



Cambridge Assessment
International Education

Syllabus

Cambridge IGCSE™

Literature in Spanish 0474

Use this syllabus for exams in 2025, 2026 and 2027.

Exams are available in the June and November series.



Version 2

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

Cambridge
Pathway 

Why choose Cambridge International?

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

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

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

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

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

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

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



Quality management

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

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Important: Changes to this syllabus

For information about changes to this syllabus for 2025, 2026 and 2027, go to page 24.



1 Why choose this syllabus?

Key benefits

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

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

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

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

Our approach in Cambridge IGCSE Literature in Spanish encourages learners to be:

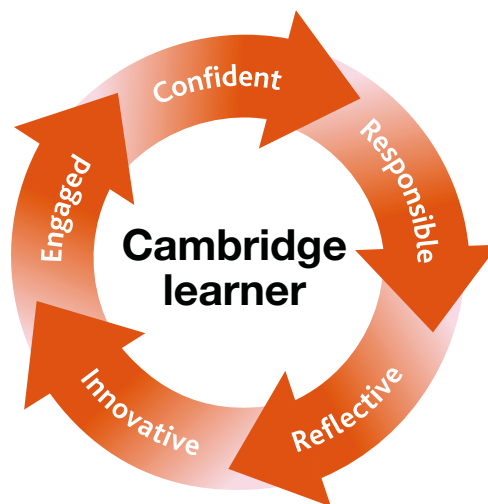
confident, exploring texts and ideas, and beginning to form personal insight

responsible, committing to their learning and developing approaches to analysis to better understand ideas of culture, context and the community

reflective, considering literary ideas that are presented in a range of ever-changing contexts

innovative, approaching tasks and texts with flexible thinking

engaged, recognising the role literature plays in matters of personal, social and global significance.



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

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

International recognition and acceptance

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

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

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

* Due to the United Kingdom leaving the European Union, the UK NARIC national recognition agency function was re-titled as UK ENIC on 1 March 2021, operated and managed by Ecctis Limited. From 1 March 2021, international benchmarking findings are published under the Ecctis name.

Learn more at www.cambridgeinternational.org/recognition

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

Feedback from: Managing Director of British School of Egypt BSE

Supporting teachers

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

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

Find out more at www.cambridgeinternational.org/support

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

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

Professional development

We support teachers through:

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

Find out more at www.cambridgeinternational.org/events

- Cambridge Professional Development Qualifications

Find out more at www.cambridgeinternational.org/profdev



Supporting exams officers

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

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


2 Syllabus overview

Aims

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

The aims are to enable students to:

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



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.

Content overview

This syllabus enables learners to read, interpret and evaluate texts through the study of literature in Spanish.

By studying prose, drama and poetry learners develop an understanding of literal meaning, relevant contexts and the deeper themes or attitudes that may be expressed. Through their studies, students learn to recognise and appreciate the ways in which writers use Spanish to achieve a range of effects. Students will learn to present an informed, personal response to the material they have studied.

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

Assessment overview

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

All candidates take:		and:	
Paper 1	1 hour 30 minutes	Paper 2	2 hours
Prose and Drama	50%	Poetry and Unseen	50%
50 marks		50 marks	
<ul style="list-style-type: none"> The question paper has two sections: Section A Prose Section B Drama. Candidates answer two essay questions on set texts they have studied, one from each section. This is an Open Book exam. Candidates answer in Spanish. 		<ul style="list-style-type: none"> The question paper has two sections: Section A Poetry Section B Unseen. Candidates answer two essay questions, one from each section. Section A – candidates answer on a set text they have studied. This is an Open Book exam. Section B – candidates respond to a previously unseen text (poetry or prose). Candidates answer in Spanish. 	
Externally assessed		Externally assessed	

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

Assessment objectives

The assessment objectives (AOs) are:

AO1

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

AO2

Understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes.

AO3

Recognise and appreciate ways in which writers use language, structure and form to create and shape meanings and effects.

AO4

Communicate a sensitive and informed personal response to literary texts.

Weighting for assessment objectives

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

Assessment objectives as a percentage of the qualification

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

Assessment objectives as a percentage of each component

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

3 Subject content

Set texts regularly rotate on the syllabus and may change from one exam year to the next. Before you begin teaching, check the set text list for the year in which your candidates will take their exams.

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 and local legal requirements.

The set texts for each year of the syllabus are listed. The editions listed below are the ones Cambridge International will use for the chapter, scene or page references in the question paper. Candidates can use any edition of a set text, provided it is not an abridged or simplified version.

Candidates must study at least one set text for each of the genres (prose, drama and poetry). In the exams, candidates must answer one question on each of the genres, plus a question on a previously unseen passage/poem.

Set texts for examination in 2025 – Paper 1

Section A: Prose

Candidates answer on **one** set text in Section A (Prose).

Roberto Arlt *El juguete rabioso* (Cátedra, 2011, 6th edition)

Matilde Asensi *Tierra Firme* (Booket, 2015, 6th edition)

Arturo Pérez-Reverte *El caballero del jubón amarillo* (Punto de lectura, 2011, 3rd edition)

Marcela Serrano *La Novena* (Alfaguara, 2016, 1st edition)

Section B: Drama

Candidates answer on **one** set text in Section B (Drama).

Federico García Lorca *La casa de Bernarda Alba* (Cátedra, 2006, 2nd edition)

Pedro Muñoz Seca *La venganza de Don Mendo* (Cátedra, 2009, 19th edition)

Set texts for examination in 2025 – Paper 2

Section A: Poetry

Candidates answer on **one** set text in Section A (Poetry).

Gloria Fuertes, the following 22 poems:

'Nota biográfica'	'Labrador'
'Siempre hay alguien'	'Es obligatorio'
'Nací en una buhardilla'	'¡Hago versos, señores!'
'La ida del hombre'	'Sociedad de amigos y protectores'
'Pobre de nacimiento'	'Año nuevo'
'Ya la tarde se pasa'	'Sale caro ser poeta'
'La vieja pasitas y el viejo pasitos'	'Aquí estoy expuesta como todos'
'El corazón, la fruta de mi pecho'	'Viene la ausencia'
'Los muertos'	'Él lo sabe'
'La pobre'	'De profesión fantasma'
'Carta de mi padre a su abuelo'	'He dormido'

You can find these poems in *Obras incompletas*, by Gloria Fuertes (Cátedra, 2020, 27th edition).

Ángel González, the following 24 poems:

'Capital de provincia'	'A veces, en octubre, es lo que pasa'
'Ciudad'	'Horóscopo para un tirano olvidado'
'Mensaje a las estatuas'	'Otra vez'
'Camposanto en Colliure'	'A la poesía'
'Introducción a las fábulas para animales'	'Dato biográfico'
'Elegido por aclamación'	'Oda a la noche o letra para tango'
'Vals de atardecer'	'El Cristo de Velázquez'
'La trompeta'	'Avanzaba de espaldas aquel río'
'Ciudad cero'	'J.R.J.'
'Quinteto enterramiento para cuerda en cementerio y piano rural'	'Eruditos en campus'
'Entonces'	'Carta'
'A mano amada'	'A.M.: Recuerdo y homenaje en un aniversario'

You can find these poems in *Poemas*, by Ángel González (Cátedra, 2022, 22nd edition).

Set texts for examination in 2026 – Paper 1

Section A: Prose

Candidates answer on **one** set text in Section A (Prose).

Matilde Asensi *Tierra Firme* (Booket, 2015, 6th edition)

Benito Pérez Galdós *Misericordia* (Vicens Vives, 2017, 3rd edition)

Marcela Serrano *La Novena* (Alfaguara, 2016, 1st edition)

Cirilo Villaverde *Cecilia Valdés o la Loma del ángel* (Cátedra, 2017, 7th edition)

Section B: Drama

Candidates answer on **one** set text in Section B (Drama).

Federico García Lorca *La casa de Bernarda Alba* (Cátedra, 2006, 2nd edition)

Pedro Muñoz Seca *La venganza de Don Mendo* (Cátedra, 2009, 19th edition)

Set texts for examination in 2026 – Paper 2

Section A: Poetry

Candidates answer on **one** set text in Section A (Poetry).

Delmira Agustini, the following 23 poems:

'Por campos de ensueño'

'La sed'

'La estatua'

'Astrólogos'

'Jirón de púrpura'

'Arabesco'

'Visión de otoño'

'El poeta y la diosa'

'El poeta y la ilusión'

'Medioeval'

'Mi musa triste'

'El intruso'

'Desde lejos'

'España'

'A una cruz'

'Primavera'

'Nocturno'*

'En tus ojos'

'Fiera de amor'

'Cuentas de mármol'

'El arroyo'

'Serpentina'

'Visiones de España'

You can find these poems in *Poesías completas*, by Delmira Agustini (Cátedra, 2021, 9th edition).

*Opening line: 'Fuera, la noche en veste de tragedia solloza'

Closing line: 'Caigamos en un ramo de rosas y de lirios!'

Paper 2 continued – set texts for examination in 2026

Section A: Poetry

Candidates answer on **one** set text in Section A (Poetry).

Ángel González, the following 24 poems:

'Capital de provincia'	'A veces, en octubre, es lo que pasa'
'Ciudad'	'Horóscopo para un tirano olvidado'
'Mensaje a las estatuas'	'Otra vez'
'Camposanto en Colliure'	'A la poesía'
'Introducción a las fábulas para animales'	'Dato biográfico'
'Elegido por aclamación'	'Oda a la noche o letra para tango'
'Vals de atardecer'	'El Cristo de Velázquez'
'La trompeta'	'Avanzaba de espaldas aquel río'
'Ciudad cero'	'J.R.J.'
'Quinteto enterramiento para cuerda en cementerio y piano rural'	'Eruditos en campus'
'Entonces'	'Carta'
'A mano amada'	'A.M.: Recuerdo y homenaje en un aniversario'

You can find these poems in *Poemas*, by Ángel González (Cátedra, 2022, 22nd edition).

Set texts for examination in 2027 – Paper 1

Section A: Prose

Candidates answer on **one** set text in Section A (Prose).

Matilde Asensi *Tierra Firme* (Booket, 2015, 6th edition)

Benito Pérez Galdós *Misericordia* (Vicens Vives, 2017, 3rd edition)

Marcela Serrano *La Novena* (Alfaguara, 2016, 1st edition)

Cirilo Villaverde *Cecilia Valdés o la Loma del ángel* (Cátedra, 2017, 7th edition)

Section B: Drama

Candidates answer on **one** set text in Section B (Drama).

Federico García Lorca *La casa de Bernarda Alba* (Cátedra, 2006, 2nd edition)

Pedro Muñoz Seca *La venganza de Don Mendo* (Cátedra, 2009, 19th edition)

Set texts for examination in 2027 – Paper 2

Section A: Poetry

Candidates answer on **one** set text in Section A (Poetry).

Delmira Agustini, the following 23 poems:

‘Por campos de ensueño’

‘La sed’

‘La estatua’

‘Astrólogos’

‘Jirón de púrpura’

‘Arabesco’

‘Visión de otoño’

‘El poeta y la diosa’

‘El poeta y la ilusión’

‘Medioeval’

‘Mi musa triste’

‘El intruso’

‘Desde lejos’

‘España’

‘A una cruz’

‘Primavera’

‘Nocturno’*

‘En tus ojos’

‘Fiera de amor’

‘Cuentas de mármol’

‘El arroyo’

‘Serpentina’

‘Visiones de España’

You can find these poems in *Poesías completas*, by Delmira Agustini (Cátedra, 2021, 9th edition).

*Opening line: ‘Fuera, la noche en veste de tragedia solloza’

Closing line: ‘Caigamos en un ramo de rosas y de lirios!’

Paper 2 continued – set texts for examination in 2027

Section A: Poetry

Candidates answer on **one** set text in Section A (Poetry).

Ángel González, the following 24 poems:

'Capital de provincia'	'A veces, en octubre, es lo que pasa'
'Ciudad'	'Horóscopo para un tirano olvidado'
'Mensaje a las estatuas'	'Otra vez'
'Camposanto en Colliure'	'A la poesía'
'Introducción a las fábulas para animales'	'Dato biográfico'
'Elegido por aclamación'	'Oda a la noche o letra para tango'
'Vals de atardecer'	'El Cristo de Velázquez'
'La trompeta'	'Avanzaba de espaldas aquel río'
'Ciudad cero'	'J.R.J.'
'Quinteto enterramiento para cuerda en cementerio y piano rural'	'Eruditos en campus'
'Entonces'	'Carta'
'A mano amada'	'A.M.: Recuerdo y homenaje en un aniversario'

You can find these poems in *Poemas*, by Ángel González (Cátedra, 2022, 22nd edition).

4 Details of the assessment

All candidates take two papers.

Paper 1 – Prose and Drama

Written paper (Open Book), 1 hour 30 minutes, 50 marks

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

This paper has two sections: Section A Prose and Section B Drama.

Candidates answer two questions: one from each section. Questions are set in Spanish and candidates must answer in Spanish. All questions carry equal marks (25 marks each).

There is a choice of two questions for each set text. Candidates respond to either:

- Passage-based question – candidates re-read a specific passage from the set text before answering. The chapter, scene or page reference will be given in the question paper.

or

- Essay question – candidates respond to questions on characterisation, the writer's style or recurrent themes in the text.

Set texts for this component are listed in Section 3 of this syllabus.

This is an Open Book exam: candidates may take their set texts into the exam, but these texts must **not** contain any personal annotations, highlighting or underlining.

One hour before the start of the exam, the head of department is permitted to open the question paper to check whether the references for the passage-based questions are correct for the edition used in the school. See the *Cambridge Handbook* for more details.

All questions encourage an informed personal response and test all four assessment objectives.

Candidates will have to demonstrate the following:

- knowledge of the content of the text – by referring to details from the text and use of relevant quotations from the text (AO1)
- understanding of characters, situations and themes and ideas – may include relevant comment on context if appropriate (AO2)
- understanding of the writer's intentions and methods – response to the writer's use of language (AO3)
- personal response – by conveying their reaction to a passage in the text, a character, theme or writer's style (AO4).

Note: if candidates choose to include historical or social background in their response this should be relevant and fully integrated into their answer.

Paper 2 – Poetry and Unseen

Written paper, 2 hours, 50 marks

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

This paper has two sections: Section A Poetry (Open Book) and Section B Unseen.

Candidates answer two questions: one from each section. Questions are set in Spanish and candidates must answer in Spanish. All questions carry equal marks (25 marks each).

In Section A Poetry (Open Book) there is a choice of two questions on each set text. Candidates answer one question.

Set texts for this component are listed in Section 3 of this syllabus.

As this is an Open Book exam, candidates may take their poetry set texts into the exam, but these texts must **not** contain any personal annotations, highlighting or underlining.

One hour before the start of the exam, the head of department is permitted to open the question paper to check whether the references for the passage-based questions are correct for the edition used in the school. See the *Cambridge Handbook* for more details.

Note: if candidates choose to include historical or social background in their response this should be relevant and fully integrated into their answer.

In Section B there are two questions. Candidates answer one question.

Both questions ask candidates to write a critical commentary on a previously unseen text printed in the question paper, to demonstrate an appreciation of the text. One text will be a prose extract and the other text will be a poem. The questions and unseen texts are set in Spanish and candidates must answer in Spanish.

All questions encourage an informed personal response and test all four assessment objectives.

Candidates will have to demonstrate the following:

- knowledge of the content of the text – by referring to details from the text and use of relevant quotations from the text (AO1)
- understanding of characters, situations and themes and ideas – answers to set text poetry questions may include relevant comment on context if appropriate (AO2)
- understanding of the writer's intentions and methods – response to the writer's use of language (AO3)
- personal response – by conveying their reaction to a passage in the text, a character, theme or writer's style (AO4).

Command words

Command words and their meanings help candidates know what is expected from them in the exams. The table below includes command words used in the assessment for this syllabus. The use of the command word will relate to the subject context.

Command word	What it means
Evaluate Evalúa	judge or calculate the quality, importance, amount, or value of something

In addition, phrases such as «Lee... ¿Cómo consigue / Cómo hace / Cómo comunica [nombre del autor] ...?» or «¿Hasta qué punto ...?» may also be seen in the assessment for this syllabus.

5 What else you need to know

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

Before you start

Previous study

We recommend that learners starting this course should have studied Spanish through a national educational framework that is equivalent to the Cambridge Lower Secondary programme.

Guided learning hours

We design Cambridge IGCSE syllabuses to require about 130 guided learning hours for each subject. This is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to each school and the learners' previous experience of the subject.

Availability and timetables

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

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

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

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

Private candidates can enter for this syllabus. For more information, please refer to the *Cambridge Guide to Making Entries*.

Combining with other syllabuses

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

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

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

Group awards: Cambridge ICE

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

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

Making entries

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

Exam administration

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

Support for exams officers

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

Retakes and carrying forward marks

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

See the regulations for carry forward set out in the *Cambridge Handbook* at **www.cambridgeinternational.org/eoguide**

Language

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

Accessibility and equality

Syllabus and assessment design

Cambridge International works to avoid direct or indirect discrimination. We develop and design syllabuses and assessment materials to maximise inclusivity for candidates of all national, cultural or social backgrounds and candidates with protected characteristics; these protected characteristics include special educational needs and disability, religion and belief, and characteristics related to gender and identity. In addition, the language and layout used are designed to make our materials as accessible as possible. This gives all candidates the fairest possible opportunity to demonstrate their knowledge, skills and understanding and helps to minimise the requirement to make reasonable adjustments during the assessment process.

Access arrangements

Access arrangements (including modified papers) are the principal way in which Cambridge International complies with our duty, as guided by the UK Equality Act (2010), to make 'reasonable adjustments' for candidates with special educational needs (SEN), disability, illness or injury. Where a candidate would otherwise be at a substantial disadvantage in comparison to a candidate with no SEN, disability, illness or injury, we

may be able to agree pre-examination access arrangements. These arrangements help a candidate by minimising accessibility barriers and maximising their opportunity to demonstrate their knowledge, skills and understanding in an assessment.

Important:

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

After the exam

Grading and reporting

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

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

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

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

These letters do not appear on the certificate.

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

How students and teachers can use the grades

Assessment at Cambridge IGCSE has two purposes:

- 1 to measure learning and achievement

The assessment confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus, to the levels described in the grade descriptions.

- 2 to show likely future success

The outcomes help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful.

The outcomes help students choose the most suitable course or career.

Grade descriptions

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

Grade descriptions for Cambridge IGCSE Literature in Spanish will be published after the first assessment of the syllabus in 2025.

Changes to this syllabus for 2025, 2026 and 2027

The syllabus has been updated. This is version 2, published October 2025.

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

Changes to version 2 of the syllabus, published October 2025

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| Changes to syllabus content | <ul style="list-style-type: none"> We have provided the opening and closing lines of 'Nocturno' by Delmira Agustini to clarify the poem that candidates need to study. |
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Changes to version 1 of the syllabus, published September 2022

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| Changes to syllabus code | <ul style="list-style-type: none"> The syllabus code has changed. The new syllabus code is 0474. |
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| Changes to syllabus content | <ul style="list-style-type: none"> The syllabus title has changed to IGCSE Literature in Spanish. Learner attributes have been added to the syllabus. There is a minor change to the wording of assessment objective AO1. A list of command words has been added to the syllabus. |
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| Changes to assessment (including changes to specimen papers) | <ul style="list-style-type: none"> The coursework component has been removed from the qualification. Marks achieved from Component 2 Coursework in November 2024 cannot be carried forward to the new syllabus in June 2025. The assessment consists of two externally examined papers, each weighted at 50% of the IGCSE. The content assessed in each question paper has changed:
Paper 1 Prose and Drama
Paper 2 Poetry and Unseen.
Candidates answer two questions on each paper. Candidates must answer one question on each genre (prose, drama, poetry, unseen). The number of marks for Paper 1 and Paper 2 has changed: both papers have 50 marks. The duration of the exams has changed: Paper 1 is 1 hour 30 minutes; Paper 2 is 2 hours. The number of questions on each set text has been reduced: there are two questions on each set text. Paper 2 has two unseen questions: a poem and a prose extract. Candidates choose to answer one question. The number of marks per question has increased: each question is worth 25 marks. Command words and question phrases have been revised. The rubric has changed to reflect the changes above. The mark schemes for both papers have been revised. |
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In addition to reading the syllabus, you should refer to the updated specimen assessment materials. The specimen papers will help your students become familiar with exam requirements and command words in questions. The specimen mark schemes show how students should answer questions to meet the assessment objectives.

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

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

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