Markscheme

May 2023

English
Language and literature

On-screen examination

21 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	Alt + 0
DEV	DEV – Development	Alt + 5		QuestionMark – Unclear	
	Ellipse – Ellipse tool			SEEN_Small – Seen	
EXC	Excellent Point – Excellent Point			Tick Colourable	
GA	GA – Good Analysis			V Wavy – Vertical wavy line	
GEXA	GEXA – Good Example		CriA	CriA – Criterion A	Alt + 1
GEXP	GEXP – Good Explanation		CriB	CriB – Criterion B	Alt + 2
GM	GM – Grammar		CriC	CriC – Criterion C	Alt + 3
	H Wavy – Wavy underline too		CriD	CriD – Criterion D	Alt + 4

Marking guidelines

- Recommendations for question word counts and timings are advisory only. Candidates should not be penalized if they exceed or fall short of advisory word counts, unless the quality of the response is affected, 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 **(3 marks)**

Analyze how the narrator, Ximena, is characterized in the opening of the excerpt.

0	Makes no/incorrect reference to characterization in the opening of the excerpt.	
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** one or more valid characterizations or **identifies** a technique(s) used for characterization but does not develop ideas with examples or explanations.* For example: - Ximena is characterized as confident and stubborn. - Ximena is characterized as passionate. - Ximena is shown as someone who loves weaving. - Ximena is characterized as artistic. - She is characterized as a person who loves to weave and is also caring.
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 **comments** on one or more valid characterizations or a technique(s) used for characterization, developing ideas with some example(s) or explanation(s).* For example: - Ximena is characterized as someone who is passionate about weaving when she says, "I really love to weave." - Ximena is characterized as someone who is confident because she doesn't let the person that she's talking to discourage her from weaving. - Ximena is portrayed as very careful/detail-oriented: "The tucking and untucking...folding under and over". - Ximena is characterized as artistic because she is artfully weaving. - She is caring as she wants her art to save her people.

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 **analyzes** how Ximena is characterized (and may reference the techniques used), developing the analysis with example(s) and explanation(s).* For example: - Ximena is characterized as someone who is strongly passionate about weaving. She states multiple times that she loves weaving and that she enjoys making things with her hands, showing how much she loves it. She also believes that her weaving serves a higher purpose – it could save her people – demonstrating her strong passion. - Ximena is characterized as a strong-willed person. When she is questioned about why she weaves, she thinks to herself "Who gives a darn...the loom doesn't". This shows that she's determined to do her own thing, no matter what others think. - Ximena is characterized as someone who values beauty. She says, "There isn't anything better than creating something beautiful" and she is excited and energized by the sight of her creation and how it glimmers, showing that despite her difficult situation, she is still sensitive and alert to the beauty of the thread and what she can create with it.

Question 1b **(2 marks)**

Comment on the significance of the line, "The tapestry winks silver in the moonlight as I drape it over a chair. A slight movement makes me blink. I lean forward, and the lizard flicks his tail."

0	The student: Makes no / incorrect reference to 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** one or more ways that the line is significant (literally, symbolically, thematically, figuratively, for plot development, for character development, etc.) without providing explanations or examples for support.* - This is the climax of the scene - This shows the beauty of her weaving - This is when we know her tapestry is magic - It is significant because it shows the lizard is alive - It personifies the tapestry
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, though this may not be consistent.	*A level 2 response **comments** on one or more ways the line is significant (literally, symbolically, thematically, figuratively, for plot development, for character development, etc.) providing examples or explanations for support. Examples or explanations may be drawn from the line or from the entire text as support.* - The imagery of the tapestry "winking in the moonlight" shows how beautiful her weaving is. - This is the climax of the scene because it is the moment her weaving is complete and comes to life with the lizard's movement. - This is a moment when we realize her weaving is magical because the lizard shows life. - It is significant because it shows the lizard is alive because it flicks its tail

		- It uses personification to give the tapestry life as seen when the tapestry moves.

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

Question 1c **(2 marks)**

Describe the effect of a technique used in the film.

0	The student makes no/incorrect reference to the effect of a technique.	
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(s)/purpose(s) of one or more technique used in the film but does not develop ideas with examples or explanations* - The animation shows how dance works - Colours communicate a mood - The voiceover narration informs the audience - *Music sets the mood, and the voiceover explains the action*
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** the effect/purpose of a technique(s), developing the description with examples or explanations.* - Imagery is used to show how dance and music connect. Drawings of the composer and the choreographer of "The Sleeping Beauty" are put onto the screen at the same time to illustrate that music and dance work together to tell a story. - Animation makes the narrator's explanations clearer. When discussing how music and dance come together, the creator also shows an image of a hand moving across the piano. - Music engages the viewer in the scene. The music is ballet music and makes viewers feel like they are at the show.

Question 1d – Criterion **(3 marks)**

Justify the significance of this clip from the film.

0	The student makes no reference to the significance of 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* ***identifies one or more*** *aspects of the clip that makes it significant, or states why it is significant, but does not develop ideas with examples or explanations.* - The clip illustrates how dancers' movements align to the music. - The clip shows "The Sleeping Beauty" being danced on stage. - The clip informs the viewer about an important scene in "The Sleeping Beauty".
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* ***describes*** *one or more aspect(s) of this scene that makes it significant, or describes why it is significant, providing some examples or explanations as support.* - This clip shows how different ballet movements tell different parts of a story in ballet as it has animations of a variety of characters who use a variety of movements. - The clip informs the viewer about an important scene in "The Sleeping Beauty" by explaining the dancer's movements through voiceover. - The clip creates a variety of moods using colour, such as purple for the evil fairy and pink for the good fairy.
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* **justifies** *an aspect(s) of this scene that makes it significant, justifying ideas and opinions with examples and explanations and possibly connecting it to the entire clip.* - This clip illustrates how many different art forms come together to tell story in ballet. It shows examples of how costume design, choreographic tools, and the orchestra collaborate to represent the characters of "The Sleeping Beauty" by presenting each fairy with a completely different outfit, changing the colour background for each character, and playing the music. - The filmmaker shows how different gestures in ballet are used to symbolize different parts of the story. For example, the evil fairy's crossed arms symbolized a curse. This shows how gestures are used to communicate meaning. - The clip is significant because it uses examples from "The Sleeping Beauty" to illustrate previous points made in the video. The narration explains specific dance movements and how they match the music. This reinforces the point made throughout the video that dance and music come together to tell story in ballet.

Question 1e

Compare and contrast how the writer and filmmaker present the process of creative expression in Text 1 and Text 2. **(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 scene in which a character travels through time to a mysterious place.

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 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

(30 marks)

You have started a new student organization that will build intercultural connections with young people in other parts of the world. **Create** the script for a video advertisement promoting your organization.

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**