

texts use settings

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

English

Level	Mark	A01 = bullet point 1 Descriptor (A01, A02)	A02 = bullet point 2
	0	No rewardable material.	
Level 1	1-4	<b>Descriptive</b> <ul style="list-style-type: none"> <li>Makes little reference to texts with limited organisation of ideas. Limited use of appropriate concepts and terminology with frequent errors and lapses of expression.</li> <li>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.</li> </ul>	
Level 2	5-8	<b>General understanding/exploration</b> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	
Level 3	9-12	<b>Clear relevant application/exploration</b> <ul style="list-style-type: none"> <li>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.</li> <li>Demonstrates knowledge of how meanings are shaped in texts with consistent analysis. Shows clear understanding of the writer's craft.</li> </ul>	
Level 4	13-16	<b>Discriminating controlled application/exploration</b> <ul style="list-style-type: none"> <li>Constructs a controlled argument with fluently embedded examples. Discriminating use of concepts and terminology. Controls structures with precise cohesive transitions and carefully chosen language.</li> <li>Demonstrates discriminating understanding of how meanings are shaped in texts. Analyses, in a controlled way, the nuances and subtleties of the writer's craft.</li> </ul>	
Level 5	17-20	<b>Critical and evaluative</b> <ul style="list-style-type: none"> <li>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.</li> <li>Exhibits a critical evaluation of the ways meanings are shaped in texts. Displays a sophisticated understanding of the writer's craft.</li> </ul>	

14  
Evaluation needed for L5

Level	Mark	A03 = bullet point 1 Descriptor (A03, A04)	A04 = bullet point 2
	0	No rewardable material.	
Level 1	1-4	<b>Descriptive</b> <ul style="list-style-type: none"> <li>Shows limited awareness of contextual factors.</li> <li>Demonstrates limited awareness of connections between texts. Describes the texts as separate entities.</li> </ul>	
Level 2	5-8	<b>General exploration</b> <ul style="list-style-type: none"> <li>Has general awareness of the significance and influence of contextual factors. Makes general links between texts and contexts.</li> <li>Identifies general connections between texts. Makes general cross-references between texts.</li> </ul>	
Level 3	9-12	<b>Clear relevant exploration</b> <ul style="list-style-type: none"> <li>Demonstrates a clear exploration of the significance and influence of contextual factors. Develops relevant links between texts and contexts.</li> <li>Makes relevant connections between texts. Develops an integrated approach with clear examples.</li> </ul>	
Level 4	13-16	<b>Discriminating exploration</b> <ul style="list-style-type: none"> <li>Provides a discriminating analysis of the significance and influence of contextual factors. Makes detailed links between texts and contexts.</li> <li>Analyses connections between texts. Takes a controlled discriminating approach to integration with detailed examples.</li> </ul>	
Level 5	17-20	<b>Critical and evaluative</b> <ul style="list-style-type: none"> <li>Presents a sophisticated evaluation and appreciation of the significance and influence of contextual factors. Makes sophisticated links between texts and contexts.</li> <li>Evaluates connections between texts. Exhibits a sophisticated connective approach with sophisticated use of examples.</li> </ul>	

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"Evaluation" needed for L5

Generally working at L4. Some points could be 'nuanced', developed (see \*) There is room for more lexical, structural or syntactic analysis

Working at this level - with generally useful context + connections throughout.

natural and unnatural, such as isolation and locations across Europe, illness. The locations of the unnatural creature or the locations are all settings in the text are that the clones have

A01 - well-controlled argument  
A04 interestingly constructed

ind unnatural. In as the cottage, Scotland the beauty of nature, as called Romanticism.

in the sense of being rural

extensive descriptive such as 'fiend' and rough unnatural, is society - from which he seeks refuge in 'a small as 'snow and rain'. We must the unnatural see his refuge and causing natural clones are of nature. There are

really? is the evidence the text has suggested this?

The Clinic. The locations lighting their station faced by the use their isolation is due The clones are presented dark fringe of trees' t the woods are a motif

frail of nature and see it as a threat. The ideas of cloning that are very present in Never Let Me Go were very prevalent in the early 2000s. This is because there were many scientific advancements, leading to the possibility of human cloning becoming more and more likely, for example Dolly the sheep. Overall, we can infer that both the clones and the creature are contrasted with natural settings and portrayed to be afraid of nature due to their unnatural creation.

Where are they afraid of nature? The clones are fr.ig were of the woods as an idea, not as a physical (new) object... The creature does not seem frightened of nature - just mankind...

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In both texts the analogical function of setting is used by the writers to foreshadow the emotions of key characters. In Frankenstein, nature is portrayed to be a powerful force and the weather conditions foreshadow the emotions of Victor and the Creature in the text. In



Compare the ways in which the writers of your two chosen texts use settings

In Frankenstein and Never Let Me Go setting is used to contrast the natural and unnatural, present the emotions of the main characters and portray key themes such as isolation and the danger of knowledge. In Frankenstein there is a diverse range of locations across Europe, with many of the places having a common theme of isolation and loneliness. The locations are also primarily based in nature, which creates a greater contrast to the unnatural creature that is seen as an abomination of nature. Whereas, in Never Let Me Go the locations are all set in the United Kingdom, henceforth creating lesser variation. The settings in the text are very isolated from society and are primarily man-made, emphasising that the clones have been created rather than born naturally.

AO1 - well-controlled argument  
AO4 interesting connections made

In both texts settings are used by the writers to contrast the natural and unnatural. In Frankenstein the locations are primarily based in natural places such as the cottage, Scotland and the Arctic. The naturalistic setting is used by Shelley to demonstrate the beauty of nature, this appreciation of nature was prevalent in the 18<sup>th</sup> century and it was called Romanticism. The ideas of Romanticism are frequent in Frankenstein through the extensive descriptive language about nature, which contrasts with the negative language such as 'fiend' and 'wretch' used to describe the 'unnatural' creature. The creature, although unnatural, is usually found in naturalistic locations because this allows him to avoid society - from which he is marginalised. In Volume 2, Chapter 3 of Frankenstein, the creature seeks refuge in 'a small hut, allowing him to escape from the harsh elements of nature such as 'snow and rain'. We can interpret these harsh elements to be a retaliation by nature against the unnatural creature. The creature is later attacked by villagers, causing him to flee his refuge and causing him to feel a greater hatred for mankind. In Never Let Me Go the unnatural clones are separated from society and are portrayed to be afraid of some parts of nature. There are three key locations in Never Let Me Go; Hailsham, The Cottages and The Clinic. The locations are all man-made and used to separate the clones from society, highlighting their marginalisation but also their separation from nature. The marginalisation faced by the clones is similar to that faced by the creature in Frankenstein, because their isolation is due to being seen as 'unnatural' leading to society being afraid of them. The clones are presented to be afraid of the woods (a natural setting) and it is described as 'a dark fringe of trees' which sometimes 'cast a shadow over Hailsham'. This highlights that the woods are a motif for the clones' dark future and truncated lives, leading them to be afraid of nature and see it as a threat. The ideas of cloning that are very present in Never Let Me Go were very prevalent in the early 2000s. This is because there were many scientific advancements, leading to the possibility of human cloning becoming more and more likely, for example Dolly the sheep. Overall, we can infer that both the clones and the creature are contrasted with natural settings and portrayed to be afraid of nature due to their unnatural creation.

AO3 awareness of significance of context

in the sense of being rural?

really? is there any other evidence in the text that suggests this?

could be seen to be

Where are they afraid of nature? The clones are frightened of the woods as an idea, not as a physical (real) object... The creature doesn't seem frightened of nature - just mankind...



Holly Clark

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cl

AO2 - analysis

AO3 - sustained analysis of context

AO2/AO3 detailed embedded quotes

Volume 1, Chapter 5 Victor becomes ill and as 'spring' arrives we can see this is a parallel with his health, as he feels 'sentiments of joy and affection' re-emerge. This demonstrates the link between Victor and nature because it appears to heal him and link to his positive mindset.

<sup>in contrast,</sup> Whereas in Volume 1, Chapter 7 Victor is sad because William has recently been killed by the creature and the weather symbolises this through a 'storm' and 'rain'. We could also infer the stormy and dark weather to be nature punishing Victor, because he attempted to play God in creating the creature, leading to his brother's death. There are many Christian themes running throughout Frankenstein, due to the prevalence of Christianity in the 19<sup>th</sup> century when Frankenstein was written. Victor's creation of the creature is seen to go against God himself because he is believed to be the only one with the power to take and create life.

Therefore, we could also suggest that the bad weather experienced by Victor in many chapters could be seen as a punishment by God. In Never Let Me Go the analogical function of setting is used to foreshadow the imminent threat to the clones due to their dark futures. The weather also appears to become increasingly bad as the novel goes on, that the weather is foreshadowing the dismal futures for the clones. In Chapter fifteen on the journey back from Norfolk - when the clones went on a search for Ruth's 'possible' - Kathy describes the 'darkness' to set in over 'long empty roads', which symbolises the clones drawing nearer to their 'dark' future. There are also increasing references to 'fog' which connotes uncertainty and demonstrates the diminishing hope that the clones have as we get further into the novel. This contrasts with Hailsham and Kathy's younger life in which there is a reference to 'bright sunshine', which suggests that Kathy and the other clones were much happier in their earlier life. This <sup>could be seen to demonstrate</sup> demonstrates the theme of the danger of knowledge and the relentless passage of time. The further into their truncated lives the clones are, the more they find out and the closer they become to death, therefore the darker their lives <sup>become</sup> because they must face the difficult truth. This directly links with Frankenstein because we can see the danger of knowledge through Victor, in which his knowledge leads him to suffer due to the consequences of his creation.

Keep "range of locations" in sight. Sorry! This was the question set - but I realise you have just done "settings" connection

Finally, in both texts setting is used to portray the prevalent theme of isolation. In Frankenstein the different settings are primarily in very isolated locations, which is used to portray Victor's marginalisation from society due to his creation and the creature's isolation due to his differences from humanity. In the Arctic Victor faces 'mountains of ice' that 'barred' up his passage, which could be nature punishing Victor for going against it and creating the creature. Victor's loneliness is portrayed as he says he has 'endured misery', which we can infer is due to the losses he has suffered and his present isolation in the Arctic.

or he seen as a warning about the power of nature....

The creature also faces isolation in Volume 2, Chapter 9 in the Alps and he tells Victor to create him a female companion as he is 'alone and miserable'. This isolation is due to the social marginalisation that the creature is forced into due to his appearance, resulting in him travelling to much more deserted locations. The creature's loneliness causes him to lash out and kill most of Victor's loved ones, henceforth leaving Victor alone at the end of the novel - much like the creature was abandoned by Victor. In Never Let Me Go the clones are isolated from the rest of society in both Hailsham and the Cottage due to their differences from humans. The setting of the boat in Chapter 19 symbolises the lives of the clones through the isolated and desolate location. The 'beached' boat connotes how the clones are trapped in

AO4 - connections between the texts

AO1  
AO2  
AO3  
AO4

AO1  
AO2  
AO3  
AO4

AO1  
AO2  
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AO4

AO1  
AO2  
AO3  
AO4



their lives and the 'silence' of the location symbolises the segregation from society that the clones face. We can also infer the 'dead trunks' are symbolic for the 'completion' of the clones, demonstrating how they are treated like possessions and not people. In Chapter 20 Kathy and Tommy acknowledge that there is 'somewhere separate' for them, which we can infer is a reference to their separation from the rest of society. This highlights that society forces isolation and entrapment onto the clones for their own benefit and cast them away like rubbish, once they have been used.

Needs a link back to the question

In conclusion, in both texts setting is used to portray isolation, the emotions of key characters and the contrast between the natural and unnatural. In Frankenstein the creature sets alight to the DeLacey's cottage due to feeling 'deserted' by their family and his emotions come out in a rage, the 'fierce wind' further emphasises the creature's anger towards humanity. This links with Tommy's final outburst of anger in which Kathy sees him 'raging, shouting, flinging his fists and kicking out' and tries to go to him but is 'stopped by an impenetrable thicket.' Tommy's emotions are mirrored by the wind which 'was really powerful'. Overall, this highlights the similarities between the two novels, in which we can see the characters struggling with abandonment and being trapped.

Why - detailed connection

What is the significance of this?

All very valid + sensitive analysis, but make sure you're not bringing in new ideas into your conclusion. You can see in the marginal comment that this raises further questions, that you can't now answer!

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