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**LITERATURE IN ENGLISH**

**9765/04**

Paper 4 Personal Investigation

**May/June 2017**

MARK SCHEME

Maximum Mark: 25

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**Published**

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

| <b>Levels Descriptors for 9765/04: Personal Investigation</b><br><b>Total Mark – 25</b><br><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> |