Cambridge Assessment International Education

# Cambridge IGCSE™

**LITERATURE IN ENGLISH** **0475/11**

Paper 1 Poetry and Prose 11 **May/June 2020**

MARK SCHEME

Maximum Mark: 50

**Published**

Students did not sit exam papers in the June 2020 series due to the Covid-19 global pandemic.

This mark scheme is published to support teachers and students and should be read together with the question paper. It shows the requirements of the exam. The answer column of the mark scheme shows the proposed basis on which Examiners would award marks for this exam. Where appropriate, this column also provides the most likely acceptable alternative responses expected from students. Examiners usually review the mark scheme after they have seen student responses and update the mark scheme if appropriate. In the June series, Examiners were unable to consider the acceptability of alternative responses, as there were no student responses to consider.

Mark schemes should usually be read together with the Principal Examiner Report for Teachers. However, because students did not sit exam papers, there is no Principal Examiner Report for Teachers for the June 2020 series.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the June 2020 series for most Cambridge IGCSE™ and Cambridge International A & AS Level components, and some Cambridge O Level components.



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**[Turn over**

## Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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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, supported by reference to the text
**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 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.

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**BAND DESCRIPTOR TABLE**

| | | |
|---|---|---|
| **Band 8** | **25<br>24<br>23** | • demonstrates knowledge by incorporating well-selected reference to the text skilfully and with flair (AO1)<br>• sustains a critical understanding of the text showing individuality and insight (AO2)<br>• responds sensitively and in considerable detail to the way the writer achieves her/his effects (AO3)<br>• sustains personal and evaluative engagement with task and text (AO4) |
| **Band 7** | **22<br>21<br>20** | • demonstrates knowledge by integrating much well-selected reference to the text (AO1)<br>• shows a clear critical understanding of the text (AO2)<br>• responds sensitively and in detail to the way the writer achieves her/his effects (AO3)<br>• sustains a perceptive, convincing and relevant personal response (AO4) |
| **Band 6** | **19<br>18<br>17** | • demonstrates knowledge by supporting with careful and relevant reference to the text (AO1)<br>• shows a clear understanding of the text and some of its deeper implications (AO2)<br>• makes a developed response to the way the writer achieves her/his effects (AO3)<br>• makes a well-developed, detailed and relevant personal response (AO4) |
| **Band 5** | **16<br>15<br>14** | • demonstrates knowledge by showing some thoroughness in the use of supporting evidence from the text (AO1)<br>• shows understanding of the text and some of its deeper implications (AO2)<br>• makes some response to the way the writer uses language (AO3)<br>• makes a reasonably developed relevant personal response (AO4) |
| **Band 4** | **13<br>12<br>11** | • demonstrates knowledge by using some supporting textual detail (AO1)<br>• shows some understanding of meaning (AO2)<br>• makes a little reference to the language of the text (AO3)<br>• begins to develop a relevant personal response (AO4) |
| **Band 3** | **10<br>9<br>8** | • demonstrates knowledge by making a little supporting reference to the text (AO1)<br>• makes some relevant comments (AO2)<br>• shows a basic understanding of surface meaning of the text and language (AO3)<br>• attempts to communicate a basic personal response (AO4) |
| **Band 2** | **7<br>6<br>5** | • demonstrates knowledge by making a little reference to the text (AO1)<br>• makes a few straightforward comments (AO2)<br>• shows a few signs of understanding the surface meaning of the text and language (AO3)<br>• some evidence of simple personal response (AO4) |
| **Band 1** | **4<br>3<br>2<br>1** | • demonstrates knowledge by limited textual reference (AO1)<br>• shows some limited understanding of simple/literal meaning (AO2)<br>• a little awareness of surface meaning of text and language (AO3)<br>• limited attempt to respond (AO4) |
| **Band 0** | **0** | *No answer / Insufficient to meet the criteria for Band 1.* |

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