



Cambridge International Examinations
Cambridge Pre-U Certificate

LITERATURE IN ENGLISH

9765/04

Paper 4 Personal Investigation

May/June 2017

MARK SCHEME

Maximum Mark: 25

Published

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

Levels Descriptors for 9765/04: Personal Investigation Total Mark – 25 Assessment objectives 1, 2, 3(b) and 4 are addressed in the Personal Investigation.		
Level 1	<p>Some response to the question and the investigation topic</p> <ul style="list-style-type: none"> • 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. 	0–1
Level 2	<p>A basic, mostly relevant response to the question and the investigation topic</p> <ul style="list-style-type: none"> • 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 	2–5
Level 3	<p>A competent, relevant response to the question and the investigation topic</p> <ul style="list-style-type: none"> • 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 	6–10

Level 4	<p>A proficient response to the question and the investigation topic</p> <ul style="list-style-type: none"> 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; 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. 	11–15
Level 5	<p>A very good, focused response to the question and the investigation topic</p> <ul style="list-style-type: none"> 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. 	16–20
Level 6	<p>A sophisticated response to the question and the investigation topic</p> <ul style="list-style-type: none"> 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. 	21–25