



Cambridge Assessment
International Education

Syllabus

Cambridge IGCSE™ Literature (Spanish) 0488

Use this syllabus for exams in 2024.

Exams are available in the June and November series.



Version 1

For the purposes of screen readers, any mention in this document of Cambridge IGCSE refers to Cambridge International General Certification of Secondary Education.

Cambridge
Pathway 

Why choose Cambridge International?

Cambridge International prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Our Cambridge Pathway gives students a clear path for educational success from age 5 to 19. Schools can shape the curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them the skills they need for life, so they can achieve at school, university and work.

Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for learners to progress from one stage to the next, and are well supported by teaching and learning resources.

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are confident, responsible, reflective, innovative and engaged – equipped for success in the modern world.

Every year, nearly a million Cambridge students from 10 000 schools in 160 countries prepare for their future with the Cambridge Pathway.

School feedback: ‘We think the Cambridge curriculum is superb preparation for university.’

Feedback from: Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA

Quality management

Cambridge International is committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international qualifications and education programmes for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at www.cambridgeinternational.org/ISO9001



Contents

Why choose Cambridge International?	2
1 Why choose this syllabus?	4
2 Syllabus overview	7
Aims	7
Content overview	7
Assessment overview	8
Assessment objectives	9
3 Subject content	10
2024 – Set texts for Paper 1	11
4 Details of the assessment	13
Paper 1 – Set Texts – Open Books	13
Component 2 – Coursework	14
Paper 3 – Alternative to Coursework	14
5 Coursework assessment.....	15
Coursework guidance notes	15
Marking and moderating coursework	17
Assessment criteria for Component 2: Coursework	19
6 What else you need to know	21
Before you start	21
Making entries	22
Accessibility and equality	22
After the exam	23
How students and teachers can use the grades	24
Grade descriptions	24
Changes to this syllabus for 2024	25

Important: Changes to this syllabus



For information about changes to this syllabus for 2024, go to page 25.

The latest syllabus is version 1, published September 2021. There are no significant changes which affect teaching.

1 Why choose this syllabus?

Key benefits

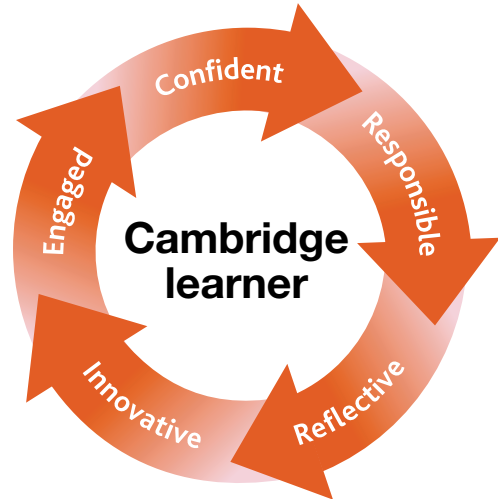
Cambridge IGCSE is the world's most popular international qualification for 14 to 16 year olds, although it can be taken by students of other ages. It is tried, tested and trusted.

Students can choose from 70 subjects in any combination – it is taught by over 4500 schools in over 140 countries.

Our programmes balance a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment.

Cambridge IGCSE Literature (Spanish) offers learners the opportunity to read, interpret, evaluate and respond to a range of literature in Spanish. The range includes drama, prose and poetry from different periods and cultures. This course enables learners to deepen their understanding and appreciation of the ways in which writers use Spanish to express meaning and achieve effects. Cambridge IGCSE Literature (Spanish) will stimulate learners to read for pleasure, to explore wider and universal issues, promoting a better understanding of themselves and the world.

Cambridge IGCSE Literature (Spanish) is accepted by universities and employers as proof of knowledge and understanding of Literature in Spanish.



School feedback: ‘The strength of Cambridge IGCSE qualifications is internationally recognised and has provided an international pathway for our students to continue their studies around the world.’

Feedback from: Gary Tan, Head of Schools and CEO, Raffles International Group of Schools, Indonesia

International recognition and acceptance

Our expertise in curriculum, teaching and learning, and assessment is the basis for the recognition of our programmes and qualifications around the world. The combination of knowledge and skills in Cambridge IGCSE Literature (Spanish) gives learners a solid foundation for further study. Candidates who achieve grades A* to C are well prepared to follow a wide range of courses including Cambridge International AS & A Level Spanish or the equivalent.

Cambridge IGCSEs are accepted and valued by leading universities and employers around the world as evidence of academic achievement. Many universities require a combination of Cambridge International AS & A Levels and Cambridge IGCSEs or equivalent to meet their entry requirements.

UK NARIC, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Cambridge IGCSE and found it to be comparable to the standard of the reformed GCSE in the UK. This means students can be confident that their Cambridge IGCSE qualifications are accepted as equivalent to UK GCSEs by leading universities worldwide.

Learn more at www.cambridgeinternational.org/recognition

School feedback: ‘Cambridge IGCSE is one of the most sought-after and recognised qualifications in the world. It is very popular in Egypt because it provides the perfect preparation for success at advanced level programmes.’

Feedback from: Managing Director of British School in Egypt BSE

Supporting teachers

We provide a wide range of resources, detailed guidance and innovative training and professional development so that you can give your students the best possible preparation for Cambridge IGCSE. To find out which resources are available for each syllabus go to our School Support Hub.

The School Support Hub is our secure online site for Cambridge teachers where you can find the resources you need to deliver our programmes. You can also keep up to date with your subject and the global Cambridge community through our online discussion forums.

Find out more at www.cambridgeinternational.org/support

Support for Cambridge IGCSE			
Planning and preparation <ul style="list-style-type: none"> • Next steps guides. • Schemes of work. • Specimen papers. • Syllabuses. • Teacher guides. 	Teaching and assessment <ul style="list-style-type: none"> • Endorsed resources. • Online forums. • Support for coursework and speaking tests. 	Learning and revision <ul style="list-style-type: none"> • Example candidate responses. • Past papers and mark schemes. • Specimen paper answers. 	Results <ul style="list-style-type: none"> • Candidate Results Service. • Principal examiner reports for teachers. • Results Analysis.

Sign up for email notifications about changes to syllabuses, including new and revised products and services at www.cambridgeinternational.org/syllabusupdates

Professional development

We support teachers through:

- Introductory Training – face-to-face or online
- Extension Training – face-to-face or online
- Enrichment Professional Development – face-to-face or online

Find out more at www.cambridgeinternational.org/events

- Cambridge Professional Development Qualifications

Find out more at www.cambridgeinternational.org/profdev



Supporting exams officers

We provide comprehensive support and guidance for all Cambridge exams officers.

Find out more at: www.cambridgeinternational.org/eoguide

2 Syllabus overview

Aims

The aims describe the purposes of a course based on this syllabus.

The syllabus aims are to develop learners who:

- enjoy the experience of reading literature
- understand and respond to literary texts in different forms and from different periods and cultures
- communicate an informed personal response appropriately and effectively
- appreciate different ways in which writers achieve their effects
- experience literature's contribution to aesthetic, imaginative and intellectual growth
- explore the contribution of literature to an understanding of areas of human concern.

Content overview

The syllabus enables learners to read, interpret and evaluate texts through the study of Literature in Spanish. Learners develop an understanding of literal meaning, relevant contexts and of the deeper themes or attitudes that may be expressed. Through their studies, they learn to recognise and appreciate the ways in which writers use Spanish to achieve a range of effects, and will be able to present an informed, personal response to the material they have studied.

The syllabus also encourages the exploration of wider and universal issues, promoting learners' better understanding of themselves and of the world around them.

Support for Cambridge IGCSE Literature (Spanish)



The School Support Hub is our secure online site for Cambridge teachers where you can find the resources you need to deliver our programmes, including schemes of work, past papers, mark schemes and examiner reports. You can also keep up to date with your subject and the global Cambridge community through our online discussion forums.

www.cambridgeinternational.org/support

Cambridge Assessment International Education is an education organisation and politically neutral. The contents of this syllabus, examination papers and associated materials do not endorse any political view. We endeavour to treat all aspects of the exam process neutrally.



Assessment overview

All candidates take two components. Candidates will be eligible for grades A* to G.

All candidates take Paper 1 Set-Texts – Open Books, and EITHER Component 2 Coursework, OR Paper 3 Alternative to Coursework.

All candidates take:

Paper 1 2 hours 15 minutes
 Set Text – Open Books 75%
 60 marks
 This paper has three sections: Drama, Poetry and Prose
 Candidates answer **three** questions, each on a different set-text from **at least two** of the sections
 Candidates answer in Spanish
 Externally assessed

and either:

Component 2
 Coursework 25%
 40 marks
 Portfolio of three assignments in Spanish, each on a different text
 Internally assessed and externally moderated

or:

Paper 3 1 hour 20 minutes
 Alternative to Coursework 25%
 20 marks
 One question requiring critical commentary in Spanish on a piece of unseen writing
 Externally assessed

Information on availability is in the **Before you start** section.

Assessment objectives

The assessment objectives (AOs) are:

AO1

Show detailed knowledge of the content of literary texts in the three main forms (drama, poetry and prose).

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.

Weighting for assessment objectives

The approximate weightings allocated to each of the assessment objectives (AOs) are summarised below.

Assessment objectives as a percentage of the qualification

Assessment objective	Weighting in IGCSE %
AO1	25
AO2	25
AO3	25
AO4	25
Total	100

Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %		
	Paper 1	Component 2	Paper 3
AO1	25	25	25
AO2	25	25	25
AO3	25	25	25
AO4	25	25	25
Total	100	100	100

3 Subject content

For Paper 1 Set Texts – Open Books, candidates must answer three questions, each on a different text and **selected from at least two of the three sections: Prose, Drama and Poetry**. Candidates will gain an appreciation of texts and themes, ranging from a straightforward knowledge of content and surface meaning, to the communication of an informed personal response.

This syllabus gives you the flexibility to design a course that will interest, challenge and engage your learners. Where appropriate you are responsible for selecting resources and examples to support your learners' study. These should be appropriate for the learners' age, cultural background and learning context as well as complying with your school policies and local legal requirements.

Set texts on the syllabus may change from one year of examination to the next. Before you begin teaching, check the set text list for the year in which your candidates will take the examinations.

The editions listed below are the ones Cambridge International will use for the chapter, scene or page references on the examination paper. Candidates can use any edition of a set text as long as it is not an abridged or simplified version. See section 4 Details of the assessment for further information.

2024 – Set texts for Paper 1

Paper 1: Prose

Josefina Aldecoa, *Historia de una maestra* (Debolsillo)

Isabel Allende, *La ciudad de las bestias* (Debolsillo)

Roberto Arlt, *El juguete rabioso* (Cátedra)

Arturo Pérez-Reverte, *El caballero del jubón amarillo* (Punto de lectura)

Paper 1: Drama

Ramón del Valle-Inclán, *Luces de bohemia* (Austral)

Juan Ruiz de Alarcón, *La verdad sospechosa* (Cátedra)

Paper 1: Poetry

José Hierro

Antología (Colección Visor de Poesía)

The following poems are to be studied:

Caballero de otoño

Despedida del mar

Recuerdo del mar

Canción de cuna para dormir a un preso

Falsos semidioses

Llegada al mar

Olas

Alucinación

Viento de otoño

El buen momento

El momento eterno

Luz de tarde

Madrugada con niebla

Fe de vida

Junto al mar

Plenitud

Las nubes

Teoría

Mundo de piedra

Marina impasible

Viaje a Italia

Paper 1: Poetry continued

Gloria Fuertes

Obras incompletas (Cátedra)

The following poems are to be studied:

NOTA BIOGRÁFICA
SIEMPRE HAY ALGUIEN
NACÍ EN UNA BUHARDILLA
LA IDA DEL HOMBRE
POBRE DE NACIMIENTO
YA LA TARDE SE PASA
LA VIEJA PASITAS Y EL VIEJO PASITOS
EL CORAZÓN, LA FRUTA DE MI PECHO
LOS MUERTOS
LA POBRE
CARTA DE MI PADRE A SU ABUELO
LABRADOR
ES OBLIGATORIO
¡HAGO VERSOS, SEÑORES!
SOCIEDAD DE AMIGOS Y PROTECTORES
AÑO NUEVO
SALE CARO SER POETA
AQUÍ ESTOY EXPUESTA COMO TODOS
VIENE LA AUSENCIA
DE PROFESIÓN FANTASMA
ÉL LO SABE
HE DORMIDO

4 Details of the assessment

Paper 1 – Set Texts – Open Books

Written paper, 2 hours 15 minutes, 60 marks

This is a **compulsory** written paper. It is an externally set assessment, marked by Cambridge International.

This paper has three sections: Prose, Drama and Poetry. The set texts are listed in section 3. Candidates answer three questions, each on a different set text, taken from at least two of the sections, Prose, Drama and Poetry. Questions are set in Spanish and candidates must answer in Spanish. All questions carry equal marks.

Candidates may take their set texts into the examination, but these texts must **not** contain any personal annotations, highlighting or underlining.

The paper contains three questions on each set text. One of the three questions is a passage-based question. One of the questions may be an empathic task. At least one question on each set text is an essay question.

Candidates must answer at least one (and can answer up to three) passage-based questions. These are marked with an asterisk (*) on the question paper.

Passage-based questions ask candidates to re-read a specific passage or poem from the set text before answering. The chapter, scene or page reference will be given on the examination paper. Heads of department can open the question paper one hour in advance of the examination to check the references for all the set texts. See the *Cambridge Handbook* for the relevant year of assessment for more details.

'Empathic tasks' are also known as 'empathetic' or 'creative response' tasks, and address the same assessment objectives as the essay and passage-based questions. These questions test knowledge, understanding and response, but give candidates the opportunity to engage more imaginatively with the text by assuming a suitable 'voice' (i.e. a manner of speaking for a specific character).

All questions encourage an informed personal response and test all assessment objectives. This means that candidates will have to demonstrate:

- their personal response, sometimes directly (answering questions such as 'What do you think?', 'What are your feelings about...?') and sometimes by implication (such as 'Explore the ways in which...')
- their knowledge of the text through the use of close reference to detail and use of quotations from the text
- their understanding of characters, relationships, situations and themes
- their understanding of the writer's intentions and methods, and response to the writer's use of language.

Component 2 – Coursework

40 marks

This is an optional component. It is internally assessed and externally moderated.

Candidates submit a portfolio of **three** assignments (600–800 words each), showing evidence of wider reading in all three categories: Poetry, Prose and Drama. Each assignment must be on a different literary text and may be either an essay or an empathic response piece. One assignment can be on a text prepared for the Paper 1 Set Texts – Open Books examination.

Assignments can be handwritten or written on a word processor. Candidates must write in Spanish.

In their assignments, candidates must demonstrate their knowledge of the text, their personal response to it and their awareness of the use of language, structure and characterisation in the text.

Coursework is assessed and marked by the centre, and a sample is submitted for external moderation by Cambridge International.

For more information and guidance on creating, presenting and marking the coursework, see section 5 Coursework Assessment.

Paper 3 – Alternative to Coursework

Written paper, 1 hour 20 minutes, 20 marks

This is an optional written paper. It is an externally set assessment, marked by Cambridge International.

Candidates answer one question which asks candidates to write a critical commentary on (and appreciation of) a piece of previously unseen writing printed on the question paper.

The question may be based on a passage of literary prose, poetry or drama.

Candidates must answer in Spanish.

5 Coursework assessment

Coursework guidance notes

The following notes provide general guidance that teachers should give candidates on creating and presenting the coursework portfolio, as well as guidance on marking and internal moderation.

For more detailed information, including dates and methods of submission of the coursework marks and sample, please refer to the *Cambridge Handbook* for the relevant year of assessment and samples database www.cambridgeinternational.org/samples

Format

- The coursework portfolio must contain three assignments, each on a different text.
- The assignments must be securely fastened and clearly marked with the candidate's name, number and the centre number.
- Do not send the assignments in folders, plastic wallets or ringbinders.
- Each portfolio must include a completed Individual Candidate Record Card.
- The centre's sample must include a completed Coursework Assessment Summary Form.

General

- Candidates can complete their assignments at any time during the course, usually following a programme of study undertaken by a teaching group. Candidates should undertake more than three assignments so that they have a choice of assignments to include in their portfolio.
- Although assignments are selected by the candidate, it is recommended that the teacher and candidate discuss which are the best assignments to submit.
- Candidates do not have to produce assignments under timed, examination-type conditions.

Texts

- The texts chosen as a basis for coursework must show evidence of wider reading in all three categories, Prose, Drama and Poetry. 'Wider reading' may be interpreted as the teacher thinks best.
- Assignment texts can be chosen by teachers or by candidates and teachers together. The texts must have been originally written in Spanish, and must be of a quality appropriate for study at Cambridge IGCSE.
- Candidates within a centre do not have to submit assignments on the same texts.
- Candidates must cover two different literary forms or genres (Prose, Drama and Poetry), and can submit work on two texts of the same type (e.g. two drama texts).
- Assignments must show that the candidate has studied the whole text.
- If poetry or short stories are used for an assignment, candidates must cover a minimum of two poems or stories. Candidates are not required to compare poems or stories within the assignment, as it is assumed that the assignment is based on the study of a wider selection of poems or stories broadly equivalent to a poetry or short stories set text.
- One assignment can be on a text being read for the Paper 1 Set Texts – Open Books examination; this is optional, however, given that one aim of the Coursework paper is to encourage wider reading.
- It may be possible to link the texts studied for wider reading with those studied for the written examination, either thematically or by author, but there is no requirement to do so.

- The works selected need not be ‘literary’ in any narrow sense: pupils who have particular interests in genres (science fiction, fantasy, adventure, etc.), in themes, or in authors may be encouraged to explore these interests in their choice of wider reading, and even to propose their own tasks, though this must of course be done in close collaboration with the teacher to ensure the tasks are suitable.

Length of assignments

- Assignments should be between 600 and 800 words. Assignments significantly under or over this word count may be self-penalising, although no assignment is penalised because of its length.

Presenting assignments

- Candidates may use word processors or can write their assignments by hand. Candidates should remember to proofread their work carefully.

Checking that portfolios meet syllabus requirements

- Teachers must check portfolios before they are finalised, especially if candidates have selected the work that makes up their portfolios.

Avoidance of plagiarism

It is the centre’s responsibility to make sure all assessed work is the candidate’s original work. If plans and first drafts are completed under teacher supervision, you can be sure of the authenticity of the final coursework. You should not correct or edit draft coursework. Candidates can draft and redraft work, but you should only give brief summative comments on progress during this drafting phase. A general discussion on the progress of coursework is a natural part of the teacher–candidate relationship, as it is for other parts of the course.

Candidates must understand that they cannot submit someone else’s work as their own, or use material produced by someone else without citing and referencing it properly. You should make candidates aware of the academic conventions governing quotation and reference to the work of others, and teach candidates how to use them.

Reference information should include full details of source publications, including publication date, author and page number. If referencing a website, the website address and the date the website was accessed should be included.

A candidate taking someone else’s work or ideas and passing them off as his or her own is an example of plagiarism. It is your responsibility as a teacher to prevent plagiarism from happening and to detect it if it does happen. For more information, search for ‘Preventing plagiarism – guidance for teachers’ on our website at **www.cambridgeinternational.org**

Marking and moderating coursework

As well as commenting on the overall quality of the portfolio, recorded on the Individual Candidate Record Card, teachers must mark each assignment by indicating the strengths and errors and by providing a final comment.

Using the Assessment Criteria for Coursework (pages 19–20), teachers mark each individual portfolio out of a total of 40 marks. Individual assignments may be awarded marks/grades in whatever way is most appropriate for teachers and candidates. However, the final mark for the completed portfolio must be an assessment of how the portfolio, overall, has met the assessment criteria overleaf. It must reflect not only the variability in the achievement across the three assignments, but also variable performance in the criteria applicable to each piece of work. Assessment will, therefore, usually involve balancing strengths and weaknesses in the candidate's work. For this reason, the final mark for the folder will not necessarily be a straightforward addition of three marks.

If a candidate submits fewer than three pieces of work, the piece(s) submitted should be assessed in the normal way and an overall mark awarded according to the quality of the work. A third of that mark should then be deducted for each piece that is wrongly included or is missing.

A zero mark will be recorded for candidates submitting no assignments.

Recording and submitting candidates' marks and work

Please refer to the samples database at www.cambridgeinternational.org/samples for information, dates and methods of submission of candidates' marks and work.

You should record candidates' marks for Component 2: Coursework on the Individual Candidate Record Card and the Coursework Assessment Summary Form which you should download each year from the samples database at www.cambridgeinternational.org/samples. The database will ask you for the syllabus code (i.e. 0488) after which it will take you to the correct forms. Follow the instructions on the form to complete it.

The marks on these forms must be identical to the marks you submit to Cambridge International.

Internal moderation

If more than one teacher in your centre is marking internal assessments, you must make arrangements to moderate or standardise your teachers' marking so that all candidates are assessed to a common standard. (If only one teacher is marking internal assessments, no internal moderation is necessary). You can find further information on the process of internal moderation on the samples database at www.cambridgeinternational.org/samples

You should record the internally moderated marks for all candidates on the Coursework Assessment Summary Form and submit these marks to Cambridge International according to the instructions set out in the *Cambridge Handbook* for the relevant year of assessment.

External moderation

Cambridge International will externally moderate all internally assessed components.

- You must submit the marks of all candidates to Cambridge International.
- You must also submit the marked work of a sample of candidates to Cambridge International.

The sample you submit to Cambridge International should ideally include examples of the marking of each teacher. The samples database at www.cambridgeinternational.org/samples explains how the sample will be selected.

The samples database at www.cambridgeinternational.org/samples also provides details of how to submit the marks and work.

External moderators will produce a short report for each centre with feedback on your marking and administration of the assessment.

Guidance on using levels-based mark schemes

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level statement is the best fit. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a best-fit level statement has been identified, use the following guidance to decide on a specific mark:

- If the candidate's work **convincingly** meets the level statement, award the highest mark.
- If the candidate's work **adequately** meets the level statement, award the most appropriate mark in the middle of the range (where middle marks are available).
- If the candidate's work **just** meets the level statement, award the lowest mark.

Assessment criteria for Component 2: Coursework

Band	Marks	Description
Band 8	36–40	<p>In the portfolio the candidate has demonstrated excellence in:</p> <ul style="list-style-type: none"> giving an account in appropriate detail of the content of the literary texts, with well-chosen reference to narrative and situation, properly supported by quotation understanding literary texts at a range of levels with due emphasis on interpretation and evaluation and a thoughtful recognition of both themes and attitudes recognising, appreciating and evaluating the ways in which writers have used language in the texts studied recognising, appreciating and evaluating other significant ways (e.g. structure, characterisation, imagery) in which the writers studied have achieved their effects communicating a considered and reflective personal response to the texts studied.
Band 7	31–35	<p>In the portfolio the candidate has demonstrated a high level of competence in:</p> <ul style="list-style-type: none"> giving an account of the content of literary texts, with appropriate reference to narrative and situation, supported by quotation understanding literary texts at a range of levels showing some emphasis on interpretation and evaluation with a recognition of themes and attitudes recognising and appreciating, to a considerable degree, the way in which writers have used language in the texts studied recognising and appreciating other significant ways (e.g. structure, characterisation, imagery) in which the writers studied have achieved their effects communicating a well-considered personal response to the texts studied.
Band 6	26–30	<p>In the portfolio the candidate has demonstrated competence in:</p> <ul style="list-style-type: none"> giving an account of the content of literary texts, with detailed reference, where appropriate, to narrative and situation understanding literary texts at a deeper level and showing some awareness of their themes, implications and attitudes recognising and appreciating specific ways in which writers have used language in the texts studied recognising and appreciating the significance of other ways (e.g. structure, characterisation) in which writers studied have achieved their effects communicating an informed personal response to the texts studied.

Band	Marks	Description
Band 5	21–25	In the portfolio the candidate has demonstrated some competence in: <ul style="list-style-type: none"> • giving an account of the content of literary texts with some reference to narrative and situation • understanding literary texts in a way that shows a basic recognition of themes and attitudes • recognising some of the significant ways in which writers have used language in the texts studied • recognising some other aspects of texts used by authors to present ideas • communicating a personal response which shows that some significant points have been considered.
Band 4	16–20	In the portfolio the candidate has demonstrated a little competence in: <ul style="list-style-type: none"> • giving a broad account of the content of literary texts with reference to narrative and situation • understanding the surface meaning of texts with some awareness of themes and attitudes • recognising some of the basic features of the way authors write • recognising other important aspects of texts such as characterisation • communicating a basic personal response to the texts studied.
Band 3	11–15	In the portfolio the candidate has demonstrated a little competence in: <ul style="list-style-type: none"> • giving a straightforward account of the content of literary texts in terms of narrative and situation • understanding the surface meaning of literary texts • recognising obvious differences in the way authors write • showing limited evidence of some personal response to the texts studied.
Band 2	6–10	In the portfolio the candidate has demonstrated: <ul style="list-style-type: none"> • an understanding of the basic events in a text • a recognition of the broad features of characters involved • a personal view or response to the texts studied.
Band 1	0–5	Insufficient for mark in Band 2.

6 What else you need to know

This section is an overview of other information you need to know about this syllabus. It will help to share the administrative information with your exams officer so they know when you will need their support. Find more information about our administrative processes at www.cambridgeinternational.org/eoguide

Before you start

Previous study

We recommend that learners starting this course should have previously studied some creative writing (drama, prose and/or poetry) in Spanish.

Guided learning hours

We design Cambridge IGCSE syllabuses based on learners having about 130 guided learning hours for each subject during the course but this is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to local practice and their previous experience of the subject.

Availability and timetables

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable.

You can view the timetable for your administrative zone at www.cambridgeinternational.org/timetables

You can enter candidates in the June and November exam series.

Check you are using the syllabus for the year the candidate is taking the exam.

Private candidates can enter for this syllabus. Some components are not available to private candidates. For more information, please refer to the *Cambridge Guide to Making Entries*.

Combining with other syllabuses

Candidates can take this syllabus alongside other Cambridge International syllabuses in a single exam series. The only exceptions are:

- Cambridge IGCSE World Literature (0408)
- syllabuses with the same title at the same level.

Cambridge IGCSE, Cambridge IGCSE (9–1) and Cambridge O Level syllabuses are at the same level.

Group awards: Cambridge ICE

Cambridge ICE (International Certificate of Education) is a group award for Cambridge IGCSE. It allows schools to offer a broad and balanced curriculum by recognising the achievements of learners who pass exams in a range of different subjects.

Learn more about Cambridge ICE at www.cambridgeinternational.org/cambridgeice

Making entries

Exams officers are responsible for submitting entries to Cambridge International. We encourage them to work closely with you to make sure they enter the right number of candidates for the right combination of syllabus components. Entry option codes and instructions for submitting entries are in the *Cambridge Guide to Making Entries*. Your exams officer has a copy of this guide.

Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as administrative zones. We allocate all Cambridge schools to one administrative zone determined by their location. Each zone has a specific timetable. Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

Support for exams officers

We know how important exams officers are to the successful running of exams. We provide them with the support they need to make your entries on time. Your exams officer will find this support, and guidance for all other phases of the Cambridge Exams Cycle, at www.cambridgeinternational.org/eoguide

Retakes

Candidates can retake the whole qualification as many times as they want to. Information on retake entries is at www.cambridgeinternational.org/entries

Candidates cannot resubmit, in whole or in part, coursework from a previous series. To confirm what entry options are available to carry forward marks for this syllabus, refer to the *Cambridge Guide to Making Entries* for the relevant series. Regulations for carrying forward internally assessed marks can be found in the *Cambridge Handbook* for the relevant year at www.cambridgeinternational.org/eoguide

Language

This syllabus is available in English only. The associated assessment materials are in Spanish.

Accessibility and equality

Syllabus and assessment design

Cambridge International works to avoid direct or indirect discrimination in our syllabuses and assessment materials. We aim to maximise inclusivity for candidates of all national, cultural or social backgrounds and with other protected characteristics. In addition, the language and layout used are designed to make our materials as accessible as possible. This gives all learners the opportunity, as fairly as possible, to demonstrate their knowledge, skills and understanding and helps to minimise the requirement to make reasonable adjustments during the assessment process.

Access arrangements

Access arrangements (including modified papers) are the principal way in which Cambridge International complies with our duty, as guided by the UK Equality Act (2010), to make 'reasonable adjustments' for candidates with special educational needs (SEN), disability, illness or injury. Where a candidate would otherwise be at a substantial disadvantage in comparison to a candidate with no SEN, disability, illness or injury, we may be able to agree pre-examination access arrangements. These arrangements help a candidate by minimising accessibility barriers and maximising their opportunity to demonstrate their knowledge, skills and understanding in an assessment.

Important:

- Requested access arrangements should be based on evidence of the candidate's barrier to assessment and should also reflect their normal way of working at school; this is in line with *The Cambridge Handbook* www.cambridgeinternational.org/eoguide
- For Cambridge International to approve an access arrangement, we will need to agree that it constitutes a reasonable adjustment, involves reasonable cost and timeframe and does not affect the security and integrity of the assessment.
- Availability of access arrangements should be checked by centres at the start of the course. Details of our standard access arrangements and modified question papers are available in *The Cambridge Handbook* www.cambridgeinternational.org/eoguide
- Please contact us at the start of the course to find out if we are able to approve an arrangement that is not included in the list of standard access arrangements.
- Candidates who cannot access parts of the assessment may be able to receive an award based on the parts they have completed.

After the exam

Grading and reporting

Grades A*, A, B, C, D, E, F or G indicate the standard a candidate achieved at Cambridge IGCSE.

A* is the highest and G is the lowest. 'Ungraded' means that the candidate's performance did not meet the standard required for grade G. 'Ungraded' is reported on the statement of results but not on the certificate.

In specific circumstances your candidates may see one of the following letters on their statement of results:

- Q (PENDING)
- X (NO RESULT).

These letters do not appear on the certificate.

On the statement of results and certificates, Cambridge IGCSE is shown as INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION (IGCSE).

How students and teachers can use the grades

Assessment at Cambridge IGCSE has two purposes:

- to measure learning and achievement
The assessment:
 - confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus, to the levels described in the grade descriptions.
- to show likely future success
The outcomes:
 - help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful
 - help students choose the most suitable course or career.

Grade descriptions

Grade descriptions are provided to give an indication of the standards of achievement candidates awarded particular grades are likely to show. Weakness in one aspect of the examination may be balanced by a better performance in some other aspect.

Grade descriptions for Cambridge IGCSE Literature (Spanish) will be published after the first assessment of the syllabus in 2024. Find more information at www.cambridgeinternational.org/igcse

Changes to this syllabus for 2024

The syllabus has been updated. This is version 1, published September 2021.

There are no significant changes which affect teaching.

You must read the whole syllabus before planning your teaching programme.

School feedback: ‘While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.’

Feedback from: Zhai Xiaoning, Deputy Principal, The High School Affiliated to Renmin University of China

We are committed to making our documents accessible in accordance with the WCAG 2.1 Standard. We're always looking to improve the accessibility of our documents. If you find any problems or you think we're not meeting accessibility requirements, contact us at info@cambridgeinternational.org with the subject heading: Digital accessibility. If you need this document in a different format, contact us and supply your name, email address and requirements and we will respond within 15 working days.

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