



Cambridge Pre-U

LITERATURE IN ENGLISH

9765/04

Paper 4 Personal Investigation

May/June 2022

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 International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2022 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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

This document consists of **7** 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.

English & Media subject specific general marking principles
(To be read in conjunction with the Generic Marking Principles (and requiring further guidance on how to place marks within levels))

Components using level descriptors:

- We use level descriptors as a guide to broad understanding of the qualities normally expected of, or typical of, work in a level.
- Level descriptors are a means of general guidance, and should not be interpreted as hurdle statements.
- Where indicative content notes are supplied for a question, these are *not* a prescription of required content, and must not be treated as such. Alternative correct points and unexpected answers in candidates' scripts must be given marks that fairly reflect the knowledge and skills demonstrated.
- While we may have legitimate expectations as to the ground most answers may occupy, we must at all times be prepared to meet candidates on their chosen ground, provided it is relevant ground (e.g. clearly related to and derived from a relevant passage/text and meeting the mark scheme requirements for the question).

Components using point-based marking:

Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

- a** DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term).
- b** DO credit alternative answers/examples which are not written in the mark scheme if they are correct.
- c** DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons...).
- d** DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.).
- e** DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities.
- f** DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).
- g** DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion).

Pre-U LITERATURE IN ENGLISH 9765 ANNOTATION INSTRUCTIONS

Assess what the candidate has written, in accordance with the question and mark scheme by focusing positively, and disregard any extraneous or speculative issues such as: spelling, handwriting, speculation about the centre's teaching, what the candidate should have written in your opinion, or the candidate's general ability.

What to write on scripts

Make annotations on every page.

Put the mark for the essay at the top of the script on the front page.

At the end of the script write 4 summative bullet points summarizing how your mark rewards the script according to the 4 strands of the mark scheme.

For example:

- basic structure clearly making points relevant to the Qs
- some discussion of language and form
- relates examples to general features of the texts
- first page of both answers on context only partially relevant to Q

In the body of the script make annotations to show where the candidate is fulfilling the requirements of the mark scheme, in language taken from the mark scheme, and where necessary brief factual comments related to the texts or passages. Your comments should be positive and focus on what is there, rather than what is missing.

For example:

Sound introduction; Relevant context; Addressing Q; Good example; Needs example

Be careful to distinguish between an unusual opinion (Hamlet loves Laertes) and a factual error (Hamlet is Laertes' brother)

Do not use your own abbreviations. Try to write very clearly.

Do NOT correct or comment on spelling, punctuation and grammar.

Do NOT comment on handwriting. If you have difficulties in deciphering a script this should be taken up with your PE but no comment goes on the script itself.

What not to write on scripts

Do not use more than one question mark e.g. ??? Do not use exclamation marks at all.

Do not use capital letters to 'shout' e.g. NO

Do not use any emotive word or phrase- this includes: poor, weak, wrong, get on with it, hardly! what?, this is not the point, muddled, nonsense, shallow

Do not comment on the candidate, only the answer (e.g. do not say 'a candidate of great/little ability')

Do not comment on the Centre as a whole or their teaching.

Assessment Objectives 1, 2, 3b and 4 are addressed in the Personal Investigation.

Level 6 21–25 marks

A sophisticated response to the question and the investigation topic

- 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
- perceptive and subtle exploration of the roles of form, structure and language in shaping meaning, elucidating debates with tightly analysed evidence
- 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
- well-informed discussion of the significance of literary/social/cultural context

Level 5 16–20 marks

A very good, focused response to the question and the investigation topic

- 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
- assured critical analysis of the roles of form, structure and language in shaping meaning
- 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
- consideration of literary/social/cultural context integrated into the argument

Level 4 11–15 marks

A proficient response to the question and the investigation topic

- thoughtful, personal response to texts and topic with textual response, both general and detailed; clear expression and appropriate use of critical terminology, conveying some complex ideas with effective organisation
- confident critical discussion of the roles of form, structure and language in shaping meaning
- 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
- some apt consideration of literary/social/cultural context

Level 3 6–10 marks**A competent, relevant response to the question and the investigation topic**

- 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
- critical discussion of the roles of form, structure and language in shaping meaning
- 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
- some relevant consideration of literary/social/cultural context

Level 2 2–5 marks**A basic, mostly relevant response to the question and the investigation topic**

- 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
- comments appropriately on elements of the roles of form, structure and language in shaping meaning
- 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
- some consideration of literary/social/cultural context which may be simplistic at times

Level 1 0–1 marks**Some response to the question and the investigation topic**

- 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
- little or no evidence of understanding of the roles of form, structure and language in shaping meaning
- 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
- little or no evidence of awareness of the significance of literary/social/cultural context

Assessment objectives

AO1	Demonstrate competence in the discipline of literary studies through clear written expression, using appropriate terminology and concepts to analyse literary texts.
AO2	Demonstrate detailed critical understanding of the ways in which form, structure and language shape meanings in literary texts.
AO3b	Make connections between part and whole text, between different interpretations of texts, and between whole texts, within a coherent and informed response to literature.
AO4	Explore the significance of the contexts in which literary texts are written and received.

All assessment objectives are equally weighted, and all are considered in assessing the project. Give the project a mark out of 25.