

Markscheme

November 2019

**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
	Omission			Highlight – Highlight tool	
	Incorrect Point			L – Language	
DET	DET – Relevant detail			On Page Comment – On page comment tool	
DEV	DEV – Development			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				
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 – 1b

Question 1a

Comment on how the poet portrays grass in the first stanza.

(2 marks)

Marks	Mark descriptor (A: Analysing)	Indicative content
0	The student: makes no / incorrect reference to how the poet portrays grass or references another part of the poem.	
1	The student: i. & provides limited analysis of the content, technique, or the effects of the creator’s choices on an audience ii. does not justify opinions and ideas with examples or iii. explanations	<p><i>A level 1 response identifies how the poet portrays grass in the first stanza but does not offer example(s) or explanation(s) to justify opinions/ideas. Or it may list examples of the portrayal of grass without commenting on them. Or it may simply identify a technique used without commenting on it or its effect.</i></p> <p>For example: “The poet says ‘The Grass so little has to do.’” / “The grass plays with nature all day.” / “The grass has butterflies, bees, sunshine.” / “The poet uses personification.”</p>
2	The student: i. & provides adequate analysis of the content, technique, or of the effects of the creator’s choices on an audience ii. justifies opinions and ideas with some examples and iii. explanations	<p><i>A level 2 response comments on how the poet portrays grass in the first stanza and justifies the comment with example(s) and/or explanation(s).</i></p> <p>For example: “The poet says ‘The Grass so little has to do,’ but she describes it as busy with nature.” / “The grass is personified as a playful participant in nature, for example brooding with butterflies and bees, stirring with the tunes of the breeze, etc.”</p>

Question 1b

Analyse how the layout of the webpage affects the audience.

(3 marks)

Marks	Mark descriptor (A: Analysing)	Indicative content
0	The student: makes no / irrelevant reference to the structure/layout of text one or its effect on the audience.	
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	<p><i>A level 1 response identifies an element of the layout (the use of the image, an introduction/foreword, the elements of a webpage, a poem, the use of fiction and non-fiction) but will not discuss effect or offer example(s) or explanation(s) to justify opinions. Or the candidate may only discuss effect without commentary on layout.</i></p> <p>For example: “The webpage includes a nice image.” / “People who love the outdoors would like this page.”</p>
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	<p><i>A level 2 response describes an element of the layout (the use of the image, an introduction/foreword, the elements of a webpage, a poem, the use of fiction and non-fiction) and the effect using simple examples or explanations.</i></p> <p>For example: “The image of nature is included on the webpage to draw in readers/viewers who enjoy the outdoors.” / “The introduction of the webpage combined with the poem attracts readers/viewers who love nature.”</p>
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	<p><i>A level 3 response analyses an element of the layout (the use of the image, an introduction/foreword, the elements of a webpage, or a poem, the use of fiction and non-fiction) and explains its effect, justifying opinions/ideas with detailed example(s) or well-developed explanation(s).</i></p> <p>For example: “The webpage combines interesting logos/ interactive tabs/ powerful images with a personal introduction and a poem about nature to engage/persuade/inspire the reader/viewer to connect more with nature.”</p>

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

Question 1c

Comment on the shift in tone that begins at 2:36 in the film.

(2 marks)

Marks	Mark descriptor (A: Analysing)	Indicative content
0	The student: makes no / irrelevant reference to the shift in tone that begins at 2:36 in the film.	
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	<i>A level 1 response identifies a shift in tone but does not explain how or why this is achieved. Or it may offer an example without an explanation.</i> <i>For example: “The tone shifts from negative to positive.” / “The music becomes uplifting.”</i>
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	<i>A level 2 response comments on a shift in tone including how or why this is achieved and cites specific examples/details from the text for support.</i> <i>For example: “The tone shifts from negative to positive with the girl’s statement that it is up to us how this story ends/the change to uplifting music/brighter lighting/ action/slow-motion scenes.” / “At the end of the film the tone shifts from sad to happy to persuade the audience to change their lifestyles.”</i>

Question 1d

Explain the filmmaker’s purpose in using glass houses.

(3 marks)

Marks	Mark descriptor (A: Analysing)	Indicative content
0	The student: makes no / incorrect reference to the filmmaker’s purpose in using glass houses.	
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.	<p><i>A level 1 response identifies a basic purpose of the glass houses without citing specific examples or offering an explanation.</i></p> <p>For example: “The glass houses help the filmmaker show the problems of an indoor lifestyle.”</p>
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.	<p><i>A level 2 response describes a purpose of the glass houses and justifies opinions with example(s) or explanation(s).</i></p> <p>For example: “The glass houses help the filmmaker show the problems of an indoor lifestyle by showing scenes of fogging, toxic fumes, mold.”</p>
3	The student: i. & ii. effectively analyses the content, technique, or the effects of the creator’s choices on an audience ii. consistently justifies opinions and ideas with examples and explanations.	<p><i>A level 3 response explains a purpose of the glass houses within the larger context of the film or beyond, justifying opinions with example(s) or explanation(s). This may include discussion of symbolism, motif, motivation, instruction, warning, and progression for effect.</i></p> <p>For example: “The glass houses progress from being empty to showcasing the various ailments we suffer from an indoor lifestyle, thereby symbolizing how dangerous our lifestyles have become/persuading us to make a positive change.”</p>

Question 1e

Compare and contrast how the creators persuade us to connect with the outdoors.

(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.	<i>The candidate states obvious and superficial ideas about text one or text two.</i>
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.	<i>The candidate describes obvious connections between the two texts.</i>
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.	<i>In addition to obvious ideas, the candidate explains implicit connections between the two texts.</i>
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.	<i>The candidate discusses subtle connections and may draw conclusions within and beyond the two texts.</i>

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, <i>eg</i> , writing about each text separately ii. organizes opinions and ideas with a minimal degree of coherence and logic , <i>eg</i> , points may be unconnected.
3–5	The student: i. makes adequate use of organizational structures that serve the context and intention, <i>eg</i> , there is an attempt to compare and contrast the texts ii. organizes opinions and ideas with a degree of coherence and logic , <i>eg</i> , begins to make connections.
6–8	The student: i. makes effective use of organizational structures that serve the context and intention, <i>eg</i> , 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

As a character reflecting on the past, **create** a conversation about an experience in one of the images.
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: <ol style="list-style-type: none"> 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. 	<i>The candidate attempts a basic link to the image or prompt.</i>
3–5	The student: <ol style="list-style-type: none"> 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. 	<i>The candidate addresses the prompt and image.</i>
6–8	The student: <ol style="list-style-type: none"> 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. 	<i>The candidate produces an engaging response that elaborates on the prompt and image.</i>
9–10	The student: <ol style="list-style-type: none"> 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. 	<i>The candidate produces a highly engaging response that is inspired by the prompt and image.</i>

Criterion D: 10 marks

Examiners are reminded to consider best fit/balance in rewarding marks for **all** strands in Criterion D (*ie* 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 .

Task 3 – Producing Non-literary text

Create a product review evaluating a technological innovation that has significantly impacted your life.

(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: <ol style="list-style-type: none"> i. makes minimal use of organizational structures though these may not always serve the context and intention, <i>eg</i>, 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: <ol style="list-style-type: none"> i. makes adequate use of organizational structures that serve the context and intention, <i>eg</i>, 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: <ol style="list-style-type: none"> i. makes effective use of organizational structures that serve the context and intention, <i>eg</i>, 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: <ol style="list-style-type: none"> i. makes sophisticated use of organizational structures that serve the context and intention effectively, <i>eg</i>, 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.	<i>The candidate attempts a basic response to the prompt, making little or no reference to the global context.</i>
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.	<i>The candidate addresses the prompt, demonstrating some understanding of the global context.</i>
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.	<i>The candidate produces an engaging response that elaborates on the prompt, demonstrating understanding of the global context.</i>
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 .	<i>The candidate produces a highly engaging response that reflects on the prompt, demonstrating excellent understanding of the global context.</i>

Criterion D: 10 marks

Examiners are reminded to consider best fit/balance in rewarding marks for **all** strands in Criterion D (*ie* 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 .