

Read the following extract from Chapter 20 of *Frankenstein* and then answer the question that follows.

In this extract, Dr. Frankenstein has destroyed the female he was making as a companion for the monster and the monster confronts him.

5	The monster saw my determination in my face, and gnashed his teeth in the impotence of anger. "Shall each man," cried he, "find a wife for his bosom, and each beast have his mate, and I be alone? I had feelings of affection, and they were requited by detestation and scorn. Man! you may hate; but beware! your hours will pass in dread and misery, and soon the bolt will fall which must ravish from you your happiness for ever. Are you to be happy while I grovel in the intensity of my wretchedness? You can blast my other passions; but revenge remains—revenge, henceforth dearer than light or food! I may die; but first you, my tyrant and tormentor, shall curse the sun that gazes on your misery. Beware; for I am fearless, and therefore powerful. I will watch with the wiliness of a snake, that I may sting with its venom. Man, you shall repent of the injuries you inflict."
10	"Devil, cease; and do not poison the air with these sounds of malice. I have declared my resolution to you, and I am no coward to bend beneath words. Leave me; I am inexorable."
15	"It is well. I go; but remember, I shall be with you on your wedding-night."
20	I started forward, and exclaimed. "Villain! before you sign my death-warrant, be sure that you are yourself safe." I would have seized him; but he eluded me, and quitted the house with precipitation. In a few moments I saw him in his boat, which shot across the waters with an arrowy swiftness, and was soon lost amidst the waves.

Starting with this extract, explore how far Shelley presents the monster as an evil character.

Write about:

- how far Shelley presents the monster as evil in this extract
- how far Shelley presents the monster as evil in the novel as a whole.

[30 marks]

Indicative content:

Examiners are encouraged to reward any valid interpretations. Answers might, however, include some of the following:

AO1

- the monster's threats of revenge and his promise to be with Frankenstein on his wedding night
- Frankenstein's description of him as a 'monster', a 'devil' and a 'villain'
- the fact that the monster is a murderer who takes the lives of the innocent (eg William)
- some may consider the monster's request for a mate to be reasonable and his sorrow and anger justified
- some may argue that the monster's evil is the result of his abandonment by Frankenstein and his treatment by society

AO2

- the use of language showing the monster's powerful emotion, eg 'gnashed his teeth'
- the monster's language in the extract and elsewhere: passionate and persuasive?
- The use of differing narrative voices to present alternative realities to the reader, eg Frankenstein's 'monster' compared to the monster's narrative which presents a different version of events
- Key scenes which influence our opinion, eg the murder of Elizabeth, the De Lacy family and their rejection of the monster

AO3

- Ideas about evil and a modern reaction to the monster
- Ideas about science in the early nineteenth century
- The gothic genre

Mark	AO	Typical features	How to arrive at a mark
Level 6 <i>Convincing, critical analysis and exploration</i> 26–30 marks	AO1	<ul style="list-style-type: none"> • Critical, exploratory, conceptualised response to task and whole text • Judicious use of precise references to support interpretation(s) 	<p>At the top of the level, a candidate's response is likely to be a critical, exploratory, well-structured argument. It takes a conceptualised approach to the full task supported by a range of judicious references. There will be a fine-grained and insightful analysis of language and form and structure supported by judicious use of subject terminology. Convincing exploration of one or more ideas/perspectives/contextual factors/interpretations.</p> <p>At the bottom of the level, a candidate will have Level 5 and be starting to demonstrate elements of exploratory thought and/or analysis of writer's methods and /or contexts.</p>
	AO2	<ul style="list-style-type: none"> • Analysis of writer's methods with subject terminology used judiciously • Exploration of effects of writer's methods on reader 	
	AO3	<ul style="list-style-type: none"> • Exploration of ideas/perspectives/contextual factors shown by specific, detailed links between context/text/task 	
Level 5 <i>Thoughtful, developed consideration</i> 21–25 marks	AO1	<ul style="list-style-type: none"> • Thoughtful, developed response to task and whole text • Apt references integrated into interpretation(s) 	<p>At the top of the level, a candidate's response is likely to be thoughtful, detailed and developed. It takes a considered approach to the full task with references integrated into interpretation; there will be a detailed examination of the effects of language and/or structure and/or form supported by apt use of subject terminology. Examination of ideas/perspectives/contextual factors, possibly including alternative interpretations/deeper meanings.</p> <p>At the bottom of the level, a candidate will have Level 4 and be starting to demonstrate elements of thoughtful consideration and/or examination of writer's methods and/or contexts.</p>
	AO2	<ul style="list-style-type: none"> • Examination of writer's methods with subject terminology used effectively to support consideration of methods • Examination of effects of writer's methods on reader 	
	AO3	<ul style="list-style-type: none"> • Thoughtful consideration of ideas/perspectives/contextual factors shown by examination of detailed links between context/text/task 	
Level 4 <i>Clear understanding</i> 16–20 marks	AO1	<ul style="list-style-type: none"> • Clear, explained response to task and whole text • Effective use of references to support explanation 	<p>At the top of the level, a candidate's response is likely to be clear, sustained and consistent. It takes a focused response to the full task which demonstrates clear understanding. It uses a range of references effectively to illustrate and justify explanation; there will be clear explanation of the effects of a range of writer's methods supported by appropriate use of subject terminology. Clear understanding of ideas/perspectives/contextual factors.</p> <p>At the bottom of the level, a candidate will have Level 3 and be starting to demonstrate elements of understanding and/or explanation of writer's methods and/or contexts.</p>
	AO2	<ul style="list-style-type: none"> • Clear explanation of writer's methods with appropriate use of relevant subject terminology • Understanding of effects of writer's methods on reader 	
	AO3	<ul style="list-style-type: none"> • Clear understanding of ideas/perspectives/ contextual factors shown by specific links between context/text/task 	
Level 3 <i>Explained, structured comments</i> 11–15 marks	AO1	<ul style="list-style-type: none"> • Some explained response to task and whole text • References used to support a range of relevant comments 	<p>At the top of the level, a candidate's response is likely to be explanatory in parts. It focuses on the full task with a range of points exemplified by relevant references from the text; there will be identification of effects of a range of writer's methods supported by some relevant terminology. Explanation of some relevant contextual factors.</p> <p>At the bottom of the level, a candidate will have Level 2 and be starting to explain and/or make relevant comments on writer's methods and/or contexts.</p>
	AO2	<ul style="list-style-type: none"> • Explained/relevant comments on writer's methods with some relevant use of subject terminology • Identification of effects of writer's methods on reader 	
	AO3	<ul style="list-style-type: none"> • Some understanding of implicit ideas/ perspectives/contextual factors shown by links between context/text/task 	

Level 2 <i>Supported, relevant comments</i> 6–10 marks	AO1	<ul style="list-style-type: none"> Supported response to task and text Comments on references 	<p>At the top of the level, a candidate's response is likely to be relevant and supported by some explanation. It will include some focus on the task with relevant comments and some supporting references from the text. There will be identification of effects of deliberate choices made by writer with some reference to subject terminology. Awareness of some contextual factors.</p> <p>At the bottom of the level, a candidate's response will have Level 1 and be starting to focus on the task and/or starting to show awareness of the writer making choices and/or awareness of contexts.</p>
	AO2	<ul style="list-style-type: none"> Identification of writers' methods Some reference to subject terminology 	
	AO3	<ul style="list-style-type: none"> Some awareness of implicit ideas/contextual factors 	
Level 1 <i>Simple, explicit comments</i> 1–5 marks	AO1	<ul style="list-style-type: none"> Simple comments relevant to task and text Reference to relevant details 	<p>At the top of the level, a candidate's response is likely to be narrative and/or descriptive in approach. It may include awareness of the task and provide appropriate reference to text, there will be simple identification of method with possible reference to subject terminology. Simple comments/responses to context, usually explicit.</p> <p>At the bottom of the level, a candidate's response will show some familiarity with the text.</p>
	AO2	<ul style="list-style-type: none"> Awareness of writer making deliberate choices Possible reference to subject terminology 	
	AO3	<ul style="list-style-type: none"> Simple comment on explicit ideas/contextual factors 	
0 marks	Nothing worthy of credit/nothing written		

Response 1

Firstly, in this extract of Frankenstein writer Mary Shelley goes very far when presenting Frankenstein's monster as evil. In this extract, Dr. Frankenstein has destroyed the female he was making as a companion for Frankenstein's monster; the monster confronts him. As Frankenstein is being threatened by the monster, he shouts 'Villain!' which highly implies that the monster is an evil being who enjoys watching people suffer for treating him like he is a monster so he became one. The writer's use of the noun 'snake' suggests that Frankenstein's monster is sneaky, vicious and not to be trusted because that is what everyone thought he was back when he was innocent.

Next, writer Mary Shelley goes very far when presenting Frankenstein's monster as evil. When Dr. Frankenstein destroys the female monster he created for Frankenstein's monster; Frankenstein calls the monster 'my tyrant and tormentor' which suggests that the monster is so evil that he has control over the man that created him and torments him when things don't go his way. The writer's use of the noun 'devil' suggests that Frankenstein's monster must be so evil that he is being to the most evil thing in existence.

Firstly, writer Mary Shelley goes quite far when she is presenting the monster as evil in the novel as a whole. At this point in the play, Frankenstein has just set fire to the DeLacey house because they attacked him when he was attempting to be nice to them. When Frankenstein is filled up with all of this pent up rage, he 'danced with fury'. The writer's use of the oxymoron suggests that he did try to be good but with everything that has happened and is going to happen later on in the novel, he probably must think that he has no other choice than to be evil to the ones who were evil to him.

[COMMENT] [MARK]

Response 2

In this extract of Frankenstein Mary Shelley presents the monster as being an evil and morbid creature that only wants to get its way and if it doesn't there will be a price to pay, this is shown when it says "but remember, I shall be with you on your wedding night" this suggests that because the monster didn't get what he wanted, he is going to destroy someone else's happiness by terrifying the couple after the wedding and maybe making his creator, Frankenstein, feel some of the pain that the monster has felt throughout his short life in the world that despises his for even having the gull to exist, the world that on one sight of him instantly rejected him, this pain might not be anything physical but mental which always hurts more and unlike the wounds from physical injuries that mainly heal but sometimes scare the monster is going to give Frankenstein an injury that always scares and never heals and if this is going to happen on Frankenstein's wedding night it only can leave use to suspect one this which is that the monster is going to kill his wife, which is one of the many things that Frankenstein deprived the monster of earlier in the extract. At the beginning of Frankenstein the scientist Frankenstein created the monster and called it "beautiful" meaning that the monster isn't being described as evil and morbid but after Frankenstein starts to describe the monster both, us the reader and Frankenstein the creator, start to realise how much of a monstrosity the monster is and we also start to realise the creature once was described as being beautiful is really a morbid wretch of a creature that possesses limbs that are grossly out of proportion when compared with any human being and have also been dead for quite a while meaning that they have also started to decay meaning that the monster is basically the corpse equivalent of a jigsaw puzzle but with all the pieces put on and forced on in the wrong place. This shows that the monster is supposed to be portrayed as being evil because it is supposed to give him the appearance that would be linked with monsters and evil creatures. Also later on in the story the monster is described as being a "fiend" which is just like calling him the devil which means that they are saying that the monster is an evil creature that should be down in the underworld creating chaos and destruction and not roaming the earth leaving chaos in his footsteps a chaos that would destroy and pillage villages and would also devour any person or animal in sight. At the end of the novel the monster is chasing Frankenstein around the world even to the Antarctic where Frankenstein tells his story about him and his big mistake to a man named Watson as Frankenstein is lying on his death bed, this scene emphasizes the monster's evil appearance more than anything else in the novel because the monster has chased Frankenstein around the world for so long that Frankenstein has run himself to death, this means that Frankenstein must have perceived the

monster as being evil right up till his last breath, this is why I think that this scene is what shows how far Shelley presents the monster as being evil the most over all the other examples that could be given.

[COMMENT] [MARK]

Response 3

Firstly, Mary Shelly explores the monster as a hellish and evil being in the extract. When the monster will watch Frankenstein with the "williness of a snake". Shelley uses the religious imagery of a snake to portray the monster as a evil being; snakes are believed to be the devil in the book of Adam and Eve. Shelley uses the religious imagery to resinate with the readers as religion was key in Shelley's time. The ideology of the monster being a hellish being is continued in the extract as Frankenstein replies to the monster's threat with "Devil, cease" which implies that the monster is a living imbodiment of evil and suffering. The religious imagery of "Devil" is used to connote that the monster is hellish and therefore doesn't belong in the world. This ideology is used to make the reader question what is the cause of the evil within as the monster blames others.

Secondly, the idea that the monster is evil because of society is also explored in the extract. When the monster describes Frankenstein as "my tyrant and tormentor", Shelley explores that it is Frankensteins fault that the monster was corrupt and evil.

As the monster has been 'tormented' by his own father, Shelley enforces that it isn't the monster's fault as he was created neutrally but it was Frankenstein's rejection of responsibility that turned the monster evil. Shelley's use of the noun "tyrant" suggest that the monster's actions are dictated by Frankenstein's actions. This creates sympathy within the reader for the monster as the "feelings of affection" have disipated. Shelley point of view coresponds with the pre-existing ideas of the 'blank canvase' in John Locke's work.

Thirdly, the idea that the monster wasn't evil but corrupt by society's issolation is continued in the rest of the text. When studying the 'De Lacey family', the monster learned and with knowledge came suffering; the monster realised that his "protectors" would never accept him. The noun protectors might connote that the monster only want's to be loved and belong within society. This lack of acceptance and love is continued with the De Lacey's when Shelley uses repetition of "not for me". As the monster observes all the love between the family, the monster is envious of them.

After realising what the monster was missing, he concludes that he had "no mother...no father to watch my infant days." This isolation and lack of love is the cause of the monster's evil in his eyes. Shelley enforces this message so the audience feels sorry for the monster and underline her messages. Shelley portrays the monster in this way to get the importance of a mother within family life. Shelley also enforces the message to support Rousseau's work in 'Emile' and highlight the importance of society in the prevention of evil.

Finally, Shelley also provides evidence that the monster was of an evil nature without society to allow the reader to have their ideas on the nature vs nurture arguement. When the monster was first created in Chapter 5, it was a "catastrophe" with "black lips". Shelley uses the colour imagery of "black" to reinforce that the monster was evil as black is associated with hellish beings. This colour imagery therefore implies that the monster is evil from creation supporting the idea at the time of natural evil within newborns. The "vile insect" later went on to read his favourite book "Paradise Lost" when he was with the De Lacey's.

From "Paradise Lost", the monster found that "Satan was a Fitter Emblem" this reinstates that the monster was evil. Shelley's religious imagery of 'Satan' is used to show the evil and dark side of the monster. This means that he can relate more to his dark side making it easier for him to become a "murderer". Shelley uses the religious imagery as religion dominated peoples lives during Shelley's time so the reader's would see both sides of the nature vs nurture arguement.

[COMMENT] [MARK]