

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**  
International General Certificate of Secondary Education

## **MARK SCHEME for the October/November 2013 series**

### **0486 LITERATURE (ENGLISH)**

**0486/33**

Paper 3 (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.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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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

### **General Descriptors**

The descriptors are an attempt to guide examiners to an understanding of the qualities normally expected of, or 'typical' of, work in the band. Together with the marking notes specific to the passage/poem set, they form a means of general guidance.

|               |                                      |                 |              |
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### BAND DESCRIPTORS TABLE

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