CAMBRIDGE
International Examinations

Cambridge IGCSE

SYLLABUS

Cambridge IGCSE®
First Language Spanish
0502

For examination in June and November 2017, 2018 and 2019

Cambridge Secondary 2

Version 1

Contents

1.   Introduction

1.1   Why choose Cambridge?

Cambridge International Examinations is part of the University of Cambridge. We prepare school students for life, helping them develop an informed curiosity and a lasting passion for learning. Our international qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock learners' potential.

Our programmes set the global standard for international education. They are created by subject experts, are rooted in academic rigour, and provide a strong platform for progression. Over 10 000 schools in 160 countries work with us to prepare nearly a million learners for their future with an international education from Cambridge.

Cambridge learners

Cambridge programmes and qualifications develop not only subject knowledge but also skills. We encourage Cambridge learners to be:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **reflective** as learners, developing their ability to learn
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference.

Recognition

Cambridge IGCSE is recognised by leading universities and employers worldwide, and is an international passport to progression and success. It provides a solid foundation for moving on to higher level studies. Learn more at **www.cie.org.uk/recognition**

Support for teachers

A wide range of materials and resources is available to support teachers and learners in Cambridge schools. Resources suit a variety of teaching methods in different international contexts. Through subject discussion forums and training, teachers can access the expert advice they need for teaching our qualifications. More details can be found in Section 2 of this syllabus and at **www.cie.org.uk/teachers**

Support for exams officers

Exams officers can trust in reliable, efficient administration of exams entries and excellent personal support from our customer services. Learn more at **www.cie.org.uk/examsofficers**

Our systems for managing the provision of international qualifications and education programmes for learners aged 5 to 19 are certified as meeting the internationally recognised standard for quality management, ISO 9001:2008. Learn more at **www.cie.org.uk/ISO9001**

1.2   Why choose Cambridge IGCSE?

Cambridge IGCSEs are international in outlook, but retain a local relevance. The syllabuses provide opportunities for contextualised learning and the content has been created to suit a wide variety of schools, avoid cultural bias and develop essential lifelong skills, including creative thinking and problem-solving.

Our aim is to balance knowledge, understanding and skills in our programmes and qualifications to enable students to become effective learners and to provide a solid foundation for their continuing educational journey.

Through our professional development courses and our support materials for Cambridge IGCSEs, we provide the tools to enable teachers to prepare learners to the best of their ability and work with us in the pursuit of excellence in education.

Cambridge IGCSEs are considered to be an excellent preparation for Cambridge International AS and A Levels, the Cambridge AICE (Advanced International Certificate of Education) Group Award, Cambridge Pre-U, and other education programmes, such as the US Advanced Placement program and the International Baccalaureate Diploma programme. Learn more about Cambridge IGCSEs at **www.cie.org.uk/cambridgesecondary2**

Guided learning hours

Cambridge IGCSE syllabuses are designed on the assumption that learners have about 130 guided learning hours per subject over the duration of the course, but this is for guidance only. The number of hours required to gain the qualification may vary according to local curricular practice and the learners' prior experience of the subject.

1.3   Why choose Cambridge IGCSE First Language Spanish?

Cambridge IGCSE First Language Spanish is designed for learners whose mother tongue is Spanish. The course allows learners to:

- develop the ability to communicate clearly, accurately and effectively when speaking and writing
- learn how to use a wide range of vocabulary, and the correct grammar, spelling and punctuation
- develop a personal style and an awareness of the audience being addressed.

Learners are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which Spanish can be used. Cambridge IGCSE First Language Spanish also develops more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.

Prior learning

We recommend that learners who are beginning this course should have a level in Spanish equivalent to First Language competence.

Progression

Cambridge IGCSEs are general qualifications that enable learners either to progress to employment, or to proceed to further qualifications.

Candidates who are awarded grades A* to C in Cambridge IGCSE First Language Spanish are well prepared to follow courses leading to Cambridge International AS and A Level Spanish, or the equivalent.

1.4 Cambridge International Certificate of Education (ICE)

Cambridge ICE is a group award for Cambridge IGCSE. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of learners who pass examinations in a number of different subjects.

Learn more about Cambridge ICE at **www.cie.org.uk/cambridgesecondary2**

1.5 How can I find out more?

If you are already a Cambridge school

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at **info@cie.org.uk**

If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at **www.cie.org.uk/startcambridge**. Email us at **info@cie.org.uk** to find out how your organisation can register to become a Cambridge school.

2.   Teacher support

2.1   Support materials

We send Cambridge syllabuses, past question papers and examiner reports to cover the last examination series to all Cambridge schools.

You can also go to our public website at **www.cie.org.uk/igcse** to download current and future syllabuses together with specimen papers or past question papers and examiner reports from one series.

For teachers at registered Cambridge schools a range of additional support materials for specific syllabuses is available from Teacher Support, our secure online support for Cambridge teachers. Go to **http://teachers.cie.org.uk** (username and password required).

2.2   Endorsed resources

We work with publishers providing a range of resources for our syllabuses including print and digital materials. Resources endorsed by Cambridge go through a detailed quality assurance process to ensure they provide a high level of support for teachers and learners.

We have resource lists which can be filtered to show all resources, or just those which are endorsed by Cambridge. The resource lists include further suggestions for resources to support teaching.

2.3   Training

We offer a range of support activities for teachers to ensure they have the relevant knowledge and skills to deliver our qualifications. See **www.cie.org.uk/events** for further information.

3. Assessment at a glance

Cambridge IGCSE First Language Spanish (0502)

Candidates must take two components – one of Paper 1 *or* Paper 2, and one of Paper 3 *or* Component 4.

Components		
Paper 1 Reading Passages (Core) 1 hour 45 minutes 50 marks Candidates answer three questions on two passages. Passage A will be 500–600 words long and Passage B will be 300–350 words long. This component is set and marked by Cambridge. This component is eligible for grades C–G and is worth 50% of the total marks.	*or*	**Paper 2 Reading Passages (Extended)** 2 hours 50 marks Candidates answer three questions on two passages. Passage A will be 650–750 words long and Passage B will be 550–650 words long. This component is set and marked by Cambridge. This component is eligible for grades A–E and is worth 50% of the total marks.*
and		
Paper 3 Directed Writing and Composition (Core and Extended) 2 hours 50 marks Candidates answer one question on a passage or passages totalling 650–750 words, and complete a composition task from a choice of four titles. This component is set and marked by Cambridge. This component is eligible for grades A–G and is worth 50% of the total marks.*	*or*	**Component 4 Coursework Portfolio (Core and Extended)** 50 marks Candidates submit three assignments, each of 500–800 words. This component is assessed by the teacher and moderated by Cambridge. This component is eligible for grades A–G and is worth 50% of the total marks.*

Centres may also choose to enter candidates for the Speaking and Listening Test. Marks for this optional component do not contribute to the overall grade candidates receive. Instead, where candidates perform to an appropriate standard, certificates record achievement of grades 1 (high) to 5 (low).

Component 5 Speaking and Listening Test (Core and Extended) Approx. 10–12 minutes   30 marks There is no question paper. Candidates conduct an individual task and take part in a discussion. All candidates are recorded during the test. This component is assessed by the teacher and moderated by Cambridge.

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*   A* is available for the overall syllabus if the Extended route is followed.

Availability

This syllabus is examined in the June and November examination series.

Papers 1, 2 and 3 are available to private candidates.

Detailed timetables are available from **www.cie.org.uk/examsofficers**

Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge syllabus, except:

- syllabuses with the same title at the same level
- 0530 Cambridge IGCSE Spanish.

Please note that Cambridge IGCSE, Cambridge International Level 1/Level 2 Certificate and Cambridge O Level syllabuses are at the same level.

4. Syllabus aims and assessment objectives

4.1 Syllabus aims

The aims of the syllabus are the same for all candidates. The aims are set out below and describe the educational purposes of a course in First Language Spanish for the Cambridge IGCSE examination. They are not listed in order of priority.

The aims are to:

- enable candidates to understand and respond to what they hear, read and experience
- enable candidates to communicate accurately, appropriately, confidently and effectively
- encourage candidates to enjoy and appreciate a variety of language
- complement candidates' ability to work with information and ideas in other areas of study, for example, by developing skills of analysis, synthesis and the drawing of inferences
- promote candidates' personal development and an understanding of themselves and others.

4.2 Assessment objectives

Cambridge IGCSE First Language Spanish has three assessment objectives (AOs).

AO1: Reading
Candidates will be assessed on their ability to:

R1 demonstrate understanding of explicit meanings

R2 demonstrate understanding of implicit meanings and attitudes

R3 analyse, evaluate and develop facts, ideas and opinions

R4 demonstrate understanding of how writers achieve effects

R5 select for specific purposes.

AO2: Writing
Candidates will be assessed on their ability to:

W1 articulate experience and express what is thought, felt and imagined

W2 sequence facts, ideas and opinions

W3 use a range of appropriate vocabulary

W4 use register appropriate to audience and context

W5 make accurate use of spelling, punctuation and grammar.

AO3: Speaking and listening (for candidates taking the Speaking and Listening Test only)
Candidates will be assessed on their ability to:

SL1 articulate experience and express what is thought, felt and imagined

SL2 present facts, ideas and opinions in a sustained, cohesive order

SL3 communicate clearly, fluently and purposefully as an individual and in dialogue with other speakers

SL4 use register appropriate to audience and context

SL5 listen to and respond appropriately to the contributions of others.

4.3   Relationship between assessment objectives and components

Component	AO1 Reading (marks)	AO2 Writing (marks)	AO3 Speaking and Listening (marks)	Whole assessment %
Paper 1 Reading Passages (Core) *or* Paper 2 Reading Passages (Extended)	40	10	–	50%
Paper 3 Directed Writing and Composition *or* Component 4 Coursework Portfolio	10	40	–	50%
Component 5 Speaking and Listening Test (Optional)	–	–	30	Separately endorsed

4.4   Grade descriptions

Grade descriptions give a general indication of the standards of achievement likely to be shown by candidates awarded particular grades.

To achieve a **Grade A**, a candidate will be able to:

- understand and communicate complex information, and select what is relevant for specific purposes
- understand and evaluate subtle facts, ideas and opinions
- present material in a clearly structured, sequenced, developed and detailed way
- describe and analyse experience, expressing effectively what is felt and what is imagined
- recognise implicit meanings and attitudes of a writer, and the means by which they have been conveyed
- show a strong sense of audience and an understanding of appropriate uses of language for different purposes
- write in well constructed paragraphs, using a full range of appropriate sentence types, and a wide and mature vocabulary
- demonstrate a high degree of accuracy in use of grammatical structures, spelling and punctuation.

And additionally, for candidates taking the Speaking and Listening Test:

- select and use appropriate spoken styles and registers, varying language and expression confidently for different contexts and to engage audience interest, sustaining discussion through frequent contributions
- listen in a focused and sensitive way, responding effectively to the speech of others.

To achieve a **Grade C**, a candidate will be able to:

- understand and communicate information, sometimes at a complex level, and select what is relevant for specific purposes
- understand and reflect on facts, ideas and opinions
- present material in a structured and coherent way, with some development and use of detail
- describe and reflect upon experience, expressing appropriately what is felt and what is imagined
- recognise the more obvious implicit meanings and attitudes of a writer, and the general effects conveyed

- show a sense of audience and an awareness of appropriate uses of language for different purposes
- write in paragraphs, using a variety of sentence types and a varied vocabulary
- demonstrate accuracy in use of grammatical structures, spelling and punctuation.

And additionally, for candidates taking the Speaking and Listening Test:
- use an appropriate style when speaking, and communicate clearly, partly engaging the interest of the listener; make relevant contributions to discussion
- listen to others, and respond with their own views and ideas.

To achieve a **Grade F**, a candidate will be able to:

- understand and communicate information at a straightforward level, and select what is relevant for specific purposes
- understand and describe basic facts, ideas and opinions
- present material with some sense of order and coherence
- describe experience in concrete terms, expressing intelligibly what is felt and what is imagined
- recognise clear meanings and explicit attitudes of a writer, and comment on them at a literal level
- show awareness that language is used in different ways in different circumstances
- write in accurate, simple sentences, using a basic vocabulary
- demonstrate accuracy in simple grammar usage, spelling and punctuation.

And additionally, for candidates taking the Speaking and Listening Test:
- explain ideas, describe events and convey opinions clearly when speaking; sometimes contribute to discussion
- show a readiness to listen to others, and sometimes respond appropriately.

5.   Syllabus content

Candidates may follow either the Core Curriculum only or the Extended Curriculum which includes both the Core and Extended content. Candidates aiming for grades A* to B must follow the Extended Curriculum.

The skills covered in the syllabus are outlined below.

Assessment objective 1: Reading	
Core	**Extended**
• demonstrate understanding of words and phrases within extended texts • identify and develop facts, ideas and opinions • summarise, paraphrase and re-express • demonstrate some understanding of how writers achieve their effects • recognise and respond to simple linguistic devices including figurative language • extract specific information.	• demonstrate a precise understanding of extended texts • synthesise, develop, analyse and evaluate facts, ideas and opinions • effectively summarise, paraphrase and re-express • demonstrate understanding of how writers achieve their effects • recognise and respond to sophisticated linguistic devices • extract appropriate information for specific purposes.
Assessment objective 2: Writing	
Core	**Extended**
• express thoughts, feelings and opinions in order to interest, inform or convince the reader • convey simple and detailed facts, ideas and opinions in an orderly sequence • use appropriate vocabulary • demonstrate some sense of audience and context • demonstrate adequate control of spelling, punctuation and grammar • attempt a variety of sentence structures.	• express effectively what is thought, felt and imagined • order and convey facts, ideas and opinions effectively • demonstrate a sophisticated use of imaginative and varied vocabulary • demonstrate a clear sense of audience and context • demonstrate accuracy in spelling, punctuation and grammar • use effectively a variety of sentence structures.

Assessment objective 3: Speaking and listening (Optional)	
Core	**Extended**
- describe experience in simple terms and express intelligibly what is thought, felt and imagined - recognise and give statements of opinion and attitude - present facts, ideas and opinions in an orderly sequence - communicate with some clarity, focus and purpose - communicate with some awareness of audience and context - make relevant comments on what is heard.	- describe and reflect on experience, and express effectively what is thought, felt and imagined - understand and convey complex information in a sophisticated way - order and present facts, ideas and opinions effectively - discuss statements of opinion and attitude, discerning underlying assumptions and points of view - communicate with clarity, focus and purpose - communicate appropriately depending on the audience and context - evaluate and reflect on what is heard.

6. Description of components

The question papers are set entirely in Spanish.

6.1 Paper 1 Reading Passages (Core)

1 hour 45 minutes, 50 marks, (50% of the total marks)

Candidates answer **three** questions on two passages, which may be on a similar topic. Candidates write all their answers in the spaces provided on the question paper. Passage A will be 500–600 words long and Passage B will be 300–350 words long. Candidates should spend approximately 10 minutes reading the passages. These passages will be printed on a question paper insert. Dictionaries may not be used.

Candidates taking this component are eligible for grades C–G.

Question 1 Comprehension questions (20 marks)
This is a series of sub-questions in response to Passage A, requiring answers of different lengths and testing the following reading assessment objectives (20 marks):

R1 demonstrate understanding of explicit meanings

R2 demonstrate understanding of implicit meanings and attitudes

R3 analyse, evaluate and develop facts, ideas and opinions

R4 demonstrate understanding of how writers achieve effects.

Question 2 Extended response (15 marks)
This question, in response to Passage A, may be sub-divided.

Candidates write about 200–300 words, responding in one of the following text types: letter, report, journal, speech, interview, newspaper report or magazine article.

This question tests the following reading assessment objectives (10 marks):

R1 demonstrate understanding of explicit meanings

R2 demonstrate understanding of implicit meanings and attitudes

R3 analyse, evaluate and develop facts, ideas and opinions.

The question also tests the following writing assessment objectives (5 marks):

W1 articulate experience and express what is thought, felt and imagined

W2 sequence facts, ideas and opinions

W3 use a range of appropriate vocabulary

W4 use register appropriate to audience and context.

Question 3 Summary question (15 marks)
This question, in response to Passage B, may be sub-divided.

Candidates write their content points in note form and then their summary as continuous writing of 100–150 words.

This question tests the following reading assessment objectives (10 marks):

R1 demonstrate understanding of explicit meanings

R2 demonstrate understanding of implicit meanings and attitudes

R5 select for specific purposes.

The question also tests the following writing assessment objectives (5 marks):

W1 articulate experience and express what is thought, felt and imagined

W2 sequence facts, ideas and opinions

W3 use a range of appropriate vocabulary.

6.2 Paper 2 Reading Passages (Extended)

2 hours, 50 marks, (50% of the total marks)

Candidates answer **three** questions on two passages which may be on a similar topic. Candidates write all their answers in the spaces provided on the question paper. Passage A will be 650–750 words long and Passage B will be 550–650 words long. Candidates should spend approximately 15 minutes reading the passages. These passages will be printed on a question paper insert. Dictionaries may not be used.

Candidates taking this component are eligible for grades A–E (and A* at syllabus level).

Question 1 Extended response (20 marks)
This question, in response to Passage A, may be sub-divided.

Candidates write about 250–350 words, responding in one of the following text types: letter, report, journal, speech, interview, newspaper report or magazine article.

This question tests the following reading assessment objectives (15 marks):

R1 demonstrate understanding of explicit meanings

R2 demonstrate understanding of implicit meanings and attitudes

R3 analyse, evaluate and develop facts, ideas and opinions.

The question also tests the following writing assessment objectives (5 marks):

W1 articulate experience and express what is thought, felt and imagined

W2 sequence facts, ideas and opinions

W3 use a range of appropriate vocabulary

W4 use register appropriate to audience and context.

Question 2 Language question (10 marks)
This question, in response to Passage A, may be sub-divided.

Candidates write about 200–300 words.

This question tests the following reading assessment objective (10 marks):

R4 demonstrate understanding of how writers achieve effects.

Question 3 Summary question (20 marks)
This question in response to Passage B may be sub-divided.

Candidates write their content points in note form and then their summary as continuous writing of 200–250 words.

This question tests the following reading assessment objectives (15 marks):

R1 demonstrate understanding of explicit meanings

R2 demonstrate understanding of implicit meanings and attitudes

R5 select for specific purposes.

The question also tests the following writing assessment objectives (5 marks):

W1 articulate experience and express what is thought, felt and imagined

W2 sequence facts, ideas and opinions

W3 use a range of appropriate vocabulary.

6.3   Paper 3 Directed Writing and Composition

2 hours, 50 marks, (50% of the total marks)

Candidates answer **two** questions, one from each section. Candidates write both their answers in the spaces provided on the question paper. Dictionaries may not be used.

Candidates taking this component are eligible for grades A–G (and A* at syllabus level if the Extended route is followed).

Section 1 Directed writing (25 marks)
Candidates answer one question on a passage or passages totalling 650–750 words. This is printed on a question paper insert.

This question may be sub-divided.

Candidates use, develop and evaluate the information in a discursive/argumentative letter or article.

Candidates write about 250–350 words.

This question tests the following writing assessment objectives (15 marks):

W1 articulate experience and express what is thought, felt and imagined

W2 sequence facts, ideas and opinions

W3 use a range of appropriate vocabulary

W4 use register appropriate to audience and context

W5 make accurate use of spelling, punctuation and grammar.

This question also tests the following reading assessment objectives (10 marks):

R1 demonstrate understanding of explicit meanings

R2 demonstrate understanding of implicit meanings and attitudes

R3 analyse, evaluate and develop facts, ideas and opinions.

Section 2 Composition (25 marks)
Candidates answer one question from a choice of two descriptive and two narrative titles.

Candidates write about 350–450 words.

This question tests the following writing assessment objectives (25 marks):

W1 articulate experience and express what is thought, felt and imagined

W2 sequence facts, ideas and opinions

W3 use a range of appropriate vocabulary

W4 use register appropriate to audience and context

W5 make accurate use of spelling, punctuation and grammar.

6.4 Component 4 Coursework Portfolio

50 marks, (50% of the total marks)

This component description should be read in conjunction with Section 7.1 in this syllabus and the relevant sections of the *Cambridge Administrative Guide* and the *Cambridge Handbook.*

The forms required for the conduct and assessment of the coursework portfolio can be downloaded from **www.cie.org.uk/samples**

Candidates are eligible for grades A–G on this component (and A* at syllabus level if the Extended route is followed).

Candidates submit a coursework portfolio of **three** assignments, each of about 500–800 words. The assignments may be conducted in any order, and are:

Assignment 1: informative, analytical and/or argumentative

Assignment 2: descriptive and/or narrative

Assignment 3: a response to a text or texts of approximately two sides of A4 in total, chosen by the Centre. The text(s) should contain facts, opinions and arguments. Candidates respond by selecting, analysing and evaluating the content of the text(s). They may write in any appropriate form they wish. Different candidates in the same teaching set may choose to respond to different text(s) and/or in different forms.

The coursework portfolio tests the following writing assessment objectives (40 marks):

W1 articulate experience and express what is thought, felt and imagined

W2 sequence facts, ideas and opinions

W3 use a range of appropriate vocabulary

W4 use register appropriate to audience and context

W5 make accurate use of spelling, punctuation and grammar.

For Assignment 3 only, the following reading assessment objectives are tested (10 marks):

R1 demonstrate understanding of explicit meanings

R2 demonstrate understanding of implicit meanings and attitudes

R3 analyse, evaluate and develop facts, ideas and opinions.

Work may be handwritten or word-processed.

Dictionaries may be used.

Candidates **must** include the first draft of one of the three assignments submitted. The first draft will not contribute to the final internally assessed mark or to the externally moderated mark for the coursework portfolio.

The coursework portfolio **must** also include the text(s) used for Assignment 3.

A teacher/moderator at the Centre conducts and internally assesses the coursework portfolio(s) using the assessment criteria in Section 7.1.3. They send the final marks, a sample of candidates' coursework portfolios and completed forms for external moderation by Cambridge before the advertised final date. Centres will receive a brief report on the outcome of the external moderation.

6.5 Component 5 Speaking and Listening Test (Optional)

Approx. 10–12 minutes, 30 marks

This component description should be read in conjunction with Section 7.2 in this syllabus and the relevant sections of the *Cambridge Administrative Guide* and the *Cambridge Handbook.*

This component is optional and is separately endorsed with grades of 1 (high) to 5 (low).

There is no question paper for the speaking and listening test. The test is **recorded** for **all** candidates.

The forms required for the conduct and assessment of the test can be downloaded from
www.cie.org.uk/samples

The speaking and listening test(s) take place during a period before the main examination series (see the relevant series' timetable).

There are two parts to the test:

Part 1 Individual Task (3–4 minutes) (10 marks)
The candidate talks for about 3–4 minutes on a single topic or theme which they have selected prior to the test. For example, a presentation, a talk, a speech or a monologue (e.g. the candidate talks about his or her reactions to meeting a famous person; the candidate talks about a recent film he or she has seen and suggests why others would also like it).

The individual task tests the following speaking and listening assessment objectives (10 marks):

SL1 articulate experience and express what is thought, felt and imagined

SL2 present facts, ideas and opinions in a sustained, cohesive order

SL3 communicate clearly, fluently and purposefully as an individual and in dialogue with other speakers

SL4 use register appropriate to audience and context.

Dictionaries may be used to prepare the individual task, but they may **not** be taken into the test.

Part 2 Discussion (6–7 minutes) (20 marks)
The individual task leads into a 6–7 minute conversation with the teacher/examiner about the candidate's chosen topic. For example, an account of meeting a famous person could be developed into a discussion of wider issues such as the nature and role of 'celebrity' and media intrusion; a talk about a film could be developed into discussion of wider issues such as censorship, popular culture and the film industry.

The discussion tests the following speaking and listening assessment objectives (20 marks):

SL1 articulate experience and express what is thought, felt and imagined

SL2 present facts, ideas and opinions in a sustained, cohesive order

SL3 communicate clearly, fluently and purposefully as an individual and in dialogue with other speakers

SL4 use register appropriate to audience and context

SL5 listen to and respond appropriately to the contributions of others.

Dictionaries may **not** be used in the test.

A teacher/examiner conducts and internally assesses the test(s) using the assessment criteria in Section 7.2.4. This teacher/examiner will usually be someone from the Centre's Spanish department. They send the final marks, a recorded sample of the candidates' performance and completed forms for external moderation by Cambridge before the advertised final date. Centres will receive a brief report on the outcome of the external moderation.

7. Additional information for Components 4 and 5

7.1 Component 4 Coursework Portfolio

7.1.1 General guidance

Please read this information in conjunction with the relevant sections of the *Cambridge Handbook* and the *Cambridge Administrative Guide*.

1. **Format of the portfolio**
   - The three assignments (together with the first draft of one of them) must be securely fastened (e.g. by stapling or treasury tags) and each must be marked clearly with the candidate's name, Centre number and candidate number.
   - Work for external moderation must **not** be sent to Cambridge in plastic folders or bulky and heavy ring binders.
   - A completed Individual Candidate Record Card must be included with each portfolio.

2. **Assignments: general issues**
   - Assignments should arise from the programme of study undertaken by the teaching group.
   - The best assignments are usually those that come from a shared learning experience but are finally chosen by individual candidates; negotiation of assignments with the teacher is recommended (bearing in mind that these should be sufficiently challenging to stretch candidates to their full potential). For example, a class might study types of short story and their structures and conventions before individual candidates choose their own titles and write their own short stories for Assignment 2.
   - Questions from past examination papers should not normally be used for coursework. Candidates are not expected to work under timed conditions.
   - Assignments 1–3 may be completed in any sequence during the course. It is generally better that candidates do more than three assignments during the course from which a suitable choice can eventually be made for the final portfolio.

3. **Assignments: meeting the syllabus requirements**
   - The assignments must clearly demonstrate different writing intentions and styles to the reader. For example:

Assignment 1

Assignment 1 informative, analytical and/or argumentative	Two examples: • a logbook/diary giving information on what was done during two days of a work experience or an activity weekend (i.e. writing to *inform*) • an argument from an informed, personal viewpoint about a topical issue, e.g. arguing against the ill-treatment of prisoners (i.e. writing to *persuade*).

Assignment 2

Candidates may submit poetry for Assignment 2, but this must be accompanied by some form of commentary by the candidate, e.g. about how the poem(s) came to be written. The commentary will be included in the word count.

Assignment 2 descriptive and/or narrative	Two examples: • a detailed description of the people who frequent a local shop, and the atmosphere of the shop (i.e. writing to *describe*) • a story about internet hacking, demonstrating the candidate's understanding of how to create character, significant events and structure, such as climax or an unusual ending (i.e. writing to *entertain*).

Assignment 3

- Assignment 3 is a piece of directed writing in response to a text or texts chosen by the teacher (or by the candidate, with the teacher's approval). This assignment is assessed for both writing and reading skills.

- Centres are advised to set text(s) of about two sides of A4 in length altogether. Text(s) may consist of controversial facts, opinions and/or arguments which can be analysed and evaluated by the candidate and can be transformed and integrated into their own views. Note that if a literature text(s) is used, candidates should respond to the facts, opinions and arguments contained in the text(s) rather than to the writer's choice of language and literary devices.

- Text(s) may be of local, national or global interest – or all three – and should be suitable for the ability range of the candidates. They may be drawn from a variety of sources, e.g. newspapers, magazine articles, travel writing, text-based websites, propaganda and media. Note that text(s) that are mainly informative or that provide content which has no development/discussion should not be set.

- The candidate should explain the views presented in the text(s), develop any ideas of interest and argue with or against them, examining them for inconsistencies and substituting complementary or opposing views.

- The assignment may be written in any appropriate form (e.g. an article, a letter, or the words of a speech), but teachers must make sure that Assignment 3 does not have the same form and style as Assignment 1 in the final portfolio.

- A copy of all texts used for this assignment **must** be included with the sample of portfolios sent to the external moderator.

Assignment 3 response to texts	Two examples: • *Stimulus text(s):* several letters published in a newspaper in response to a proposal for a new development in the locality *Assignment:* Analyse and evaluate the information and views you have read and write an article based on them for the newspaper. Your own views should be based on the content of the letters. • *Stimulus text(s):* a magazine article advocating the cull of a species of animal that has become a nuisance *Assignment:* Analyse and evaluate the information and views expressed in the article and either (a) write your own article in response or (b) write a letter to the author of the article.

4. **Drafting assignments**
   - In coursework, as in preparation for other forms of examination, it is natural for the teacher and learner to discuss the work and how it is progressing. Teachers will be more confident that the work is authentic if first drafts (e.g. plans following discussion) are completed in class, and seen and noted by them.
   - Teachers must **not** mark, correct or edit draft material prior to submission of the assignment proper, as this is classed as improper practice. Learners should draft and redraft their work (see point 5 below), and teachers should give **general** advice.

5. **Inclusion of a first draft in the portfolio**
   - Each candidate's portfolio must include a first draft of one of the three assignments.
   - A first draft is defined as the first attempt at a continuous piece of writing. It may be word-processed or handwritten. It does not have to be neat, and may include crossings out and any indications that sections are to be moved from one part of the writing to another. A first draft may also include general comments by the teacher.
   - Candidates are encouraged to revise, edit and correct their work and may discuss the process with their teachers. However, teachers are reminded that their advice must **not** constitute correction and that candidates must be responsible for specific corrections of spelling, punctuation and grammar.
   - Candidates should not submit rough, outline plans.
   - The first draft of one of the assignments will not contribute to the final internally assessed mark, or to the externally moderated mark for the portfolio. This draft is for the external moderator's use only. It will be used by the external moderator to:
     – help understand the process by which the assignment was completed
     – provide some evidence of any changes and improvements made by the candidate while working towards the final assignment
   - Information gained from draft coursework pieces may also be used in the principal moderator's report to Centres to help develop teachers' understanding of the processes involved in coursework.

6. **Length of assignments**
   - The component description suggests 'between 500 and 800 words' for each assignment. This is a sufficient length to attract the highest marks. Work that is significantly under- or over-length is likely to be self-penalising.

7. **Use of word processors**
   - Each assignment may be either handwritten or word-processed. Electronic dictionaries and/or spell checkers may be used.
   - Candidates should be reminded of the importance of careful proofreading of all their work. Typing errors, or the use of a wrong choice from a computer spell check or thesaurus, must be counted as errors, and shown as such.

8. **Checking portfolios to ensure that the syllabus requirements have been met**
   - Teachers should check the contents of portfolios before finalising them: where candidates have been given many assignments and have made the final choice themselves, it is easy for two similar arguments or two similar stories to be included inappropriately.
   - If a portfolio does not meet the syllabus requirements, please follow the information in Section 7.1.2 about awarding marks for incomplete coursework.

9. **Checking portfolios for authenticity**

   - It is the Centre's responsibility to guarantee that all coursework submitted by candidates is their original work. Any work found to have been plagiarised must be removed before the coursework portfolio is marked. The portfolio should then be marked in the normal way and a mark awarded for the overall quality. Please follow the information in Section 7.1.2 about awarding marks for incomplete coursework.

   - Texts which provide material for informative or argumentative work, and which have been scanned/downloaded from publications, CD-ROMs and the internet, should be shown to the teacher; the teacher must remind candidates not to copy sections or whole sentences as their own. If appropriate, references to source material should be provided by the candidate at the end of an assignment.

7.1.2 Marking instructions

1. **Recording candidates' marks**
   Candidates' marks for Component 4 Coursework Portfolio must be recorded on the Individual Candidate Record Card produced by Cambridge. These forms, and the instructions for completing them, may be downloaded from **www.cie.org.uk/samples**. The database will ask you for the syllabus code (i.e. 0502) and your Centre number, after which it will take you to the correct forms. Follow the instructions when completing each form.

2. Teachers provide a comment on the quality of the portfolio overall at the bottom of each candidate's Individual Candidate Record Card; they must also mark each assignment by indicating strengths and weaknesses and by providing a comment at the end. These comments should be directly related to the assessment criteria in Section 7.1.3. Each item must bear evidence of the marking.

3. Individual assignments may be awarded marks/grades in whatever way is most appropriate for teachers and candidates. However, the total mark for the portfolio must be based on how the assessment criteria have been met. This total mark must reflect how achievement has varied across the different assignments, and how performance has varied across the assessment criteria for each assignment. Assessment, therefore, usually involves balancing strengths and weaknesses in the candidate's work overall. For this reason, the total mark is not necessarily a mathematical calculation based on marks/grades awarded to individual assignments during the course.

4. The teacher must mark each candidate's portfolio out of a total of 50, in line with the assessment criteria in Section 7.1.3.

   The total mark for the portfolio is divided into 40 marks for writing and 10 marks for reading. For writing, a single mark out of 40 is given for the quality of the candidate's overall performance in the three assignments. For reading, the mark out of 10 is given according to how well the candidate demonstrates understanding of the text(s) in the response to the task set for Assignment 3 only.

5. **Incomplete coursework**

   If one piece is not included in the portfolio, one third of the total mark for writing should be deducted. If the piece missing is Assignment 3, in addition to the reduction of a third of the total mark for writing, no marks can be awarded for reading.

6. **Internal moderation**

   Internal moderation should take place for Centres with more than one teacher/moderator. **It is essential that the marks for each strand of the assessment criteria of candidates from different teaching groups within each Centre are moderated internally for the whole Centre.** This means that the marks awarded to all candidates within a Centre must be brought to a common standard by the teacher responsible for co-ordinating the internal assessment (i.e. the internal moderator). A single valid and reliable set of marks should be produced, which reflects the relative attainment of all the candidates in the coursework component at the Centre. If the marking of any teacher is found to be lenient or

severe, it should be adjusted to bring it into line with the rest of the Centre's marking. If the internal moderator cannot agree the rank order of the candidates in any teaching set, the work of that set must be remarked.

The internally moderated marks for all candidates must be recorded on the Coursework Assessment Summary Form. This form, and the instructions for completing it, may be downloaded from **www.cie.org.uk/samples**. The database will ask you for the syllabus code (i.e. 0502) and your Centre number, after which it will take you to the correct form. Follow the instructions when completing the form.

7.1.3 Assessment criteria

Note: It should **not** be assumed that a band in the assessment criteria directly equates to a grade. Final grade thresholds are decided for each series based on available evidence.

Marking: general principles

1. You are encouraged to use the full range of marks.
2. The general approach is a positive one.
3. Within any band, marks should be awarded on a 'best-fit' basis. Thus, compensation between higher and lower achievement for different aspects is acceptable.
4. Above all else, be consistent in your marking. If you are unsure of the mark to award, err on the side of generosity. Cambridge's external moderation process allows for adjustments to be made to consistently harsh or generous marking.

Table A: Band descriptions for writing (Assignments 1–3) (40 marks)

Band 1 (36–40): Confident and stylistic completion of challenging tasks throughout the portfolio
• **W1:** Candidates describe and reflect effectively upon experience, give detail and analyse thoughtfully what is felt and imagined. Arguments are cogent and developed in mature, persuasive thought. • **W2:** Facts, ideas and opinions are ordered logically, each stage in the argument or narrative carefully linked to the next. Paragraphing is a strength, and candidates are confident in experimenting where appropriate in the structure of expressive writing. • **W3:** Candidates write with assurance, using a wide range of effective vocabulary. • **W4:** Candidates vary their style with assurance to suit audience and context in all three assignments. They use well-constructed sentences. • **W5:** Candidates write accurately. They use punctuation and grammatical structures to define shades of meaning. They spell simple, complex and technical words with precision.

Band 2 (31–35): Frequent merit and interest in the choice of content and the manner of writing

- **W1:** Candidates describe and reflect upon experience, and analyse with occasional success what is felt and imagined. Some argument is well developed and interesting, although the explanation may not always be consistent.
- **W2:** Facts, ideas and opinions are often well ordered so that the construction of the writing is clear to the reader. Sentences within paragraphs are mostly well sequenced, although some paragraphs may finish less effectively than they begin.
- **W3:** Candidates write with some confidence, demonstrating an emergent range of varied vocabulary.
- **W4:** Candidates give evidence of understanding the need to write appropriately to audience and context even if there is not complete consistency in the three assignments. There is some fluency in the construction of sentences.
- **W5:** Candidates show some signs of understanding how punctuation and grammatical structures can be used to aid communication. Errors of spelling, punctuation and grammar are minor, and rare at the top of this band.

Band 3 (26–30): Competent writing with some development of ideas

- **W1:** Candidates express clearly what is felt and imagined and supply some detail, explanation and exemplification for the benefit of the reader. Arguments are expressed in a competent series of relevant points and a clear attempt is made to develop some of them.
- **W2:** A clear attempt is made to present facts, ideas and opinions in an orderly way, although there may be some insecurity in the overall structure.
- **W3:** Candidates write competently, using appropriate, if sometimes unadventurous, vocabulary.
- **W4:** Candidates make a clear attempt in at least one assignment to write with a sense of audience and there may also be some evidence of adapting style to context. Sentences mostly link ideas successfully.
- **W5:** Candidates use punctuation and grammar competently although the range is not strong. There may be a number of minor errors especially at the bottom of this band and even occasional errors of sentence separation.

Band 4 (21–25): Satisfactory content with brief development and acceptable expression

- **W1:** Candidates express with some clarity what is felt and imagined. Arguments are relevant to the topic and are developed partially with some brief effectiveness.
- **W2:** There is evidence of overall structure, but the writing may be presented more carefully in some sections than in others. There may be examples of repetition and the sequence of sentences within paragraphs may be insecure in places.
- **W3:** Candidates write with occasional competence, using a mixture of effective and straightforward vocabulary.
- **W4:** Candidates show occasional evidence of writing with some understanding of audience and context, but this is not sustained. Candidates use some complex and some simple sentences.
- **W5:** Candidates use a limited range of punctuation and grammatical structure with some care, although occasionally grammatical error will cause the reader some difficulty. There may be quite numerous errors, particularly of sentence separation and the misuse of commas.

Band 5 (16–20): Simple writing, the meaning of which is not in doubt

- **W1:** Candidates express intelligibly what is felt and imagined. Arguments are expressed with variable relevance, logic and development.
- **W2:** Facts, ideas and opinions are presented in paragraphs which may be inconsistent. The overall structure is unsound in places.
- **W3:** Candidates use simple, straightforward vocabulary.
- **W4:** Candidates make slight variations of style according to audience and context, although this does not seem deliberate. Simple sentences are correctly used and there may be an attempt to write complex sentences which have a slight lack of clarity.
- **W5:** Candidates show knowledge of simple punctuation and grammar, but the amount of error, especially of tense and the use of prepositions, is sometimes considerable. Sentence separation is often poor, but error does not prevent the reader from understanding what is written.

Band 6 (11–15): Writing can be followed despite difficulties with expression

- **W1:** Candidates make a simple attempt to express what is felt and imagined. Arguments are expressed very simply and briefly.
- **W2:** Facts, ideas and opinions may appear in partially formed paragraphs of inappropriate length and some attempt is made to provide a beginning and an end.
- **W3:** Candidates use simple, mainly accurate vocabulary.
- **W4:** Candidates may show occasional, brief acknowledgement of the possibility of writing for different audiences and contexts, but overall there is little variation of style. Attempts to write complex sentences may involve repetition of conjunctions and some blurring.
- **W5:** Candidates occasionally use appropriate punctuation and can spell simple words, but the reader is not convinced that their understanding, especially of grammar, is adequate.

Band 7 (6–10): Some of the writing can be followed

- **W1:** Candidates occasionally express what is felt, thought and imagined, but they are hampered by their command of language.
- **W2:** There may be some signs of an overall structure although inadequate presentation of facts, ideas and opinions creates blurring.
- **W3:** Candidates demonstrate a narrow vocabulary.
- **W4:** Candidates may write appropriately on the whole but their command of language is not strong enough to acknowledge audience or context. There are unlikely to be more than a few accurate sentences.
- **W5:** Weaknesses in spelling, punctuation and grammar are persistent, but the reader is able to follow at least part of the writing.

Band 8 (1–5): Writing does not communicate adequately

- **W1:** Very simple meanings are attempted, but most of the work is too inaccurate and blurred to make sense.
- **W2:** An absence of overall structure and paragraphing leads to confusion.
- **W3:** Very simple meanings are attempted, but the candidate's knowledge of vocabulary is too slight to make adequate sense.
- **W4:** There is insufficient evidence of audience, context or sentence structures to reward.
- **W5:** The amount and breadth of error prevents sufficient communication of meaning.

Band 9 (0): Writing does not meet the above criteria

Table B: Band descriptions for reading (Assignment 3 only) (10 marks)

Band 1 9–10 marks	Candidates analyse and evaluate several ideas and details from the text(s), and develop lines of thought. Their own ideas are closely related to the original text(s) and show a good understanding of the main arguments.
Band 2 7–8 marks	Candidates respond in detail to ideas from the text(s), explaining them and expressing views on them with varying degrees of effectiveness. There is some reference to details in the original. Their own ideas are based on those of the original text(s).
Band 3 5–6 marks	Candidates show some response to the ideas in the text(s), summarising them and giving simple views on them. Their own thinking is relevant, if not always tightly focused on the original text(s).
Band 4 3–4 marks	Candidates give a response to the original text(s). Their ideas are relevant to the topic but make only occasional references to individual ideas or details in the original text(s).
Band 5 1–2 marks	Candidates write about the topic but there is little evidence that they have read or understood the text(s).
Band 6 0 marks	There is no discernible reference to the topic or to the text(s).

7.1.4 Arrangements for external moderation

1. External moderation of internal assessment is carried out by Cambridge.

2. The total marks, or where applicable the internally moderated marks for **all** candidates, should be submitted to Cambridge separately from the despatch for the moderator. The final dates, sample sizes and methods for submitting these internally assessed marks are detailed in the *Cambridge Administrative Guide* and at **www.cie.org.uk/samples**

3. Please send the following to Cambridge to be sent to the moderator:
   - the candidates' work with the corresponding completed Individual Candidate Record Cards. Only send the work required for the sample
   - the completed Coursework Assessment Summary Form(s), with an asterisk (*) against the candidates' names who are in the sample
   - the total marks, internally moderated where appropriate, for all candidates.

4. Send the required materials and work to Cambridge, to arrive by the final advertised date in the timetable. Do not wait until the end of the assessment period before sending these items.

5. **If Cambridge's moderator thinks it is necessary, because the sample received is unsatisfactory or the process of internal moderation at the Centre has not produced a reliable rank order of candidates, Cambridge will request further samples. The Centre must send these as soon as the request is received.**

6. **Feedback following external moderation**

   Centres will receive a brief report from the external moderator on the assessment of their candidates' portfolios. This will usually be sent at the time results are issued.

7.1.5 Resubmission and carrying forward of internally assessed marks

Information about resubmission and carrying forward of internally assessed marks can be found in the *Cambridge Administrative Guide.*

7.2 Component 5 Speaking and Listening Test (Optional)

This component is optional and is separately endorsed.

Please read this information in conjunction with the relevant sections of the *Cambridge Handbook* and the *Cambridge Administrative Guide.*

7.2.1 Test structure

Part 1 Individual task (3–4 minutes) (10 marks)
For example, a presentation, a talk, a speech, a monologue.

- The candidate talks for about 3–4 minutes on a single topic or theme selected by the candidate prior to the test. The talk should be continuous and there should be no need for the teacher/examiner to intervene. Teachers/examiners only interrupt to ask questions if candidates show no signs of finishing after about 4½ minutes, or to prompt candidates who are finding it difficult to continue.

- Candidates need to show that they are able to prepare and organise material, are aware of audience, and that they can select and employ a range of language devices.

- The individual task should be lively and interesting; candidates should therefore prepare a topic in which they have a personal interest.

- Candidates are encouraged to make presentations which are lively, by perhaps incorporating more creative presentational styles; taking up a 'voice' or presenting a dramatic monologue, for example.

- Candidates may bring a 'cue card' (about postcard size) into the examination room, to remind them of the main points they wish to make. Cue cards should contain a list of points, not continuous sentences. Candidates may also bring in a limited quantity of illustrative material, which may include maps, diagrams, statistics, pictures and short articles. A script is not allowed.
- Teachers may advise on the suitability of topics, but must not be involved in the preparation of material for the individual task.

This part of the test is to be assessed using Table A of the assessment criteria, which can be found in Section 7.2.4.

Part 2 Discussion (6–7 minutes) (20 marks)

- The individual task leads into a conversation with the teacher/examiner about the candidate's chosen topic. The role of the teacher/examiner in this conversation is that of an interested and sympathetic participant, allowing the candidate every opportunity both to put views forward, and to seek information and opinions from the teacher/examiner.
- During the individual task, teachers/examiners are likely to make notes in order to help them ask appropriate questions.
- Candidates must be prepared to supply additional factual material where appropriate and to express and defend a point of view. In order to give the candidate every opportunity to do this, questions are of the 'tell me more about…', 'why?' and 'how?' variety, rather than closed questions which may be answered by 'yes/no'.
- Candidates should be encouraged to consider how a conversation might develop around their chosen topic; if they cannot think of six questions they could be asked, the topic is unlikely to be easy to discuss.
- Candidates should not be made to feel embarrassed about expressing viewpoints that are not those of the teacher/examiner. The teacher/examiner may wish to ask questions about those views, but must not be antagonistic towards the candidate.
- The teacher/examiner should normally allow 6–7 minutes for each candidate. If a candidate 'dries up' after a few minutes, the teacher/examiner should keep trying to make conversation so that the candidate is given every opportunity to do themselves justice. Teachers/examiners should be ready to explore another aspect of the topic if candidates are obviously out of their depth. Questions should be rephrased (rather than repeated) in an attempt to continue the dialogue.
- Teachers/examiners should beware of talking too much and of candidates being given credit for what the teacher/examiner has actually said. Candidates are responsible for showing that they can converse adequately; at the same time the teacher/examiner must make sure the candidate is given every opportunity to converse by following up any opening given.

This part of the test is to be assessed using Table B of the assessment criteria, which can be found in Section 7.2.4.

7.2.2 Administrative arrangements

1. **Timetabling**
   - The speaking and listening tests take place in the two months before the main examination period, as notified on the timetable. Each Centre will decide on a convenient time within this period for its tests.
   - To allow sufficient time for moderation, please keep to the dates given for completing the speaking and listening tests, conducting internal moderation where applicable, and for sending recordings and marks to Cambridge.

2. Materials for the speaking and listening test

- There is no question paper for the speaking and listening test.

- Marking instructions (see Section 7.2.3) and the Oral Examination Summary Form for conducting and assessing the speaking and listening test must be printed as required. The Oral Examination Summary Form can be downloaded from **www.cie.org.uk/samples**

- It is preferable for the Speaking tests to be recorded in .mp3 format using a suitable digital voice recorder or sound recording program on a computer. Each candidate's file must be saved individually. The Speaking tests selected to be part of the sample to send to Cambridge for external moderation should then be transferred to a standard-format CD. **Mini CDs or USB sticks must not be used**. (Note that it is permissible to use audio cassettes, but the use of CDs and digital recording equipment is strongly preferred.) **The Centre is responsible for supplying CDs for the recording of its sample for external moderation: these will not be supplied by Cambridge.**

3. Appointment of teacher/examiner(s)

- Each Centre selects its own examiner. This is usually a teacher from within the Spanish department, but could be someone local from outside the Centre.

- The teacher/examiner conducts and assesses the test and submits a recorded sample for moderation by Cambridge.

- To make it easier to keep a common standard, there should be only one teacher/examiner per Centre.

- Before the start of the examination period, Centres with large numbers of candidates (more than 30) **must** get agreement from Cambridge if they want to use additional teachers/examiners.

- Cambridge is not responsible for any fees agreed.

4. The Oral Examination Summary Form

(a) The Oral Examination Summary Form is a working document, on which the marks for each section of the test are to be entered in detail, as specified in the instructions in Section 7.2.5. Be very careful to check all additions.

(b) The total marks, or where applicable the internally moderated marks, should then be submitted to Cambridge as detailed in the *Cambridge Administrative Guide* and at **www.cie.org.uk/samples**

5. Despatch and return of marks and forms

(a) The total marks, or the internally moderated marks where applicable, are to be returned to Cambridge once all the speaking and listening tests have been completed. The final date for receipt is the end of the examination period for the speaking and listening tests as detailed on the timetable. Do not wait until the end of the assessment period before sending them.

(b) Copies of all marks are to be kept by the Centre in case of postal losses or delays.

6. Arrangements for the test

- Examination conditions must be in place in the area where the tests take place. A supervisor must be present outside the examination room to make sure that candidates leaving the room do not communicate with those waiting to enter.

- Candidates may bring a 'cue card' (about postcard size) into the examination room to remind them of the main points they wish to make. Cue cards should contain a list of points, not continuous sentences. Candidates may also bring with them a limited quantity of illustrative material, which may include maps, diagrams, statistics, pictures and short articles. Candidates are not allowed to have a script, nor are they allowed to consult dictionaries.

- Requests for special consideration must be made on the special consideration forms supplied to the Centre, and returned to Cambridge as indicated.

- Candidates must be examined on their own. No other person should be present during the test, with the exception of another teacher/examiner, the moderator, or an officer from Cambridge.

- The teacher/examiner should be positioned so that they face the candidate when they enter the room, with a table between the teacher/examiner and the candidate. Do not allow candidates to sit in a position where they can see what the teacher/examiner is writing on the mark sheets, as this can be distracting.

- A good teacher/examiner tries to put candidates at ease and sends candidates out of the examination smiling, no matter how good or bad their performance. The use of expressions such as 'very good', which a candidate may interpret as comments on performance, should, however, be avoided.

- Other recommendations for teacher/examiners: do not walk about or distract candidates in any way; always appear interested, even in mundane matters; never show undue surprise, impatience or mockery; never correct a candidate.

7. Recording of candidates

- Each teacher/examiner must record the speaking and listening test for **all** the candidates they examine.

- Centres must check well in advance that a suitably quiet room is available and that their recording equipment is working. Please avoid rooms that are too close to a playground, recreation room or noisy classroom. Unnecessary background noise must be excluded.

- The recording equipment and the CD(s) should be tested *in situ* before the actual test, ideally with one of the candidates. It is essential that new unrecorded CDs are used. These must be supplied by the Centre. A recorder with external microphones is recommended so that separate microphones can be used for the candidate and the teacher/examiner. If only one microphone is used, it should be placed facing the candidate. With a softly-spoken candidate, the microphone should be placed nearer to the candidate before the start of the test. Please do not adjust the volume control during an examination.

- Each recording should be introduced clearly by the teacher/examiner as follows:

  Centre name and number: e.g. *King's College, Madrid, Centre number ES215*

  Examination: *Cambridge IGCSE First Language Spanish, Syllabus 0502, Component 5, Speaking and Listening Test*

  Examiner: e.g. *Mr A Lopez*

  Date: e.g. *2nd March, 2015*

  Each candidate should be introduced clearly by the teacher/examiner as follows:

  Candidate number: e.g. *0473*

  Candidate name: e.g. *Ana Bustamante*

  At the end of the recording, please state "*End of recording*".

- Once a test has begun, **do not interrupt the recording**. On no account should you stop and re-start the recording during a test. The contents of each CD must be clearly labelled. Before the CD is sent to Cambridge, make spot checks to ensure every candidate can be clearly heard.

7.2.3 Marking instructions

1. Forms required for submission can be downloaded from **www.cie.org.uk/samples**, and should be printed by Centres, as required.

2. The total mark for the two parts to the test must be based on how the assessment criteria have been met.

3. The teacher must mark each candidate's test out of a total of 30, in line with the assessment criteria in Section 7.2.4. The total mark for the test is divided into 10 marks for speaking on Part 1 (Individual task), and 10 marks for speaking and 10 marks for listening on Part 2 (Discussion).

4. **Internal moderation**

    If more than one teacher/examiner is used within a Centre, it is essential that the marks for each strand of the assessment criteria are moderated internally for the whole Centre. This means that the marks awarded to all candidates within a Centre must be brought to a common standard by the teacher responsible for co-ordinating the internal assessment (i.e. the internal moderator). A single valid and reliable set of marks should be produced which reflects the relative attainment of all the candidates in the test at the Centre. If the marking of any teacher is found to be lenient or severe, it should be adjusted to bring it into line with the rest of the Centre's marking. If the internal moderator cannot agree the rank order of the candidates in any teaching set, the work of that set must be remarked.

7.2.4 Assessment criteria

Note: It should **not** be assumed that a band in the assessment criteria directly equates to a grade. Final grade thresholds are decided for each session based on available evidence.

Marking: general principles

1. You are encouraged to use the full range of marks, bearing in mind that it is not necessary for a candidate to give a faultless performance for maximum marks to be awarded within any single category.

2. The general approach is a positive one.

3. Within any band, marks should be awarded on a 'best-fit' basis. Thus, compensation between higher and lower achievement for different aspects is acceptable.

4. Above all else, be consistent in your marking. If you are unsure of the mark to award, err on the side of generosity. Cambridge's external moderation process allows for adjustments to be made to consistently harsh or generous marking.

Table A: Band descriptions for Component 5, Part 1 – Individual task (10 marks)

Band	Description
Band 1 **9–10 marks**	Full and well organised use of content; lively delivery sustaining audience interest; employs a wide range of language devices (e.g. tone, irony, emphasis) accurately and sometimes eloquently.
Band 2 **7–8 marks**	Sound use of content; delivery may occasionally be stilted, but audience interest is generally maintained; employs a good range of language devices (e.g. tone, irony, emphasis) soundly.
Band 3 **5–6 marks**	Adequate use of content; delivery is secure but at times unimaginative, resulting in some loss of audience interest; language devices (e.g. tone, irony, emphasis) are used safely and appropriately.
Band 4 **3–4 marks**	Content is thin or perhaps inconsistently used; delivery is not secure, resulting in significant loss of audience interest; limited employment of language devices (e.g. tone, irony, emphasis) with some inaccuracy.
Band 5 **1–2 marks**	Content is mostly undeveloped and/or very thin; delivery is weak and the audience is generally lost; not able to use language devices (e.g. tone, irony, emphasis) or devices used with serious error.
Band 6 **0 marks**	Does not meet the above criteria.

Table B: Band descriptions for Component 5, Part 2 – Discussion (20 marks)
For Part 2, separate marks for each category (Speaking and Listening) should be given.

Speaking		Listening	
Band 1 **9–10 marks**	Extends the subject matter and elicits responses from the listener; speaks on equal terms with the listener. Employs a wide range of language devices (e.g. tone, irony, emphasis) accurately and sometimes eloquently.	**Band 1** **9–10 marks**	Responds fully to questions and develops prompts; deals confidently and sometimes enthusiastically with alterations in the direction of the conversation.
Band 2 **7–8 marks**	Subject matter is organised and expressed competently; attempts to speak on equal terms with the listener but with a varying degree of success. Employs a good range of language devices (e.g. tone, irony, emphasis) soundly.	**Band 2** **7–8 marks**	Responds appropriately and in some detail to questions and prompts; deals appropriately with most of the changes in direction of the conversation.
Band 3 **5–6 marks**	Deals with the subject matter adequately; the listener is generally but not always prominent. Language devices (e.g. tone, irony, emphasis) are used safely and appropriately.	**Band 3** **5–6 marks**	Responds to questions adequately but deals less effectively with prompts; changes in the direction of the conversation are occasionally dealt with.
Band 4 **3–4 marks**	There is evidence of some linking together of ideas relating to the subject matter but it is inconsistent; accepts that the listener is in full control of the conversation. Limited use of language devices (e.g. tone, irony, emphasis) with some inaccuracy.	**Band 4** **3–4 marks**	Provides limited response to the questions and struggles to develop prompts; tends to maintain the direction of the conversation.
Band 5 **1–2 marks**	Simple facts and ideas are expressed with generally unsuccessful attempts at organisation; is barely capable of engaging in a two-way conversation. Not able to use language devices (e.g. tone, irony, emphasis) or devices used with serious error.	**Band 5** **1–2 marks**	Responds simply or is unable to respond to questions or prompts; cannot recognise changes in the direction of the conversation.
Band 6 **0 marks**	Does not meet the above criteria.	**Band 6** **0 marks**	Does not meet the above criteria.

7.2.5 Instructions for completing Oral Examination Summary Forms

The internally moderated marks for all candidates must be recorded on the Oral Examination Summary Form. This form, and the instructions for completing it, may be downloaded from **www.cie.org.uk/samples**. The database will ask you for the syllabus code (i.e. 0502) and your Centre number, after which it will take you to the correct form. Follow the instructions when completing the form.

7.2.6 Arrangements for external moderation

1. External moderation of internal assessment is carried out by Cambridge.

2. The total marks, or where applicable the internally moderated marks for **all** candidates, should be submitted to Cambridge separately from the despatch for the moderator. The final dates, sample sizes and methods for submitting these internally assessed marks are detailed in the *Cambridge Administrative Guide*.

3. When sending the sample, please include the following:
   - the recording of candidates' work, and only candidates required for the sample, with the corresponding completed Oral Examination Summary Form. On this form place an asterisk (*) against the candidates' names who are in the sample
   - the total marks, internally moderated where appropriate, for all candidates.

4. Send the required materials and marks to Cambridge, to arrive by the end of the examination period as advertised in the timetable. Do not wait until the end of the assessment period before sending these items.

5. **If Cambridge's moderator thinks it is necessary, because the sample received is unsatisfactory or the process of internal moderation at the Centre has not produced a reliable rank order of candidates, Cambridge will request further samples. The Centre must send these as soon as the request is received.**

6. **Feedback following external moderation**

   Centres will receive a brief report from the external moderator on the assessment of their candidates' speaking and listening test. This will usually be sent at the time results are issued.

7.2.7 Resubmission and carrying forward of internally assessed marks

Information about resubmission and carrying forward of internally assessed marks can be found in the *Cambridge Administrative Guide*.

8. Other information

Equality and inclusion

Cambridge International Examinations has taken great care in the preparation of this syllabus and assessment materials to avoid bias of any kind. To comply with the UK Equality Act (2010), Cambridge has designed this qualification with the aim of avoiding direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. Arrangements can be put in place for these candidates to enable them to access the assessments and receive recognition of their attainment. Access arrangements will not be agreed if they give candidates an unfair advantage over others or if they compromise the standards being assessed.

Candidates who are unable to access the assessment of any component may be eligible to receive an award based on the parts of the assessment they have taken.

Information on access arrangements is found in the *Cambridge Handbook* which can be downloaded from the website **www.cie.org.uk/examsofficer**

Language

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

Grading and reporting

Cambridge IGCSE results are shown by one of the grades A*, A, B, C, D, E, F or G indicating the standard achieved, A* being the highest and G the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade G. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (result pending), X (no results) and Y (to be issued) may also appear on the statement of results but not on the certificate.

Entry codes

To maintain the security of our examinations, we produce question papers for different areas of the world, known as 'administrative zones'. Where the component entry code has two digits, the first digit is the component number given in the syllabus. The second digit is the location code, specific to an administrative zone. Information about entry codes can be found in the *Cambridge Guide to Making Entries*.

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