#### **CAMBRIDGE INTERNATIONAL EXAMINATIONS**

**Cambridge International General Certificate of Secondary Education** 

### MARK SCHEME for the October/November 2014 series

# 0486 LITERATURE (ENGLISH)

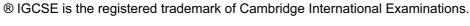
**0486/12** Paper 1 (Set Texts – Open Books), maximum raw mark 75

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 2014 series for most Cambridge IGCSE<sup>®</sup>, Cambridge International A and AS Level components and some Cambridge O Level components.





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	Cambridge IGCSE – October/November 2014	0486	12

All questions are marked out of 25.

### 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 cover marks from 0 to 25, and apply to the marking of each question. They 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.

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## **BAND DESCRIPTORS TABLE**

Band 1	25 24 23	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.
Band 2	22 21 20	Sustains a perceptive, convincing and relevant personal response  • shows a clear critical understanding of the text  • responds sensitively and in detail to the way the writer achieves her/his effects (sustaining a convincing voice in an empathic task)  • integrates much well-selected reference to the text
Band 3	19 18 17	Makes a well-developed, detailed and relevant personal response  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 (sustaining an appropriate voice in an empathic task)  supports with careful and relevant reference to the text
Band 4	16 15 14	Makes a reasonably developed relevant personal response  shows understanding of the text and some of its deeper implications  makes some response to the way the writer uses language (using suitable features of expression in an empathic task)  shows some thoroughness in the use of supporting evidence from the text
Band 5	13 12 11	Begins to develop a relevant personal response  shows some understanding of meaning  makes a little reference to the language of the text (beginning to assume a voice in an empathic task)  uses some supporting textual detail
Band 6	10 9 8	Attempts to communicate a basic personal response to the task  makes some relevant comments  shows a basic understanding of surface meaning of the text (of character in an empathic task)  makes a little supporting reference to the text
Band 7	7 6 5	Some evidence of simple personal response
Band 8	4 3 2	Limited attempt to respond  • shows some limited understanding of simple/literal meaning
Below Band 8	0/0–1	No answer/Insufficient to meet the criteria for Band 8.