



**Cambridge Assessment  
International Education**

Cambridge  
**Pre-U**

# SYLLABUS

**Cambridge International Level 3  
Pre-U Certificate in  
Modern Foreign Languages (Principal)**

**9781 Spanish  
For centres in the UK**

For examination in 2023 and 2024  
Re-sit opportunity only in 2024

This syllabus is regulated for use in England, Wales and Northern Ireland as a Cambridge International Level 3 Pre-U Certificate. QN: 500/3788/2 Spanish

### Changes to the syllabus for 2023 and 2024

The syllabus has been updated. The latest syllabus is version 1, published February 2020.

There are no significant changes which affect teaching. The topics and texts for Paper 4 will not change for 2023 and 2024.

This syllabus is available for examination in June 2023 and is being offered as a re-sit opportunity in June 2024.

**You are strongly advised to read the whole syllabus before planning your teaching programme.**

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## Introduction

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### Why choose Cambridge Pre-U?

Cambridge Pre-U is designed to equip learners with the skills required to make a success of their studies at university. Schools can choose from a wide range of subjects.

Cambridge Pre-U is built on a core set of educational aims to prepare learners for university admission, and also for success in higher education and beyond:

- to support independent and self-directed learning
- to encourage learners to think laterally, critically and creatively, and to acquire good problem-solving skills
- to promote comprehensive understanding of the subject through depth and rigour.

Cambridge Pre-U Principal Subjects are linear. A candidate must take all the components together at the end of the course in one examination series. Cambridge Pre-U Principal Subjects are assessed at the end of a two-year programme of study.

The Cambridge Pre-U nine-point grade set recognises the full range of learner ability.

### Why choose Cambridge Pre-U Modern Foreign Languages?

Cambridge Pre-U Modern Foreign Languages Principal Courses reinvigorate the process of language learning by promoting awareness of culture and authentic language, by developing critical skills and by emphasising effective, appropriate and accurate communication. Through these characteristics in particular, Cambridge Pre-U Modern Foreign Languages establish a meaningful link between sixth-form study and university.

- Cultural awareness is promoted by the use of authentic sources. Learners engage with the target cultures through a variety of media, producing written and spoken work springing from meaningful and engaging contextual knowledge.
- The extensive use of a variety of authentic materials acquaints learners with a range of syntax, lexis, style and expression in the target language and helps them to develop an authentic feel for the language.
- Critical and independent thinking are developed through the study of literary and non-literary texts. Learners articulate their understanding and justify opinions both in the target language and in English, gaining essential critical tools and writing skills required for further study, as well as for the workplace.
- Grammatical competence and the ability to manipulate language accurately and appropriately are prerequisites for study in higher education and are developed and rewarded through the mode of assessment.
- Cambridge Pre-U Modern Foreign Languages includes a Topics and Texts component, through which learners are offered the opportunity to study texts and films in cultural context, as well as a wide range of literary texts written in the target language.

Flexibility of teaching and learning is essential to the Cambridge Pre-U approach, allowing the course to be driven by the interests and needs of teachers and learners. A wide range of topics and texts is available to choose from in each language.

## Prior learning

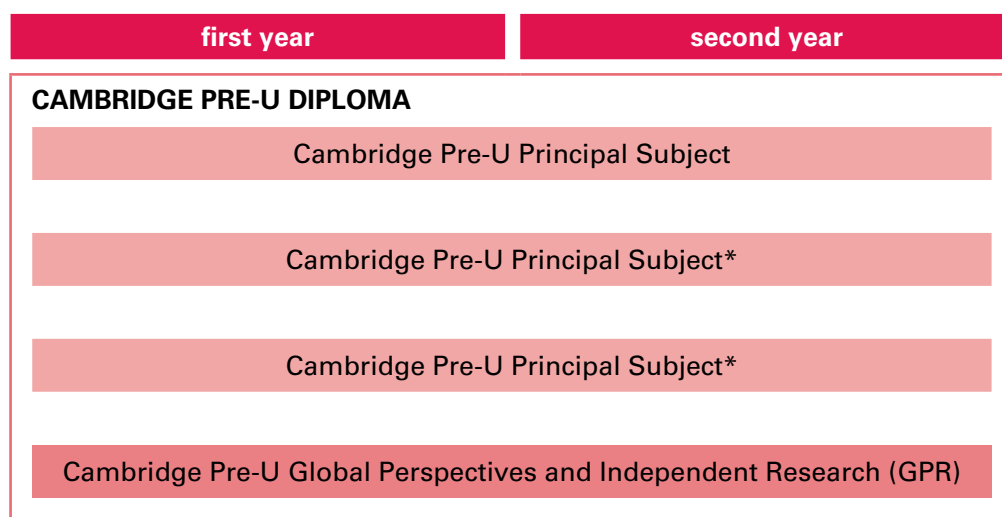
Cambridge Pre-U builds on the knowledge, understanding and skills gained by learners achieving a good pass in Level 1/Level 2 qualifications in the target language.

## Progression

Cambridge Pre-U is considered to be an excellent preparation for university, employment and life. It helps to develop the in-depth subject knowledge and understanding which are so important to universities and employers. Cambridge Pre-U Modern Foreign Languages enable learners to build on previous skills and knowledge and help develop the skills needed for effective communication. Learners gain essential tools and writing skills required for further study, as well as for the workplace.

## Cambridge Pre-U Diploma

If learners choose, they can combine Cambridge Pre-U qualifications to achieve the Cambridge Pre-U Diploma; this comprises three Cambridge Pre-U Principal Subjects\* together with Global Perspectives and Independent Research (GPR). The Cambridge Pre-U Diploma, therefore, provides the opportunity for interdisciplinary study informed by an international perspective and includes an independent research project.



\* Up to two A Levels, Scottish Advanced Highers or IB Diploma programme courses at higher level can be substituted for Principal Subjects.

Learn more about the Cambridge Pre-U Diploma at [www.cambridgeinternational.org/cambridgepreu](http://www.cambridgeinternational.org/cambridgepreu)

## Support

Cambridge International provides a wide range of support for Pre-U syllabuses, which includes recommended resource lists, Teacher Guides and Example Candidate Response booklets. Teachers can access these support materials at the School Support Hub [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)

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## Syllabus aims

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The aims of the syllabus, listed below, are the same for all candidates and are to:

- develop the ability to understand the target language in a variety of registers
- enable the learner to communicate confidently and clearly in the target language
- form a sound base of skills, language and attitudes required for further study, work and leisure
- develop insights into the cultures and civilisation of countries where the target language is spoken
- encourage positive attitudes to language learning and a sympathetic approach to other cultures
- further intellectual and personal development by promoting learning and social skills.

## Cambridge Pre-U Spanish

The aims of this syllabus are to enable learners to develop the language skills needed for effective, sophisticated communication in Spanish and to provide them with an opportunity to gain an insight into Spanish-speaking societies around the world (from Spain, in all its cultural and linguistic diversity, to Latin American Republics, the United States and Equatorial Guinea, as well as other areas with a distinct historical presence of Spanish).

In addition to practising listening and reading, language-learning programmes adopted by schools should pay particular attention to the promotion of accuracy and the wealth of structures in the more active skills (speaking and writing). It is hoped that an emphasis on grammar and syntax will result in an increased sophistication in the way learners can express their own ideas and build them into a cogent argument, whether orally or in writing.

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.



## Scheme of assessment

For Cambridge Pre-U Modern Foreign Languages, candidates take all four components.

Component		Weighting
<b>Paper 1 Speaking</b>	<b>approximately 16 minutes</b>	25%
Externally assessed speaking test conducted by a visiting examiner, 60 marks		
<b>Paper 2 Reading and Listening</b>	<b>2 hours 15 minutes</b>	25%
Externally assessed written paper, 60 marks		
<b>Paper 3 Writing and Usage</b>	<b>2 hours 15 minutes</b>	25%
Essay in the target language and three grammar and usage exercises, externally assessed written paper, 60 marks		
<b>Paper 4 Topics and Texts</b>	<b>2 hours 30 minutes</b>	25%
Two extended answers, one in the target language and one in English, externally assessed written paper, 60 marks		

### Availability

This syllabus is examined in the June 2023 series and is being offered in the June 2024 series as a re-sit opportunity only. This syllabus will not be offered again and there will be no further re-sit opportunities.

This syllabus is not available to private candidates.

### Combining this with other syllabuses

Candidates can combine this syllabus in a series with any other Cambridge International syllabus, except syllabuses with the same title at the same level.

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## Assessment objectives

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<b>A01</b>	Understand and respond to texts written in the target language, drawn from a variety of sources such as magazines, newspapers, reports, books, and other forms of extended written and spoken material.
<b>A02</b>	Manipulate the target language accurately in spoken and written forms to demonstrate an ability to choose appropriate examples of lexis and structure.
<b>A03</b>	Select and present information, organising arguments and ideas logically.
<b>A04</b>	Research and discuss aspects of the history, current affairs or cultures of countries where the target language is spoken.



## Relationship between scheme of assessment and 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 Pre-U %
<b>A01</b>	24
<b>A02</b>	40
<b>A03</b>	23
<b>A04</b>	13

### Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %			
	Paper 1	Paper 2	Paper 3	Paper 4
<b>A01</b>	12	83	0	0
<b>A02</b>	53	17	73	16
<b>A03</b>	23	0	27	42
<b>A04</b>	12	0	0	42

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## Grading and reporting

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Cambridge International Level 3 Pre-U Certificates (Principal Subjects and Global Perspectives Short Course) are qualifications in their own right. Cambridge Pre-U reports achievement on a scale of nine grades: Distinction 1, Distinction 2, Distinction 3, Merit 1, Merit 2, Merit 3, Pass 1, Pass 2 and Pass 3.

Cambridge Pre-U band	Cambridge Pre-U grade
<b>Distinction</b>	<b>1</b>
	<b>2</b>
	<b>3</b>
<b>Merit</b>	<b>1</b>
	<b>2</b>
	<b>3</b>
<b>Pass</b>	<b>1</b>
	<b>2</b>
	<b>3</b>

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## Grade descriptions

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

The following grade descriptions indicate the level of attainment characteristic of the middle of the given grade band.

### Distinction (D2)

- very good level of understanding and/or knowledge, expressed in well argued responses with relevant illustration
- high level of accuracy, wide range of vocabulary and complex sentence patterns; a sense of idiom
- very good pronunciation and intonation.

### Merit (M2)

- good level of understanding and/or knowledge; responses showing some ability to develop argument with appropriate illustration
- generally accurate in simple structures but variable success in more complex language
- adequate pronunciation and intonation.

### Pass (P2)

- uneven and/or basic responses showing some level of understanding and/or knowledge, expressed with limited argument and illustration
- gaps in grammatical awareness; simple and repetitive sentence patterns and vocabulary
- many sounds mispronounced.

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## Description of components

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### Paper 1 Speaking

Externally assessed test, approximately 16 minutes, 60 marks, 25 per cent of the total marks

There are **two** parts to the test. In the first part, candidates present and discuss ideas and issues arising from a given article. Comprehension and discussion, range and accuracy, and pronunciation and intonation are assessed.

In the second part, candidates present and discuss a topic of their choice. Knowledge and understanding, range and accuracy, and pronunciation and intonation are assessed.

### Paper 2 Reading and Listening

Written paper, 2 hours 15 minutes, 60 marks, 25 per cent of the total marks

Candidates complete a series of reading and listening exercises. They are assessed on their ability to understand gist and main ideas, interpret complex language, identify explicitly and implicitly stated ideas, draw inferences, synthesise information, and identify vocabulary and structures by applying close reading skills.

### Paper 3 Writing and Usage

Written paper, 2 hours 15 minutes, 60 marks, 25 per cent of the total marks

Candidates write a discursive essay in Spanish and complete three grammar and usage exercises. They are assessed on accuracy and range, development and organisation of ideas, and their ability to manipulate Spanish accurately.

### Paper 4 Topics and Texts

Written paper, 2 hours 30 minutes, 60 marks, 25 per cent of the total marks

There are **two** parts to the test. In the first part, candidates write an extended answer in Spanish to a thematic question on the topic they have studied. They are assessed on the content and language of their response.

In the second part, candidates write an extended answer in English to a commentary or essay question on the text they have studied. They are assessed on the content and structure of their response.

## Syllabus content

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 texts, 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.

### Paper 1 Speaking

#### Part I: Discussion of an article and related themes, 30 marks, approximately 8 minutes

Twenty minutes before the start of the Speaking test, candidates choose one of four articles in Spanish (maximum length: 200 words for Spanish) with a general thematic heading. Each article and heading relates to one of the topic areas (see page 15). Candidates use the 20 minutes of preparation time to identify some of the main points of their chosen article. At the beginning of the Speaking test, candidates present an overview of the article to the visiting examiner for up to one minute. Then, in a discussion with the examiner lasting for up to three minutes, candidates put forward their opinions on the article and the issues arising from it. The article is a springboard for discussion, so a detailed analysis is not required. The examiner will then broaden the discussion within the general theme of the article (total discussion time: seven minutes).

The examiner may ask questions including those testing explicit understanding (e.g. *what?*, *who?*, *where?*), those requiring explanations (e.g. *why?*, *how?*) and those targeting analysis and opinion and personal engagement with the article and the general theme (e.g. *what if...?*, *justify which position is more valid*). Questions will be open-ended and will encourage candidates to express and develop their own ideas.

Candidates may make notes during the preparation time and use these as a prompt during the Speaking test, but they must not read out prepared material.

The mark scheme assesses comprehension and discussion as well as linguistic competence.

#### Part II: Prepared topic discussion, 30 marks, approximately 8 minutes

Candidates research a topic related to the history, current affairs or culture (e.g. art, cinema, literature and traditions) of an area of the world where Spanish is spoken. They identify five to eight headings within their topic, and submit these to Cambridge International, no later than two weeks before the Speaking test, on the form provided by Cambridge International. In the Speaking test, candidates present their research for up to one minute (identifying interesting/contentious points in their topic, and reasons for choosing it) before discussion of the headings starts. Candidates may bring the headings with them to act as a prompt. They may also bring up to three pieces of visual material. The mark scheme assesses knowledge and understanding of the topic as well as linguistic competence.

Candidates are reminded that they should select and develop topics which have analytical potential and about which they can put forward points of view in discussion. They should avoid choosing topics which are too descriptive.

#### Overview of Paper 1

Overview of the main points from the article for up to one minute, discussion of the article and broader discussion of its themes for up to three minutes, broadening of the discussion for up to four minutes

**30 marks**

A prepared topic discussion (approximately eight minutes)

**30 marks**

**Note:**

In order to avoid duplication of examined material, candidates may **not** use any of the texts or films listed in the syllabus for Paper 4 (Topics and Texts) as the subject of their Speaking test presentation or for any of the five to eight headings within their topic.

Candidates may, however, draw upon any general topic area in their Paper 1 discussion, irrespective of which topic they respond to in Paper 4. For example, a Cambridge Pre-U Spanish candidate studying the topic *Dictadura y el Individuo* could discuss the Valley of the Fallen as part of their Speaking test and still answer a question in Paper 4 from the topic area *Dictadura y el Individuo*.

## Paper 2 Reading and Listening

### Part I: Reading, 30 marks, 1 hour and 15 minutes

There are two passages with a combined total of between 500 and 650 words. The first passage provides the stimulus for Exercise 1. Exercise 1 consists of comprehension questions in Spanish requiring answers in Spanish. Although these answers are not assessed for quality of language, candidates must not lift phrases from the passage and should use their own words as far as possible, to demonstrate their understanding of the question and the relevant part of the passage. The second passage provides the stimulus for Exercises 2 and 3. Exercise 2 consists of comprehension questions in English requiring answers in English. Exercise 3 is a re-translation into Spanish of a paragraph in English of about 75 words, based on the stimulus of the second passage. The exercise is designed to test comprehension and identification of textual detail. Here, candidates are able to apply their close reading skills by using elements of vocabulary and structures from the second passage to transfer the meaning of the English passage into Spanish. The task is not designed to be an 'unseen' translation.

No individual question in the first or second exercise will be worth more than 3 marks.

### Part II: Listening, 30 marks, 1 hour

Candidates have control of their own individual listening equipment. There are three passages with a combined total of between 700 and 850 words. The first exercise consists of comprehension questions in Spanish requiring answers in Spanish. Answers in Spanish are not assessed for quality of language. The second exercise consists of questions in English requiring answers in English. In the third exercise, candidates listen to a recording of about 200 to 300 words and summarise it in up to 100 words in English according to four given bullet points. This exercise tests global understanding and the identification of important detail.

No individual question in the first or second exercise will be worth more than 2 marks.

Questions require candidates to demonstrate the following reading and listening skills:

- understand gist and main ideas
- interpret complex language
- identify explicitly and implicitly stated ideas
- draw inferences
- synthesise information
- identify vocabulary and structures
- apply close reading skills.

### Overview of Paper 2

A reading passage with questions in Spanish

**10 marks**

A reading passage with questions in English

**10 marks**

A re-translation of about 75 words from English into Spanish

**10 marks**

A listening passage with questions in Spanish

**10 marks**

A listening passage with questions in English

**10 marks**

A guided summary in English (max. 100 words) of a listening passage of 200 to 300 words

**10 marks**

## Paper 3 Writing and Usage

### Part I: Writing, 40 marks

Candidates choose one of five discursive essay titles, which are rooted in the topic areas (see page 15).

Candidates write their essay in Spanish with a recommended length of 350 to 450 words. Relevant

examples, which do not need to be from the areas of the world where Spanish is spoken, are encouraged.

This part of the examination is assessed for accuracy and range, as well as development and organisation of ideas. Candidates may discuss the essay title in any way they wish and there is no single correct answer or viewpoint. The argument should be convincing and contain a degree of balance.

### Part II: Usage, 20 marks

Exercise 1 is a verb test (5 marks). This exercise tests accurate application of a variety of verb forms, e.g. tenses, moods, agreements and aspects.

In Exercise 2, candidates are required to transform sentences (using given prompts) without changing their original meaning (5 marks). The format of questions in Exercise 2 may include:

- transformation of a simple sentence into a compound or complex sentence
- joining up of two sentences to form one sentence, with appropriate manipulation of syntax and grammar
- formation of main, subordinate and relative clauses with appropriate word order and tenses
- transformation by addition/manipulation of adverbs or adverbial phrases
- transformation of direct speech into reported speech (including imperatives and interrogatives), or vice versa
- transformation of one sentence by transposing its clauses, making appropriate syntactical and grammatical adjustments
- transformation of sentences to show application of subjunctive, conditional or passive voice
- transformation of sentences requiring the substitution of nouns for verbs, or vice versa.

Exercise 3 is a cloze test with 20 multiple-choice questions (10 marks). This exercise tests the application of grammatical usage in context, and consists of a text with gaps to be filled from multiple choice options.

All exercises in Part II are based on the grammar detailed in the Grammar syllabus section.

### Overview of Paper 3

**One** discursive essay of a recommended length of 350 to 450 words in Spanish

**40 marks**

A verb test (5 marks)

A sentence transformation exercise (5 marks)

A cloze test of a range of grammatical points (10 marks)

**20 marks**

## Paper 4 Topics and Texts

Candidates choose and prepare **one** topic from Part I: Topics, and **one** text from Part II: Texts.

### Part I: Topics, 30 marks, 1 hour and 15 minutes

Candidates prepare **two** texts/films within the same topic. In the question paper, there is a choice of two essay titles per topic. Candidates choose **one** topic and write an essay in Spanish of a recommended length of 350 to 500 words which refers to the two texts/films they have studied.

The emphasis in this part is on the content of the films/texts within the context of the focus of the cultural topic.

### Part II: Texts, 30 marks, 1 hour and 15 minutes

Candidates prepare **one** literary text for this part. In the question paper, for each text there is a choice between a commentary and two essay questions. Candidates choose **one** question and write a response in English of a recommended length of 450 to 600 words. The commentary invites detailed analysis and appreciation of the extract's significance and form and its function within the work as a whole.

This part of the examination promotes literary appreciation through detailed textual analysis.

### Overview of Paper 4

**One** essay on a chosen topic of a recommended length of 350 to 500 words in Spanish which refers to two texts/films

**30 marks**

**One** essay on a chosen text of a recommended length of 450 to 600 words in English

**30 marks**

#### Note:

Texts and notes may **not** be taken into the examination.

For a list of topics and texts see the *Topics and texts* section on page 20.

The topics and texts listed in this syllabus are for examination in 2023 and 2024.



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## Topic areas

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All textual material used in the examination will be drawn from the topic areas below, with reference to the country or countries where the language is spoken.

- Human relationships
- Family
- Generation gap
- Young people
- Patterns of daily life
- Urban and rural life
- The media
- Food and drink
- Law and order
- Religion and belief
- Health and fitness
- Work and leisure
- Equality of opportunity
- Employment and unemployment
- Sport
- Travel and tourism
- Education
- Cultural life/heritage
- War and peace
- The developing world
- Medical advances
- Scientific and technological innovation
- The environment
- Conservation
- Pollution
- Contemporary aspects of the country or countries where the language is spoken

Teachers are free to explore the topic areas **in any way they choose**. The following examples are not prescriptive but they may provide a useful guide to planning courses. All these **suggestions**, and other themes chosen by the teacher from within the topic areas, should be studied with reference to the country or countries where the language is spoken.

### **Human relationships; family; generation gap; young people**

- family activities; new patterns of family relationships; the status of the elderly and responsibility for their care
- generation gap: conflicts in the family circle; young people and older generations; attitudes of young people to the family environment
- young people: young people and their peer group; young people as a target group for advertisers and politicians.

### **Patterns of daily life; urban and rural life; the media; food and drink; law and order; religion and belief; health and fitness**

- daily routine; school; the individual's way of life; living conditions
- advantages and disadvantages of urban and rural life; transport and communications; shopping; housing
- the role and influence of the media; the power of advertising
- healthy eating; fast food; national traditions of eating and drinking
- violence and crime; drug-related crime; the role of the police; law enforcement
- the place of religion in society; attitudes to religious belief; patterns of attendance; religious minorities
- healthy living; exercise; dieting; drugs; health care provision; stress; HIV/AIDS.

### **Work and leisure; equality of opportunity; employment and unemployment; sport; travel and tourism; education; cultural life/heritage**

- women in society and in the workforce; equality of opportunity for minority groups
- preparation for work and job opportunities; career plans; qualifications and job routines; the plight of the unemployed; areas of high unemployment; the demise of traditional industries; possible solutions; immigrant workers
- individual and team sports; amateur and professional sport
- the value of leisure; the balance between work and leisure; planning leisure time
- tourism as a modern phenomenon; friction between tourists and local inhabitants; holidays and foreign travel
- education systems and types of school; curriculum structures; the relationship between education and training; further and higher education provision; examinations
- the world of the arts; significant figures and trends in the arts; the place of culture and the arts in the life of the nation.

### **War and peace; the developing world**

- conflicts in the world: ethnic, religious and ideological
- problems of developing countries; future trends.

### **Medical advances; scientific and technological innovation**

- advances in the treatment of disease; ethical issues associated with medical and other technologies
- cloning; genetic modifications
- modern communications systems.

**The environment; conservation; pollution**

- the individual in his/her own surroundings; the effect of the environment on individuals; protest action to protect one's local area; ways of contributing to environmental awareness
- global warming; acid rain; air pollution; water pollution; noise pollution; destruction of rain forests; damage to the animal world; solutions and cost implications
- saving endangered species and landscapes.

**Contemporary aspects of the country or countries where the language is spoken**

- e.g. political, regional and social issues.

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# Grammar syllabus

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## 1 Verbs (forms and use)

- *ser* and *estar*
- negatives
- indicative: present, imperfect, preterite, future, perfect, pluperfect, future perfect
- conditional, conditional perfect
- imperative
- past participle and gerund
- use of the infinitive
- subjunctive: present, imperfect, perfect, pluperfect
- passive sentences and structures with *se*
- verbs followed by prepositions
- verbs of change (e.g. *volverse*, *convertirse en*, *hacerse*)

## 2 Nouns

- gender
- singular and plural forms

## 3 Articles

- definite
- indefinite

## 4 Adjectives

- agreement
- position
- comparative and superlative

## 5 Exclamations

## 6 Demonstratives

## 7 Possessives

## 8 Indefinite adjectives and pronouns (e.g. *algo*, *alguien*, *demasiado*, *cada*, *ninguno*)

## 9 Numbers

## 10 Personal pronouns

## 11 Reflexive pronouns

## 12 Question words

## 13 Adverbs

## 14 Prepositions

## 15 Time phrases (e.g. *hace un año que vivo aquí*, *llevo una hora esperando*, *estudio español desde octubre*)

## 16 Coordinating conjunctions and adverbial phrases (e.g. *y*, *o*, *sin embargo*, *por lo tanto*)

**17 Subordination requiring the indicative or the subjunctive**

- noun clauses (e.g. *creo que, es probable que, temo que*)
- relative clauses (e.g. *ésta es la mujer cuyo coche es negro, busco un hotel que sea barato*)
- adverbial clauses expressing:
  - cause (e.g. *porque, a causa de que*)
  - result (e.g. *de tal modo que, por lo cual*)
  - goal (e.g. *para que, a fin de que*)
  - condition (e.g. *si, a condición de que*)
  - time (e.g. *cuando, en cuanto*)
  - concession (e.g. *aunque, a pesar de que*)
  - comparison (e.g. *era más interesante de lo que pensaba*)

## Topics and texts for Paper 4

Part I: Topics	Valid for examination in	
<b>EL CINE MEXICANO CONTEMPORÁNEO</b> Film: <i>Roma</i> (Alfonso Cuarón) Film: <i>La zona</i> (Rodrigo Plá) Film: <i>Abel</i> (Diego Luna)	2023	2024
<b>REPRESENTACIONES DE LA MUJER HISPANA DEL SIGLO 20</b> Federico García Lorca, <i>La zapatera prodigiosa</i> Laura Esquivel, <i>Como agua para chocolate</i> Film: <i>Todo sobre mi madre</i> (Pedro Almodóvar)	2023	2024
<b>LA CORRUPCIÓN MORAL Y POLÍTICA</b> Carlos Fuentes, <i>La muerte de Artemio Cruz</i> Film: <i>La historia oficial</i> (Luis Puenzo) Film: <i>El reino</i> (Rodrigo Sorogoyen)	2023	2024
<b>DETTADURA Y EL INDIVIDUO</b> Ariel Dorfman, <i>La muerte y la doncella</i> Film: <i>El silencio de otros</i> (Almudena Carracedo, Robert Bahar) Film: <i>Rojo</i> (Benjamín Naishtat)	2023	2024
<b>CANTANTES ICÓNICOS DEL MUNDO HISPANO</b> Film: <i>Violeta se fue a los cielos</i> (Andrés Wood) Film: <i>Chavela</i> (Catherine Gund, Daresha Kyi) Film: <i>Camarón</i> (Alexis Morante)	2023	2024

Part II: Texts	Valid for examination in	
Sor Juana Inés de la Cruz, <i>Los empeños de una casa</i>	2023	2024
César Vallejo, <i>Selected Poems</i> by Stephen M Hart and César Vallejo, Bristol Classics Press (Bloomsbury): <i>Los heraldos negros</i> (pages 1–14), <i>Trilce</i> (pages 15–34), <i>Poemas en prosa</i> (pages 35–41)	2023	2024
Juan Rulfo, <i>Pedro Páramo</i>	2023	2024
Laura Restrepo, <i>Dulce compañía</i>	2023	2024
Gabriel García Márquez, <i>Del amor y otros demonios</i>	2023	2024
César Aira, <i>La villa</i>	2023	2024
Joaquín Sabina, lyrics to the 21 tracks on the live album <i>Nos sobran los motivos</i>	2023	2024
Javier Cercas, <i>Soldados de Salamina</i>	2023	2024

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## Suggested sources of authentic material

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Learners are encouraged to engage personally in their learning and build up a portfolio of authentic articles, which can be obtained from a variety of free online sources. In this context, the Centro Virtual Cervantes ([cvc.cervantes.es/oteador](http://cvc.cervantes.es/oteador)) might be useful as it offers links to a number of Spanish-language newspapers and radio and television stations throughout the world. An online Spanish magazine at school might also be a good forum to promote discussion of issues from the Spanish-speaking world.

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## Additional information

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### Equality and inclusion

This syllabus complies with our *Code of Practice* and *Ofqual General Conditions of Recognition*.

We have taken great care to avoid bias of any kind in the preparation of this syllabus and related assessment materials. In our effort to comply with the UK Equality Act (2010), we have taken all reasonable steps to avoid direct and indirect discrimination.

The standard assessment arrangements may present barriers for candidates with impairments. Where a candidate is eligible, we may be able to make arrangements to enable that candidate to access arrangements and receive recognition of their attainment. We do not agree access arrangements 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 (UK)*, for the relevant year, which can be downloaded from the website [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

### Guided learning hours

Cambridge Pre-U syllabuses are designed on the assumption that learners have around 380 guided learning hours per Principal Subject over the duration of the course, but this is for guidance only. The number of hours may vary according to curricular practice and the learners' prior experience of the subject.

### Total qualification time

This syllabus has been designed assuming that the total qualification time per subject will include both guided learning and independent learning activities. The estimated number of guided learning hours for this syllabus is 380 hours over the duration of the course. The total qualification time for this syllabus has been estimated to be approximately 500 hours per subject over the duration of the course. These values are 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.

### Entries

For entry information, please refer to the *Cambridge Guide to Making Entries (UK)* for the relevant year, available from the website [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

### If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at [www.cambridgeinternational.org/join](http://www.cambridgeinternational.org/join)  
Email us at [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org) to find out how your organisation can register to become a Cambridge school.

### Language

This syllabus and the associated assessment materials are available in English only.



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