

MANNAN Wain
 24
 as - you say
 the no settings
 fulfilled or have
 an analogical
 function.
 etting. Hannah W

1 and Never Let Me Go both
 t locations, settings and

Level	Mark	A01 = bullet point 1 Descriptor (A01, A02)	A02 = bullet point 2
	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
	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. 	

12

12

Working at this level, with some good points made throughout. Some 'Webb's' terminology at times, and a few points that could be either exemplified, or further developed. Good connections, not always integrated. Good recognition of the Romantic movement.

A02 Sustained analysis

A03 nearly linked to context

and can you analyse this image?

A02 - Sustained lexical analysis

to open the novel by using an
 er to his sister from the Arctic,
 when Walton describes himself
 ing the extreme conditions of
 setting, also the theme of
 ship pass. By using symbolic
 builds up an atmosphere to
 these themes are portrayed
 such as the Arctic, Shelley
 s within the story. This is
 was believed to be
 vel, highlights the very strong
 lley from the start of her novel
 on and boundaries are also
 of setting, for instance, "the old
 aration of the clones from
 ncare for, which creates a
 clones to the margins of
 o written in to Never Let Me
 , fences, the theme of barriers
 e faced with a "barbed wire
 place. The physical barriers
 nctions of setting that Ishiguro
 ties through simple but
 a way are they
 complex?
 in Frankenstein. This is seen in
 mourning his brother's death.
 sky" This biblical reference
 g and powerful. The analogical
 sense of sublimity, a very
 was a strong believer in

strong principle with Romanticism, setting
 nature being the most sublime, capable of generating the strongest sensations in its beholders due
 to nature's awe, terror and power. Shelley's loyalty in the sublime influenced the settings she used to
 portray the omnipotence of God and his nature, another example of this would be when the
 creature is born through Victor, "the rain poured from a black and comfortless sky." This analogical
 function alludes to the idea that because Victor essentially usurped God by creating life, God is no
 longer with him, hence the lexis "comfortless" suggesting that Victor is now alone because he
 betrayed his God and the laws of lie. In Never Let Me Go, Kazuo Ishiguro also uses analogical
 functions of setting, for instance, in Madame's house near the end of the novel there is an increase
 in the reference to darkness, "she pointed again into the darkness [...] you could hardly make it all
 out." The reference to darkness suggests an end to things, whether it be a resolution or not the

you can't say that
really the novels contain
analogical devices - you say
could you say the settings
fulfil or have
an analogical
function.

Compare the ways in which the writers of your two chosen texts use setting. Hannah W

Despite being written almost two hundred years apart, Frankenstein and Never Let Me Go both contain analogical, symbolic and structural devices to portray different locations, settings and themes such as isolation and sin.

Mary Shelley employs symbolic functions of settings in Frankenstein to open the novel by using an epistolary form. At the beginning of the novel, Walton is writing a letter to his sister from the Arctic, the Arctic as a location introduces the theme of isolation, noticeably when Walton describes himself being "surrounded by ice, which closed in the ships on all sides." By using the extreme conditions of "ice" in this location, Shelley further highlights the remoteness of the setting, also the theme of barriers is introduced through the physical walls of ice not letting the ship pass. By using symbolic functions to open the novel, Shelley creates context for the novel and builds up an atmosphere to connote the themes of barriers and the power of nature. Even though these themes are portrayed throughout the whole novel, by starting the novel in harsh conditions such as the Arctic, Shelley allows the reader to become familiar with the power that nature holds within the story. This is significant because in the time Shelley was writing Frankenstein, God was believed to be synonymous with nature. By using a symbolic function to open the novel, highlights the very strong belief that to defy God was to defy nature, this was made clear by Shelley from the start of her novel through the use of symbolic functions of setting. The themes of isolation and boundaries are also portrayed in Never Let Me Go through the use of symbolic functions of setting, for instance, "the old disused bus shelter" or "the deserted boat" conveyed the sense of separation of the clones from wider society. The lexis "disused" implies the place is neglected and uncared for, which creates a parallel to the clones, these symbolic functions of setting all push the clones to the margins of society, expressing the theme of isolation. The theme of barriers is also written in to Never Let Me Go through settings, literal barriers are used in this novel, for instance, fences, the theme of barriers is prominent when Ruth, Kathy and Tommy go to find the boat and are faced with a "barbed wire fence, which was tilted and rusted, the wire itself yanked all over the place. The physical barriers the clones faced are a parallel to their mental barriers, the symbolic functions of setting that Ishiguro employs allows the reader to understand the clones' complex mentalities through simple but metaphorical locations.

A02
Sustained
analysis

A03
nearly
linked
to
context

which the
clones are
pushed...

and can
you
analyse
this
image?

in what way are they
complex?

In addition, Mary Shelley also employs analogical functions of setting in Frankenstein. This is seen in the novel when Victor faces a storm when he is returning to Geneva, mourning his brother's death. During the journey, Victor describes the storm as a "noble war in the sky" This biblical reference creates divine imagery for the reader, suggesting nature is both healing and powerful. The analogical function of setting here to describe the storm and the lake suggests a sense of sublimity, a very strong principle within romanticism. Shelley, being a romantic herself, was a strong believer in nature being the most sublime, capable of generating the strongest sensations in its beholders due to nature's awe, terror and power. Shelley's loyalty in the sublime influenced the settings she used to portray the omnipotence of God and his nature, another example of this would be when the creature is born through Victor, "the rain poured from a black and comfortless sky." This analogical function alludes to the idea that because Victor essentially usurped God by creating life, God is no longer with him, hence the lexis "comfortless" suggesting that Victor is now alone because he betrayed his God and the laws of lie. In Never Let Me Go, Kazuo Ishiguro also uses analogical functions of setting, for instance, in Madame's house near the end of the novel there is an increase in the reference to darkness, "she pointed again into the darkness [...] you could hardly make it all out." The reference to darkness suggests an end to things, whether it be a resolution or not the

A03
integrate
context

A02 -
Sustained
lexical
analysis

Jess

HANNAM W

in what respect?

seen where? quote + analysis, please

ader is unsure due to the uncertainty given through the references of unfamiliarity within this location.

In conclusion, both writers, Kazuo Ishiguro and Mary Shelley, use symbolic and analogical functions of setting to present locations, and to portray themes such as isolation, barriers and neglect. In my opinion, Mary Shelley's Frankenstein, uses locations and settings more effectively because the use of symbolic and analogical functions allows the reader to understand the power and influence of nature, and its place within the world in comparison to everything else. The awe and power given to nature in this novel allows the reader to fully understand Shelley's romantic beliefs of sublimity and nature's omnipotence in the hands of God.

40/1 nearly concluded