

# Markscheme

November 2023







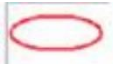




English  
Language and literature

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	
DEV	DEV – Development			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.

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

**Question 1a**

**Analyse** the farmer’s interaction with the children.

**(3 marks)**

0	The student: Makes no/incorrect reference to the farmer’s interaction with the children.	
1	The student: i. & ii. provides <b>limited</b> analysis of the content, technique, <b>or</b> the effects of the creator’s choices on an audience iii. <b>does not</b> justify opinions and ideas with examples or explanations	A level 1 response identifies a feature/aspect of the farmer’s interaction with the children or identifies the purpose/effect of the interaction but does not develop ideas with examples or explanations.  For example: <ul style="list-style-type: none"><li>• The farmer tries to ask the children about the eggs.</li><li>• The farmer and the children don’t speak the same language.</li><li>• The farmer knows the children.</li><li>• The farmer communicates with gestures.</li><li>• The farmer shows curiosity about what the children are doing.</li><li>• The farmer acts in a friendly way.</li></ul>
2	The student: i. & ii. provides <b>adequate</b> analysis of the content, technique, <b>or</b> of the effects of the creator’s choices on an audience iii. justifies opinions and ideas with <b>some</b> examples or explanations	A level 2 response <b>describes or comments on</b> a feature/aspect of the farmer’s interaction with the children and/or describes or comments on its effect/purpose, developing ideas with examples <u>or</u> explanations. For example: <ul style="list-style-type: none"><li>• The children and the farmer are friendly. This is shown when the author mentions that the children usually open the gate for him.</li><li>• It is clear the farmer knows the children because he gets out to approach them.</li><li>• The farmer shows curiosity about what the children are doing by gesturing to the eggs.</li></ul>
3	The student: i. & ii. <b>effectively</b> analyses the content or technique and the effects of the creator’s choices on an audience iii. <b>consistently</b> justifies opinions and ideas with examples and explanations	A level 3 response <b>analyses</b> the farmer’s interaction with the children, including commentary on effect/purpose (explicitly or implicitly) and develops ideas with examples and explanations.  For example:

- The farmer tries to ask the children about the eggs, but they are only able to communicate through gestures because they don't "understand the language," making the reader wonder about the difference in their backgrounds.
- The farmer discovers the children sitting around the eggs, sees their sense of pride by the way they guard and gently touch the eggs, and approaches them to talk. The combination of their gestures and his coming near them, emphasises that this is an out-of-the ordinary experience for the farmer and children.
- The farmer is non-threatening toward the children. When he wants to ask about the eggs, he "points down at them and does not touch them," showing that he is being careful not to disturb their treasure.

**Question 1b**

**Describe** the effect of the sentence, “The eggs are arranged like marbles, the other children crowd round but you can tell they are not allowed to touch unless the cross-legged one gives permission.” **(2 marks)**

0	The student: Makes no / incorrect reference to the effect of the sentence.	
1	The student: i. & ii. provides <b>limited</b> analysis of the content, technique, <b>or</b> the effects of the creator’s choices on an audience  iii. <b>does not</b> justify opinions and ideas with examples or explanations	<p><i>A level 1 response <b>identifies</b> one or more valid effect/purpose(s) (explicitly or implicitly) of the sentence but does not develop ideas with examples or explanations.</i></p> <p>For example:</p> <ul style="list-style-type: none"> <li>• The sentence shows that the children are excited about the eggs.</li> <li>• The sentence shows that there is a leader among the group.</li> </ul>
2	The student: i. & ii. provides <b>adequate</b> analysis of the content, technique, <b>or</b> of the effects of the creator’s choices on an audience  iii. justifies opinions and ideas with <b>some</b> examples and explanations, though this may not be consistent.	<p><i>A level 2 response <b>describes</b> a valid effect/purpose (explicitly or implicitly), developing ideas with examples or explanations.</i></p> <p>For example:</p> <ul style="list-style-type: none"> <li>• The sentence shows that the children are excited about the eggs because they “crowd round” them</li> <li>• The sentence shows that there is a leader because one child clearly controls the eggs and the others can only touch them if the leader “gives permission.”</li> <li>• The sentence shows the eggs are valuable by the way they are on display and can’t be touched.</li> </ul>

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

**Question 1c**

**Comment** on how the creator establishes tone at the beginning of the film.

**(2 marks)**

0	The student: Makes no / incorrect reference to tone	
1	The student: i & ii. provides <b>limited</b> analysis of the content, technique, or the effects of the creator’s choices on an audience iii. <b>does not</b> justify opinions and ideas with examples or explanations	A level 1 response <b>identifies</b> a valid tone or how it is established but does not develop with examples or explanations  The opening tone is positive. / Upbeat music is used in the opening.
2	The student: i & ii. provides <b>adequate</b> analysis of the content, technique, or of the effects of the creator’s choices on an audience iii. justifies opinions and ideas with <b>some</b> examples or explanations	A level 2 response <b>identifies</b> a valid tone or how it is established and <b>comments</b> on how tone is established, developing ideas with examples or explanations.  The creator establishes a happy tone by using upbeat music in the opening.  The creator establishes a friendly tone by using a cheerful voice in the opening.

**Question 1d – Criterion A**

**Analyse** how the child’s perspective is communicated in the film.

**(3 marks)**

0	The student: Makes no / incorrect reference to the child’s perspective	
1	The student:  i. & ii. provides <b>limited</b> analysis of the content, technique, or the effects of the creator’s choices on an audience  iii. <b>does not</b> justify opinions and ideas with examples or explanations	A level 1 response <b>identifies</b> the child’s perspective or identifies how a technique (explicit or implicit) is used to communicate that perspective, but does not develop ideas with examples or explanations.  The child’s perspective is that this is a magical experience. / The filmmaker uses close-ups of the child’s facial expressions./The child is having fun
2	The student:  i. & ii. provides <b>adequate</b> analysis of the content, technique, <b>or</b> of the effects of the creator’s choices on an audience  iii. justifies opinions and ideas with <b>some</b> examples or explanations	A level 2 response <b>describes the child’s perspective or</b> how the child’s perspective is communicated, developing ideas with examples or explanations.  The filmmaker uses animation to show that this is a magical experience for the child. / The filmmaker uses close-ups of her face to highlight how happy she feels. /The child says she is in a castle showing that she imagines herself in a story.
3	The student:  i. & ii. <b>effectively</b> analyses the content or technique and the effects of the creator’s choices on an audience  iii. <b>consistently</b> justifies opinions and ideas with examples and explanations	A level 3 response <b>analyses</b> the child’s perspective or how the child’s perspective is communicated in the film developing ideas with examples and explanations.  The filmmaker uses animated stars and hearts layered on top of the images to show the viewer that the child is using her imagination to make it a magical experience for herself.  The filmmaker uses camera angles to show her perspective. As she plays, the camera gets low to the ground with her, helping the viewer see the world as she sees it.  <u>The child sees it as magical. She imagines herself in a “castle”, showing how her imagination transforms picking cherries into a magical experience.</u>

**Question 1e**

**Compare and contrast** how the creators present the experience of childhood.

**(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 present the experience of childhood 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 <b>limited</b> analysis of the content, context, language, structure, technique <b>or</b> style of texts, <b>or</b> the effects of the creator’s choices on an audience iii. <b>rarely</b> justifies opinions and ideas with examples or explanations; uses <b>little or no</b> terminology iv. evaluates <b>few</b> similarities <b>or</b> differences, making <b>minimal</b> connections in features across and within genres and texts	The candidate <b>states</b> 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 <b>adequate</b> analysis of the content, context, language, structure, technique <b>or</b> style of texts, <b>or</b> the effects of the creator’s choices on an audience iii. <b>justifies</b> opinions and ideas with <b>some</b> examples and explanations, though this may not be consistent; uses <b>some</b> terminology iv. evaluates <b>some</b> similarities and differences, making <b>adequate</b> connections in features across and within genres and texts	The candidate <b>describes</b> obvious connections between the two texts.  Candidates will tend to summarize with some exploration of features.
6–8	The student: i. & ii. <b>effectively</b> analyses the content, context, language, structure, technique, <b>or</b> style of texts, or the effects of the creator’s choices on an audience iii. <b>sufficiently</b> justifies opinions and ideas with examples and explanations; uses accurate terminology iv. evaluates similarities and differences, making <b>substantial</b> connections in features across and within genres and texts	In addition to obvious ideas, the candidate <b>explains</b> 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 <b>perceptive</b> analysis of the content, context, language, structure, technique or style of texts, <b>or</b> the effects of the creator’s choices on an audience iii. gives <b>detailed justification of</b> opinions and ideas with a range of examples, and <b>thorough</b> explanations; uses <b>accurate</b> terminology iv. <b>perceptively compares and contrasts</b> , making <b>extensive</b> connections in features across and within genres and texts	The candidate <b>discusses</b> 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: <ol style="list-style-type: none"> <li>i. makes <b>minimal</b> use of organizational structures though these may not always serve the context and intention, eg, writing about each text separately</li> <li>ii. organizes opinions and ideas with a <b>minimal degree of coherence and logic</b>, eg, points may be unconnected</li> </ol>
3–5	The student: <ol style="list-style-type: none"> <li>i. makes <b>adequate</b> use of organizational structures that serve the context and intention, eg, there is an attempt to compare and contrast the texts</li> <li>ii. organizes opinions and ideas with a <b>degree of coherence and logic</b>, eg, begins to make connections</li> </ol>
6–8	The student: <ol style="list-style-type: none"> <li>i. makes <b>effective</b> use of organizational structures that serve the context and intention, eg, compares and contrasts the two texts</li> <li>ii. organizes opinions and ideas in a <b>coherent and logical</b> manner with ideas building on each other</li> </ol>
9–10	The student: <ol style="list-style-type: none"> <li>i. makes <b>sophisticated</b> use of organizational structures that serve the context and intention <b>effectively</b></li> <li>ii. <b>effectively</b> organizes opinions and ideas in a <b>sustained, coherent and logical</b> manner with ideas building on each other in a <b>sophisticated</b> way</li> </ol>

**Task 2 – Producing Literary Text**

**Create** an original piece of writing that communicates a strong emotion about the moment captured in **one** of the images.

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 <b>limited</b> degree of insight, imagination or sensitivity and minimal exploration of perspectives and ideas ii. makes <b>minimal</b> stylistic choices in terms of linguistic and literary devices, demonstrating limited awareness of impact on an audience. iii. selects <b>few</b> 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 <b>some</b> insight, imagination or sensitivity and some exploration of perspectives and ideas ii. makes <b>some</b> stylistic choices in terms of linguistic and literary devices, demonstrating adequate awareness of impact on an audience iii. selects <b>some</b> relevant details and examples to develop ideas	<i>The candidate addresses the prompt and image.</i>
6–8	The student: i. demonstrates <b>considerable</b> insight, imagination or sensitivity and substantial exploration of perspectives and ideas ii. makes <b>thoughtful</b> stylistic choices in terms of linguistic and literary devices, demonstrating good awareness of impact on an audience iii. selects <b>sufficient</b> 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 <b>perceptive</b> stylistic choices in terms of linguistic and literary devices, demonstrating <b>sophisticated</b> awareness of impact on an audience iii. selects <b>extensive</b> relevant details and examples to develop ideas with <b>precision</b>	<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 <b>limited</b> range of appropriate vocabulary ii. writes in an <b>inappropriate</b> register and style that <b>does not</b> serve the context and intention iii. uses grammar, syntax and punctuation with a <b>minimal degree of</b> accuracy; errors <b>often hinder</b> communication
3–5	The student: i. uses an <b>adequate</b> range of appropriate vocabulary and sentence structures ii. <b>sometimes</b> writes in a register and style that serves the context and intention iii. uses grammar, syntax and punctuation with a <b>degree</b> of accuracy; errors <b>sometimes hinder</b> communication
6–8	The student: i. uses a varied <b>range</b> 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 <b>considerable degree</b> of accuracy; errors <b>do not hinder</b> effective communication
9–10	The student: i. uses an effective range of appropriate vocabulary and sentence structures. ii. writes in a <b>consistently purposeful</b> register and style that serves the context and intention iii. uses grammar, syntax and punctuation with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b> .

### Task 3 – Producing Non-literary text

Your school has decided to offer a Language and Literature course built entirely of student-recommended texts. **Create** a letter to your Language and Literature teacher recommending a text and explaining why you feel it should be included in the course.

**(30 marks)**

**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)**.

<b>Marks</b>	<b>Mark descriptor (B: Organizing)</b>
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. makes <b>minimal</b> 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 <b>minimal degree of coherence and logic</b>
3–5	The student: i. makes <b>adequate</b> 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 <b>degree of coherence and logic</b>
6–8	The student: i. makes <b>effective</b> 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 <b>coherent and logical</b> manner with ideas building on each other
9–10	The student: i. makes <b>sophisticated</b> use of organizational structures that serve the context and intention <b>effectively</b> , eg, structural devices (such as crafting the length of sentences and/or paragraphs) enhance coherence and cohesion, and may be utilised throughout ii. <b>effectively</b> organizes opinions and ideas in a <b>sustained, coherent and logical</b> manner with ideas building on each other in a <b>sophisticated</b> 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 <b>limited</b> degree of insight, imagination or sensitivity and minimal exploration of perspectives and ideas ii. makes <b>minimal</b> stylistic choices in terms of linguistic and literary devices, demonstrating limited awareness of impact on an audience. iii. selects <b>few</b> 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 <b>some</b> insight, imagination or sensitivity and some exploration of perspectives and ideas ii. makes <b>some</b> stylistic choices in terms of linguistic and literary devices, demonstrating adequate awareness of impact on an audience iii. selects <b>some</b> 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 <b>considerable</b> insight, imagination or sensitivity and substantial exploration of perspectives and ideas ii. makes <b>thoughtful</b> stylistic choices in terms of linguistic and literary devices, demonstrating good awareness of impact on an audience iii. selects <b>sufficient</b> 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 <b>perceptive</b> stylistic choices in terms of linguistic and literary devices, demonstrating <b>sophisticated</b> awareness of impact on an audience iii. selects <b>extensive</b> relevant details and examples to develop ideas with <b>precision</b>	<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 <b>limited</b> range of appropriate vocabulary ii. writes in an <b>inappropriate</b> register and style that <b>does not</b> serve the context and intention iii. uses grammar, syntax and punctuation with a <b>minimal degree of</b> accuracy; errors <b>often hinder</b> communication
3–5	The student: i. uses an adequate range of appropriate vocabulary and sentence structures ii. <b>sometimes</b> writes in a register and style that serves the context and intention iii. uses grammar, syntax and punctuation with a <b>degree</b> of accuracy; errors <b>sometimes hinder</b> communication
6–8	The student: i. uses a varied <b>range</b> 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 <b>considerable degree</b> of accuracy; errors <b>do not hinder</b> effective communication
9–10	The student: i. uses an effective range of appropriate vocabulary and sentence structures ii. writes in a <b>consistently purposeful</b> register and style that serves the context and intention iii. uses grammar, syntax and punctuation with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b>