Markscheme

May 2018

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	Alt + 0
DEV	DEV – Development	Alt + 1	?	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				
GEXP	GEXP – Good Explanation				
GM	GM – Grammar				
〰	H Wavy – Wavy underline too				

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.

Task 1 – Analysing – Text 1 – Questions 1a – 1c

Question 1a – Criterion A

    Explain the purpose of the questions at the start of the essay.   **(2 marks)**

0	The student: Makes no / incorrect reference to the purpose of the questions	
1	The student: i. & ii. provides limited analysis of the content/technique, **or** the effects of the creator's choices on an audience	The candidate **identifies** the purpose (possibly by identifying effect) of the questions. For example: The purpose of the questions is to introduce the text. OR The questions engage the reader.
2	The student: i. & ii provides adequate analysis of the content/technique, **and** of the effects of the creator's choices on an audience	The candidate **explains** the purpose of the questions and their effect on the audience. For example: The questions at the beginning of the text act as an introduction for the text. By addressing the reader directly, the author engages the interest of the reader.

Question 1b – Criterion A

The essay states that heritage is not limited to traditional forms of cultural expression. **Comment** on how the author develops this point.   **(3 marks)**

Candidates should use their own words.

0	Irrelevant references / Candidate comments without reference to the text.	
1	The candidate provides a limited analysis of content and/or structure/technique.	The candidate **identifies** a basic way the author develops this point. For example: The author says there are traditional and non-traditional forms of cultural expression. / The author gives examples of forms of expression.
2	Candidate provides an adequate analysis of content and/or structure/technique.	The candidate **describes** how the author develops this point. This level response will include an example(s) from/reference(s) to the text (regarding content/structure/technique). For example: The author says there are traditional and non-traditional forms of cultural expression and lists/explains them with examples (provides specific quotations or references to sub-titles/paragraphing for support). / The author gives examples of forms of expression and how they have changed over time / how they represent a wide range (i.e. by listing or categorizing them).
3	Candidate provides an effective analysis of content and/or structure/technique.	The candidate **describes** how the author develops this point **and comments** on the intention or effect. This level response will include an example(s) from/reference(s) to the text (regarding content/structure/technique) as well as comment on the author's intent or the effect on readers. For example: The author lists/explains examples of traditional and non-traditional forms of cultural expression, encouraging readers to interpret heritage more broadly (i.e. by building on the definition of heritage in each of the sub-headings). / The author explains how different forms of expression link the generations / reveals the human experience across cultures (by exploring how expression contributes to our individual/cultural identity).

Reward all valid points.

Question 1c – Criterion A

Criterion Ai – Analyse the content, context, language, structure, technique and style of a text

The poet says:
"Love, like a carefully loaded ship,
crosses the gulf between the generations" **(00:50 – 00:57)**
–
Comment on the statement the poet makes about the nature of love.   **(2 marks)**

0	No reference to the given line /Irrelevant references / Does not address the concept of "love" in some form / Focuses on the visual elements of the text only.	
1	The candidate: i. & ii. provides **limited** analysis of the content, technique, and/or the effects of the creator's choices on an audience	*The candidate **identifies** a basic message conveyed in the statement and may or may not identify technique and/or structure.* For example: "Love is what links the different generations"/ "Love is a journey"
2	The candidate: i. & ii. provides **adequate** analysis of the content, technique, and/or of the effects of the creator's choices on an audience	*The candidate **identifies and comments on** the message conveyed in the statement.* Candidate provides an adequate commentary on the nature of love by addressing the comparison, symbolism and/or other technique/structure in the comment. For example: "Love is compared to a ship suggesting a perhaps arduous journey" / "The comparison of love to a ship suggests that love is a sturdy link between generations or something that can be relied upon" / "The comparison of love to a ship suggests that love could sink and that is why it needs to be treated "carefully"

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

Question 1d
Criterion Aii – Analyse the effects of the creator's choices on an audience

> **Select** and **examine** a moment in the visual text that portrays "the ceremonies of our passage".   **(3 marks)**

	The student:	
0	Makes no / irrelevant reference to the concept of "the ceremonies of our passage"/ identifies a timeframe in the clip that is too broad a focus/identifies a quote that does not represent a cermony of passage.	
1	The candidate: i & ii provides **limited** analysis of the content/technique, or the effects of the creator's choices on an audience iii **rarely** justifies opinions and ideas with examples or explanations	*The candidate **identifies** a basic moment in the visual text that portrays "the ceremonies of our passage".* For example: "The church/ the graveyard / the baby" If the candidate has only identified a timeframe in the film, award 1 mark only if the time indicates a clear moment of "passage" (i.e. above).
2	The candidate: i & ii provides **adequate** analysis of the content/technique, and/or of the effects of the creator's choices on an audience iii **rarely** justifies opinions and ideas with examples or explanations	*The candidate **describes** a moment in the visual text that portrays "the ceremonies of our passage".* For example: "The church represents a place where important ceremonies take place during someone's lifetime"/ "The graveyard represents the ceremonies around death"
3	The candidate: i & ii **effectively** analyses the content, technique, and/or the effects of the creator's choices on an audience iii **consistently** justifies opinions and ideas with examples and explanations	*The candidate **explains** how the image selected is significant in terms "the ceremonies of our passage", possibly connecting it to the entire clip.* For example: "The image of the church is significant because it represents the importance of rites of passage across cultures" (i.e: Response draws conclusions beyond the text such as the universal "human experience")."The graveyard or the baby represent important cross-cultural milestones in a person's life. The author has chosen these images as they have a universal significance.

Reward all valid responses.

Question 1e

Compare and contrast the choices the creators make to explore the value of heritage. Make detailed reference to **both** texts in your answer.   **(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 how film/literary techniques are used 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.

Candidates can comment on both the written text (poem) and the visual text to develop their analysis.

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 and/or style of texts, and/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 and/or differences, making **minimal** connections in features across and within genres and texts	*The candidate **states** obvious and superficial ideas about text one and/or text two.*
3–5	The student: i. & ii. provides **adequate** analysis of the content, context, language, structure, technique and/or style of texts, and/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.*
6–8	The student: i. & ii. **effectively** analyses the content, context, language, structure, technique, and/or style of texts, and/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.*
9–10	The student: i. & ii. provides **perceptive** analysis of the content, context, language, structure, technique and /or style of texts, and/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** more subtle connections and may draw conclusions within and beyond the two 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 screenplay for **one** key scene in a mystery movie. You could consider any of the following literary features: point of view, characterization, mood, audience, and/or purpose.   **(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 both of the images should not be awarded more than **(5 marks)** for Criterion C – Producing Text.
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 response is basic and makes a generic link to the image and/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 response explores the image and prompt with some originality.*
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 response elaborates on the image and prompt with originality and creativity.*
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 response is highly engaging and it elaborates on the image and prompt with originality and creativity.*

Criterion D: 10 marks

Examiners are reminded to consider best fit/balance in rewarding marks for <u>all</u> 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

A local architectural firm is running a competition for students to share their vision for an innovative, outdoor learning space. **Create** a written proposal to the chief architect that outlines the importance of such a space and its potential impact. **(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 response is basic with a few details to support or explain the prompt. There is 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 response explores the prompt with some supporting details and demonstrates 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 response elaborates on the prompt and demonstrates good 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 response is engaging with clear reflection on the prompt and demonstrates excellent understanding of the global context.

Criterion D: 10 marks

Examiners are reminded to consider best fit/balance in rewarding marks for <u>all</u> 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**