Cambridge IGCSE™

WORLD LITERATURE **0408/31**

Paper 3 Set Text **May/June 2025**

MARK SCHEME

Maximum Mark: 50

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 May/June 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **6** printed pages.

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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.

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).

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
✔	The tick has two uses: • to indicate that the examiner has seen a blank page • to indicate valid and thoughtful points.
∧	Indicates need for development. May be clarified with a brief text annotation.
K U	Indicates that the candidate is demonstrating knowledge or understanding.
P	Indicates that the candidate is demonstrating sustained personal response or interpretation.
Q	Indicates that the candidate has directly addressed the question.
T	Indicates the use of supporting detail from, or close reference to, the text in a response. **Do NOT simply attach to every quotation.**
L	Indicates that the candidate is **commenting upon** use of language and the effect produced. **Do NOT simply attach to every literary term used.**
NAR	Indicates that a candidate's response is overly dependent on narrative or paraphrase.
NUT	Indicates a lack of close reference to the text to support statements or ideas.
SEEN	Can also be used to indicate that the examiner has seen a blank page.
？	Unclear
⌇	Unclear meaning/expression or not quite answering question

The assessment objectives for the paper are:

AO1	Show detailed knowledge of the content of literary texts in the three main forms (poetry, prose and drama), supported by reference to the text.
AO2	Understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings 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 to literary texts.

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 examples of candidates' work.

LEVELS DESCRIPTORS

Level	Level Descriptor	Mark
6	• Demonstrates knowledge by skilfully integrating well-selected textual reference (AO1) • Sustains a critical understanding of the text (AO2) • Responds sensitively and in detail to the ways the writer achieves effects (AO3) • Sustains a perceptive and evaluative personal response (AO4)	22–25
5	• Demonstrates knowledge by using much well-selected textual reference (AO1) • Shows a clear understanding of the text and some of the deeper meanings (AO2) • Makes a developed response to the ways the writer achieves effects (AO3) • Makes a well-developed personal response (AO4)	18–21
4	• Demonstrates knowledge by using supporting textual reference (AO1) • Shows overall understanding of the text (AO2) • Makes some response to the ways the writer uses language, structure and form (AO3) • Makes a reasonably developed personal response (AO4)	13–17
3	• Demonstrates knowledge by using some supporting textual reference (AO1) • Shows some understanding of the text (AO2) • Makes straightforward comments about language, structure and form (AO3) • Begins to develop a personal response (AO4)	9–12
2	• Demonstrates knowledge by using basic supporting textual reference (AO1) • Shows a basic understanding of surface meaning of the text (AO2)Shows a basic awareness of language, structure and form (AO3) • Attempts to communicate a basic personal response (AO4)	5–8
1	• Demonstrates knowledge by using a little textual reference (AO1) • Shows a little understanding of the literal meaning of the text (AO2) • Shows a little awareness of language, structure and form (AO3) • Shows a little evidence of a personal response (AO4)	1–4
0	*No answer/Insufficient to meet the criteria for Level 1.*	0