

Markscheme

May 2025












English
Language and literature

On-screen examination

This markscheme is **confidential** and for the exclusive use of examiners in this examination session.

It is the property of the International Baccalaureate and must **not** be reproduced or distributed to any other person without the authorization of the IB Global Centre, Cardiff.

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 **Comment** on the significance of the line “Who will I become?” (2 marks)

0	The student: Makes no reference to the significance of the line.	
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 or states one or more significances of the line but does not develop ideas with examples or explanations. For example: <ul style="list-style-type: none"> - The line expresses the most important question of the poem. - The speaker is questioning themselves - That she is looking for herself - The line summarizes the theme of the poem - The line shows the speaker’s uncertainty. - Ending the poem with a question creates tension - This is the most important line in the poem. - The significance of the line is that it makes the reader wonder - It points to her questions about her genetic inheritance
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 and explanations, though this may not be consistent.	A level 2 response comments on the significance of the line, developing ideas with examples or explanations. For example: <ul style="list-style-type: none"> - The line summarizes the poem’s theme because throughout it, the speaker is concerned about how they will turn out as an adult. - The line is a conclusion. It summarizes all the writer’s questions about herself. - Ending the poem with a question creates tension because we don’t know how the speaker will turn out - This is the most important line in the poem. All of the speaker’s questions about herself lead up to the final question: “Who will I become?” - It points to her questions about her genetic inheritance, such as “Will my ears grow long?”

Question 1b Analyse the effect of **one** technique used in the poem. (3 marks)

0	Identifies a technique with no reference to its effect, or makes no reference to effect	
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 effects of a technique but does not develop ideas with examples or explanations.</i> For example: <ul style="list-style-type: none"> - The speaker uses imagery to show their uncertainties - The rhetorical questions show confusion and create suspense - The poem uses alliteration to focus attention on important traits. - One technique used is repetition. The repetition emphasizes her insecurity. - The poem uses first-person point-of-view to connect with the reader.
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.	<i>A level 2 comments on one or more effects of a technique developing ideas with examples OR explanations.</i> For example: <ul style="list-style-type: none"> - The poem uses rhetorical questions to show her anxiety such as "Who will I become?" - The poem uses imagery to show the speaker's uncertainties, like "balloon like Uncle Harry / and have to shave my nose?" - The poem uses alliteration to focus attention on her traits. For example, their "dizzy daydreams" or "side-step walk." - The rhyme makes the poem accessible because even children can read it.
3	The student: i. & ii. effectively analyses the content or technique and the effects of the creator's choices on an audience iii. consistently justifies opinions and ideas with examples and explanations.	<i>A level 3 response analyzes the effect of a technique used in the poem developing ideas with examples and explanations.</i> For example: <ul style="list-style-type: none"> - The poem uses imagery to show the speaker's uncertainties about their future self. For example, the image "shave my nose" makes the reader picture one of the family characteristics they afraid of. - The poem uses alliteration in "scary speculation" to emphasize how stressed out the speaker is about how she'll turn out. The repetition of "s" here calls attention to her fear when she thinks about her future. - The speaker uses questions over and over in the poem, like "Am I naturally this crazy?" and "Am I going to lose my teeth someday?" Every question brings up something she is worried about, helping the reader understand her fears and anxieties.

Task 1 - Analysing – Text 2 – Questions 1c–1d

Question 1c Interpret the meaning of the video's title, "Finding Myself". (2 marks)

NOTE: In this question, candidates were asked to interpret the meaning of the video's title. Most candidates based their interpretations on the title's relationship to the film. However, there were some whose interpretations were based on their experiences, knowledge of the world, or understanding of the phrase. As the definition of the command term interpret is to "use knowledge and understanding to recognize trends and draw conclusions from given information," it is valid for candidates to interpret the phrase "Finding Myself" without referencing the text. This approach is reflected in the mark scheme and examples responses.

0	Makes no reference to the title	
1	<p>The student:</p> <p>i & ii. provides limited analysis of the content, technique, or the effects of the creator's choices on an audience</p> <p>iii. does not justify opinions and ideas with examples or explanations.</p>	<p><i>A level 1 response identifies or states a meaning of the phrase "Finding Myself" but does not develop ideas with examples or explanations drawn from the video or with examples or explanations drawn from experiences, knowledge and understandings outside of the film.</i></p> <p>For example:</p> <ul style="list-style-type: none"> - "Finding myself" is the theme of the video. - "Finding Myself" represents the speaker's journey to find her purpose. - "Finding Myself" is meant to foreshadow the rest of the video and its big idea - It is a metaphor for self-discovery
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><i>A level 2 response interprets the meaning of the video's title, developing the interpretation with examples or explanations drawn from the film OR with examples or explanations drawn from experiences, knowledge and understandings outside of the text.</i></p> <p>For example:</p> <ul style="list-style-type: none"> - The title reveals the theme of the video. The speaker describes her family, then explains that she still has time to find out more about herself.

- | | | |
|--|--|--|
| | | <ul style="list-style-type: none">- The title is a form of foreshadowing. At the start of the video, the narrator is uncertain about who she is, but by the end she is able to explain some of the things that make her special.- The title shows that the speaker is trying to figure out what makes her special. She says she doesn't "know yet" what her calling is but then says that she still has time to find her place.- "Finding yourself" is a metaphor for self-discovery. When we are growing up, we try a lot of different activities to figure out what we like and "find" who we are. |
|--|--|--|

Question 1d Explain one purpose of this clip from the video. (1:00 – 1:34) (3 marks)

0	The student: makes no reference to the purpose/effect of the clip.	
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 identifies one or more purposes/effects of the clip but does not develop ideas with examples/references to the text or explanations For example: - The clip emphasizes her family's legacy. - The clip shows how she admires her family - The clip helps us picture her family. - This clip's purpose is to show Bonnie's uncertainty about herself
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 comments on one or more purposes/effects of the clip, developing ideas with examples/references to the text or explanations. For example: - The clip tells us more about Bonnie's family, such as the creativity of her sister. - The clip helps the viewer picture her family by showing us images of them. - The clip shows how much she admires her family because she speaks positively about them. - This clip's purpose is to show Bonnie's uncertainty about herself because the other women in her family have a direction.
3	The student: i. & ii. effectively analyses the content or technique and the effects of the creator's choices on an audience iii. consistently justifies opinions and ideas with examples and explanations.	A level 3 explains one or more purposes/effects of the clip , developing ideas with examples/references to the text <u>and</u> explanations. For example: - The clip is used to show how much she admires her family. She says her sister is "creative" and "thoughtful" and her great-grandmother is "legendary". All of these are positive adjectives that show how she looks up to them. - This clip explains Bonnie's feelings about her family's accomplishments. All the women in her family have done meaningful work or found their callings, while she doesn't know what she wants to do in life. This contrast makes her feel pressured. - This clip motivates the viewer to find something they like to do, like Bonnie's sister who likes to bake or the mom who likes to teach. The narrator is positive about these things, which makes us want to find our own thing just like they did. - The clip's purpose is to show Bonnie's uncertainty about herself because the other women in her family all have a direction in life, such as her sister wants to be a baker, but Bonnie does not know what she wants to do and that makes her uncertain.

Question 1e

Compare and contrast how the poem and the video explore ideas about identity. **(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 explore ideas about personal development 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 description of the event that led to the image.

You may consider using any of the following: purpose, characterization, setting, mood, 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)

Create an opinion piece for your local newspaper in which you propose an innovation that will improve the quality of life in your community.

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 .