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CAMBRIDGE
International Education

# Cambridge IGCSE™

**LITERATURE IN ENGLISH** **0475/31**

Paper 3 Drama (Open Text) **October/November 2025**

MARK SCHEME

Maximum Mark: 25

**Published**

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.



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## Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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## English & Media subject specific general marking principles (To be read in conjunction with the Generic Marking Principles (and requiring further guidance on how to place marks within levels))

**Components using level descriptors:**

- We use level descriptors as a guide to broad understanding of the qualities normally expected of, or typical of, work in a level.
- Level descriptors are a means of general guidance and should not be interpreted as hurdle statements.
- Where indicative content notes are supplied for a question, these are *not* a prescription of required content, and must not be treated as such. Alternative correct points and unexpected answers in candidates' scripts must be given marks that fairly reflect the knowledge and skills demonstrated.
- While we may have legitimate expectations as to the ground most answers may occupy, we must at all times be prepared to meet candidates on their chosen ground, provided it is relevant ground (e.g. clearly related to and derived from a relevant passage/text and meeting the mark scheme requirements for the question).

**Components using point-based marking:**

Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

**a** DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term).

**b** DO credit alternative answers/examples which are not written in the mark scheme if they are correct.

**c** DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons…).

**d** DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used incorrectly.)

**e** DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities.

**f** DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).

**g** DO NOT require spellings to be correct, unless this is part of the test. However, spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion).

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## Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

## Annotations

| Annotation | Meaning |
|---|---|
|  | Correct point |
|  | Omission, undeveloped |
|  | Incorrect point |
|  | Good use of language |
|  | Used with another annotation to show which part of an extended response relates to the annotation used e.g. REP , L |
|  | Used with another annotation to show which part of an extended response relates to the annotation used e.g. REP , L |
|  | Knowledge |
|  | Narrative |
|  | No use of text |
|  | Point |
|  | Relating to question |
|  | Repetition |
|  | Checked by examiner |
|  | Covered adequately |
|  | Understanding |
|  | Verbal construction |

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## LEVEL DESCRIPTOR TABLE

| | | |
|---|---|---|
| **Level 8** | **25<br>24<br>23** | • demonstrates knowledge by incorporating well-selected reference to the text skilfully and with flair (AO1)<br>• sustains a critical understanding of the text showing individuality and insight (AO2)<br>• responds sensitively and in considerable detail to the way the writer achieves her/his effects (AO3)<br>• sustains personal and evaluative engagement with task and text (AO4) |
| **Level 7** | **22<br>21<br>20** | • demonstrates knowledge by integrating much well-selected reference to the text (AO1)<br>• shows a clear critical understanding of the text (AO2)<br>• responds sensitively and in detail to the way the writer achieves her/his effects (AO3)<br>• sustains a perceptive, convincing and relevant personal response (AO4) |
| **Level 6** | **19<br>18<br>17** | • demonstrates knowledge by supporting with careful and relevant reference to the text (AO1)<br>• shows a clear understanding of the text and some of its deeper implications (AO2)<br>• makes a developed response to the way the writer achieves her/his effects (AO3)<br>• makes a well-developed, detailed and relevant personal response (AO4) |
| **Level 5** | **16<br>15<br>14** | • demonstrates knowledge by showing some thoroughness in the use of supporting evidence from the text (AO1)<br>• shows understanding of the text and some of its deeper implications (AO2)<br>• makes some response to the way the writer uses language (AO3)<br>• makes a reasonably developed relevant personal response (AO4) |
| **Level 4** | **13<br>12<br>11** | • demonstrates knowledge by using some supporting textual detail (AO1)<br>• shows some understanding of meaning (AO2)<br>• makes a little reference to the language of the text (AO3)<br>• begins to develop a relevant personal response (AO4) |
| **Level 3** | **10<br>9<br>8** | • demonstrates knowledge by making a little supporting reference to the text (AO1)<br>• makes some relevant comments (AO2)<br>• shows a basic understanding of surface meaning of the text and language (AO3)<br>• attempts to communicate a basic personal response (AO4) |
| **Level 2** | **7<br>6<br>5** | • demonstrates knowledge by making a little reference to the text (AO1)<br>• makes a few straightforward comments (AO2)<br>• shows a few signs of understanding the surface meaning of the text and language (AO3)<br>• some evidence of simple personal response (AO4) |
| **Level 1** | **4<br>3<br>2<br>1** | • demonstrates knowledge by limited textual reference (AO1)<br>• shows some limited understanding of simple/literal meaning (AO2)<br>• a little awareness of surface meaning of text and language (AO3)<br>• limited attempt to respond (AO4) |
| **Level 0** | **0** | • *No answer / Insufficient to meet the criteria for Level 1.* |

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