Middle Years Programme

Markscheme

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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
λ	Omission			Highlight – Highlight tool	
✖	Incorrect Point		L	L – Language	
DET	DET – Relevant detail		T	On Page Comment – On page comment tool	
DEV	DEV – Development		?	QuestionMark – Unclear	
	Ellipse – Ellipse tool		SEEN	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	
GEXP	GEXP – Good Explanation		CriB	CriB – Criterion B	
GM	GM – Grammar		CriC	CriC – Criterion C	
	H Wavy – Wavy underline too		CriD	CriD – Criterion D	

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

Comment on the significance of the quotation, “[Astroff] says that forests are the ornaments of the earth”. **(2 marks)**

0	The student: Makes no / incorrect reference to the quotation.	
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** an effect/purpose of the line or **identifies** a technique (metaphor, imagery, symbolism, ethos, etc.) but does not develop ideas with examples or explanations.* Examples: - The reference to ornaments is a metaphor. - It shows the beauty of the forest.
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 an effect/purpose of the line or **comments** on a technique (metaphor, imagery, symbolism, ethos), developing ideas with examples or explanations.* Examples: - The reference to the ornaments is a metaphor to illustrate the beauty of the forests. - Comparing the trees to ornaments, which are decorations to make things beautiful, is a way to express how Astroff values the trees for their beauty and what they add to life.

Question 1b

Analyse the effect of the dialogue between Astroff and Voitski. **(3 marks)**

0	The student: Makes no / incorrect reference to techniques used in the scene.	
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** an effect of the dialogue, or a technique used for effect within the dialogue, without offering examples or explanations to develop ideas.* - It shows how they feel differently about the forest. - The dialogue shows conflict.
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 **describes** an effect of the dialogue, or a technique used for effect within the dialogue, offering examples or explanations to develop ideas* - The dialogue sets up the conflict between Astroff and Voitski by showing their different perspectives on the forest. - In the dialogue, Astroff communicates his feelings about how people treat the forest by arguing with Voitski about how to use the forest.
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 response **analyses** an effect of the dialogue, or a technique used for effect within the dialogue, justifying ideas with examples and explanations.* - The dialogue is meant to persuade us to care about the forest's destruction. Astroff uses a list of damages (e.g. forests destroyed, trees perished, animals dead), to build a case for protecting the forest, and then turns to other characters for approval. - The playwright uses this dialogue to develop the characterization of Voitski and Astroff, showing the contrast between Voitski's careless /selfish attitude ("all that is very pretty") and Astroff's much more thoughtful, serious attitude ("why destroy the forests?").

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

Question 1c

Comment on Yindali's remarks at the beginning of the video. **(2 marks)**

0	The student: Makes no / irrelevant reference to the virtual creations as appealing companions.	
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/purpose of the opening remarks, or identifies an aspect(s) of Yindali's remarks but does not develop commentary with examples or explanations.* - *Yindali introduces herself.* - *Yindali uses her native language.* - *Yindali tells us who she is and where she is.* - *Yindali mentions the Kookaburra.*
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** the effect/purpose of the opening remarks, or comments on an aspect of Yindali's remarks, developing ideas with examples or explanations.* - Yindali utilizes her native language / her people / the forest kingfisher to inform/hook her viewers. - Yindali looks directly at the camera to engage her audience.

Question 1d – Criterion A

Explain the use of images from 2:08 to 2:42. **(3 marks)**

0	The student: Makes no / incorrect reference to images in 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 response **identifies a** use of images/techniques in the clip, without comment on purpose/effect or identifies a purpose/effect without examples or explanations.* - There are trees and animals. - There pictures of a burning forest. - Wide angle shots are used. - They show destruction.
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 **describes a** use/effect/purpose of images/techniques in the clip, developing commentary with some examples or explanations.* -There is a combination of images of trees and animals to show the destruction of the forest. -Both drone shots and close ups are used to show the beauty of the forest. -Statistics are shown with images to convince us to protect forests.
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 an ideas with examples and explanations	*A level 3 response **explains** the use of images/techniques in the clip to achieve a purpose/effect, justifying ideas with examples and explanations.* -There is dramatic footage in the section such burning forests/fragile wildlife/statistics to show the severity of the problem. -The clip shows images of many different types of animals (monkeys, frogs, etc.) which live in the forest to emphasize the importance of saving the forest to save their habitats. -Drone and close up images of both green and burning forests are juxtaposed to create a sense of urgency about protecting forests.

Question 1e

Compare and contrast how the theme of preservation is developed 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 persuade us to connect with the outdoors 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 moment in a narrative where a character experiences a shift in perspective.

You may consider using any of the following: point of view, mood, setting and/or structure. **(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	*The candidate attempts a basic link to the image or prompt.*
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	*The candidate addresses the prompt and image.*
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	*The candidate produces an engaging response that elaborates on the prompt and image.*
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**	*The candidate produces a highly engaging response that is inspired by the prompt and image.*

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 a**n 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

Create a speech for a school assembly reflecting on when and why disconnecting from technology can be its most innovative use. **(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).**

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	*The candidate attempts a basic response to the prompt, making little or no reference to the global context.*
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	*The candidate addresses the prompt, demonstrating some understanding of the global context.*
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	*The candidate produces an engaging response that elaborates on the prompt, demonstrating understanding of the global context.*
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**	*The candidate produces a highly engaging response that reflects on the prompt, demonstrating excellent understanding of the global context.*

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**