

Answer ONE question on the texts you have studied. Begin your answer on page 5.

Crime and Detection

Texts

Pre-1900: *Lady Audley's Secret*, Mary Elizabeth Braddon; *The Moonstone*, Wilkie Collins

Post-1900: *In Cold Blood*, Truman Capote; *The Murder Room*, P D James

EITHER

- 5 Compare the ways in which the writers of your two chosen texts depict characters who investigate crime. You must relate your discussion to relevant contextual factors.

(Total for Question 5 = 40 marks)

OR

- 6 Compare the ways in which the writers of your two chosen texts create a sense of mystery for the reader. You must relate your discussion to relevant contextual factors.

(Total for Question 6 = 40 marks)

Science and Society

Texts

Pre-1900: *Frankenstein*, Mary Shelley; *The War of the Worlds*, H G Wells

Post-1900: *Never Let Me Go*, Kazuo Ishiguro; *The Handmaid's Tale*, Margaret Atwood

EITHER

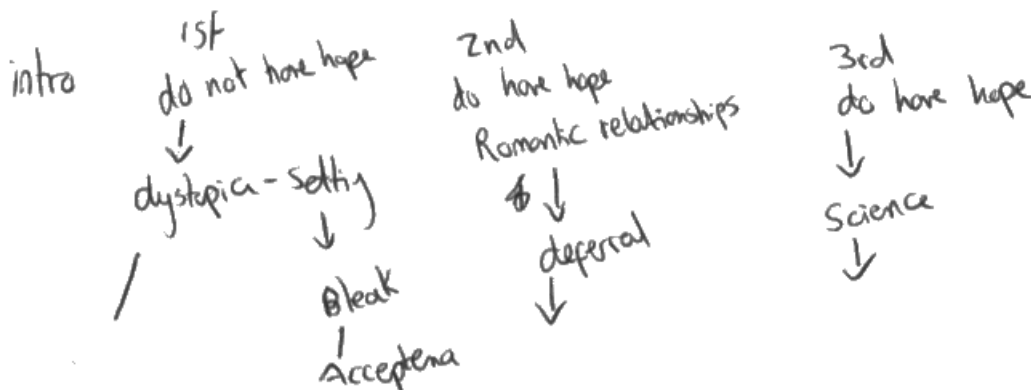
- 7 Compare the ways in which the writers of your two chosen texts explore the importance of hope. You must relate your discussion to relevant contextual factors.

(Total for Question 7 = 40 marks)

OR

- 8 Compare the ways in which the writers of your two chosen texts criticise human behaviour. You must relate your discussion to relevant contextual factors.

(Total for Question 8 = 40 marks)



Answer ONE question on the texts you have studied. Begin your answer on page 5.

The Supernatural

Texts

Pre-1900: *The Picture of Dorian Gray*, Oscar Wilde; *Dracula*, Bram Stoker

Post-1900: *The Little Stranger*, Sarah Waters; *Beloved*, Toni Morrison

EITHER

- 9** Compare the ways in which the writers of your two chosen texts present characters who experience anxiety. You must relate your discussion to relevant contextual factors.

(Total for Question 9 = 40 marks)

OR

- 10** Compare the ways in which the writers of your two chosen texts examine violence. You must relate your discussion to relevant contextual factors.

(Total for Question 10 = 40 marks)

Women and Society

Texts

Pre-1900: *Wuthering Heights*, Emily Brontë; *Tess of the D'Urbervilles*, Thomas Hardy

Post-1900: *Mrs Dalloway*, Virginia Woolf; *A Thousand Splendid Suns*, Khaled Hosseini

EITHER

- 11** Compare the ways in which the writers of your two chosen texts present loss. You must relate your discussion to relevant contextual factors.

(Total for Question 11 = 40 marks)

OR

- 12** Compare the ways in which the writers of your two chosen texts present women's attempts to find happiness. You must relate your discussion to relevant contextual factors.

(Total for Question 12 = 40 marks)



Indicate which question you are answering by marking a cross ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 1 ☒ Question 2 ☒ Question 3 ☒
Question 4 ☒ Question 5 ☒ Question 6 ☒
Question 7 ☒ Question 8 ☒ Question 9 ☒
Question 10 ☒ Question 11 ☒ Question 12 ☒

Please write the titles of your chosen texts below:

Text 1:

Frankenstein - Mary Shelley

Text 2:

Never Let Me Go - Kazuo Ishiguro

Within Never Let Me Go and Frankenstein, the importance of hope is used by the writers in numerous ways. Within prose hope is the element that creates a sense of relief for the reader, they are put at ease with the notion that the ending will result in happiness. Shelley and Ishiguro explore hope in the sense that is it or is it not the most potent theme. Hope is the one thing in both novels that encourages strength in order to please others. Both novels are seen portrayed as Gothic novels, so hope is central to the idea that perhaps the characters could escape their dystopian world. For example, Kathy and Tommy ~~could~~ potentially have to hope for a ~~deferral~~ deferral, and Elizabeth could save Frankenstein from his inhumane scientific endeavours.



Within Ishiguro's *Never Let Me Go*, hope for a better life or indeed hope for a 'normal' life are never portrayed. This could be potentially due to the fact that the clones or 'students' are accepting of their disastrous fate, due to the intensity of the Hailsham education. The three protagonists Kathy H, Tommy and Ruth are three of the clones who have been brought up in Hailsham. Kathy's first person narrative suggests that she is perhaps the most passive character, her casual tone does not question the system. ~~therefore~~ 'I don't know how it was where you were' suggests that Kathy does not see the inhumane side of the cloning ~~stem~~ system. This lack of hope is also portrayed through the monster in Shelley's *Frankenstein*. In terms of society, *Frankenstein* differs from *Never Let Me Go*, as the monster is aware of the injustice in society and the prejudice, ~~as~~ as ~~not~~ was Mary Shelley herself. Shelley was very critical of the criminal justice system. She uses the monster as a mouthpiece to bring her questioning to light. The monster tells Victor, 'the possessions most esteemed by your fellow creatures were, high and unsullied descent with riches'. This ~~she~~ brings Shelley's critique of the economic side of society to life. Both novels are to an extent anti-education, this is explored by the writers in the sense that education is



essentially the thing that destroys both the clones and the creature, and potentially Victor. The clones are educated about 'donations' and ~~and~~ just as the creature is educated about an unjust society, with physical appearance being its main focus. Likewise Victor's experience with education only develops his sinister quest further.

As Shelley's Frankenstein was published firstly in 1818 and then revised and published again in 1832, the Romantic movement in literature and other arts was imposing a major influence on Shelley, perhaps due to the notion that she was married to Romantic poet Percy Bysshe Shelley. Indeed this could have very well influenced Shelley in terms of her settings. ~~At~~ Most of Shelley's settings are in sublime, awe-inspiring and out-of-the-ordinary places. For example the valley of Chamonix where Victor goes to relieve rid of his guilty feelings. 'These sublime and magnificent scenes afforded me the greatest consolation that I was capable of receiving'. Shelley explores the importance of hope within this scene as Romantics would find hope and reflect upon themselves in awe-inspiring settings. In the same way, Never Let Me Go explores the importance of hope through setting. However, the English marshland and Norfolk are a drastic



compensation of settings, however both provide an element of hope. Kathy gains hope when she feels ~~relieved~~ relieved that after 'all these years... it felt as though Tommy and I had come close together again after all these years'. ~~Kathy~~ Ishiguro states that his intention and focus of *Never Let Me Go* was ~~to~~ to concentrate on friendships and relationships, what ~~was~~ is really the most important thing in life and what really matters that you could perhaps ~~act~~ act on in this limited life. This quote by Kathy also touches on the notion of what it means to be human, that being, feeling emotion. Ishiguro claims that what inspired him the short life-span of his clones was from a horrifying realisation that he received, in terms of ~~at~~ his writing. Ishiguro noticed that great ~~novelists~~ writers such as Dickens, Fitzgerald all wrote their most famous works in their ~~20s~~ twenties and thirties.

The writer plays with the reader's emotions by allowing them to believe that hope will save the victor from transgression, the clones from donating and ~~the~~ the monster from misery. 'I am malicious because I am miserable' shows that the corrupt society is at fault for the monster's misery. Hope ~~also makes the~~ The message of ~~the~~ that



The writers want to convey about hope is that it is of no use. Victor's hope and relief from the sublime landscape of The Valley of Chamonix is destroyed by the monster's appearance. ~~The~~ Shelley uses the ~~the~~ light to foreshadow the monster's appearance. 'dark melancholy clouded every thing' this figurative language suggests that the monster is the dark melancholic cloud that surrounds Victor. ~~The hope~~ of ~~it~~ similarly, the hope for Kathy and Tommy's deferral is destroyed by Madame and Miss Emily in chapter twenty two 'there is no deferral'. This is the first time that we see Kathy questioning as opposed to being being passive. Ultimately the end of Never Let Me Go takes us back to the beginning of the clones lives 'all sorts of rubbish'.

