

maengmoeengt0xxm



Markscheme

November 2024

**English
Language and literature**

On-screen examination












20 pages



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, e.g., 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)

Comment on the purpose of the article's photograph.

0	Makes no/incorrect reference to the purpose of the photograph.	
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 the purpose of the photograph but does not develop ideas with examples or explanations.</i></p> <p>For example:</p> <ul style="list-style-type: none"> - The photograph illustrates the main idea of the article. - The photograph provides a visual example of intergenerational care. - The photograph shows a young person and elderly person spending time together.
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 comments on the purpose of the photograph developing ideas with examples OR explanations.</i></p> <p>For example:</p> <ul style="list-style-type: none"> - The photograph illustrates the main idea of the article by showing a young person and an older person enjoying time together. - The photograph provides a visual example of intergenerational care by showing a little girl and an older woman taking care of each other. - The photograph shows a young person and elderly person spending time together, illustrating how positive and caring intergenerational care can be.

Question 1b

Explain how the article informs readers about intergenerational care.

(3 marks)

0	The student: Makes no / incorrect reference to how the article shows the benefits of intergenerational care.	
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.	<p><i>A level 1 response identifies how the article informs readers about intergenerational care but does not develop ideas with examples or explanations.</i></p> <p>For example:</p> <ul style="list-style-type: none"> - The article tells us it happens around the world - The article talks about how it is good for the young and the old to spend time together. - The article uses quotations (or any other technique) to discuss the benefits of intergenerational care.
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.	<p><i>A level 2 response describes how the article informs the readers about intergenerational care, developing ideas with examples or explanations.</i></p> <p>For example:</p> <ul style="list-style-type: none"> - The article tells us that it happens around the world by giving examples of intergenerational care in multiple countries. - The article uses quotations from experts (or any other technique) to build credibility and illustrate the benefits of intergenerational care. - The article describes the advantages children get, such as improved reading skills.

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 explains how the article informs the reader about intergenerational care, developing ideas with examples and explanations.</i></p> <p>For example:</p> <ul style="list-style-type: none">- The article shows the benefits of intergenerational care by quoting experts. For example, one researcher says, "the outcomes for the children were very positive". Using the expert's opinion makes the benefits credible.- The article emphasizes that children and older people experience positive outcomes by giving specific examples of how both sides benefit. For example, the young improve their reading skills, while the elderly feel less lonely. This balance in evidence helps the author prove their point and convince readers about the merits of intergenerational care.- The article informs us that intergenerational care is a global development by giving examples of how it is happening in different parts of the world, mentioning intergenerational care homes in the UK and studies done on its benefits in the US.
---	--	---

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

Question 1c

(3 marks)

Analyse the effect of one technique used to characterise the elderly woman in this clip.

0	The student makes no/incorrect reference to the effect of a technique.	
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>The student:</p> <p>2 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 1 response identifies the effect of a cinematic/verbal technique used to characterise but does not develop w/examples or explanations.</i></p> <p>For example:</p> <ul style="list-style-type: none"> - The voiceover shows her personality. - Flashbacks illustrate what she was like as a child. <p><i>A level 2 response comments on the effect of a cinematic/verbal technique used to characterise the woman developing ideas with some explanations or examples.</i></p> <p>For example:</p> <ul style="list-style-type: none"> - The voiceover shows the woman's reflective nature in the form of rhetorical questions. - Flashbacks illustrate that she was once an energetic, confident child.
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 cinematic/verbal technique(s) used to characterise with explanations and examples.</i></p> <p>For example:</p> <ul style="list-style-type: none"> - The voiceover makes viewers appreciate the woman's wisdom via her reflection, connecting past to present using simile for effect "And I feel that girl still pulsing through my veins like butterflies fluttering by."

		<ul style="list-style-type: none">- Flashbacks characterise her by showing her experiences as a child. For example, the images of her running through fields and climbing trees make the viewer understand that she was once an energetic, confident child.- The voiceover makes viewers reflect on their own past, present and future via the woman's wisdom about understanding multiple viewpoints when she says, "If we all just allow ourselves to see the world from a different perspective."
--	--	---

Question 1d – Criterion

(2 marks)

Comment on the significance of the fireball in the last scene.

0	The student makes no/incorrect reference to the fireball.	
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 identifies the significance of the fireball but does not develop ideas with examples or explanations.</i></p> <p>For example:</p> <ul style="list-style-type: none"> - The fireball is a symbol. (weak example) - The fireball is symbolic of her power. - The fireball appearing above her head is a climactic moment in the film.
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 comments on the significance of the fireball, developing ideas with examples or explanations.</i></p> <p>For example:</p> <ul style="list-style-type: none"> - The director uses a dramatic symbol of a fireball, placing it above the woman's head to illustrate her timeless wisdom and power. - The appearance of the fireball above her head represents the collective knowledge and wisdom she and her people have accumulated in their lifetimes.

Question 1e

Compare and contrast the presentation of youth and the elderly 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 present the youth and elderly 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 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 scene about connecting with one's surroundings.

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)

Global context – Fairness and development

Create a blog post in which you propose ways your school can become a fairer and more equitable place for all.

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 .