

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

Chosen question number: Question 2 ☒ Question 3 ☒ Question 4 ☒  
Question 5 ☒ Question 6 ☒ Question 7 ☒  
Question 8 ☒ Question 9 ☒

In the books "Frankenstein", by Mary Shelley and "The Handmaid's Tale", by Margaret Atwood, victims of experimentation are the main focus, as the writers portray the challenges that they face. Both novels discuss the themes isolationism, unnatural versus natural and death when discussing the different characters who experience a dystopia due to experimentation.

In "Frankenstein", by Mary Shelley, there are many victims of experimentation. Victor Frankenstein usurps God's role to cheat death and to ~~create~~ create an immortal companion for himself through ~~Alva~~ Alva-nism. He becomes "the author of unalterable evils", due to his obsession for ~~the~~ ~~science~~ science and his "thirst for knowledge". This "fiend" experiences abandonment after his birth, as Frankenstein could not stand to look at what he has created. His absolute horror for the creature leads him to abandon him, making the monster vicious and resentful. The theme of isolation is portrayed through the creature, making him feel like a victim of experimentation. Victor's mistake is not creating the creature, but neglecting it post birth and not taking responsibility for his actions. The monster longs for an "Eve", after



reading 'Paradise Lost' and realising he parallels "Adam", being the first of his kind. <sup>this religious language brings realism to the book.</sup> His isolation makes him ~~utterly~~ utterly lonely and in desperate need of affection. He is lost in nature, trying to find out how to stay alive, making him remorseful towards his creator. He believes that "You are my creator, but I am your master - obey!", as Frankenstein's ~~desire~~ ~~egoism~~ ~~and~~ ~~arrogance~~ holds him back for taking blame for his creation, which is causing harm to many. Thus, isolationism is a vast theme in the novel, perhaps coming from Mary Shelley's own feelings of isolation. Being the only female, when writing the book and being marginalised by the men surrounding her, she ~~feels~~ may have felt alone and isolated.

This is similar to the handmaids in "The Handmaid's Tale". Their isolation is due to the state of Gilead suppressing them ~~and~~ ~~pushing~~ into their social class. They are also victims of experimentation, as the nuclear disaster created a new society, ~~for~~ in which fertile women are forced to bear children for barren wives. They are fully neglected until needed for reproductive purposes. Offred feels dehumanised, as ~~she~~ she is "washed, brushed, fed like a pig", making her feel trapped and isolated. This animal imagery shows the position the handmaids were in, being treated like a pet. The fact that the previous handmaid had written a note in the cupboard, "Don't let the bastards grind you down", ~~it~~ illustrates how lonely they felt, wanting to write messages for their successors. However, the isolation



P 5 2 6 0 0 A 0 1 7 2 8

put upon the monster is done by Frankenstein, whereas the handmaids are isolated by everyone in the state. They feel like victims, as their rights have been taken away, making them "feel like a child", alone, controlled and watched. Atwood ~~she~~ brings this element into her novel to depict how this could be the future, and as every aspect of the book and the state described has happened before. This makes the reader appreciate the world they live in, rather than the reconstruction described.

Furthermore, the theme of ~~nature~~ the natural versus the unnatural is a large one in "Frankenstein." ~~From~~ Victor becomes a victim to his own experimentation, after abandoning his creation. The novel portrays the penalties of violating nature. Victor's main blunder is not considering the potential repercussions of taking on God's role and creating a being in an unnatural way. Shelley comments on ~~her~~ her fears about child-birth through Frankenstein, illustrating how the unnatural way could be less emotional, after her losing many children after birth. ~~Shelley~~ She exaggerates the Romantic elements and criticises them, depicting the potential consequences of isolating yourself and becoming a ~~lonely~~ lonesome wanderer. Frankenstein's obsession with power that he receives through knowledge leads him to create a "fiend", who he then "ardently wished to extinguish". The visual imagery of the monster, with its "yellow skin" and "thin black lips", the unnatural elements of the being are described. Frankenstein creates a dystopia



for himself, having to be ~~the~~ "the murderer, not in deed", but in effect. He realises his mistake when William is killed, as he comes to terms with his egotism and narcissism. His passion for the experiment makes him forget his own life, isolating himself. ~~This is very~~ Frankenstein himself becomes unnatural in his quest, abandoning his friends and family, who are then killed, due to his self-absorption. Thus, Victor is a victim to his own experimentation, as his main mistake is not ~~the~~ nurturing his being after it is created.

Along the same lines, the Wives and Commanders in "The Handmaid's Tale" ~~are~~ also feel victims, as cracks start to show in the state. Gilead's reconstructive nature means that many are discontent and searching for emotions from others and companionship. This is seen in the sexual ceremony, which the Commander finds "impersonal". The way that babies are conceived in the state is extremely unnatural, forcing the Handmaids to carry the Commander's child. This is very anti-religious, ~~and~~ and obvious that the state is desperate for children, who are not "Shredders". Offred is not sure "who it is worse for", her or the ~~the~~ Wife, who cannot bear children and must watch the Commander "fucking" the Handmaid. ~~Offred~~ If Offred "would open my eyes a bit", she would realise the unnatural ~~ness~~ of the situation more, thus she tries to detach herself from reality. This theme of sight, vision and eyes is important



P 5 2 6 0 0 A 0 1 9 2 8

in the novel, as it depicts how Gilead is trying to make the environment feel normal and comfortable. However, the Handmaids are constantly watched by the "Eyes" and with their own eyes they can see the unhappiness of the state and "the storm outside". The Commander and his wife reflect Frankenstein, as they both are majorly responsible for their position and their plight, but now cannot <sup>reverse</sup> ~~change~~ it. Atwood comments on the negatives of unnatural situations, making the reader visualise the situation ~~that~~ ~~the~~ Gilead is putting everyone in. The Handmaids are nurtured well, as they have to be as fertile as possible, however this extreme pampering ~~and~~ results in <sup>destitution</sup> ~~sadness~~ and fear of "blood" every month, ~~which~~ However, the monster longs for this attention, which he must find himself in nature.

Death is extremely apparent in "Frankenstein", by Mary Shelley, who repeatedly ~~lets~~ ~~reinforces~~ the consequences of usurping the role of women's reproductive system and God's role. Death was very common in Shelley's life, who lost her mother at birth and ~~lost~~ herself lost many children. This made Mary very dark, solemn, ~~and~~ Gothic and morbid. Thus, she depicts how Frankenstein's experimentation leads to many deaths of his family and friends. These victims are the result of Victor's ~~obsessive~~ obsessive nature and his ultimate quest for power. The deaths of William, Justine, Henry Clerval, Elizabeth and more show the consequences of Victor's "madness".



Frankenstein realises after the galvanistic moment of the monster's birth, that he has made a vital mistake, as he was too absorbed in the creative process before to understand his fate. The theme of death brings realism to the novel, making the reader understand how Shelley felt during the Technological Revolution. Science was terrifyingly clever and starting to make advancements into the unknown, which is why the author comments on the negatives of science and technology. Death makes the book more Gothic, ~~bringing~~ <sup>bringing</sup> Romanticism into play, as death is inevitable. Frankenstein also ~~becomes~~ becomes suicidal, wanting to plunge himself into the "calm lake", where he cannot make mistakes and must not take responsibility.

In "The Handmaid's Tale", death is also seen throughout, describing the consequences of the state of Gilead. The "Wall" depicts the ferocity and viciousness of the reconstruction, which offered and Ofgun often visit Jews, homosexuals and more are hung on the wall, which parallels the Nazi period, where people with semitic views or a nature that juxtaposes Nazi ideals were killed. ~~He~~ Atwood makes a comment about ~~that~~ how many societies have similar opinions towards people who are different, killing them off. Death also brings realism to the novel, as it shows what Gilead stood for ~~and~~ and how it treated people. This is similar to "Frankenstein", where



P 5 2 6 0 0 A 0 2 1 2 8

innocent people were killed, due to others' mistakes and decisions, becoming victims of experimentation.

~~Detail~~

In conclusion, in the books "Frankenstein" by Mary Shelley and "The Handmaid's Tale" by Margaret Atwood, themes, such as isolationism, the natural versus unnatural and death illustrate the plight of <sup>the</sup> victims of experimentation, which are ~~found~~ found in both novels.



Question Number	Indicative Content
6	<p><b>Science and Society</b></p> <p>Students may include the following in their answers:</p> <ul style="list-style-type: none"> <li>• comparison of the ways the writers portray the victims of experimentation, e.g. the characters who are donors in <i>Never Let Me Go</i> and Kathy's loss of her friends, Ruth and Tommy; Offred as a victim of science when she is separated from her child and husband, Luke, when Gilead is formed in <i>The Handmaid's Tale</i>; Victor as a victim of his own scientific experimentation when his obsessive quest to create life results in the deaths of Elizabeth and others close to him. The creature is a victim of science - his loneliness and desire for a companion result in a quest for revenge, which leads to both his and his creator's deaths in <i>Frankenstein</i></li> <li>• different ways in which being a victim is experienced, e.g. the physical and mental suffering in <i>Never Let Me Go</i>; the mental and physical hardships experienced when compared with a former life of freedom, equal rights and contentment in <i>The Handmaid's Tale</i>; Victor's loss of rational thought through his obsession, the physical loss of Elizabeth, William and Justine. The destruction of the creature's companion and the creature's loss of hope in <i>Frankenstein</i></li> <li>• comparison of narrative methods to portray the victims of experimentation, e.g. the narrator's tone and direct address to the reader in <i>Never Let Me Go</i> to present Kathy's personal experiences; the use of flashback in <i>The Handmaid's Tale</i> to show life before the establishment of Gilead and glimpses of Offred's former life; the shifting narratives in <i>Frankenstein</i> providing a variety of different perspectives from characters who are all victims of experimentation</li> <li>• the ways the writers include details of daily life to create sympathy for the characters who are victims of experimentation, e.g. life at Hailsham School and the friendships that develop in <i>Never Let Me Go</i>; the practical details of the Handmaids' lives; the details of Frankenstein's travels and the anguish and guilt that he feels over the loss of his loved ones</li> <li>• comparison of how protagonists are the ultimate victims of experimentation and face death (Kathy in <i>Never Let Me Go</i> and Victor and the creature in <i>Frankenstein</i>) or uncertainty (Offred in <i>The Handmaid's Tale</i>) at the end of the novels</li> <li>• what the contexts reveal about victims of experimentation, e.g. the effects of cloning and biological engineering in <i>Never Let Me Go</i>; the loss of a free society and population issues in <i>The Handmaid's Tale</i>; anxieties about scientific experimentation and the sources of life in <i>Frankenstein</i>. Comparisons of the ways modern readers might react to each text.</li> </ul> <p><b>These are suggestions only. Accept any valid alternative responses.</b></p>



Please refer to the specific marking guidance on page 3 when applying this marking grid.

Level	Mark	AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3, 4	AO4 = bullet point 5, 6
	0	No rewardable material.			
Level 1	1 - 6	<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> <li>• Shows limited awareness of contextual factors.</li> <li>• Shows limited awareness of links between texts and contexts.</li> <li>• Demonstrates limited awareness of connections between texts.</li> <li>• Describes the texts as separate entities.</li> </ul>			
Level 2	7 - 12	<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> <li>• Has general awareness of the significance and influence of contextual factors.</li> <li>• Makes general links between texts and contexts.</li> <li>• Identifies general connections between texts.</li> <li>• Makes general cross-references between texts.</li> </ul>			
Level 3	13 - 18	<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> <li>• Demonstrates a clear exploration of the significance and influence of contextual factors.</li> <li>• Develops relevant links between texts and contexts.</li> <li>• Makes relevant connections between texts.</li> <li>• Develops an integrated approach with clear examples.</li> </ul>			
Level 4	19 - 24	<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>			

		<ul style="list-style-type: none"> <li>• Provides a discriminating analysis of the significance and influence of contextual factors.</li> <li>• Makes detailed links between texts and contexts.</li> <li>• Analyses connections between texts.</li> <li>• Takes a controlled discriminating approach to integration with detailed examples.</li> </ul>
Level 5	25 - 30	<p><b>Critical and evaluative</b></p> <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> <li>• Presents a sophisticated evaluation and appreciation of the significance and influence of contextual factors.</li> <li>• Makes sophisticated links between texts and contexts.</li> <li>• Evaluates connections between texts.</li> <li>• Exhibits a sophisticated connective approach with sophisticated use of examples.</li> </ul>