

IGCSE Literature 0486/02 MAY/JUNE 2011

Further guidance on coursework marking

Teachers are reminded that coursework portfolios are now marked out of a total of 50 (not 40 as in previous sessions). Each assignment is to be given a mark out of 25 using the Band Descriptors at the end of this document; the marks for both assignments are then added.

NB: Band-grade correlations are notional – especially as this is the first year of using these descriptors for coursework. But *for general guidance* teachers might find it helpful to think of

- a mark in Bands 1/ Band 2 as indicating A quality work [Note: A* is not issued at *component* level, so see Band 1 as representing high A, Band 2 representing low A]
- a mark in Band 3 as indicating B quality work
- a mark in Band 4 as indicating C quality work
- a mark in Band 5 as indicating D quality work
- a mark in Band 6 as indicating E quality work
- a mark in Band 7 as indicating F quality work
- a mark in Band 8 as indicating G quality work

So as a *guideline*, working thresholds for portfolios as a whole are arrived at by doubling the lowest mark in the relevant band:

	(FROM 2011) Max. 50
Notional Grade A threshold	40
Notional Grade B threshold	34
Notional Grade C threshold	28
Notional Grade D threshold	22
Notional Grade E threshold	16
Notional Grade F threshold	10
Notional Grade G threshold	4

Further guidance on coursework is available in the Coursework Training Handbook for the syllabus, available from CIE Publications.

BAND DESCRIPTORS TABLE

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