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CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge Ordinary Level

MARK SCHEME for the October/November 2015 series

2010 LITERATURE IN ENGLISH

2010/12 Paper 1 (Poetry and Prose), maximum raw mark 50

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.

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All questions are marked out of 25.

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 ways literary texts can be interpreted from surface level to deeper awareness of ideas and attitudes and their contexts

AO3 recognise and appreciate ways in which writers use language

AO4 recognise and appreciate ways in which writers achieve their effects (e.g. structure, plot, characterisation, dramatic tension, imagery, rhythm, setting and mood)

AO5 communicate a sensitive and informed personal response to what is read

The Band 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. For the purposes of standardisation of marking, they are to be used in conjunction with the Practice and Standardisation scripts discussed during the coordination meeting and with Team Leaders.

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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 • 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 • 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 • 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 • 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 • makes a little supporting reference to the text
Band 7	**7 6 5**	*Some evidence of simple personal response* • 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**	*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.*

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