

Darcy, Cliff - Juliet

TF

KATE

(21)

our texts. You

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	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. 	
	0	No rewardable material.	
	0	No rewardable material.	
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. 	

Working at this level - with some good levels of precision of analysis demonstrated (see 4) This needs maintaining through the essay: point, score, analysis, wider context, back to question. Some moments of analysis need further development (see 4)

settings and we have three allows the a deeper abstract idea Plism is used inally, the use le way to a themes that The locations d all es that are

important : Is known for Walton's 'ice' and he nature sees the om mankind wrong. The as being ble place elley is gles that he , some ssile weapons, the monster creature rankind and ent. The solated places

Some context - not always secure (see 2) good connections what? why? A03 - integrated context

Hailsham, which also has a symbolic function. Hailsham is conveyed as a isolated area for the clones where science is playing a key role, it is separated from society as they travel to Norfolk later on in the novel where we see an interaction between the clones and the humans, it soon becomes apparent how isolates they are as a result of growing up in Hailsham. However, Hailsham symbolizes the concept that clones are human beings, not just medical procedures, this is proved by their creations of art which demonstrates that they have souls. It's described by Kathy as having 'dead tree trunks' and a 'disused bus stop' which shows to us how lifeless and disconnected they are from the 'real world' by their non-existent use of public services such as a bus. Even the trees which are apart of every day life are being unkept and are 'dying' which can also be foreshadowing what will happen to the clones in the end. The real Hailsham is a town in East Sussex, it began as a medieval market town and is surrounded by farmland. The importance of the farming and livestock into the market coincidentally echoes the plot of the novel. It can be looked on

needs of back up work

They are in the middle of a marsh

This makes it sound as though Hailsham is described as having dead tree trunks

Kate Downing.

Explore the extent to which the writers present a range of locations within your texts. You must relate your discussion to relevant contextual factors.

In both Ishiguro's Never Let Me Go and Shelley's Frankenstein we see various settings and locations which all have similar functions. The settings in these two novels have three main functions: analogical, symbolic and structural. The analogical function allows the reader to comprehend with the mood and action a lot easier overall allowing a deeper connection with the novel, the symbolic function is effective in hinting an abstract idea to the reader as it foreshadows what is to come later on in the novels; symbolism is used to provide meaning to the writing beyond what is actually being described. Finally, the use of setting as a structural device aims to present a story in the most favourable way to a specific reader. These methods enable us to comprehend with new ideas and themes that we may not be familiar with and allows us an easier passage into the novel. The locations seen such as the woods, cottages, Hailsham, the Arctic, Geneva and Scotland all contribute towards the perception of the abnormal sci-fi and dystopian themes that are apparent throughout both novels.

A03/A01/A02
nearly done - addressing the question

The symbolic Arctic setting that we see in Mary Shelley's Frankenstein in an important understanding and feeling towards Victor's isolation and rejection. The Arctic is known for its icy climate and isolating conditions. The first 4 letters of the novel show Walton's journey towards the North Pole, throughout the letters he is 'surrounded by ice' and he recalls his story of when he sees Victor in the cold and ice. When Victor's creature sees the rejected reaction from other living beings, he escapes to separate himself from mankind thus making Victor follow him in desperation to stop what could go terribly wrong. The Arctic represents isolation and agony in Victor's creation as it symbolizes it as being empty, unaided, abandoned and perplexed. It's considered to be an intolerable place where it is much harder to live especially in the creature's scenario. Mary Shelley is effective in describing the desperation that the creature feels and the struggles that he was having to deal with he recalls that 'the whole village roused; some fled, some attacked me, until, grievously bruised by stones and many other kinds of missile weapons, I escaped to the open country, and fearfully took my revenge' In addition to the monster feeling abandoned from his creator he equally feels abandoned from all of mankind and the setting of the Arctic is successful in exaggerating the feeling of confinement. The romantic period of when Shelley wrote the novel, when people escaped to isolated places such as the Arctic it was known as spiritual reunion.

not sure Victor follow him - he might think he is following him
creature is actually following him

creature A03 - integrated context

quote to support this? in what way?

On the other hand, in Ishiguro's Never Let Me Go we are introduced to the setting of Hailsham, which also has a symbolic function. Hailsham is conveyed as a isolated area for the clones where science is playing a key role, it is separated from society as they travel to Norfolk later on in the novel where we see an interaction between the clones and the humans, it soon becomes apparent how isolated they are as a result of growing up in Hailsham. However, Hailsham symbolizes the concept that clones are human beings, not just medical procedures, this is proved by their creations of art which demonstrates that they have souls. It's described by Kathy as having 'dead tree trunks' and a 'disused bus stop' which shows to us how lifeless and disconnected they are from the 'real world' by their non-existent use of public services such as a bus. Even the trees which are apart of every day life are being unkept and are 'dying' which can also be foreshadowing what will happen to the clones in the end. The real Hailsham is a town in East Sussex, it began as a medieval market town and is surrounded by farmland. The importance of the farming and livestock into the market coincidentally echoes the plot of the novel. It can be looked on

needs a bit of work

This makes it sound as though Hailsham is described as having dead tree trunks

they are in the middle of a marsh

that the Hailsham students are livestock, raised for their organs, even though they are treated like human beings with souls. Nonetheless, they are inescapably tied to their fate.

in Hailsham, perhaps... except that Madame wants to prove they 'soul' all which suggests an uncertainty!

absence of serenity?

An analogical function of Geneva is also seen however in Frankenstein when in the setting of Geneva. Geneva is described of nature as being both healing and powerful. While Shelley pronounces the extreme serenity and profound nature of the setting, it then enhances the subsequent absence in the later settings that are associated with the violence and chaos of the creature. This equally can contrast with Victor's despair and the unnaturalness of the creature and how the unnatural is destroying the natural. On a wider context, possibly to show that now in a modern decade, as the population is becoming more aware of supporting our climate and nature this could be a foreshadowing into 21st century to prevent climate change and to stop developing into this 'unnatural' world that some individuals may believe we are destroying. In chapter 6 Victor conveys to us that he uses Geneva as a safety net, a boundary to the wider troubles and to make him feel a little bit safer as he 'returns to Geneva' after a 'bitterly delay' on his return. Once he is back though he becomes 'the same happy creature who years ago had no sorrow or care' showing that the setting of Geneva has a massive impact on Victor as he needs a safe place to heal, subsequently with nature to bring him back to reality. He sees Geneva as 'a serene sky and verdant fields filled me with ecstasy' which makes us feel happy for him as he hasn't felt this ecstatic in a long time. In the romantic period, the idea of the sublime was taken up by Immanuel Kant and the romantic poets, it was the quality of greatness, the term especially refers to a greatness beyond all possibility of limitation.

AC3 - an awareness of context

Alternatively, in NLMG there is an apparent analogical function of increasing references to fog and haze which suggests confusion and uncertainty. Much of the novel is about memory and remembrance as well as isolation. Ishiguro is effective in using the fog as an analogical function of what the characters at the time are going through. At the end of chapter 5, we see Kathy and Ruth talking in their room. Kathy recalls that there was 'fog and drizzle that day' throughout the last section of this chapter Kathy refers to fog and rain over 9 times. The fog and rain create an eerie pathetic fallacy of the atmosphere and mood between the two characters. Equally, it is a technique of foreshadowing for what will commence with the clones. By the end of the chapter they are both 'staring at the fog and rain' when Ruth starts to 'walk off into the rain'. Ruth is subsequently upset in this chapter proving the pathetic fallacy that it sets out at the beginning of the chapter which can be taken into account for the entirety of the novel. As the fog and rain creates a gloomy and miserable atmosphere which the clones are going to have to deal with for parts of their life as it is bound to be uncertain for where they will end up. This is evident in the post-modernist of the unreliable narrator, with the uncertainty of the retrospective narration. Ishiguro makes Kathy's character uncertain in her narration by adding 'I'm not too sure' or repetitions of 'I didn't' and 'if we're really going' which overall shows a level of uncertainty that the clones have in everyday life situations yet alone what their fate is in the end however clueless they are.

AC2 precise analysis

Good - how you need link

To conclude, both Ishiguro and Shelley are effective in creating both analogical and symbolic functions to create an easier passage for the reader to comprehend with their abstract ideas of dystopia and science fiction. The setting of isolate areas such as Hailsham and the Arctic enhance the isolation of the protagonists in each novel, allowing us to connect with the characters and feel sympathy towards them. As well as this their analogical functions both show some certainty/uncertainty towards the fate of their lives and can help foreshadow to the events that will occur later in the novel.

Shelley part

as was the novel

do you mean in the sense that memory is unreliable

whose?