the world ends, only music and love will survive” – are we supposed to think there's some kind of redemption here?

The characters who survive the events of the book choose not to remember their experiences after it's all over – but have they learned something? And was it good they went, after all?

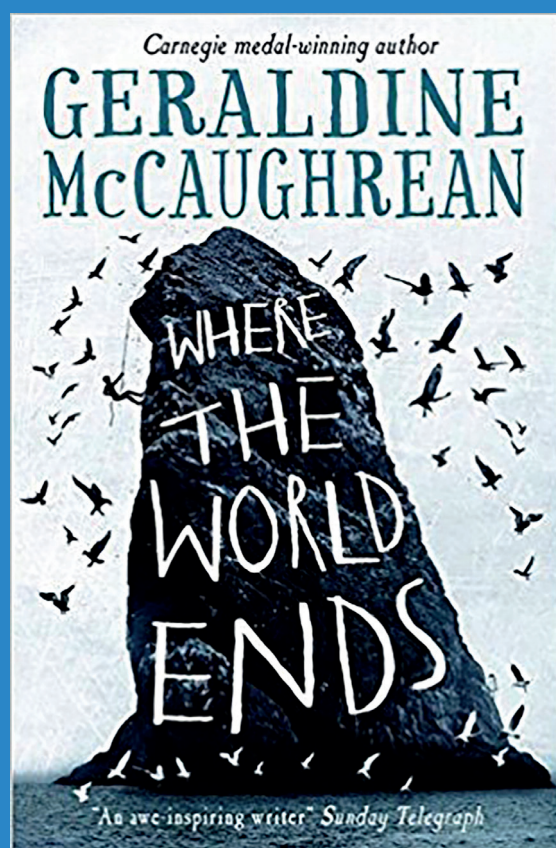
## AND FINALLY...

Does this Carnegie-shortlisted book deserve to win? Why, or why not?



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# The Carnegie Shortlist 2018



## EMC Resources: *Where the World Ends*

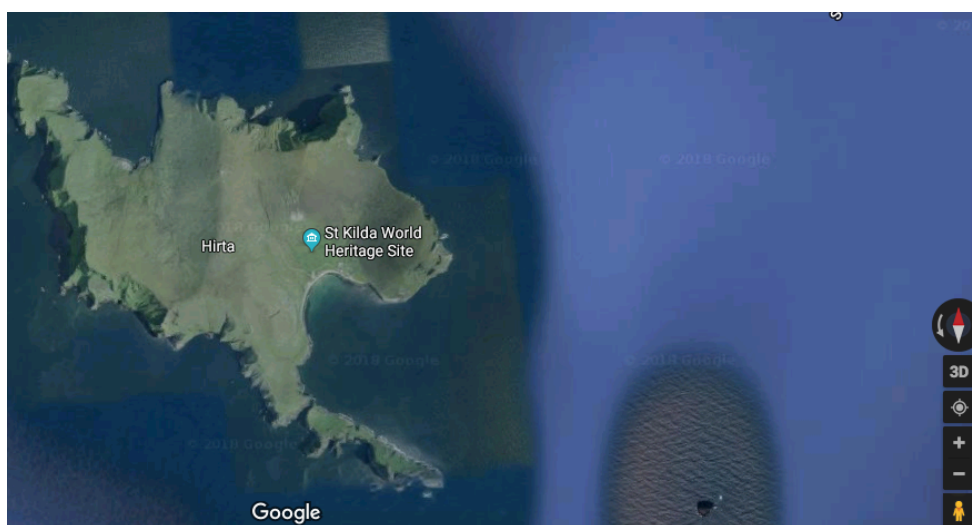


## Where the World Ends, by Geraldine McCaughrean

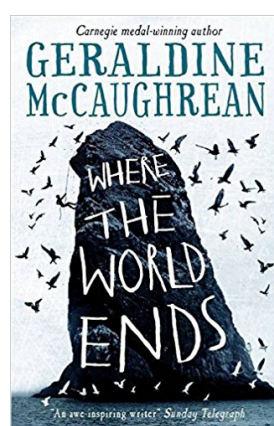
### Before reading

Search for St Kilda, Scotland, in Google Maps. Zoom out until you get a sense of how far it is from the Scottish mainland.

Switch to satellite mode and zoom in. Drag the yellow figure in the bottom right hand corner of the page on to the map. Blue dots appear. Drop the figure into the dots to get panoramic views of the island.



Still in Google Maps, ask for directions from St Kilda, Scotland, to Stac an Armin. The stac is the image on the front of the book cover shown here. If you look closely, you can see that it is actually a photograph.



Finally, search for St Kilda, Scotland in Wikipedia. The most important bit to read is titled 'Way of Life'. After reading it, and taking into account what the island looks like and where it is set, discuss what a story set in St Kilda and Stac an Armin in 1723 might be about.

## **During reading**

We don't want to spoil your experience of reading this exciting novel by asking you to halt all the time to carry out activities. However, it is worth pausing for reflection, generating ideas and taking notes from time to time. Here are some possibilities for what you might do.

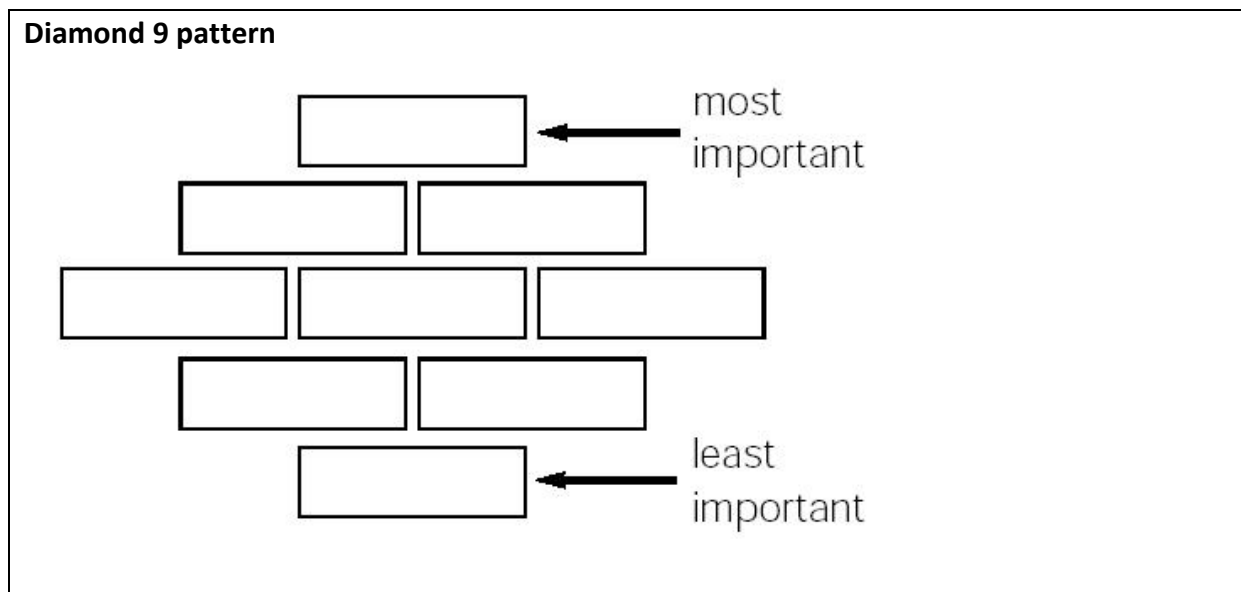
- Write a journal as Quilliam. You should write entries after significant events occur. If you like, the journal can be addressed directly to Murdina.
- After you have heard a few of Quilliam's stories, work in a pair or small group to make up a similar one of your own. Practise telling it out loud, then perform it to your whole class. You should end by explaining how it is similar to Quilliam's actual stories.
- When you are near the end of the novel, but before you have found out why no one came to collect the men and boys, discuss as a whole class what the reasons might have been. Rank your ideas in order of likeliness and return to them when you do find out.

## After reading

### What is the novel about?

- Below are nine suggestions for what *Where the World Ends* is about.
- Working in a pair, or small group, rearrange them into a 'Diamond 9' formation, as shown below.
- Compare your arrangement with another pair or group and discuss any differences

<i>Where the World Ends</i> is about ...		
The human capacity for survival	The importance of telling stories	Human exploitation of the natural world
The power of nature	The hardship of life for ordinary people in the 18 <sup>th</sup> century	The importance of community
The importance of never giving up hope	The incredible adaptability of humans	The complexities of human communities



## Exploring relationships

Much of the novel centres around Quilliam, Quill for short. However, he isn't the narrator and lots of other characters are given important roles. Remind yourself of the role played by each of the following characters.

Quilliam	Kenneth	John	Murdina
Domhnall Don	Murdo	Davie	
Mr Farriss	Calum	Euan	
Mr Cane	Lachlan	Niall	

- In a small group, cut out the names of the characters and move them around to show different relationships in the novel. E.g. John + Mr Cane could be placed together, away from the rest of the group, to show when they both lived in the upper bothy.
- Re-shuffle the names and come up with a different set of relationships.
- Stick down the names on a large sheet of paper in a way that you think best shows different relationships in the novel. Draw arrows and insert comments to make it clear what the relationships are.
- Compare what different groups have identified and then write a short piece on your own with the title: *What the novel shows about human relationships*.

## Powerful moments

*Where the World Ends* contains many dramatic moments when the writing reflects the strong emotions and dramatic events that come from living on a rocky outcrop for so long.

- In a pair, identify a passage that you found particularly powerful and explain why you have chosen it to the rest of the class.

## Cards for Literary Analysis

These cards have been designed for use with any short story or novel. You can select a particular card to work with or rely on your teacher to give you a particular area of focus. You could then work through the bullet points on your card or select a few that seem most interesting or relevant for a particular text.

### Setting

- In which different settings does this story/novel take place? What part does each setting play? Which setting is most significant and why?
- How important is setting to the story/novel as a whole? Does the setting have a particular impact on the story/novel, or could it be set almost anywhere?
- What difference would it make if this story/novel was set somewhere else? E.g. another country, a rural rather than urban setting, in space!
- How effective do you think the writer has been in creating a sense of place? Are there any particular examples of setting you think are particularly well written? If so, why?
- Is there anything particularly interesting or special about the way setting is used and presented? In what ways is it similar or different to stories/novels that explore similar themes and ideas, or that are written in the same genre?
- Find one or two bullet points from other cards that add to what you have discussed about setting. Explain the connections.
- Is there anything important that you've noticed that isn't raised on this card? What is it? Why do you think it's important?



### Characters

- Who is your favourite character, and why?
- Who do you think is the most important character, and why?
- Who are the other significant characters? What different roles do they have?
- What is special or unusual about the way one or more of the characters is presented?
- Which character would you most like to be friends with, and why? Which character might significant adults want you to be friends with, and why?
- Are characters paired or grouped in any particular ways? E.g. friends, rivals, etc. What ideas are raised by these pairs or groupings?
- Are the characters typical of ones found in this kind of story/novel? Are they distinctive and individual, or stereotypes? Explain your answer.
- Find one or two bullet points from other cards that add to what you have discussed about characters. Explain the connections.
- Is there anything important that you've noticed that isn't raised on this card? What is it? Why do you think it's important?





### Form and structure

- What do you think is interesting about the way this story/novel begins?
- What were the key moments in this story/novel? How did they shape the story/novel as a whole?
- If you had to describe the path of this story/novel, what would it be? E.g. journey from childhood to adulthood, from grief to happiness etc.
- What did you notice about the end of this story/novel? Was it what you were expecting? Did it tie up loose ends, or leave some things unresolved?
- Does this story/novel belong to a particular genre? If so, how does it fit in with other stories that you know in the same genre?
- Does the story/novel use just one form or does it include more than one E.g. letters, diary entries, poems, newspaper reports
- Find one or two bullet points from other cards that add to what you have discussed about form and structure. Explain the connections.
- Is there anything important that you've noticed that isn't raised on this card? What is it? Why do you think it's important?



### Themes and ideas

- What, to you, are the five most important themes and ideas in this story/novel? If you had to narrow your list down to one theme or idea, what would it be and why? In what ways is this theme presented? E.g. if the theme is love, what exactly does the story/novel have to say about love?
- Does this story/novel deal with big issues that affect the whole world, or small ones that affect individual lives? Give reasons for your answer.
- Does this story/novel contain any themes or ideas that have made you look at the world in new ways? If so, what are they, and how have they changed your views?
- Does this story/novel contain any themes and ideas that explore how people should act and behave? If so, what are they and do you agree with how they are presented?
- Are the themes and ideas presented in ways similar or different to other stories you have read, including stories of the same type, or in the same genre?
- Find one or two bullet points from other cards that add to what you have discussed about themes and ideas. Explain the connections.
- Is there anything important that you've noticed that isn't raised on this card? What is it? Why do you think it's important?



## Language

- Identify one or two of your favourite passages in the story/novel where language is used particularly well? Explain how it is used.
- How would you describe the language used in this story/novel overall? E.g. poetic, plain, chatty etc.
- Would you say the language in this story/novel is original or creative in any particular way? If so, how?
- Are there any patterns in the language used? If so, what are they, and what is their effect? Are there any other patterns, such as of imagery and symbolism?
- How is dialogue used in the story/novel? Do characters, for example, speak in particularly distinctive ways?
- Is the language similar to how it is used in similar kinds of stories/novels? If so, in what ways? If not, why not?
- Find one or two bullet points from other cards that add to what you have discussed about language. Explain the connections.
- Is there anything important that you've noticed that isn't raised on this card? What is it? Why do you think it's important?



## Narrative

- How does the writer try to capture and keep the reader's attention? How successful are they in doing this?
- Is the narrative told in order from beginning to end (a linear narrative), or does it move backwards and forwards in time? What is the effect of the order in which events are told?
- Can you think of any other ways the story/novel could be told? For example, by a different character, or in a different order? How would this affect your experience of reading?
- Would you say that this story/novel is told in a particular original or creative way? If so, how?
- Is this story/novel told in a way that is typical for its genre?
- Find one or two bullet points from other cards that add to what you have discussed about narrative. Explain the connections.
- Is there anything important that you've noticed that isn't raised on this card? What is it? Why do you think it's important?



### Point of view and voice

- Through whose eyes do we see the events of the story/novel? Do readers get just one point of view or several?
- What do you find interesting about the point or points of view presented?
- If the story/novel is told from different points of view, how does the writer do this?
- What would the story/novel be like if told from someone else's point of view? Whose point of view would you choose, and why?
- How would you describe the tone of voice used to tell the narrative? Does the narrative draw attention to itself by using a particular tone, or is the tone pushed to the background? What is the effect of the choice made by the writer?
- Find one or two bullet points from other cards that add to what you have discussed about point of view and voice. Explain the connections.
- Is there anything important that you've noticed that isn't raised on this card? What is it? Why do you think it's important?



### Audience and overall personal response

- Who do you think this story/novel was written for, and why? Are there any other groups of people who you think should read it?
- What was your experience of reading this story/novel?
- What would you recommend about this story/novel to other people?
- Which parts of this story/novel did you most enjoy? Were there any parts that you didn't enjoy?
- Do you think this story/novel could be improved in some way? If so, how?
- What other stories (or films, TV, plays etc.) does this story/novel remind you of? In what ways?
- Who do you think should read this book and why?
- Find one or two bullet points from other cards that add to what you have discussed about personal response and audience. Explain the connections.
- Is there anything important that you've noticed that isn't raised on this card? What is it? Why do you think it's important?



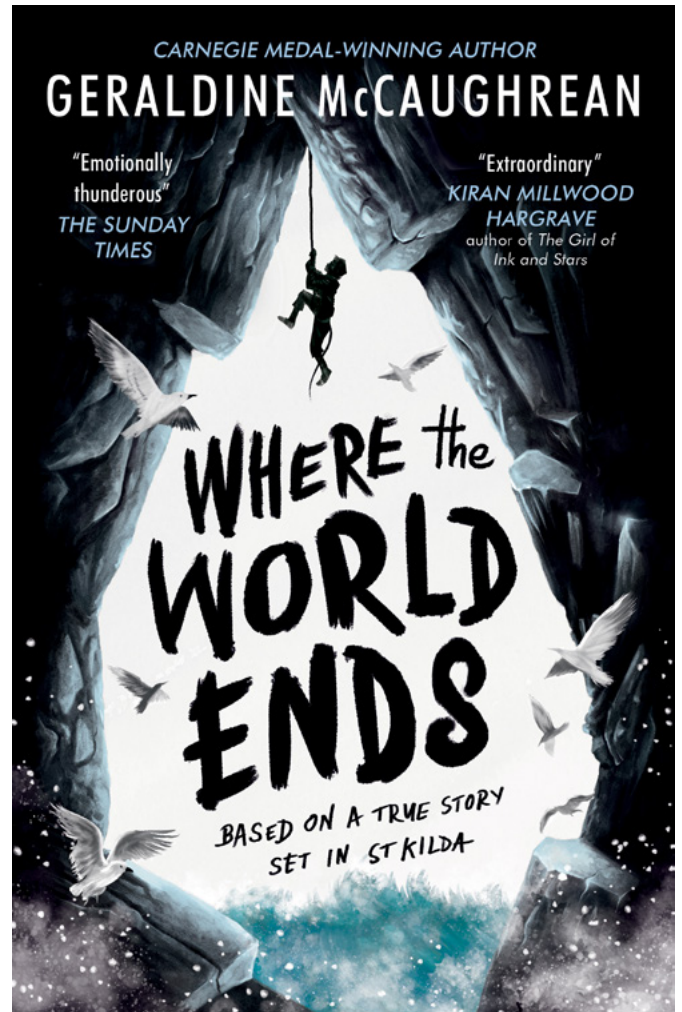
# WHERE THE WORLD ENDS

By Geraldine McCaughrean

Usborne

2018 Carnegie Medal shortlist,  
eligible for Amnesty CILIP Honour

'The unforgiving landscape and the struggle to survive in it are evocatively portrayed... Relationships are believable and beautifully written.' *Judging panel*



## UNIVERSAL DECLARATION OF HUMAN RIGHTS

Article 3: We have the right to life, and to live in freedom

### ABOUT THIS BOOK

Every summer, boys and men are dropped off on a remote sea stac in St Kilda to harvest birds for oil, meat and feathers. Just for a few weeks. But this time no one returns to collect them. The stac, a jagged rock, is an unforgiving and barren place, and the group are abandoned to endure storms, starvation and terror for nine months.

Mainly told through the eyes of Quilliam, one of the boys, *Where the World Ends* is a story of courage, friendship and survival. It explores gender inequality, and how quickly behaviour changes under extreme circumstances and its impact. It is based on a true story – which makes it even more compelling.

### HUMAN RIGHTS IN THIS STORY

The right to be treated equally whatever our differences; to education; to a standard of living adequate for health and wellbeing; to a good life; to safety; to own property; to take part in the government of their country; to freedom of expression.

### YOU CAN TALK ABOUT...

#### The cover

- How do you feel when you look at the picture of the stac?

#### Power

- Why are only men in the Parliament of Elders?
- What should the adults on the stac do to protect the children?

- Does the children's power increase? What helps this happen?
- How do Quill and 'Minister' Cane use different methods to control the group?
- How does Cane ensure Quill loses his influence?
- Domhall Don and Mr Farris protect John when her gender is revealed. Why should they have to?

### Discrimination and bullying

- Quill reflects that Kenneth bullies 'for the fun of it'. Why do people deliberately choose to hurt others?
- Kenneth assaults John and threatens to rape her. Does he face any consequences? What should happen to him?
- What would you have done to stop Kenneth?
- What motivates Cane's violent treatment of Quill? Why doesn't Quill tell anyone?
- Quill says 'No one tells tales on a bully 'for fear the bully makes him pay afterwards' (page 95). Is this true today? Do adults understand this?

### Gender

- John's mother raises her as a boy – and doesn't tell her. What impact does that have?
- How does everything change for John when the others find out?
- Quill lists 'girl things she might have liked or wanted'. Do you think there are girl and boy things?
- Why do Murdo and Quill worry about John being taken up by Cane? What can we do if we are worried about the safety of a girl or woman we know?
- Kenneth uses 'such a girl' as an insult. How do boys talk about girls today? Is it disrespectful? Do boys consider girls equals?
- How can we change people's attitudes and behaviour?

### Friendship and family

- Why does John choose Callum?

- Quill tells Murdo about John. Why? Would you?
- What do you think about Lachlan's wish to stay on the stac? Why doesn't Quill know until they get back to the island?
- Does Quill's story-telling and calling the other children 'Keepers' help them feel better? Why?

### Finally

- Is there some hopeful message about humanity to be found in this tragedy?

### ACTIVITY

Three adults on the stac were responsible for the safety and welfare of the children. Write a letter to one of them describing how you felt they behaved, what you think of them and what they should have done.

### RESEARCH

Research the real story of the party of eight who went over to Stac an Armin (or Warrior Stac) from Hirta and were marooned for nine months in 1727. Why isn't it widely known? What happened to the boys? Who lives on Hirta now? Read the afterword.

Find out about Amnesty's campaign for the rights of women and girls. How do these rights relate to the story? [amnesty.org.uk/womensrights](https://www.amnesty.org.uk/womensrights)

**'They lived in the Present: the Past was past mattering, the Future a shapeless improbability. And yet, they had come this far: why should they not persist? spring, summer, autumn, Dead Time.'** *Quilliam*

## WE ARE ALL BORN FREE AND EQUAL

The atrocities of World War II sparked a determination to protect the rights of all human beings everywhere. On 10 December 1948, the General Assembly of the United Nations adopted the Universal Declaration of Human Rights. The preamble says it must be shared, learned by children and be a part of all our lives.

When using these notes, you can download for reference:

- Universal Declaration of Human Rights simplified version, especially useful for younger children [amnesty.org.uk/udhr](https://www.amnesty.org.uk/udhr)
- United Nations Convention on the Rights of the Child [unicef.org/crc](https://www.unicef.org/crc)

For more free educational resources from Amnesty International go to [amnesty.org.uk/education](https://www.amnesty.org.uk/education)



The CILIP Carnegie & Kate Greenaway Children's Book Awards

