



Cambridge IGCSE™

LITERATURE IN ENGLISH

0475/41

Paper 4 Unseen

October/November 2025

1 hour 15 minutes



You must answer on the enclosed answer booklet.

You will need: Answer booklet (enclosed)

INSTRUCTIONS

- Answer **one** question: **either** Question 1 **or** Question 2.
- Follow the instructions on the front cover of the answer booklet. If you need additional answer paper, ask the invigilator for a continuation booklet.

INFORMATION

- The total mark for this paper is 25.
- All questions are worth equal marks.

This document has **8** pages. Any blank pages are indicated.

You are advised to spend about 20 minutes reading the question paper and planning your answer.

Answer **either** Question 1 **or** Question 2.

Either

- 1 Read carefully the poem on page 3. The poet invites the reader to visit a place between the sidewalk, or pavement, and the road or street. Children have marked arrows on the sidewalk pointing to this place.

How does the poet make the imagined place so inviting?

To help you answer this question, you might consider:

- how the writing conveys the attractiveness of this place
- how the poet contrasts this imagined place and the real world
- the ways in which he persuades us to join his walk.

Where the Sidewalk Ends

There is a place where the sidewalk ends
and before the street begins,
and there the grass grows soft and white,
and there the sun burns crimson bright,
and there the moon-bird rests from his flight
to cool in the peppermint wind.

Let us leave this place where the smoke blows black
and the dark street winds and bends.
Past the pits where the asphalt¹ flowers grow
we shall walk with a walk that is measured and slow
and watch where the chalk-white arrows go
to the place where the sidewalk ends.

Yes we'll walk with a walk that is measured and slow,
and we'll go where the chalk-white arrows go,
for the children, they mark, and the children, they know,
the place where the sidewalk ends.

¹asphalt: tar

Or

- 2 Read carefully the following extract from the opening of a novel. Isma is about to fly from the UK to the USA for her studies. She is detained and questioned by the British authorities at the airport.

How does the writer make this an intriguing opening to her novel?

To help you answer this question, you might consider:

- how the writer conveys Isma's discomfort in the first paragraph
- the tension between Isma and the woman who questions her
- how the arrival of the man increases the tension.

Isma was going to miss her flight. The ticket wouldn't be refunded because the airline took no responsibility for passengers who arrived at the airport three hours ahead of the departure time and were escorted to an interrogation room. She had expected the interrogation, but not the hours of waiting that would precede it, nor that it would feel so humiliating to have the contents of her suitcase inspected. She'd made sure not to pack anything that would invite comment or questions – no Quran¹, no family pictures, no books on her areas of academic interest – but, even so, the officer took hold of every item of Isma's clothing and ran it between her thumb and fingers, not so much searching for hidden pockets as judging the quality of the material. Finally she reached for the designer-label down² jacket Isma had folded over a chair back when she entered and held it up, one hand pinching each shoulder.

'This isn't yours,' she said, and Isma was sure she didn't mean *because it's at least a size too large* but rather *it's too nice for someone like you*.

'I used to work at a dry-cleaning shop. The woman who brought this in said she didn't want it when we couldn't get rid of the stain.' She pointed to the greasemark on the pocket.

'Does the manager know you took it?'

'I was the manager.'

'You were the manager of a dry-cleaning shop and now you're on your way to a PhD programme in sociology in Amherst, Massachusetts?'

'Yes.'

'And how did that happen?'

'My siblings and I were orphaned just after I finished uni³. They were twelve years old – twins. I took the first job I could find. Now they've grown up; I can go back to my life.'

'You're going back to your life ... in Amherst, Massachusetts.'

'I meant the academic life. My former tutor from LSE⁴ teaches in Amherst now, at the university there. Her name is Hira Shah. You can call her. I'll be staying with her when I arrive, until I find a place of my own.'

'In Amherst.'

'No. I don't know. Sorry, do you mean her place or the place of my own? She lives in Northampton – that's close to Amherst. I'll look all around the area for whatever suits me best. So it might be Amherst, but it might not. There are some real-estate⁵ listings on my phone. Which you have.' She stopped herself. The official was doing that thing which she'd encountered before in security personnel – staying quiet when you answered their question in a straightforward manner, which made you think you had to say more. And the more you said the more guilty you sounded.

The woman dropped the jacket into the jumble of clothes and shoes and told Isma to wait.

That had been a while ago. The plane would be boarding now. Isma looked over at the suitcase. She'd repacked when the woman left the room, and spent the time since worrying if doing that without permission constituted an offence. Should she empty the clothes out into a haphazard pile, or would that make things even worse? She stood up, unzipped the suitcase and flipped it open so its contents were visible.

A man entered the office, carrying Isma's passport, laptop and phone. She allowed herself to hope, but he sat down, gestured for her to do the same, and placed a voice recorder between them.

'Do you consider yourself British?' the man said.

'I am British.'

'But do you consider yourself British?'

'I've lived here all my life.' She meant there was no other country of which she could feel herself a part, but the words came out sounding evasive.

¹*Quran*: Holy book of Islam

²*down*: feather-filled

³*uni*: (slang) university

⁴*LSE*: a British university

⁵*real-estate*: property

BLANK PAGE

BLANK PAGE

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge Assessment International Education Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at www.cambridgeinternational.org after the live examination series.

Cambridge Assessment International Education is part of Cambridge Assessment. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which is a department of the University of Cambridge.