

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the March 2015 series

0486 LITERATURE (ENGLISH)

0486/42

Paper 4 (Unseen), maximum raw mark 25

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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Assessment Objectives

The Assessment Objectives are evenly weighted across each question. The Assessment Objectives for the paper are:

AO1 show detailed knowledge of the content of literary texts

AO2 understand the meanings of literary texts and their context, and explore texts beyond surface meaning to show deeper awareness of ideas and attitudes

AO3 recognise and appreciate ways in which writers use language, structure, and form to create and shape meanings and effects

AO4 communicate a sensitive and informed personal response

The General Descriptors guide examiners to an understanding of the qualities normally expected of, or typical of, work in a band. They are a means of general guidance, and must not be interpreted as hurdle statements. For the purposes of standardisation of marking, they are to be used in conjunction with practice and standardisation scripts produced in the examination and discussed during the examiners' coordination meeting, as well as the question-specific notes.

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BAND DESCRIPTORS TABLE

Band 1	25 24 23	<p><i>Sustains personal engagement with task and text</i></p> <ul style="list-style-type: none"> sustains a critical understanding of the text showing individuality and insight responds sensitively and in detail to the way the writer achieves effects incorporates well-selected reference to the text skilfully and with flair
Band 2	22 21 20	<p><i>Sustains a perceptive, convincing and relevant personal response</i></p> <ul style="list-style-type: none"> shows a clear critical understanding of the text responds sensitively and in detail to the way the writer achieves her/his effects integrates much well-selected reference to the text
Band 3	19 18 17	<p><i>Makes a well-developed, detailed and relevant personal response</i></p> <ul style="list-style-type: none"> shows a clear understanding of the text and some of its deeper implications makes a developed response to the way the writer achieves her/his effects supports with careful and relevant reference to the text
Band 4	16 15 14	<p><i>Makes a reasonably developed relevant personal response</i></p> <ul style="list-style-type: none"> shows understanding of the text and some of its deeper implications makes some response to the way the writer uses language shows some thoroughness in the use of supporting evidence from the text
Band 5	13 12 11	<p><i>Begins to develop a relevant personal response</i></p> <ul style="list-style-type: none"> shows some understanding of meaning makes a little reference to the language of the text uses some supporting textual detail
Band 6	10 9 8	<p><i>Attempts to communicate a basic personal response to the task</i></p> <ul style="list-style-type: none"> makes some relevant comments shows a basic understanding of surface meaning of the text a little supporting reference to the text
Band 7	7 6 5	<p><i>Some evidence of simple personal response</i></p> <ul style="list-style-type: none"> makes a few straightforward comments shows a few signs of understanding the surface meaning of the text makes a little reference to the text
Band 8	4 3 2	<p><i>Limited attempt to respond</i></p> <ul style="list-style-type: none"> shows some limited understanding of simple/literal meaning
Below Band 8	0 / 0–1	<i>No answer / Insufficient to meet the criteria for Band 8.</i>