

JAM
35

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 <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.	
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. 	

Easily working on L4, with definite elements of L5 (see *). A few types ... but much tighter + more precise, thank you!

Some perceptions + intelligent connections and contextual analysis made

17

18

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AO1 - terminology used securely

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AO3 - integrated context

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AO2 - sustained analysis

cottages until they are needed (either as donors or careers) and here they are left as an isolated mass material that is not yet needed. The cottages are formed of 'the remains of an old farm that had gone out of business years before' and through the clones having to use society's discarded places we are able to understand that the clones secluded and discarded locations make them the subhuman victims of science. For Ishiguro the idea of wealth and possession being handed down through society is important (it is also shown through the Hailsham sales) as a result of living in a society so dependent on a predetermined class system where many are left in need. As ishiguro explores medical developments the process of cloning can raise issues not only of ethics but also class as those with significant wealth are able to skip NHS waiting lists, opting for private medical care, as many poorer people die waiting for vital treatment. For Shelley, the disparity between the creature and society is

AO2 - perceptions analysis

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

careful

In their novels, Ishiguro and Shelly utilise a wide range of locations to demonstrate both the isolating and uniting effects of science. The texts both use constantly changing but distinctive locations to exaggerate the relationships between the characters - who are in both texts stoic and unchanging. As the locations change, readers are able to gain an insight into the intentions of the characters, be them the perpetrators or effects of science.

Victor?

Shelly

The most obvious way in which we gain insight and understanding into the character's personal intentions is through the use of recognisable locations such as Dover and Norfolk in Never Let Me Go or Geneva and Matlock in Frankenstein aiding into uniting the characters with our world. These versimilitudinous settings allow the reader to easily equate the actions in the texts to places they can recognise and understand. In Never let me go Ishiguro provides the settings with an intense amount of detail, referencing the hyper-recognisable 'Woolworths' in order to remind the audience that the atrocities happening to the clones are by no means removed from the modern world that the readers live in. This realism proves pertinent to a text written in a world where scientific development outpaces scientific understanding causing many to feel lost as a result of their lack of understanding of developments. Ishiguro's usage of such specific culturally relevant locations, such as Woolworths, becomes deeply ironic in his book that he admits is not a 'how to guide on cloning' but expresses the danger many place themselves in by ignoring scientific news. In Frankenstein the recognisability of the locations creates fear for the readers, emphasising the gothic horror genre of the text. As the readers recognise the setting the creatures travel through they too experience the fear of the creature intensifying the genre trope. Shelly spends a paragraph describing the intense similarities between Matlock and Charmounix (the latter being somewhere the creature was known to have been) on page 166. Shelley's precision when creating fear through recognisable locations reinforces a readers' understanding of the scientific possibilities in the text uniting her characters with the readership.

H01 - terminology used security

A02 - accurate analysis

A03 - integrated context

A03 - integration of context

The texts also both rely on their locations to create isolation for the creatures that are the 'results of science'. When they are released into the world the creatures that have been artificially made are sidelined and confined to locations on the brink of society in order to show how developments will always marginalise someone - there is no way for ethically corrupt science to provide a positive for all. In never let me go the clones are held in the cottages until they are needed (either as donors or careers) and here they are left as an isolated mass material that is not yet needed. The cottages are formed of 'the remains of an old farm that had gone out of business years before' and through the clones having to use society's discarded places we are able to understand that the clones secluded and discarded locations make them the subhuman victims of science. For Ishiguro the idea of wealth and possession being handed down through society is important (it is also shown through the Hailsham sales) as a result of living in a society so dependent on a predetermined class system where many are left in need. As ishiguro explores medical developments the process of cloning can raise issues not only of ethics but also class as those with significant wealth are able to skip NHS waiting lists, opting for private medical care, as many poorer people die waiting for vital treatment. For Shelley, the disparity between the creature and society is

A02 - sustained analysis

A02 - perspective analysis

perhaps?

shown through the isolated mountain cottages he learns in, providing a comment on the way in which Victorian society treated those who are different. The creature is confined to a 'hovel' abandoned by its proper owners, just as the cottages are in Never Let Me Go, once again addressing that science causes many to have to live on the outskirts of society. However, the two texts also make a comment on the isolated locations of the scientists themselves. Both texts describe the scientists retreating to a 'remote part of Scotland' to pursue their unethical work demonstrating that science in all pursuits causes people to have to disappear to isolated locations due to the rifts it creates.

A04 - precise connection

A04 - links between texts

In contrast, location (often desperate and dull) is used to unite the characters as they experience the happiest times in the bleakest locations. Kathy comments on the 'lack of outdoor space' at the Kingsfield centre but describes her time as 'amazing, really'. The lack of importance that Kathy places on location on defining her attitude towards life aids Ishiguro in conveying the idea that as a result of hardship one's setting loses importance. In Frankenstein the characters undergo a similar unification as when 'entrapped by ice' Walton reflects that Frankenstein 'fills him with hope' and additionally fulfils his 'desperate want of company' discussed in his early letters. In Frankenstein Shelley uses this technique to demonstrate that human relationships are more important than the pursuit of knowledge and progress. Location provides the characteristic desperation of both texts but also demonstrates that humanity can triumph over science, in Shelley's text this could be seen as an expression of romanticism triumphing over classicism and for Ishiguro it could demonstrate his humanist beliefs.

unification

A02 interesting point

A04, A03 - A01 - nearly done - well constructed arguement

Another important way in which location affects the characters, especially the narrators, is through the use of encapsulated transitory locations that the narrators use as a reflective space. In Never Let Me Go Kathy spends long periods of time in her car as she travels from centre to centre. In the final chapter Kathy uses this time to reflect on the relationships she had throughout her time as a career and evaluate why she has told her story. When driving on 'a long stretch of road in Gloucestershire' Kathy contemplates that her memories of Hailsham 'hit me when I'm least expecting, when I'm driving.' The relationship between driving and entrapment in the novel allows Ishiguro to explore how emotion and memory insify in claustrophobic locations. As the text draws to a close, Ishiguro creates Kathy's car as a hotspot of memory that causes her to abandon the hope that had propelled her to write down her story. In Frankenstein Walton also uses a transitory location to reflect on his experience through the novel. After having heard Victor's story Walton reflects on how it has affected his voyage. Here his transient location (the ship) is unable to move and he discusses how when stranded he feels 'encompassed by peril' and will turn back for fear motivated by 'all the lives endangered by' him. Walton's letters convey what he has learnt through Frankenstein's tale expressing the moral of the novel, allowing Shelley to express the dangers of exploration that (in his first narrative) Walton said 'allowed him to conquer all fear of death'. Walton provides the frame narrative, whilst writing in the epistolary form, and so in learning the moral and changing his ways satisfies the readers need to see a changed character and again satisfying a convention of Victorian novels. However the transitory locations fulfil different roles within the texts in Frankenstein as the vessel loses its ability to provide movement Walton and his crew are exposed to hope experiencing a fulfilling ending whereas Kathy uses her transient location to abandon hope. Whilst the ending of

ing?

A02 nice capsule analysis

A04 detailed links made

A01 - integrated terminology

A03 integrated context

A02 evaluation comment

even if forever he is forever do so?

even without the death of the creature?

Frankenstein could be cited as fulfilling the literary conventions of its day, providing a strong sense of resolution, could demonstrate that when scientific discovery and the understanding of science was left to the few there was more hope to the populous, a hope that Ishiguro (writing in the twenty first century) cannot experience.

To conclude, location provides the authors with the ability to comment on how science changes the way in which people interact providing comments addressing if in any way unethical science can be a good think for human relationships.

are you certain that this is what (primarily) the settings in these novels are doing?

...entally echoes the plot of the novel. It can be looked on
they are in the middle of a marsh
dead tree trunks