

Markscheme

May 2024












English
Language and literature

On-screen examination

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The following are the annotations available to use when marking responses.

Annotation	Explanation	Shortcut	Annotation	Explanation	Shortcut
	Omission			Highlight – Highlight tool	
	Incorrect Point			L – Language	
DET	DET – Relevant detail			On Page Comment – On page comment tool	Alt + 0
DEV	DEV – Development	Alt + 5		QuestionMark – Unclear	
	Ellipse – Ellipse tool			SEEN_Small – Seen	
EXC	Excellent Point – Excellent Point			Tick Colourable	
GA	GA – Good Analysis			V Wavy – Vertical wavy line	
GEXA	GEXA – Good Example		CriA	CriA – Criterion A	Alt + 1
GEXP	GEXP – Good Explanation		CriB	CriB – Criterion B	Alt + 2
GM	GM – Grammar		CriC	CriC – Criterion C	Alt + 3
	H Wavy – Wavy underline too		CriD	CriD – Criterion D	Alt + 4

Marking guidelines

- Recommendations for question word counts and timings are advisory only. Candidates should not be penalized if they exceed or fall short of advisory word counts, unless the quality of the response is affected, eg, by a lack of development of ideas / analysis etc.
- If a candidate uses bullets, Criterion B will be awarded a maximum of **(2 marks)**.
- Where a section of text is specified in a question, candidates' responses should focus on those specific sections/lines/paragraphs.
- Where exemplar responses appear in the assessment grids, the examples given illustrate the top end of each band.
- For Criterion A, bullet i, where candidates are asked to analyse/interpret the writer's use of language, 'use of language' can encompass content, context, language, structure, technique and style. However, it is not expected for the candidate to explore all of these aspects in one response. The aspects explored will depend upon the candidate's own interpretation of the specific text and question.
- Use of a '/' indicates alternative acceptable points and not a list of expected responses.
- Use of brackets indicates additional detail that is not required for the mark.
- Where the markscheme instructs to 'Reward all valid points' examiners should look to reward all relevant points including and beyond the suggested responses. When you have indicative content next to the descriptors of a criterion, you should award levels which best fit with descriptors rather than indicative content. The indicative content is for reference only.
- For the compare and contrast question candidates are required to write about **both** texts. If students only write about one text, they cannot go beyond **(2 marks)** for Criterion A and beyond **(2 marks)** for Criterion B. Please note that spelling errors should not impact the marks awarded in any part of the examination.
- Please note that spelling errors should not impact the marks awarded in any part of the examination.

Task 1 – Analysing – Text 1 – Questions 1a – 1b

Question 1a

(2 marks)

Describe one way Alexey adapts to being deep in the ocean.

Marks	Mark descriptor (A: Analysing)	Indicative content
0	The student: Makes no reference to how Alexey adapts to being deep in the ocean.	
1	The student: i. & ii. provides limited analysis of the content, technique, or the effects of the creator’s choices on an audience iii. does not justify opinions and ideas with examples or explanations.	<i>A level 1 response identifies one or more ways in which Alexey adapts (consciously or unconsciously/voluntarily or involuntarily) to being deep in the ocean but does not develop point(s) with examples or explanations OR gives a direct quote or paraphrased example from the text to identify an adaptation without explanation.</i> For example: <ul style="list-style-type: none">- He does not panic- He has alarms go off- He moves his tongue- His blood flow changes- He controls his body- He goes into an altered state of mind- He moves air to a different part of his body- Alexey “transfers reserves of air from his lungs into his mouth and neck”

2	<p>The student:</p> <p>i. & ii. provides adequate analysis of the content, technique, or of the effects of the creator's choices on an audience</p> <p>iii. justifies opinions and ideas with some examples or explanations</p>	<p>A level 2 response describes one or more ways in which Alexey adapts (consciously or unconsciously/voluntarily or involuntarily) to being deep in the ocean, developing the description with examples OR explanations.</p> <p>For example:</p> <ul style="list-style-type: none">- Alexey moves air to his neck and mouth; this combats the pressure of diving into the ocean.- The diver controls his breathing to manage the pressure. For example: "To combat the mounting pressure, Alexey heeds his alarm and moves air to his neck and mouth and pushes his tongue toward his eardrums."- Alexey goes into an altered state of mind: "He is goggle-less and his eyes are still half-mast. There but not there."- He stays calm so that his body won't waste energy.- He has alarms go off to tell him how deep he has gone.
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Question 1b

(3 marks)

Explain the purpose of this line: “A third alert sounds as he approaches his attempted depth, marked by a plate at the bottom of the dive line.”

Marks	Mark descriptor (A: Analyzing)	Indicative content
0	Makes no/incorrect reference to the purpose of the line.	
1	The student: <ol style="list-style-type: none"> i. provides limited analysis of the content, technique, or the effects of the creator’s choices on an audience ii. iii. does not justify opinions and ideas with examples or explanations. 	<p><i>A level 1 response identifies one or more purposes/effects of the line but does not develop ideas with examples or explanations.</i></p> <p>For example:</p> <ul style="list-style-type: none"> - <i>The diver is nearing his goal. The line adds tension.</i> - <i>It shows technical parts of the dive.</i> - <i>This is the third alarm to sound.</i> - <i>It is a moment of relief.</i> - <i>This line adds tension and is the climax.</i>
2	The student: <ol style="list-style-type: none"> i. provides adequate analysis of the content, technique, or of the effects of the creator’s choices on an audience ii. iii. justifies opinions and ideas with some examples or explanations. 	<p><i>A level 2 comments on or describes one or more purposes/effects of the line developing ideas with examples OR explanations.</i></p> <p>For example:</p> <ul style="list-style-type: none"> - <i>The diver is nearing his goal: the plate marks the end of the dive.</i> - <i>The line adds tension by mentioning the “third alert”.</i> - <i>It points to the necessity of markers, like an “alert” or “a plate at the bottom of the dive line.”</i> - <i>The line highlights technical of the parts of the dive, such as the plate that marks the bottom.</i> - <i>There is a third alert that sounds to get the reader excited about the end.</i> - <i>It is a moment of relief because he is almost done with his dive.</i> - <i>It adds suspense because the reader wonders if he’s going to make it.</i> - <i>The line shows how he is near the end (his “attempted depth”) and the strategies he uses (the third alert).</i>

3	<p>The student:</p> <p>i. & ii. effectively analyses the content or technique and the effects of the creator's choices on an audience</p> <p>iii. consistently justifies opinions and ideas with examples and explanations.</p>	<p>A level 3 explains the purpose/effect of the line, developing opinions and ideas with examples AND explanations.</p> <p>For example:</p> <ul style="list-style-type: none">- The line's use of "alert" is the text's third alarm. The text's repetition of alarms adds tension to the text because each alert signals that he is deeper and things are becoming more dangerous.- It is a moment of relief. The plate shows the end of the dive, which means he's almost reached his goal and can swim back up soon.- The line adds suspense to the story. It says he "approaches" his depth, which means it is uncertain if he'll make it or not at this point.- It highlights the importance of technical parts of the dive, such as the plate that marks the bottom; this is what lets him know he's almost there and when he can turn around.- The purpose of the line is to give the reader auditory imagery of the "alert" that sounds as he gets lower to help the reader understand Alexey's experience.
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Task 1 - Analysing – Text 2 – Questions 1c – 1d

Question 1c

(2 marks)

Comment on the characterization of the wire walker.

Marks	Mark descriptor (A: Analyzing)	Indicative content
0	The student makes no comment characterizing the wire walker.	
1	The student: <ul style="list-style-type: none"> i. provides limited analysis of the content, technique, or the effects of the creator’s choices on an audience ii. iii. does not justify opinions and ideas with examples or explanations. 	A level 1 response identifies one or more aspects of the wire walker's characterization but does not develop opinions and ideas with examples or explanations. <p>For example:</p> <ul style="list-style-type: none"> - The wire walker is single-minded. - The wire walker is focused. - The wire walker is proud of himself. - The wire walker is brave. - The wire walker is prepared. - The wire walker is fearless and is a risk taker. - The wire walker has an accent.
2	The student: <ul style="list-style-type: none"> i. provides adequate analysis of the content, technique, or of the effects of the creator’s choices on an audience ii. iii. justifies opinions and ideas with some examples or explanations. 	A level 2 comments on one or more aspects of the wire walker's characterization, developing opinions and ideas with examples OR explanations. <p>For example:</p> <ul style="list-style-type: none"> - The wire walker is single-minded; he thinks only about the wire. - The wire walker is focused because he is looking straight ahead. - The wire walker is a daredevil because he is walking on a wire high up in the sky with no safety measures in place.

Question 1d – Criterion

(3 marks)

Analyse the effect of a technique used in this excerpt from the film. (1:41–2:31)

Marks	Mark descriptor (A: Analysing)	Indicative content
0	The student makes no/incorrect to the effect of a technique. If a candidate only identifies a technique, but not an effect, they cannot go above a zero.	
1	The student: i & ii. provides limited analysis of the content, technique, or the effects of the creator’s choices on an audience iii. does not justify opinions and ideas with examples or explanations.	A level 1 response identifies the effect of a technique but does use examples or explanations to develop ideas. For example: - Closeups to put us in the action - The music in the clip sets the mood - The camera angles make us afraid - The clouds clearing has an uplifting effect
2	The student: i & ii. provides adequate analysis of the content, technique, or of the effects of the creator’s choices on an audience iii. justifies opinions and ideas with some examples or explanations.	A level 2 response comments on an effect of a technique, developing ideas with examples OR explanations. For example: - Closeups of the wire walker’s feet and face put us in the action - The overhead shot makes the viewer afraid when shows the entire city below. - The clip includes different kinds of music to create a mix of moods, going from tense to joyful as the clip progresses. - The background music has a hopeful effect; for example, the delicate piano music that is played as he walks.

3	<p>The student:</p> <p>i & ii. effectively analyses the content or technique and the effects of the creator's choices on an audience</p> <p>iii. Consistently justifies opinions and ideas with examples and explanations.</p>	<p><i>A level 3 response analyses the effect of a technique, developing ideas with examples AND explanations.</i></p> <p>For example:</p> <ul style="list-style-type: none">- The camera angles make the viewer afraid because they show the entire city below him, making the viewer fully aware of how far he can fall and how dangerous it is.- The moment that the wire walker steps onto the wire to begin his walk, the filmmaker shows the clouds clearing to reveal the full scene, this change from a cloudy sky to a clear sky symbolizes his state of mind as calm, focused and clear at that moment- The effect of the technique used in this excerpt makes the viewer anxious as the camera looks down on him while he walks, showing what's beneath him, a big drop to certain death, this emphasizes the risk he's taking.- The clip includes different kinds of music to create a mix of moods, going from tense to joyful; for example, when he steps fully on the wire, the music becomes louder and more upbeat, making the viewer feel happy that he is doing it.- Close ups on his feet as they move make the viewer fearful because they can see how difficult it is to stay on the wire without falling.
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Question 1e

Compare and contrast how the theme of risk-taking is portrayed in both texts.

(20 marks)

Note: Examiners need to award a mark for each of Criterion A and B below.

As noted in the marking guidelines, candidates should not be penalized if they exceed or fall short of the recommended word count, unless the quality of the response is affected.

The use of bullet points will not affect Criterion A

Criterion A: 10 marks

Responses should focus on comparing and contrasting the techniques the creators use to portray risk-taking in **both texts**.

Candidates' ability to compare and contrast the two texts (strand iv.) should be the deciding factor when placing students in a band for Criterion A.

Candidates are required to write about both texts. If students only write about one text, they cannot go beyond **(2 marks)** for Criterion A.

Candidates who do not compare AND contrast will be awarded a maximum of **(5 marks)** for Criterion A.

In descriptor strands i and ii, not all elements need to be addressed in the piece for the mark to be awarded. In descriptor strand iii, terminology can be implied.

Marks	Mark descriptor (A: Analysing)	Indicative content
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student: i. & ii. provides limited analysis of the content, context, language, structure, technique or style of texts, or the effects of the creator’s choices on an audience iii. rarely justifies opinions and ideas with examples or explanations; uses little or no terminology iv. evaluates few similarities or differences, making minimal connections in features across and within genres and texts.	The candidate states obvious and superficial ideas about text one or text two. Comparison: Both texts show similar themes. Contrast: One is a film and the other is written text.
3–5	The student: i. & ii. provides adequate analysis of the content, context, language, structure, technique or style of texts, or the effects of the creator’s choices on an audience iii. justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology iv. evaluates some similarities and differences, making adequate connections in features across and within genres and texts.	The candidate describes obvious connections between the two texts. Candidates will tend to summarize with some exploration of features.
6–8	The student: i. & ii. effectively analyses the content, context, language, structure, technique, or style of texts, or the effects of the creator’s choices on an audience iii. sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology iv. evaluates similarities and differences, making substantial connections in features across and within genres and texts.	In addition to obvious ideas, the candidate explains implicit connections between the two texts. Candidates will tend to analyse with a clear comparison and contrast and an effective exploration of features in both texts.
9–10	The student: i. & ii. provides perceptive analysis of the content, context, language, structure, technique or style of texts, or the effects of the creator’s choices on an audience iii. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology iv. perceptively compares and contrasts , making extensive connections in features across and within genres and texts.	The candidate discusses subtle connections and may draw conclusions within and beyond the two texts. Candidates will tend to analyse with a sophisticated comparison and contrast and a perceptive exploration of features across the texts.

Criterion B: 10 marks

Candidates are required to write about both texts. If students only write about one text, they cannot go beyond **(2 marks)** for Criterion B. If a candidate uses bullets, Criterion B will be awarded a maximum of **(2 marks)**.

Marks	Mark descriptor (B: Organizing)
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. makes minimal use of organizational structures though these may not always serve the context and intention, eg, writing about each text separately ii. organizes opinions and ideas with a minimal degree of coherence and logic , eg, points may be unconnected.
3–5	The student: i. makes adequate use of organizational structures that serve the context and intention, eg, there is an attempt to compare and contrast the texts ii. organizes opinions and ideas with a degree of coherence and logic , eg, begins to make connections.
6–8	The student: i. makes effective use of organizational structures that serve the context and intention, eg, compares and contrasts the two texts ii. organizes opinions and ideas in a coherent and logical manner with ideas building on each other.
9–10	The student: i. makes sophisticated use of organizational structures that serve the context and intention effectively ii. effectively organizes opinions and ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way.

Task 2 – Producing literary text

Using **one** of the images, **create** a monologue in which a character reflects on an important decision.

You may consider using any of the following: purpose, character, setting, and/or point of view.

(20 marks)

Note: Examiners need to award a mark for each of Criterion C and D below.

As noted in the marking guidelines, candidates should not be penalized if they exceed or fall short of the recommended word count, unless the quality of the response is affected.

Reward **all** valid responses.

Criterion C: 10 marks

Responses which use neither the images nor the theme of the prompt should be awarded **(0 mark)** for Criterion C – Producing Text. To determine the mark for criterion C, a best-fit approach between the mark descriptor and the marking notes must be used.

Marks	Mark descriptor (C: Producing text)	Marking notes and indicative content
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student: i. demonstrates a limited degree of insight, imagination or sensitivity and minimal exploration of perspectives and ideas ii. makes minimal stylistic choices in terms of linguistic and literary devices, demonstrating limited awareness of impact on an audience. iii. selects few relevant details and examples to develop ideas.	<i>The candidate attempts a basic link to the image or prompt.</i>
3–5	The student: i. demonstrates some insight, imagination or sensitivity and some exploration of perspectives and ideas ii. makes some stylistic choices in terms of linguistic and literary devices, demonstrating adequate awareness of impact on an audience iii. selects some relevant details and examples to develop ideas.	<i>The candidate addresses the prompt and image.</i>
6–8	The student: i. demonstrates considerable insight, imagination or sensitivity and substantial exploration of perspectives and ideas ii. makes thoughtful stylistic choices in terms of linguistic and literary devices, demonstrating good awareness of impact on an audience iii. selects sufficient relevant details and examples to develop ideas.	<i>The candidate produces an engaging response that elaborates on the prompt and image.</i>
9–10	The student: i. demonstrates a high degree of insight, imagination or sensitivity and perceptive exploration of perspectives and ideas ii. makes perceptive stylistic choices in terms of linguistic and literary devices, demonstrating sophisticated awareness of impact on an audience iii. selects extensive relevant details and examples to develop ideas with precision .	<i>The candidate produces a highly engaging response that is inspired by the prompt and image.</i>

Criterion D: 10 marks

Examiners are reminded to consider best fit/balance in rewarding marks for all strands in Criterion D (i.e. if a candidate's register is strong but there are several errors in grammar, etc.).

Marks	Mark descriptor (D: Using language)
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. uses a limited range of appropriate vocabulary ii. writes in an inappropriate register and style that does not serve the context and intention iii. uses grammar, syntax and punctuation with a minimal degree of accuracy; errors often hinder communication.
3–5	The student: i. uses an adequate range of appropriate vocabulary and sentence structures ii. sometimes writes in a register and style that serves the context and intention iii. uses grammar, syntax and punctuation with a degree of accuracy; errors sometimes hinder communication.
6–8	The student: i. uses a varied range of appropriate vocabulary and sentence structures ii. writes in a register and style that serves the context and intention iii. uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication.
9–10	The student: i. uses an effective range of appropriate vocabulary and sentence structures ii. writes in a consistently purposeful register and style that serves the context and intention iii. uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective .

Task 3 – Producing non-literary text

(30 marks)

As a writer for your school newspaper, **create** an interview with a newcomer to your school in which you explore their experiences adapting to a new place. Be sure to include both questions and answers in your response.

Note: Examiners need to award a mark for each of Criterion B, C and D below.

As noted in the marking guidelines, candidates should not be penalized if they exceed or fall short of the recommended word count, unless the quality of the response is affected.

All valid responses should be rewarded.

Criterion B: 10 marks

If a candidate uses bullets, Criterion B will be awarded a maximum of **(2 marks)**.

Marks	Mark descriptor (B: Organizing)
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. makes minimal use of organizational structures though these may not always serve the context and intention, eg, there is a basic chronological structure although some elements may be absent ii. organizes opinions and ideas with a minimal degree of coherence and logic .
3–5	The student: i. makes adequate use of organizational structures that serve the context and intention, eg, the structure is straightforward and adheres to the given form ii. organizes opinions and ideas with a degree of coherence and logic .
6–8	The student: i. makes effective use of organizational structures that serve the context and intention, eg, the structure is secure and structural devices (such as referring back to an early detail at the end) begin to add to the overall effect ii. organizes opinions and ideas in a coherent and logical manner with ideas building on each other.
9–10	The student: i. makes sophisticated use of organizational structures that serve the context and intention effectively , eg, structural devices (such as crafting the length of sentences and/or paragraphs) enhance coherence and cohesion, and may be utilised throughout ii. effectively organizes opinions and ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way.

Criterion C: 10 marks

To determine the mark for criterion C, a best-fit approach between the mark descriptor and the marking notes must be used. Responses which are neither linked to the global context nor the theme of the prompt should be awarded **(0 mark)** for Criterion C – Producing Text.

Marks	Mark descriptor (C: Producing text)	Marking notes
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student: i. demonstrates a limited degree of insight, imagination or sensitivity and minimal exploration of perspectives and ideas ii. makes minimal stylistic choices in terms of linguistic and literary devices, demonstrating limited awareness of impact on an audience. iii. selects few relevant details and examples to develop ideas.	<i>The candidate attempts a basic response to the prompt, making little or no reference to the global context.</i>
3–5	The student: i. demonstrates some insight, imagination or sensitivity and some exploration of perspectives and ideas ii. makes some stylistic choices in terms of linguistic and literary devices, demonstrating adequate awareness of impact on an audience iii. selects some relevant details and examples to develop ideas.	<i>The candidate addresses the prompt, demonstrating some understanding of the global context.</i>
6–8	The student: i. demonstrates considerable insight, imagination or sensitivity and substantial exploration of perspectives and ideas ii. makes thoughtful stylistic choices in terms of linguistic and literary devices, demonstrating good awareness of impact on an audience iii. selects sufficient relevant details and examples to develop ideas.	<i>The candidate produces an engaging response that elaborates on the prompt, demonstrating understanding of the global context.</i>
9–10	The student: i. demonstrates a high degree of insight, imagination or sensitivity and perceptive exploration of perspectives and ideas ii. makes perceptive stylistic choices in terms of linguistic and literary devices, demonstrating sophisticated awareness of impact on an audience iii. selects extensive relevant details and examples to develop ideas with precision .	<i>The candidate produces a highly engaging response that reflects on the prompt, demonstrating excellent understanding of the global context.</i>

Criterion D: 10 marks

Examiners are reminded to consider best fit/balance in rewarding marks for all strands in Criterion D (i.e. if a candidate's register is strong but there are several errors in grammar, etc.).

Marks	Mark descriptor (D: Using language)
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. uses a limited range of appropriate vocabulary ii. writes in an inappropriate register and style that does not serve the context and intention iii. uses grammar, syntax and punctuation with a minimal degree of accuracy; errors often hinder communication.
3–5	The student: i. uses an adequate range of appropriate vocabulary and sentence structures ii. sometimes writes in a register and style that serves the context and intention iii. uses grammar, syntax and punctuation with a degree of accuracy; errors sometimes hinder communication.
6–8	The student: i. uses a varied range of appropriate vocabulary and sentence structures ii. writes in a register and style that serves the context and intention iii. Uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication.
9–10	The student: i. uses an effective range of appropriate vocabulary and sentence structures ii. writes in a consistently purposeful register and style that serves the context and intention iii. uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective .