Markscheme

May 2021

English
Language and literature

On-screen examination

19 pages

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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	Alt + 5		Question Mark – 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.

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

Question 1a

Explain how the poet establishes tone in the opening two stanzas of the poem. **(3 marks)**

Marks	Mark descriptor (A: Analysing)	Indicative content
0	The student makes no / incorrect reference to tone or technique.	
1	The student: i. & ii. provides **limited** analysis of the content, technique, and/or the effects of the creator's iii. choices on an audience **rarely** justifies opinions and ideas with examples or explanations	*A level 1* ***identifies*** *a valid tone and/or a technique/example used without explanation.* For example: • The tone is depressing. /The poet uses imagery. • The poet uses depressing imagery to create a sad tone.
2	The student: i. & ii. provides **adequate** analysis of the content, technique, and/or of the effects of the creator's iii. choices on an audience justifies opinions and ideas with **some** examples or explanations	*A level 2* **describes** how the poet's choices establish a tone with references to the text or references to effect on the reader. It may reference technique without explanation. For example: • The poet uses imagery such as "the mansions falling into the sea" to establish a sad tone. • The poet creates a disturbing, fearful tone that causes concern for the reader.
3	The student: i. & ii. **effectively** analyses the content, technique, and/or the effects of the creator's choices on an iii. audience **sufficiently** justifies opinions and ideas with examples and explanations.	*A level 3* ***explains*** how the poet's choices establish (and possibly, build) a tone, **justifying** ideas with detailed references to the text or technique. It may comment on the broader context or theme of the poem or on the effect on the reader. For example: • The poet's reference to storms "rising in the dark Pacific" contributes to the disturbing, fearful tone established through the violent images/imagery of nature by suggesting that humanity is threatened. • The poet establishes a sad tone by using a series of dark, depressing phrases such as "the mansions falling into the sea," which may make the reader concerned about the future.

Question 1b

Analyse the purpose of the phrase “peaceful transition”. **(3 marks)**

Marks	Mark descriptor (A: Analysing)	Indicative content
0	The student: Makes no / irrelevant reference to the phrase “peaceful transition.”	
1	The student: i. & ii. provides **limited** analysis of the content, technique, and/or the effects of the creator’s choices on an audience iii. **rarely** justifies opinions and ideas with examples or explanations	*A level 1 **identifies** a purpose of the phrase “peaceful transition.”* For example: • The phrase “peaceful transition” serves as the title of the poem. • The phrase “peaceful transition” is repeated in the poem for effect. • The phrase “peaceful transition” is used ironically/sarcastically.
2	The student: i. & ii. provides **adequate** analysis of the content, technique, and/or of the effects of the creator’s choices on an audience iii. **sometimes** justifies opinions and ideas with examples or explanations	*A level 2 **identifies** and **comments** on a purpose of the phrase “peaceful transition,” with reference to the text or to a technique or effect.* For example: • The phrase “peaceful transition” serves as the title of the poem to indicate the main theme. • The phrase “peaceful transition” is repeated in the poem to highlight that the speaker has given up. • The phrase “peaceful transition” is used ironically/with sarcasm to highlight that we need to act in response to the depressing images of nature he shares.
3	The student: i. & ii. **effectively** analyses the content, technique, and/or the effects of the creator’s choices on an audience iii. **sufficiently** justifies opinions and ideas with examples and explanations.	*A level 3 **analyses** the purpose of the phrase “peaceful transition,” commenting on its **effect** and **justifying** ideas with detailed references to the text.* For example: • The phrase “peaceful transition” serves as the title of the poem to emphasize the theme of humanity giving up, which is seen in other moments of the poem such as the unpicked grapes. • The phrase “peaceful transition” is repeated in the poem to highlight the speaker’s passive attitude that people should accept what’s coming and “be calm.” • The phrase “peaceful transition” is used ironically/with sarcasm to highlight that the transition he describes is not peaceful—”mansions are falling into the sea,” nature is taking over.

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

Describe how Greta Thunberg's impact is portrayed in this section of the film (1:35–2:05). **(2 marks)**

Marks	Mark descriptor (A: Analysing)	Indicative content
0	The student: Makes no / incorrect reference to how Greta Thunberg's impact is portrayed in this section of the film (1:39-2:09).	
1	The student: i. & ii. provides **limited** analysis of the content, technique, and/or the effects of the creator's choices on an audience iii. **rarely** justifies opinions and ideas with examples or explanations	*A level 1* ***identifies*** *how an impact is portrayed in the film or offers an example without explanation.* For example: • It shows how Greta's individual actions have spread to others/around the world. • The film shows the crowds/protestors increasing. • Greta's youth is inspirational/powerful to other young people.
2	The student: i. & ii. provides **adequate** analysis of the content, technique, and/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* ***describes,*** *with a reference to the text, how an impact is portrayed in the film.* For example: • It shows how Greta's individual actions have spread to others through images of other young people participating in (global) climate strikes. • The film presents Greta's impact through a series of images/voiceovers that show how the crowds/protestors are increasing.

Question 1d

Comment on how one feature of the film engages viewers. **(2 marks)**

Marks	Mark descriptor (A: Analysing)	Indicative content
0	The student makes no / irrelevant reference to how one feature of the film engages viewers.	
1	The student: i. & ii. provides **limited** analysis of the content, technique, and/or the effects of the creator's choices on an audience iii. **rarely** justifies opinions and ideas with examples or explanations	*A level 1 **identifies** a feature of the film that engages viewers. Features here may include but are not limited to film techniques.* For example: • The film uses voiceovers to get attention. • There is positive music. • The film is focused on a young leader.
2	The student: i. & ii. provides **adequate** analysis of the content, technique, and/or of the effects of the creator's choices on an audience iii. **sometimes** justifies opinions and ideas with examples or explanations	*A level 2 **comments** on how a feature of the film engages viewers. Features here may include but are not limited to film techniques.* For example: • The film uses voiceovers from Greta to help inspire young viewers to participate in this cause. • The filmmaker consistently uses upbeat music to energize the audience. • Greta's youth is inspirational to young viewers who may want to take action themselves.

Task 1 – Analysing - Texts 1 and 2
Question 1e

Compare and contrast how the creators portray the significance of climate change. **(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.

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** 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

(For alternative task only)

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 2 – Producing Literary Text

Using **one** of the images, **create** a scene in which a character experiences doubt.

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 marks)** 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

You are applying to present a talk about digital communication tools at a youth conference. **Create** a proposal of the ideas you wish to present under the title, “Using the power of social media to express identity and build relationships.”

(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**