

**UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS**  
International General Certificate of Secondary Education

**MARK SCHEME for the May/June 2012 question paper**  
**for the guidance of teachers**

**0486 LITERATURE (ENGLISH)**

**0486/53**

Paper 5 (Set Texts: Closed Books B),  
maximum raw mark 25

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 must be read in conjunction with the question papers and the report on the examination.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2012 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

|        |                                |          |
|--------|--------------------------------|----------|
| Page 2 | Mark Scheme: Teachers' version | Syllabus |
|        | IGCSE – May/June 2012          | 0486     |

### BAND DESCRIPTORS TABLE

|                     |                |   |
|---------------------|----------------|---|
| <b>Band 1</b>       | 25<br>24<br>23 | Answers in this band have all the qualities of Band 2 work, with further insight, sensitivity, individuality and flair. They show complete and sustained engagement with both text and task.  |
| <b>Band 2</b>       | 22<br>21<br>20 | <i>Sustains a perceptive, convincing and relevant personal response</i> <ul style="list-style-type: none"> <li>shows a clear critical understanding of the text</li> <li>responds sensitively and in detail to the way the writer achieves her/his effects (sustaining a convincing voice in an empathic task)</li> <li>integrates much well-selected reference to the text</li> </ul>                          |
| <b>Band 3</b>       | 19<br>18<br>17 | <i>Makes a well-developed, detailed and relevant personal response</i> <ul style="list-style-type: none"> <li>shows a clear understanding of the text and some of its deeper implications</li> <li>makes a developed response to the way the writer achieves her/his effects (sustaining an appropriate voice in an empathic task)</li> <li>supports with careful and relevant reference to the text</li> </ul> |
| <b>Band 4</b>       | 16<br>15<br>14 | <i>Makes a reasonably developed relevant personal response</i> <ul style="list-style-type: none"> <li>shows understanding of the text and some of its deeper implications</li> <li>makes some response to the way the writer uses language (using suitable features of expression in an empathic task)</li> <li>shows some thoroughness in the use of supporting evidence from the text</li> </ul>              |
| <b>Band 5</b>       | 13<br>12<br>11 | <i>Begins to develop a relevant personal response</i> <ul style="list-style-type: none"> <li>shows some understanding of meaning</li> <li>makes a little reference to the language of the text (beginning to assume a voice in an empathic task)</li> <li>uses some supporting textual detail</li> </ul>  |
| <b>Band 6</b>       | 10<br>9<br>8   | <i>Attempts to communicate a basic personal response to the task</i> <ul style="list-style-type: none"> <li>makes some relevant comments</li> <li>shows a basic understanding of surface meaning of the text (of character in an empathic task)</li> <li>makes a little supporting reference to the text</li> </ul>   |
| <b>Band 7</b>       | 7<br>6<br>5    | <i>Some evidence of simple personal response</i> <ul style="list-style-type: none"> <li>makes a few straightforward comments</li> <li>shows a few signs of understanding the surface meaning of the text (of character in an empathic task)</li> <li>makes a little reference to the text</li> </ul>  |
| <b>Band 8</b>       | 4<br>3<br>2    | <i>Limited attempt to respond</i> <ul style="list-style-type: none"> <li>shows some limited understanding of simple/literal meaning</li> </ul>  |
| <b>Below Band 8</b> | 0 / 0–1        | <i>No answer / Insufficient to meet the criteria for Band 8.</i>  |