

Cambridge IGCSE™ (9–1)

DRAMA (9–1)**0994/12**

Paper 1 Written Examination

May/June 2025

MARK SCHEME

Maximum Mark: 80

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 **12** printed pages.

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.

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
	Unclear
	Benefit of the doubt
	Tick, correct
	Too vague
	Indicates that the point has been noted, but no credit has been given.
	Evaluation
	Lengthy narrative

Question	Answer	Marks				
1	Suggest a costume for the actor playing the role of either GWENDOLYN PIGEON or CECILY PIGEON when they enter at line 328. Why would this be appropriate? We are told relatively little about GWENDOLYN PIGEON and her sister, CECILY PIGEON, so there is scope for some interpretation in terms of costume design. They are of similar age, both in their young thirties, one a divorcee and the other a widow. They enjoy life and they work in a gym where they do ‘wonderful things’ with people’s bodies. They speak in a manner that represents a stereotypical American view of Britishness in the 1960s. Allow any interpretation that has coherence and reflects the text. <table><tr><td>A suggestion of an appropriate costume.</td><td>1 Mark</td></tr><tr><td>A statement as to why this would be appropriate.</td><td>1 Mark</td></tr></table>	A suggestion of an appropriate costume.	1 Mark	A statement as to why this would be appropriate.	1 Mark	2
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2	Read from line 260 [‘Felix just stares ahead’] to line 312 [‘The Bell rings’]. Give <u>three different</u> pieces of performance advice to the actor playing the role of OSCAR MADISON. This passage is typical of the high-octane interactions between OSCAR and FELIX that appear throughout the extract. In this passage, however, the energy builds up from FELIX’s annoyance at OSCAR being an hour late and the dinner being spoiled leading to OSCAR’s robust response to this. Allow credit for any suggestions that would emphasise this, especially when accompanied by, for example, facial expressions, tone of voice, timing, pauses, physical proximity etc. Allow any three appropriate pieces of performance advice for the actor playing OSCAR MADISON. <table><tr><td>A piece of performance advice for the actor playing OSCAR MADISON.</td><td>1 Mark</td></tr><tr><td>A second piece of performance advice for the actor playing OSCAR MADISON.</td><td>1 Mark</td></tr><tr><td>A third piece of performance advice for the actor playing OSCAR MADISON.</td><td>1 Mark</td></tr></table>	A piece of performance advice for the actor playing OSCAR MADISON.	1 Mark	A second piece of performance advice for the actor playing OSCAR MADISON.	1 Mark	A third piece of performance advice for the actor playing OSCAR MADISON.	1 Mark	3
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3	Read the passage from line 14 ['An ice-cold drink for Murray'] to line 47 ['I'll give you two hundred dollars for your gun']. How would you play the role of FELIX UNGAR to show his obsessive behaviour? FELIX UNGAR is presented as a neurotic, highly obsessive individual who is fixated on everything being precise and in its place. The apartment has received an extreme makeover and its clean, characterless sterility reflects some aspects of FELIX's personality. There are many possibilities, some of which could be inferred from the passage, such as FELIX's darting about the apartment, others that are explicit such as the placing of the coasters, the ash tray, the sandwiches. <table border="1"> <tr> <td>Band 1</td><td>A detailed explanation of how to play the role of FELIX UNGAR to show his obsessive behaviour.</td><td>4–5 marks</td></tr> <tr> <td>Band 2</td><td>A broad explanation of how to play the role of FELIX UNGAR to show his obsessive behaviour.</td><td>2–3 marks</td></tr> <tr> <td>Band 3</td><td>A general description of FELIX UNGAR's character.</td><td>1 mark</td></tr> <tr> <td>Band 4</td><td>No creditable response.</td><td>0 marks</td></tr> </table>	Band 1	A detailed explanation of how to play the role of FELIX UNGAR to show his obsessive behaviour.	4–5 marks	Band 2	A broad explanation of how to play the role of FELIX UNGAR to show his obsessive behaviour.	2–3 marks	Band 3	A general description of FELIX UNGAR's character.	1 mark	Band 4	No creditable response.	0 marks	5
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4	Read the passage from line 162 [<i>Comes to the doorway ...</i>] to line 241 [<i>... storms off towards his bedroom.</i>]. How could the actors playing FELIX UNGAR and OSCAR MADISON emphasise their differences in this passage? This passage introduces the PIGEON sisters and OSCAR seeks to persuade FELIX to invite them on a double date for dinner. FELIX is still reeling from his marital separation while OSCAR is keen to move on to something new. The dialogue is punchy and rapid-fire with the objective of arranging a date with the women. FELIX is extremely cautious with money and does not want to go out to eat. More significantly, FELIX is still obsessed with his former wife (Frances) and he feels guilty about potentially meeting other women. OSCAR has been divorced for a while and can't wait to move on. <table border="1"> <tr> <td>Band 1</td><td>A detailed explanation of how to emphasise the differences between the two characters, supported by close reference to the passage.</td><td>4–5 marks</td></tr> <tr> <td>Band 2</td><td>A broad explanation of how to emphasise the differences between the two characters, supported by some reference to the passage.</td><td>2–3 marks</td></tr> <tr> <td>Band 3</td><td>A general description of the differences between the two characters.</td><td>1 mark</td></tr> <tr> <td>Band 4</td><td>No creditable response.</td><td>0 marks</td></tr> </table>	Band 1	A detailed explanation of how to emphasise the differences between the two characters, supported by close reference to the passage.	4–5 marks	Band 2	A broad explanation of how to emphasise the differences between the two characters, supported by some reference to the passage.	2–3 marks	Band 3	A general description of the differences between the two characters.	1 mark	Band 4	No creditable response.	0 marks	5
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5	Describe your set design for the opening of the extract. Justify the creative choices you have made with reference to the extract. There are relatively few indications of the details of the apartment, apart from that it is now extremely clean. Allow any set design description that can be supported from the passage. Annotated diagrams may be included. Responses should focus on set design. Other aspects such as lighting and sound can only be credited if they are being used to enhance the set. Otherwise, no credit allowed. <table border="1"> <tr> <td>Band 1</td><td>A practical understanding of set design justified by reference to the extract.</td><td>4–5 marks</td></tr> <tr> <td>Band 2</td><td>Some understanding of set design justified by general reference to the extract.</td><td>2–3 marks</td></tr> <tr> <td>Band 3</td><td>Identifies a set design possibility from the extract.</td><td>1 mark</td></tr> <tr> <td>Band 4</td><td>No creditable response.</td><td>0 marks</td></tr> </table>	Band 1	A practical understanding of set design justified by reference to the extract.	4–5 marks	Band 2	Some understanding of set design justified by general reference to the extract.	2–3 marks	Band 3	Identifies a set design possibility from the extract.	1 mark	Band 4	No creditable response.	0 marks	5
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6	Read the passage from line 467 [‘Takes snapshot out of wallet’] to the end of the extract. How would you direct this passage to reveal <u>both</u> the sadness <u>and</u> the humour of the situation? This is the climax of the extract and a number of themes collide, each of them with the possibility of creating pathos, comedy or sorrow. Allow all directorial suggestions that would maximise the dramatic impact of these. NB: If candidates refer to only one aspect, restrict the mark to a maximum of Band 3. <table> <tr> <td>Band 1</td><td>Offers detailed insight into the passage and provides a perceptive discussion of how to direct it to reveal both sadness and the humour.</td><td>9–10 Marks</td></tr> <tr> <td>Band 2</td><td>Offers insight into the passage and provides a range of practical ideas about how to direct it to reveal both sadness and humour.</td><td>7–8 Marks</td></tr> <tr> <td>Band 3</td><td>Shows understanding of the passage and provides some specific examples of how to direct it.</td><td>5–6 Marks</td></tr> <tr> <td>Band 4</td><td>Shows some understanding of the passage and provides some general suggestions as to how to direct it.</td><td>3–4 Marks</td></tr> <tr> <td>Band 5</td><td>Makes general points about the passage.</td><td>1–2 Marks</td></tr> <tr> <td>Band 6</td><td>No creditable response.</td><td>0 Marks</td></tr> </table>	Band 1	Offers detailed insight into the passage and provides a perceptive discussion of how to direct it to reveal both sadness and the humour.	9–10 Marks	Band 2	Offers insight into the passage and provides a range of practical ideas about how to direct it to reveal both sadness and humour.	7–8 Marks	Band 3	Shows understanding of the passage and provides some specific examples of how to direct it.	5–6 Marks	Band 4	Shows some understanding of the passage and provides some general suggestions as to how to direct it.	3–4 Marks	Band 5	Makes general points about the passage.	1–2 Marks	Band 6	No creditable response.	0 Marks	10
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SECTION B

Question	Answer	Marks																		
7	If you were playing the role of ALICE, how would you show her confusion in Wonderland? Make close reference to specific lines from the extract in your answer. ALICE's actions in Wonderland are all framed by her bewilderment as to what is going on, her belief that everyone she meets is crazy, and the strange things that happen in the croquet match. She takes part in the croquet match in the belief that there is some connection between meeting the QUEEN and being reunited with her MUM, which is reinforced by the other-worldly voice of her MUM at the end of the extract. Allow credit for discussion that explains how this could be achieved through facial expressions, vocal tone, variation of physical proximity, exaggerated gesture and any other appropriate suggestion. <table border="1"> <tr> <td>Band 1</td><td>Shows detailed and perceptive insight into how to play the role of ALICE, with close reference to the extract.</td><td>9–10 Marks</td></tr> <tr> <td>Band 2</td><td>Shows understanding of how to play the role of ALICE, with reference to the extract.</td><td>7–8 Marks</td></tr> <tr> <td>Band 3</td><td>Shows broad understanding of how to play the role of ALICE, with some reference to the extract.</td><td>5–6 Marks</td></tr> <tr> <td>Band 4</td><td>Shows moments of understanding of how to play the role of ALICE, with occasional reference to the extract.</td><td>3–4 Marks</td></tr> <tr> <td>Band 5</td><td>Shows limited understanding of how to play the role of ALICE with little or no reference to the extract.</td><td>1–2 Marks</td></tr> <tr> <td>Band 6</td><td>No creditable response.</td><td>0 Marks</td></tr> </table>	Band 1	Shows detailed and perceptive insight into how to play the role of ALICE, with close reference to the extract.	9–10 Marks	Band 2	Shows understanding of how to play the role of ALICE, with reference to the extract.	7–8 Marks	Band 3	Shows broad understanding of how to play the role of ALICE, with some reference to the extract.	5–6 Marks	Band 4	Shows moments of understanding of how to play the role of ALICE, with occasional reference to the extract.	3–4 Marks	Band 5	Shows limited understanding of how to play the role of ALICE with little or no reference to the extract.	1–2 Marks	Band 6	No creditable response.	0 Marks	10
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Question	Answer	Marks												
8	What challenges would you face in creating a set design for a production of this extract and how would you address them? The setting for the extract is a large croquet pitch outside the palace. This needs to allow space for the mobile commentary box, the players, the commentary area for the COMMENTATORS and the area where the QUEEN is located. Allow credit for creative solutions as to how these can be created in a stage-space. <table><tr><td> <i>Shows a sophisticated practical understanding of set design</i> - A comprehensive and effective explanation of how to approach the challenges of creating set design. - Excellent, practical suggestions, applied with sustained and detailed reference to the extract. </td><td> Band 1 13–15 Marks </td></tr><tr><td> <i>Shows detailed practical understanding of set design</i> - An assured and mainly effective explanation of how to approach the challenges of creating set design. - Practical suggestions with detailed references to the extract. </td><td> Band 2 10–12 Marks </td></tr><tr><td> <i>Shows broad practical understanding of set design</i> - A generalised explanation of how to approach issues of the challenges of creating set design. - Some practical suggestions with some appropriate reference to the extract. </td><td> Band 3 7–9 Marks </td></tr><tr><td> <i>Shows some practical understanding of set design</i> - A variable explanation of how to approach the challenges of creating set design. - A few practical suggestions with occasional reference to the extract. </td><td> Band 4 4–6 Marks </td></tr><tr><td> <i>Shows limited practical understanding of set design</i> - A confused, incomplete or narrative description of one or more aspects of set design. - Minimal suggestions as to how to approach the extract. </td><td> Band 5 1–3 Marks </td></tr><tr><td>No creditable response.</td><td> Band 6 0 Marks </td></tr></table>	<i>Shows a sophisticated practical understanding of set design</i> - A comprehensive and effective explanation of how to approach the challenges of creating set design. - Excellent, practical suggestions, applied with sustained and detailed reference to the extract.	Band 1 13–15 Marks	<i>Shows detailed practical understanding of set design</i> - An assured and mainly effective explanation of how to approach the challenges of creating set design. - Practical suggestions with detailed references to the extract.	Band 2 10–12 Marks	<i>Shows broad practical understanding of set design</i> - A generalised explanation of how to approach issues of the challenges of creating set design. - Some practical suggestions with some appropriate reference to the extract.	Band 3 7–9 Marks	<i>Shows some practical understanding of set design</i> - A variable explanation of how to approach the challenges of creating set design. - A few practical suggestions with occasional reference to the extract.	Band 4 4–6 Marks	<i>Shows limited practical understanding of set design</i> - A confused, incomplete or narrative description of one or more aspects of set design. - Minimal suggestions as to how to approach the extract.	Band 5 1–3 Marks	No creditable response.	Band 6 0 Marks	15
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9	How would you direct the actors playing COMMENTATOR 1 and COMMENTATOR 2 to achieve dramatic impact on the audience? Make close reference to specific lines from the extract in your answer. The COMMENTATORS are a dramatic means for building up the tension, commenting on the action, and moving it along. They are allocated a ‘mobile commentary box’, which allows a great deal of scope for the style of performance, but they need not be bound by that. There is also considerable potential for the two actors to build on each other’s performance in pacing, pick-up of lines, physical proximity, etc. Allow any workable suggestions that can be justified from the text. <table><tr><td> <i>Shows a sophisticated practical understanding of how to direct the actors</i> • A comprehensive and effective explanation of how to direct the two actors in order to achieve dramatic impact. • Excellent, practical suggestions, with sustained and detailed reference to the extract. </td><td> Band 1 13–15 Marks </td></tr><tr><td> <i>Shows detailed practical understanding of how to direct the actors</i> • An assured and mainly effective explanation of how to direct the two in order to achieve dramatic impact. • Practical suggestions, with consistently appropriate reference to the extract. </td><td> Band 2 10–12 Marks </td></tr><tr><td> <i>Shows broad understanding of how to direct the actors</i> • A competent explanation of how to direct the two actors in order to achieve dramatic impact. • Some practical suggestions, with some appropriate reference to the extract. </td><td> Band 3 7–9 Marks </td></tr><tr><td> <i>Shows partial understanding of how to direct the actors</i> • A variable explanation of how to direct the two actors in order to achieve dramatic impact. • A narrow range of practical suggestions, with occasional reference to the extract. </td><td> Band 4 4–6 Marks </td></tr><tr><td> <i>Shows little understanding of how to direct the actors</i> • A confused, incomplete, or narrative description of how to direct the two actors in order to achieve dramatic impact. • Minimal reference to the extract. </td><td> Band 5 1–3 Marks </td></tr><tr><td>No creditable response.</td><td> Band 6 0 Marks </td></tr></table>	<i>Shows a sophisticated practical understanding of how to direct the actors</i> • A comprehensive and effective explanation of how to direct the two actors in order to achieve dramatic impact. • Excellent, practical suggestions, with sustained and detailed reference to the extract.	Band 1 13–15 Marks	<i>Shows detailed practical understanding of how to direct the actors</i> • An assured and mainly effective explanation of how to direct the two in order to achieve dramatic impact. • Practical suggestions, with consistently appropriate reference to the extract.	Band 2 10–12 Marks	<i>Shows broad understanding of how to direct the actors</i> • A competent explanation of how to direct the two actors in order to achieve dramatic impact. • Some practical suggestions, with some appropriate reference to the extract.	Band 3 7–9 Marks	<i>Shows partial understanding of how to direct the actors</i> • A variable explanation of how to direct the two actors in order to achieve dramatic impact. • A narrow range of practical suggestions, with occasional reference to the extract.	Band 4 4–6 Marks	<i>Shows little understanding of how to direct the actors</i> • A confused, incomplete, or narrative description of how to direct the two actors in order to achieve dramatic impact. • Minimal reference to the extract.	Band 5 1–3 Marks	No creditable response.	Band 6 0 Marks	15
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SECTION C

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10	Explain the challenges that you faced in developing your stimulus for your devised piece and how you addressed them. The focus of this question is on the <u>devising process</u>. There are many challenges in creating a stimulus from an idea on paper or an image. This question focuses on the way in which the group engaged in the process of developing the piece to the point of performance. Allow credit for discussing challenges and offering solutions. <table border="1"> <tr> <td>Band 1</td><td>A detailed and perceptive explanation of the challenges and how they addressed them; a wide range of appropriate examples.</td><td>9–10 Marks</td></tr> <tr> <td>Band 2</td><td>An explanation of the challenges and how they addressed them; a range of appropriate examples.</td><td>7–8 Marks</td></tr> <tr> <td>Band 3</td><td>An explanation of some challenges and how they addressed them; some supporting examples.</td><td>5–6 Marks</td></tr> <tr> <td>Band 4</td><td>Comments on the challenges involved; a few simple examples.</td><td>3–4 Marks</td></tr> <tr> <td>Band 5</td><td>Identifies one or two challenges and/or examples.</td><td>1–2 Marks</td></tr> <tr> <td>Band 6</td><td>No creditable response.</td><td>0 Marks</td></tr> </table>	Band 1	A detailed and perceptive explanation of the challenges and how they addressed them; a wide range of appropriate examples.	9–10 Marks	Band 2	An explanation of the challenges and how they addressed them; a range of appropriate examples.	7–8 Marks	Band 3	An explanation of some challenges and how they addressed them; some supporting examples.	5–6 Marks	Band 4	Comments on the challenges involved; a few simple examples.	3–4 Marks	Band 5	Identifies one or two challenges and/or examples.	1–2 Marks	Band 6	No creditable response.	0 Marks	10
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11	Evaluate the effectiveness of your use of the performance space in communicating your devised piece to the audience. The focus of this question is on the <u>performance of the devised piece</u>. Some candidates may have had little choice as to where they performed their devised piece. The question is not about the suitability of the performance space, but the opportunities and challenges it presented. Candidates should evaluate how the use of the performance space helped them to communicate with the audience. <table><tr><td> <i>Shows a sophisticated evaluation of their use of the performance space</i> - A comprehensive and detailed evaluation of the use of the performance space. - Excellent, practical evaluation of how the performance space was used; sustained and detailed reference to the devised piece. </td><td> Band 1 13–15 Marks </td></tr><tr><td> <i>Shows detailed evaluation of their use of the performance space</i> - An effective evaluation of the use of the performance space. - Well-formulated practical evaluation of how the performance space was used, although there may be scope for further refinement; consistent and appropriate reference to the devised piece. </td><td> Band 2 10–12 Marks </td></tr><tr><td> <i>Shows competent evaluation of their use of the performance space</i> - An adequate evaluation of the use of the performance space. - Competent practical evaluation of how the performance space was used; some appropriate reference to the devised piece. </td><td> Band 3 7–9 Marks </td></tr><tr><td> <i>Shows limited evaluation of the use of the performance space</i> - A limited evaluation of the use of the performance space. - An attempt at evaluation of how the performance space was used; occasional reference to the devised piece. </td><td> Band 4 4–6 Marks </td></tr><tr><td> <i>Reviews the use of the performance space</i> - A review of how the performance space was used. - Minimal evaluation of how the performance space was used; little or no reference to the devised piece. </td><td> Band 5 1–3 Marks </td></tr><tr><td>No creditable response.</td><td> Band 6 0 Marks </td></tr></table>	<i>Shows a sophisticated evaluation of their use of the performance space</i> - A comprehensive and detailed evaluation of the use of the performance space. - Excellent, practical evaluation of how the performance space was used; sustained and detailed reference to the devised piece.	Band 1 13–15 Marks	<i>Shows detailed evaluation of their use of the performance space</i> - An effective evaluation of the use of the performance space. - Well-formulated practical evaluation of how the performance space was used, although there may be scope for further refinement; consistent and appropriate reference to the devised piece.	Band 2 10–12 Marks	<i>Shows competent evaluation of their use of the performance space</i> - An adequate evaluation of the use of the performance space. - Competent practical evaluation of how the performance space was used; some appropriate reference to the devised piece.	Band 3 7–9 Marks	<i>Shows limited evaluation of the use of the performance space</i> - A limited evaluation of the use of the performance space. - An attempt at evaluation of how the performance space was used; occasional reference to the devised piece.	Band 4 4–6 Marks	<i>Reviews the use of the performance space</i> - A review of how the performance space was used. - Minimal evaluation of how the performance space was used; little or no reference to the devised piece.	Band 5 1–3 Marks	No creditable response.	Band 6 0 Marks	15
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