Markscheme

May 2022

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 use of colour in the opening of the excerpt.   **(2 marks)**

0	The student: Makes no / incorrect reference to the use of colour with no reference to the text	
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 colour with reference to the text, but does not justify ideas with examples or explanations.* *For example,* ● *Colour is used to describe the sky.* ● *The narrator states that there is "red-tinged gold light."*
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 a use of colour, providing some examples and explanation to justify their opinion.* *For example,* ● *Happy colours, like yellow and blue, are used to create a positive mood.* ● *The narrator states that there is "red-tinged gold light". The colour red hints at the conflict and trouble to come later in the text.*

Question 1b

Explain the effect of the line, "Well, thought Margaret, we may be ruined, we may be bankrupt, but not everyone has seen a locust army fanning their wings at dawn".   **(3 marks)**

0	The student makes no/incorrect reference to the effect of the line.	

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 line, and may reference the text, but does not justify opinions or develop ideas with examples or explanations.*
		
		  ● The line shows Margaret's personality.
		  ● The line shows that locusts are powerful.
		  ● The line shows there is hope.
		  ● The line shows that the locust have made them poor.

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 an effect of the line using some examples or explanations to develop ideas or justify opinions. For example,*
		
		  ● *The line characterizes Margaret as hopeful by showing that she understands both the positive and the negative of their situation.*
		  ● *The line shows the locusts are powerful: "army fanning their wings at dawn."*
		  ● *The line shows hope because they notice the positive during a really bad experience.*

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 **explains** an effect of the line using examples and explanations to develop ideas and justify opinions. For example,*
		
		  ● *Margaret is characterized as hopeful in a hard time. She knows they are "ruined" but also sees the beauty of the locusts, showing that she can stay positive during difficulties.*
		
		  ● *The effect of the line is to show how stunning the event was. The fact that Margaret did not seem disappointed by being "bankrupt" shows the reader how powerful the event was to witness.*

	● *The line shows the power of the locusts. It calls them an "army".* *This metaphor means they are a large, dangerous group.*

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

Question 1c

Describe the purpose of the toys used in the film.   **(2 marks)**

0	The student: Makes no / irrelevant reference to the purpose of the toys.	
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 purpose of the toys without examples or explanation.* For example, ● The toys represent the children. ● The toys are used to explain resilience. ● To show you have to bounce back
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 purpose of the toys with examples or explanations.* *For example,* ● *The toys are designed to look like the children so that they can see themselves in the lesson being taught.* ● *The toys visually illustrate what resilience is because they keep bouncing back when they are knocked over.*

Question 1d

Analyse the effect of a technique used in this clip from the film. **(3 marks)**

0	The student: Makes no / incorrect reference to the effect of techniques used 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** an effect of a technique in the clip (and may reference the text) but does not justify ideas with examples or explanations.*
		
		For example,
		  ● *Close ups show the children's responses.*
		  ● *Music sets the tone.*
		  ● *Knocking the toy down teaches the lesson.*

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 a technique in the clip, justifying ideas with some examples or explanations.*
		For example,
		  ● *Close-ups of the children's faces emphasize their reactions to the lesson.*
		  ● *Playful music sets the positive tone of the lesson.*
		  ● *When Jeron knocks the toy down and it bounces back up, it shows how to overcome big problems.*
		  ● *Including the students' giggles and laughs show us they are enjoying the lesson.*

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 a technique in the clip using examples and explanations to justify their response. For example,*
		
		  ● *Different camera angles that allow us to see several faces of children and the toy wobbling on the floor reveal the connections students are making about the idea of resilience as they watch the toy.*
		
		  ● *Having Jeron, the strongest boy, use a bat to knock the toy off the table, then watching the toy stand back up, demonstrates for the viewer that they can "bounce back" from even the most difficult experience.*

	● *When the toy falls on the ground and bounces back up, the music becomes cheerful, reinforcing the positive tone of the lesson on resilience.*

Question 1e

Compare and contrast how the concept of resilience is explored in the 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 explore the concept of resilience 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	*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.*

	iv. evaluates **few** similarities **or** differences, making **minimal** connections in features across and within genres and texts	
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 scene in a science fiction story in which a character discovers an object's power.

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	*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 <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

Your school is organizing a multi-generational event to educate the community about the unique values and concerns of each age group. **Create** a letter nominating a guest speaker whom you feel will best represent your generation.   **(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 <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**