Cambridge IGCSE

ENGLISH LITERATURE **0477/03**

Paper 3 Unseen Comparison **May/June 2018**

MARK SCHEME

Maximum Mark: 40

Published

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 International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2018 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This document consists of **5** printed pages.

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.

Questions are marked out of 33 plus 7 marks for spelling, punctuation and grammar.

Candidates are instructed to answer **one** question, **either** Question 1 **or** Question 2.

Assessment Objectives

Assessment Objectives AO1 to AO4 are evenly weighted across the questions (total marks: 33). AO5 assesses spelling, punctuation and grammar only (total marks: 7).

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 contexts, and explore texts beyond surface meanings 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 to literary texts

AO5: use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Paper 3 requires candidates to show the abilities described in AO1, AO2, AO3, AO4 and AO5 through a task which requires them to make comparisons across texts.

The Band Descriptors cover marks from 0 to 33, and apply to the marking of the questions. 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.

Band Descriptor Table

The questions are marked out of 33 using the following band descriptors:

Band	Marks	Descriptors
Band 8	**33** **32** **31** **30**	• sustains an insightful, critical understanding supported by apt and well integrated reference to the texts (AO1 and AO2) • explores the implications of relevant literary/social/cultural context integrated into critical analysis (AO2) • sustains a sensitive and detailed appreciation of the ways the writers use language/structure/form (AO3) • sustains personal and evaluative engagement with the task (AO4)
Band 7	**29** **28** **27** **26**	• clear critical understanding supported by well-selected references to the texts (AO1 and AO2) • relevant consideration of literary/social/cultural context integrated into the analysis (AO2) • makes a perceptive and detailed response to the way the writers use language/structure/form (AO3) • sustains a convincing and relevant personal response to the task (AO4)
Band 6	**25** **24** **23** **22**	• clear understanding supported by careful and relevant reference to the texts (AO1 and AO2) • makes a clear and relevant response to literary/social/cultural context (AO2) • develops a response to the way the writers use language/structure/form (AO3) • makes a well-developed relevant personal response to the task (AO4)
Band 5	**21** **20** **19** **18**	• shows overall understanding supported by appropriate references to the texts (AO1 and AO2) • makes some relevant response to literary/social/cultural context (AO2) • makes some response to the way the writers use language/structure/form (AO3) • makes a reasonably developed relevant personal response to the task (AO4)
Band 4	**17** **16** **15** **14**	• some understanding with some supporting reference to the texts (AO1 and AO2) • makes a little relevant reference to the literary/social/cultural context (AO2) • makes a little relevant reference to the language/structure/form of the texts (AO3) • begins to develop a relevant personal response to the task (AO4)
Band 3	**13** **12** **11** **10**	• intermittent evidence of understanding of ideas and attitudes with some reference to the texts (AO1 and AO2) • some awareness of literary/social/cultural context (AO2) • understands the surface meaning of texts (AO3) • some evidence of a relevant personal response (AO4)
Band 2	**9** **8** **7** **6**	• a few signs of understanding of ideas and attitudes with a little reference to the texts (AO1 and AO2) • reference to context is of limited relevance (AO2) • a few signs of understanding of surface meanings (AO3) • some evidence of a straightforward personal response (AO4)
Band 1	**5** **4** **3** **2** **1**	• limited understanding of ideas and attitudes unsupported by reference to the texts (AO1 and AO2) • no awareness of relevant literary/social/cultural context (AO2) • limited understanding of surface meanings (AO3) • limited attempt to respond (AO4)
Band 0	**0**	*No answer/Insufficient to meet the criteria for Band 1.*

Spelling, Punctuation and Grammar Performance Descriptors

AO5: use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Spelling, punctuation and grammar are marked out of 7 using the following performance descriptors:

Level	Mark	Performance descriptor
High performance	**7** **6**	• spell and punctuate with largely **consistent** accuracy • use a **wide range** of vocabulary and sentence structures to achieve **effective** control of meaning
Intermediate performance	**5** **4**	• spell and punctuate with **considerable** accuracy • use a **range** of vocabulary and sentence structures to achieve **general** control of meaning
Threshold performance	**3** **2**	• spell and punctuate with **reasonable** accuracy • use a somewhat limited range of vocabulary and sentence structures At this level errors do not detract from effective communication.
Performance below threshold	**1**	• spell and punctuate with **limited** accuracy • use a **very limited** range of vocabulary and sentence structures At this level the quantity of errors impedes effective communication.
	0	A mark of zero should be awarded for work that is incomprehensible.