



**Cambridge International Examinations**  
Cambridge International General Certificate of Secondary Education

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**LITERATURE (ENGLISH)**

**0486/03**

Paper 3 Drama (Open Text)

**For Examination from 2015**

SPECIMEN MARK SCHEME

**45 minutes**

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**MAXIMUM MARK: 25**

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The syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

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This document consists of **3** printed pages and **1** blank page.

All questions on this paper are marked out of 25.

The assessment objectives for the paper are:

- AO1 show detailed knowledge of the content of literary texts
- AO2 understand the meanings of literary texts and their context, and explore texts beyond surface meaning 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

The General Descriptors cover marks from 0 to 25, and apply to the marking of each question. 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, and must not be interpreted as hurdle statements. For the purposes of standardisation of marking, they are to be used in conjunction with photostats of candidates' work produced in the examination and discussed during the examiners' coordination meeting.

## BAND DESCRIPTORS TABLE

<b>Band 1</b>	<b>25</b> <b>24</b> <b>23</b>	Answers in this band have all the qualities of Band 2 work, with further insight, sensitivity, individuality and flair. They maintain a sustained engagement with both text and task.
<b>Band 2</b>	<b>22</b> <b>21</b> <b>20</b>	<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>	<b>19</b> <b>18</b> <b>17</b>	<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>	<b>16</b> <b>15</b> <b>14</b>	<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>	<b>13</b> <b>12</b> <b>11</b>	<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>	<b>10</b> <b>9</b> <b>8</b>	<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>	<b>7</b> <b>6</b> <b>5</b>	<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>	<b>4</b> <b>3</b> <b>2</b>	<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>	<b>1</b>	<i>Insufficient to meet the criteria for Band 8.</i>
	<b>0</b>	<i>No answer.</i>

