

16

A Level General EDEXCEL Mark Scheme for Prose Comparative question (Frankenstein and Never Let Me Go)

English

a range of locations

Level	Mark	A01 = bullet point 1 Descriptor (A01, A02)	A02 = bullet point 2
Level 0	0	No rewardable material.	
Level 1	1-4	Descriptive <ul style="list-style-type: none"> Makes little reference to texts with limited organisation of ideas. Limited use of appropriate concepts and terminology with frequent errors and lapses of expression. Uses a narrative or descriptive approach that shows limited knowledge of texts and how meanings are shaped in texts. Shows a lack of understanding of the writer's craft. 	
Level 2	5-8	General understanding/exploration <ul style="list-style-type: none"> Makes general points, identifying some literary techniques with general explanation of effects. Aware of some appropriate concepts and terminology. Organises and expresses ideas with clarity, although still has errors and lapses. Gives surface readings of texts relating to how meanings are shaped in texts. Shows general understanding by commenting on straightforward elements of the writer's craft. 	
Level 3	9-12	Clear relevant application/exploration <ul style="list-style-type: none"> Offers a clear response using relevant textual examples. Relevant use of terminology and concepts. Creates a logical, clear structure with few errors and lapses in expression. Demonstrates knowledge of how meanings are shaped in texts with consistent analysis. Shows clear understanding of the writer's craft. 	
Level 4	13-16	Discriminating controlled application/exploration <ul style="list-style-type: none"> Constructs a controlled argument with fluently embedded examples. Discriminating use of concepts and terminology. Controls structures with precise cohesive transitions and carefully chosen language. Demonstrates discriminating understanding of how meanings are shaped in texts. Analyses, in a controlled way, the nuances and subtleties of the writer's craft. 	
Level 5	17-20	Critical and evaluative <ul style="list-style-type: none"> Presents a critical evaluative argument with sustained textual examples. Evaluates the effects of literary features with sophisticated use of concepts and terminology. Uses sophisticated structure and expression. Exhibits a critical evaluation of the ways meanings are shaped in texts. Displays a sophisticated understanding of the writer's craft. 	
Level	Mark	A03 = bullet point 1 Descriptor (A03, A04)	A04 = bullet point 2
Level 0	0	No rewardable material.	
Level 1	1-4	Descriptive <ul style="list-style-type: none"> Shows limited awareness of contextual factors. Demonstrates limited awareness of connections between texts. Describes the texts as separate entities. 	
Level 2	5-8	General exploration <ul style="list-style-type: none"> Has general awareness of the significance and influence of contextual factors. Makes general links between texts and contexts. Identifies general connections between texts. Makes general cross-references between texts. 	
Level 3	9-12	Clear relevant exploration <ul style="list-style-type: none"> Demonstrates a clear exploration of the significance and influence of contextual factors. Develops relevant links between texts and contexts. Makes relevant connections between texts. Develops an integrated approach with clear examples. 	
Level 4	13-16	Discriminating exploration <ul style="list-style-type: none"> Provides a discriminating analysis of the significance and influence of contextual factors. Makes detailed links between texts and contexts. Analyses connections between texts. Takes a controlled discriminating approach to integration with detailed examples. 	
Level 5	17-20	Critical and evaluative <ul style="list-style-type: none"> Presents a sophisticated evaluation and appreciation of the significance and influence of contextual factors. Makes sophisticated links between texts and contexts. Evaluates connections between texts. Exhibits a sophisticated connective approach with sophisticated use of examples. 	

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Reasonable connections between the texts - need for more detail

Working on this level, with a start on analysis of locations. However, it is a bit vague at times, and points are often not really developed (see 4). The essay seems a bit short - and the length means that you will give yourself time to write + analyse + research the novels.

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is used to present the n society. In Never let nes have heard 'all as to reflect OW society views the n the woods relies on ack of knowledge on ls to reinforce the r at the time the book genre is the dark kness is used to build ts the public's fear of ts in society, and the ss is used to show either being left to

please - after all, his saying that he's not worried about the dark ...

and this seems to work against what you are saying.

A04 connections between texts

Both novels also use cottages as locations. These are also used to show how the different the characters are from society. In Frankenstein, 'a cottage of a neat and pleasant appearance, but after my late experience, I dared not enter it.' This not only tells us about how he learns from society's behaviour, similar to how the clones copied the actors on TV, but it also informs us on the creature's perspective on the cottages, which is homely and what he's seemingly longing for, but it contradicts the way they treat him. In Never Let Me go, the cottages are where the clones go to live more 'freely' until they begin their donations. 'We arrived at the cottages expecting a version of Hailsham'

Brooke

Compare the extent to which the writers present a range of locations within your texts.

Victor works in

Both writers use remote places as locations in their novels to present the physical separation between the creature or the clones and society. In Frankenstein, they visit 'some remote spot of Scotland' which gives us the idea Victor wants to be hidden and introduces the theme of secrecy. Similarly, in Never Let Me Go, Norfolk is an isolated location which reflects the clones' place in society. It also seems as though they want the clones to be kept away because society does not want to actually know what's happening. An example in the novel is 'a lost corner' This is used to describe Norfolk but the word 'lost' also describes the clones themselves as they're lost in society.

Another location used in both novels is the woods. This is used to present the idea that both the creature and the clones are outcasts in society. In Never let me go, the woods are presented as scary and all the clones have heard 'all kinds of horrible stories about the woods.' This ^{could be seen to reflect} reflects how society views the clones (they fear them). The fact that their perspective on the woods relies on stories as opposed to evidence also tells us about their lack of knowledge on the outside world. Similarly, Frankenstein uses the woods to reinforce the genres of horror and gothic (which would've been popular at the time the book was released and written). Some examples of the gothic genre is the dark imagery used, 'Darkness had no effect on my fancy.' Darkness is used to build the atmosphere and reinforce these genres. It also reflects the public's fear of the creature. Both the creature and the clones are outcasts in society, and the woods are used to physically portray this, and the darkness is used to show how they're 'left in the dark' which has connotations with either being left to suffer or hidden away from the public eye.

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*
need quotes to illustrate the gothic nature of the woods

A04
Connections
between
texts

please -
after all,
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that he's
not
worried
about the
dark ...
and this seems
to work against
what
you are
saying.

MANNAN Wain

English

(24)

at - you say cottages home

shows how it defies the character's expectations, in the same way it did for the creature in Frankenstein. The cottages in Never Let me Go were just 'remains of a farm.' which tells us that they just get people's leftovers / scraps because they are as unwanted as what they receive. This portrays how the cottages show how unwanted and disrespected the clones and the creature are.

FOZ
Analysis of
Lexis