

Directly, Cliffs - Juliet

(18)

writes
eg (40 MARKS)

trips have
broader functions,
symbolic,
the underlying
establish
throughout.

components;
essentially

setting of the
characters within
stein. firstly,
tions exemplify
and the immense
sue alone. This
deprivation

Not quite sure what it is you are trying to say here.

groundings
at intolerable,
carry on, within
e's hardships, in

"The whole
until the creature
"feebly took
with external
Shelley then uses

but he doesn't surely run from the village to the Arctic...

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

English

Level	Mark	AO1 = bullet point 1 Descriptor (AO1, AO2)	AO2 = bullet point 2
	0	No rewardable material.	
Level 1	1-4	Descriptive • 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 • 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 • 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 • 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 • 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	AO3 = bullet point 1 Descriptor (AO3, AO4)	AO4 = bullet point 2
	0	No rewardable material.	
Level 1	1-4	Descriptive • 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 • 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 • 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 • 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 • 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.	

Need for structure in this essay: 3 main points - each one exemplified + quotes used + analysis

Good general understanding, but need to make a point, then tie it to the text, give a quote and then analyse the quote, before moving on to wider context.

General awareness of context. Useful connections made. Need for more detail + precision.

the setting of the Arctic to implicate the creature's self-awareness and maturation process, providing the reader with a deeper insight. — you would need to quote to show where you see this in the text.

Additionally, within Murgiro's 'Never Let Me Go', the symbolic function of Haulsham begins the novel, in which Kathy, Ruth and Tommy grow up and start to develop within their role, to then be pre-disposed as organ donors. Haulsham initiates each clones formal identity, uniting their knowledge to be

to make someone liable or inclined to a specific action/attitude

Darcy Cliff - Juliet

Compare the ways in which the writers of your two chosen texts use setting. (40 MARKS)

you have to say that the settings have analogical, symbolic and structural functions.

Within both texts, both writers use symbolic, analogical and structural settings to evoke underlying essence, in which enables the reader to establish a judgment upon the multiple characters throughout.

The main purpose of setting has three main components; social environment, time and place, all essentially conjugating ^{creating?} a mood within the novel.

At a ^{why "at a glance"?} glance, Shelley uses the integral setting of the Arctic to unveil the divide between the characters within the novel; the Creature and Victor Frankenstein. Firstly, the completely desolate and isolated conditions exemplify the immediate sense of confinement ^{how?} as such, and the immense pain which Victor has brought upon the Creature alone. This then correlates the Creature's internal, emotional deprivation for a predecessor ^{? not sure of the sense.}. Secondly, the melancholy surroundings of the Arctic are still considered to be somewhat intolerable, as the Creature utmost definitely struggles to carry on, within his given scenario. Shelley recounts the Creature's hardships, in regard to his interaction with human beings - "The whole village roused; some fled, some attacked me", until the Creature found himself totally secluded, ^{not a sentence} in which he "fearfully took refuge". As the Creature, alone, was dealing with external battles - the ghastly reactions from the villagers, Shelley then uses the setting of the Arctic to implicate the Creature's self-awareness and maturational process, providing the reader with a deeper insight. ^{villagers to the Arctic...}

— you would need to quote to show where you see this in the text.

Additionally, within Mugiuro's 'Never Let Me Go', the symbolic function of Hailsham begins the novel, in which Kathy, Ruth and Tommy grow up and start to develop within their role, to then be pre-disposed ^{disposed} as organ donors. Hailsham initiates each clones formal identity, limiting their knowledge to be

to make someone liable or inclined to a specific action/attitude

within the estates walls. In a given sense, the clones are completely segregated from the outside world and only experience childhood within this well-groomed, way-station. However, in some circumstances, the clones are protected and gently nurtured by the guardians. Ishiguro represents the idea of confinement with Hailsham, to exemplify the weaknesses of the human race. As, for instance, many would prefer to hide away the clones, disregarding them from "fear", but also "ethics" and "morals", instead of facing up to the wrong doings and change the ways in which they had been treated. Therefore, Hailsham creates identity for the clones, as it's all Kathy seems to recollect, but then inhibits Ishiguro's moral response towards the covered selfish capability of the human race.

Conversely, Shelley uses the analogical function of the power and destruction of nature throughout 'Frankenstein', to render the consequences made, due to the role of mankind. Some may say that Nature's secrets are best kept untold, and should remain in this way forever. But instead, Victor Frankenstein's desire and aspirations provoke his totally dismal and secluded ending. Victor defies the power of nature, and then awakens his worst nightmares. For instance, nature illuminates the creature in a number of ways, in Volume II, Chapter III, the creature leaves his predecessor, and after a couple of days, experiences the cold weather for the first time - "I was a poor, hapless, miserable wretch... feeling pain inside me on all sides". After the creature's awareness of self-pity, "a gentle light stole over the heavens, and gave (him) a sensation of pleasure". In fact, here, the reader is able to grasp the immediate idea of the contrast, in which he perceives his reactions to nature, may be seen as parallel to his relationship with mankind. The sublime settings eg. "radiant" weather, (sun), provide a clear space in which those who feel marginalized can be heard.

but this is true surely... when is the creature 'heard' (even when the settings are 'sublime')

of vast settings and well being, still marginalized.

Darcy Clift

A02 -

✓ Recognition of structural devices - the ^{choice} three

After, Ishiguro's use of structural devices - the ^{choice} three novels, allow the reader to judge upon the clones' maturation process, as there is an ultimate contrast within each particular place - due to the different time in their lives as well as the social environment. As the novel takes place within a dystopian version of the late 1990's, represents Ishiguro's ideologies upon the ethical boundaries of a race only created to supply organs. Hailsham shields them from a full understanding of their ^{future}, and allows the clones to live on with a lack of utal knowledge. Secondly, the cottages are a traditional housing facility where the clones are introduced to the "veterans". Kathy finds the idea of television absurd, as Ruth begins to copy from those she views upon the screen. In which Kathy tries to understand why mankind is designed the way it is. Thirdly, the donor centres create a sense of lack of identity for Kathy, as she is solely caring for those who are about to pass. Not only does this evoke the cold, morbid cloning cycle, but creates extreme sympathy towards Kathy.

Thus, all in all, both novels introduce three functions which allow the reader to develop a stronger, purposeful interpretation upon the latent meanings possessed by the writers.

make sure you are exploring the significance of this the question