# Markscheme

## November 2020

## English
## Language and literature

## On-screen examination

18 pages

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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 | | | | |
| 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**

**Explain** the author's purpose for including contrasting reactions to robots in the text.                        **(3 marks)**

| 0 | | |
|---|---|---|
| 1 | The student:<br><br>i. & ii.    provides **limited** analysis of the content, technique, **or** the effects of the creator's choices on an audience<br><br>iii.    **does not** justify opinions and ideas with examples or explanations | *A level 1 response **identifies** a contrasting reaction (positive/negative; adult/child; scientist/everyday person) or purpose (to provide information; to appear unbiased)  but will not offer example(s) or explanation(s) to justify opinions.*<br><br>For example: "Some people see the robots positively while some see them negatively." / "The children react differently to the robots than the adults do."/"The author shows a range of reactions to provide an unbiased account." |
| 2 | The student:<br><br>i. & ii.    provides **adequate** analysis of the content, technique, **or** of the effects of the creator's choices on an audience<br><br>iii.    justifies opinions and ideas with **some** examples or explanations | *A level 2 response **describes** contrasting reactions (positive/negative; adult/child; scientist/everyday person), and makes a general reference to purpose, justifying opinions with simple example(s) or explanation(s)*<br><br>For example: "The adults seem to dislike the robots and even refer to them as 'too needy' while the children enjoy playing with the robots, treating them like pets; the author does this to show different generations' attitude toward robots." / "The scientist sees value in the robots as companions for astronauts while Iris say they 'make [her] feel more lonely,'" showing that robots may not be good companions for everyone."/The authors shows a range of responses, including child and adult reactions to the robots, in order to provide information for the reader to make a decision. |
| 3 | The student:<br><br>i. & ii.    **effectively** analyses the content or technique and the effects of the creator's choices on an audience<br><br>iii.    **consistently** justifies opinions and ideas with examples and explanations | *A level 3 response **describes** contrasting reactions (positive/negative; adult/child; scientist/everyday person), possibly within the larger context of the article **and** explains the effect/purpose/implication, **justifying** opinions/ideas with detailed example(s) or explanation(s).*<br><br>For example: "The text provides arguments for and against the use of robots for human companionship by alternating between positive and negative reactions to the robots, which offers the reader an opportunity to decide for him or herself if robot companionship is a good idea."/ "The adults react differently with some dismissing the robots and others commenting on their potential as companions; this illustrates the varied human responses to robots." |

**Question 1b**

**Comment** on the line, "Moments later, to Gemma's relief, Olivia and Fiona departed for the night, leaving her alone to cradle her beloved."                    **(2 marks)**

| 0 | The student:<br>Makes no / incorrect reference to the line. | |
|---|---|---|
| 1 | The student:<br><br>i. & ii. provides **limited** analysis of the content, technique, **or** the effects of the creator's choices on an audience<br><br>iii. **does not** justify opinions and ideas with examples or explanations | *A level 1 response **identifies** what is happening in the line/what the line is about but does not offer example(s) or explanation(s) to justify opinions/ideas. Or it may list examples or simply identify a technique (imagery, personification, characterization, diction) used without commenting on it or its effect.*<br><br>For example: *"The girl is attached to the robot"/ "The girl is happier with the robot than with her friends"/"The author uses personification to describe the robot."* |
| 2 | The student:<br><br>i. & ii. provides **adequate** analysis of the content, technique, **or** of the effects of the creator's choices on an audience<br><br>iii. justifies opinions and ideas with **some** examples and explanations, though this may not be consistent. | *A level 2 response **comments** on the effect/purpose/implication of the line, using example(s), references to techniques, or explanation(s).*<br><br>For example: *"The line shows that the girl is focused on the artificial companion versus her real ones because she is happy to see them go."/ "The girl prefers to be alone with the robot so that she can cuddle with it, indicating that people can have relationships with robots."/ "The imagery used to describe the girl reveals that she has developed a closer relationship with the robot than her human companions."* |

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

**Question 1c**

**Outline** two features that make the virtual creations in "Strange Beasts" appealing companions.               **(2 marks)**

| 0 | The student:<br>Makes no / irrelevant reference to the virtual creations as appealing companions. | |
|---|---|---|
| 1 | The student:<br><br>i & ii.   provides **limited** analysis of the content, technique, or the effects of the creator's choices on an audience<br>iii.      **does not** justify opinions and ideas with examples or explanations | *A level 1 response **identifies** a feature but does not explain how or why they make the "strange beasts" appealing companions. Or it may offer an example without an explanation.*<br><br>For example: "The creatures are interactive." / "They can play with humans." |
| 2 | The student:<br><br>i & ii.   provides **adequate** analysis of the content, technique, or of the effects of the creator's choices on an audience<br>iii.      justifies opinions and ideas with **some** examples or explanations | *A level 2 response **outlines** two features, including how or why they make the companions appealing.*<br><br>For example: "The "strange beasts" are interactive, which makes them fun to play with." / "They act like pets, which allows users to interact with them as such but since they don't die there is less emotional risk for the human." |

**Question 1d – Criterion A**

**Analyse** the effect of a technique used in this scene.                                                    **(3 marks)**

| 0 | The student: Makes no / incorrect reference to techniques used in the scene. | |
|---|---|---|
| 1 | The student: <br><br> i. & ii.  provides **limited** analysis of the content, technique, or the effects of the creator's choices on an audience <br><br> iii.  **does not** justify opinions and ideas with examples or explanations | *A level 1 response **identifies** the effect of a technique specific to the scene (contrast in scenery/pop-ups of game features and icons/overlay of animation on realistic scene/use of sound/music/visuals/wide shot/close-up, etc.), without justifying opinions with example(s) or explanation(s).* <br><br> For example: "The filmmaker uses music to set a mood." / "The close-up shot of Victor makes him seem lonely." |
| 2 | The student: <br><br> i. & ii.  provides **adequate** analysis of the content, technique, **or** of the effects of the creator's choices on an audience <br><br> iii.  justifies opinions and ideas with **some** examples or explanations | *A level 2 response **describes** the effect of a technique specific to the scene (contrast in scenery/pop-ups of game features and icons/overlay of animation on realistic scene/use of sound/music/visuals/wide shot/close-up, etc.), justifying opinions with simple example(s) or explanation(s).* <br><br> For example: "The use of darker music in the scene contributes to the shift in tone from playful to ominous." / "The game features icons that are displayed over the screen remind viewers that the creatures are not real." |
| 3 | The student: <br><br> i. & ii.  **effectively** analyses the content or technique and the effects of the creator's choices on an audience <br><br> iii.  **consistently** justifies opinions and ideas with examples and explanations | *A level 3 response **analyses** the effect of a technique specific to the scene (contrast in scenery/pop-ups of game features and icons/overlay of animation on realistic scene/use of sound/music/visuals/wide shot/close-up, etc.), possibly connecting it to **the larger context of the scene/film/beyond**, justifying opinions with detailed example(s) or explanation(s).* <br><br> *For example: "*The wide-angle shot allows viewers to see the virtual companions playing which highlights the fact that Victor is standing alone/on the side-lines and encourages viewers to think critically about the isolating effects of virtual companions.*" / "*The game feature icons that pop up on the screen act as a reminder of the beginning scene and prompts viewers' realization that Anna is not real." |

**Question 1e**

**Compare and contrast** the two excerpts' representations of artificial human companions.                                    **(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:<br>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<br>iii.  **rarely** justifies opinions and ideas with examples or explanations; uses **little or no** terminology<br>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.* |
| 3-5 | The student:<br>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<br>iii.  **justifies** opinions and ideas with **some** examples and explanations, though this may not be consistent; uses **some** terminology<br>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:<br>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<br>iii.  **sufficiently** justifies opinions and ideas with examples and explanations; uses accurate terminology<br>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:<br>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<br>iii.  gives **detailed justification of** opinions and ideas with a range of examples, and **thorough** explanations; uses **accurate** terminology<br>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:<br>i.   makes **minimal** use of organizational structures though these may not always serve the context and intention, eg, writing about each text separately<br>ii.  organizes opinions and ideas with a **minimal degree of coherence and logic**, eg, points may be unconnected |
| 3-5 | The student:<br>i.   makes **adequate** use of organizational structures that serve the context and intention, eg, there is an attempt to compare and contrast the texts<br>ii.  organizes opinions and ideas with **a degree of coherence and logic**, eg, begins to make connections |
| 6-8 | The student:<br>i.   makes **effective** use of organizational structures that serve the context and intention, eg, compares and contrasts the two texts<br>ii.  organizes opinions and ideas in a **coherent and logical** manner with ideas building on each other |
| 9-10 | The student:<br>i.   makes **sophisticated** use of organizational structures that serve the context and intention **effectively**<br>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** the beginning of an adventure story.

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:<br>i. demonstrates a **limited** degree of insight, imagination or sensitivity and minimal exploration of perspectives and ideas<br>ii. makes **minimal** stylistic choices in terms of linguistic and literary devices, demonstrating limited awareness of impact on an audience.<br>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:<br>i. demonstrates **some** insight, imagination or sensitivity and some exploration of perspectives and ideas<br>ii. makes **some** stylistic choices in terms of linguistic and literary devices, demonstrating adequate awareness of impact on an audience<br>iii. selects **some** relevant details and examples to develop ideas | *The candidate addresses the prompt and image.* |
| 6-8 | The student:<br>i. demonstrates **considerable** insight, imagination or sensitivity and substantial exploration of perspectives and ideas<br>ii. makes **thoughtful** stylistic choices in terms of linguistic and literary devices, demonstrating good awareness of impact on an audience<br>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:<br>i. demonstrates a high degree of insight, imagination or sensitivity and perceptive exploration of perspectives and ideas<br>ii. makes **perceptive** stylistic choices in terms of linguistic and literary devices, demonstrating **sophisticated** awareness of impact on an audience<br>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:<br>i.   uses a **limited** range of appropriate vocabulary<br>ii.  writes in an **inappropriate** register and style that **does not** serve the context and intention<br>iii. uses grammar, syntax and punctuation with **a minimal degree of** accuracy; errors **often hinder** communication |
| 3-5 | The student:<br>i.   uses a**n adequate** range of appropriate vocabulary and sentence structures<br>ii.  **sometimes** writes in a register and style that serves the context and intention<br>iii. uses grammar, syntax and punctuation with **a degree** of accuracy; errors **sometimes hinder** communication |
| 6-8 | The student:<br>i.   uses a varied **range** of appropriate vocabulary and sentence structures<br>ii.  writes in a register and style that serves the context and intention<br>iii. uses grammar, syntax and punctuation with a **considerable degree** of accuracy; errors **do not hinder** effective communication |
| 9-10 | The student:<br>i.   uses an effective range of appropriate vocabulary and sentence structures.<br>ii.  writes in a **consistently purposeful** register and style that serves the context and intention<br>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**

As the host of a teen podcast, **create** a script for an episode titled "Plastic Planet" in which you encourage teens to take action to solve the world's plastic problem. **(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:<br>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<br>ii. organizes opinions and ideas with a **minimal degree of coherence and logic** |
| 3-5 | The student:<br>i.  makes **adequate** use of organizational structures that serve the context and intention, eg, the structure is straightforward and adheres to the given form<br>ii. organizes opinions and ideas with **a degree of coherence and logic** |
| 6-8 | The student:<br>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<br>ii. organizes opinions and ideas in a **coherent and logical** manner with ideas building on each other |
| 9-10 | The student:<br>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<br>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:<br>i. demonstrates a **limited** degree of insight, imagination or sensitivity and minimal exploration of perspectives and ideas<br>ii. makes **minimal** stylistic choices in terms of linguistic and literary devices, demonstrating limited awareness of impact on an audience.<br>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:<br>i. demonstrates **some** insight, imagination or sensitivity and some exploration of perspectives and ideas<br>ii. makes **some** stylistic choices in terms of linguistic and literary devices, demonstrating adequate awareness of impact on an audience<br>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:<br>i. demonstrates **considerable** insight, imagination or sensitivity and substantial exploration of perspectives and ideas<br>ii. makes **thoughtful** stylistic choices in terms of linguistic and literary devices, demonstrating good awareness of impact on an audience<br>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:<br>i. demonstrates a high degree of insight, imagination or sensitivity and perceptive exploration of perspectives and ideas<br>ii. makes **perceptive** stylistic choices in terms of linguistic and literary devices, demonstrating **sophisticated** awareness of impact on an audience<br>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:<br>i.   uses a **limited** range of appropriate vocabulary<br>ii.  writes in an **inappropriate** register and style that **does not** serve the context and intention<br>iii. uses grammar, syntax and punctuation with **a minimal degree of** accuracy; errors **often hinder** communication |
| 3-5 | The student:<br>i.   uses an adequate range of appropriate vocabulary and sentence structures<br>ii.  **sometimes** writes in a register and style that serves the context and intention<br>iii. uses grammar, syntax and punctuation with **a degree** of accuracy; errors **sometimes hinder** communication |
| 6-8 | The student:<br>i.   uses a varied **range** of appropriate vocabulary and sentence structures<br>ii.  writes in a register and style that serves the context and intention<br>iii. Uses grammar, syntax and punctuation with a **considerable degree** of accuracy; errors **do not hinder** effective communication |
| 9-10 | The student:<br>i.   uses an effective range of appropriate vocabulary and sentence structures<br>ii.  writes in a **consistently purposeful** register and style that serves the context and intention<br>iii. uses grammar, syntax and punctuation with a **high degree** of accuracy; errors are minor and communication is **effective** |