



---

**LITERATURE IN ENGLISH**

**9765/04**

Paper 4 Personal Investigation

**May/June 2017**

MARK SCHEME

Maximum Mark: 25

---

**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 will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2017 series for most Cambridge IGCSE<sup>®</sup>, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

© IGCSE is a registered trademark.

This syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 3 Pre-U Certificate.

---

This document consists of **3** printed pages.

<b>Levels Descriptors for 9765/04: Personal Investigation</b> <b>Total Mark – 25</b> <b>Assessment objectives 1, 2, 3(b) and 4 are addressed in the Personal Investigation.</b>		
Level 1	<p><b>Some response to the question and the investigation topic</b></p> <ul style="list-style-type: none"> <li>• some response to texts and topic with some limited textual support; argument may be begun but undeveloped, may not be sustained; expression will convey some basic ideas but may be incoherent at times;</li> <li>• little or no evidence of understanding of the roles of form, structure and language in shaping meaning;</li> <li>• little or no evidence of comparisons and connections being drawn between the texts chosen for personal investigation, and only occasional relation of the part to the whole where appropriate; little or no evidence of connections made between different interpretations of texts or use of academic research on the chosen topic;</li> <li>• little or no evidence of awareness of the significance of literary/social/cultural context.</li> </ul>	<b>0–1</b>
Level 2	<p><b>A basic, mostly relevant response to the question and the investigation topic</b></p> <ul style="list-style-type: none"> <li>• advances an appropriate, if occasionally limited, response to texts and topic making reference to the texts to support key points; generally clear written expression employing some critical terminology, conveying ideas within some structure;</li> <li>• comments appropriately on elements of the roles of form, structure and language in shaping meaning;</li> <li>• able to give some consideration, which may be narrowly conceived, to the presence of connections between the texts chosen for personal investigation; able to relate part of text to whole where appropriate; occasional evidence of connections made between different interpretations of texts or use of academic research on the chosen topic;</li> <li>• some consideration of literary/social/cultural context which may be simplistic at times</li> </ul>	<b>2–5</b>
Level 3	<p><b>A competent, relevant response to the question and the investigation topic</b></p> <ul style="list-style-type: none"> <li>• advances an appropriate response to texts and topic making reference to the text to support key points; clear written expression employing some critical terminology, conveying ideas within a structured argument;</li> <li>• critical discussion of the roles of form, structure and language in shaping meaning;</li> <li>• discusses connections between the texts chosen for personal investigation; relates part of text to whole where appropriate; appropriate reference made to connections between different interpretations of texts or use of academic research on the chosen topic;</li> <li>• some relevant consideration of literary/social/cultural context</li> </ul>	<b>6–10</b>

Level 4	<p>A proficient response to the question and the investigation topic</p> <ul style="list-style-type: none"> <li>• thoughtful, personal response to texts and topic with textual support, both general and detailed; clear expression and appropriate use of critical terminology, conveying some complex ideas with effective organisation;</li> <li>• confident critical discussion of the roles of form, structure and language in shaping meaning;</li> <li>• draws relevant comparisons/connections between the texts chosen for personal investigation; relates part of text to whole in a coherent argument, where appropriate; critical comment, where appropriate, on different interpretations of texts and ways of reading texts or use of academic research on the chosen topic;</li> <li>• some apt consideration of literary/social/cultural context.</li> </ul>	<b>11–15</b>
Level 5	<p><b>A very good, focused response to the question and the investigation topic</b></p> <ul style="list-style-type: none"> <li>• thoughtful, personal response to texts and topic with textual support, both general and detailed and possibly some original ideas; fluent concise expression, competent use of critical terminology, conveying complex ideas, well organised;</li> <li>• assured critical analysis of the roles of form, structure and language in shaping meaning;</li> <li>• makes insightful connections between the texts chosen for personal investigation; relates part of text to whole in fluid manner, where appropriate; discussion, where appropriate, of different interpretations of texts and ways of reading texts or use of academic research on the chosen topic;</li> <li>• consideration of literary/social/cultural context integrated into the argument.</li> </ul>	<b>16–20</b>
Level 6	<p><b>A sophisticated response to the question and the investigation topic</b></p> <ul style="list-style-type: none"> <li>• exceptionally insightful, personal, original, point of view presented in an argument seamlessly interwoven with textual support; eloquent expression, employing critical terminology with skill, complex ideas succinctly organised;</li> <li>• perceptive and subtle exploration of the roles of form, structure and language in shaping meaning, elucidating debates with tightly analysed evidence;</li> <li>• makes illuminating comparisons between the texts chosen for personal investigation; relates part to whole in a seamless manner, where appropriate; sharply focused analysis and discussion of different interpretations of texts/academic research/relevant critical debate where appropriate;</li> <li>• well-informed discussion of the significance of literary/social/cultural context.</li> </ul>	<b>21–25</b>