



CAMBRIDGE
International Education

Syllabus

Cambridge IGCSETM Literature in Spanish 0474

Use this syllabus for exams in 2028, 2029 and 2030.
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.

Why choose Cambridge?

We work with schools worldwide to build an education that shapes knowledge, understanding and skills. Together, we give learners the confidence they need to thrive and make a positive impact in a changing world.

As part of the University of Cambridge, we offer a globally trusted and flexible framework for education from age 3 to 19, informed by research, experience, and listening to educators.

With recognised qualifications, high-quality resources, comprehensive support and valuable insights, we help schools prepare every student for the opportunities and challenges ahead.

Qualifications that are recognised and valued worldwide

From the world's top-ranked universities to local higher education institutions, Cambridge qualifications open doors to a world of opportunities.

Setting a global standard

With over 160 years of experience in delivering fair, valid and reliable assessments to students worldwide, we offer a global, recognised performance standard for international education.

Your path, your way

Schools can adapt our curriculum, high-quality teaching and learning resources and flexible assessments to their local context. Our aligned offer helps Cambridge schools support every learner to reach their potential and thrive.

Learning with lasting impact

Cambridge learners build subject knowledge and conceptual understanding, and develop a broad range of skills, learning habits and attributes to help make them ready for the world.

Improving learning outcomes through data-led insight and action

Our trusted baseline and diagnostic assessments, together with our insights and evaluation service, help schools turn data into knowledge and actionable insights, to inform teaching decisions and improve learner outcomes.

Bringing together a community of experts

We bring together the collective knowledge of experts and our diverse community of educators worldwide, supporting them to learn from one another and share ideas and information.

Tackling the climate crisis together

We believe that education is key to tackling the climate crisis. Together with Cambridge schools, we can empower young people with the skills and knowledge to take action on climate change, helping them be ready for the world.

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

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

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Important: Changes to this syllabus

For information about changes to this syllabus for 2028, 2029 and 2030, 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 at any age. Taught by over 5000 schools in 150 countries, it is tried, tested and trusted.

Students can choose from 70 subjects in any combination, including 30 languages.

Our programmes promote 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:

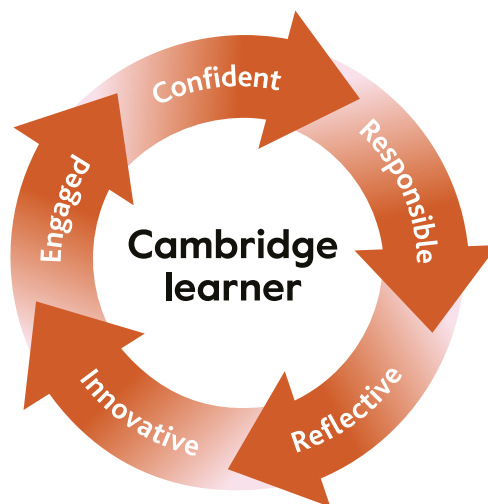
confident, exploring texts and ideas, and beginning to form personal insight

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 Group of Schools, Indonesia

Qualifications that are recognised and valued worldwide

Cambridge qualifications prepare and equip learners with the skills they need to thrive at university and beyond. The world's best higher education institutions recognise our qualifications and value the critical thinking skills, independent research abilities and deep subject knowledge that Cambridge learners bring.

We continually work with universities and colleges in every part of the world to ensure that they understand and accept our qualifications. Cambridge IGCSE provides a springboard to the Cambridge Advanced stage, as well as other post-16 routes. 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.

Many universities require a combination of Cambridge International AS & A Levels and Cambridge IGCSEs or equivalent to meet their entry requirements.

UK ENIC, 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.

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 believe education works best when teaching and learning are closely aligned to the curriculum, resources and assessment. Our high-quality teaching support helps to maximise teaching time and enables teachers to engage learners of all backgrounds and abilities.

We aim to provide the following support for each Cambridge qualification:

- Syllabus
- Specimen question papers and mark schemes
- Specimen paper answers
- Schemes of Work
- Example candidate responses
- Past papers and mark schemes
- Principal examiner reports for teachers

These resources are available on the School Support Hub at www.cambridgeinternational.org/support, our secure online site for Cambridge teachers. Your exams officer can provide you with a login.

Additional teaching & learning resources are also available for many syllabuses and vary according to the nature of the subject and the structure of the assessment of each syllabus. These can include ready-built lesson materials, digital resources and multimedia for the classroom and homework, guidance on assessment and much more. Beyond the resources available on the Schools Support Hub, a wide range of endorsed textbooks and associated teaching and learning support are available from Cambridge at www.cambridge.org/education and from other publishers. Resources vary according to the nature of the subject and the structure of the assessment of each syllabus.

You can also contact our global Cambridge community or talk to a senior examiner on our discussion forums.

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

Professional development

Find the next step on your professional development journey.

- **Introduction courses** – An introduction to Cambridge programmes and qualifications. For teachers who are new to Cambridge programmes or new to a specific syllabus.
- **Focus on Teaching courses** – These are for teachers who want to explore a specific area of teaching and learning within a syllabus or programme.
- **Focus on Assessment courses** – These are for teachers who want to understand the assessment of a syllabus in greater depth.
- **Marking workshops** – These workshops help you become more familiar with what examiners are looking for, and provide an opportunity to raise questions and share your experiences of the syllabus.
- **Enrichment Professional Development** – Transform your approach to teaching with our Enrichment workshops. Each workshop focuses on a specific area of teaching and learning practice.
- **Cambridge Professional Development Qualifications (PDQs)** – Practice-based programmes that transform professional learning for practicing teachers. Available at Certificate and Diploma level.

For more information visit www.cambridgeinternational.org/support-and-training-for-schools

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.



We are 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 resources and examples, and texts 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 2028 – Paper 1

Section A: Prose

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

Mercedes Cabello de Carbonera *Sacrificio y recompensa* (Stockcero, 2005, 1st edition)

Emilia Pardo Bazán *Los pazos de Ulloa* (Debolsillo, 2006, 1st edition)

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

Elena Garro *Felipe Ángeles* (Letras mexicanas, 2016, 1st edition)

Fernán Gómez *Las bicicletas son para el verano* (Vicens Vives, 1999, 2nd edition)

Set texts for examination in 2028 – 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' | 'Desde lejos' |
| 'La sed' | 'España' |
| 'La estatua' | 'A una cruz' |
| 'Astrólogos' | 'Primavera' |
| 'Jirón de púrpura' | 'Nocturno'* |
| 'Arabesco' | 'En tus ojos' |
| 'Visión de otoño' | 'Fiera de amor' |
| 'El poeta y la diosa' | 'Cuentas de mármol' |
| 'El poeta y la ilusión' | 'El arroyo' |
| 'Medioeval' | 'Serpentina' |
| 'Mi musa triste' | 'Visiones de España' |
| 'El intruso' | |

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

Antonio Machado, the following 19 poems:

| | |
|--------------------------------------|-----------------------------|
| 'He andado muchos caminos' | 'La primavera besaba' |
| 'La plaza y los naranjos encendidos' | 'Pegasos, lindos pegazos' |
| 'Recuerdo infantil' | 'Sol de invierno' |
| 'Orillas del Duero' | 'Retrato' |
| 'Yo voy soñando caminos' | 'A un olmo seco' |
| 'Las moscas' | 'Dice la esperanza: un día' |
| 'Acaso' | 'Otro viaje' |
| 'Anoche cuando dormía' | 'El crimen fue en Granada' |
| 'Si yo fuera un poeta' | 'Parábolas: I, IV, VII' |
| 'Los sueños' | |

You can find these poems in *Otro milagro de la primavera*, by Antonio Machado (Visor Libros, 2020, 1st edition).

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

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

Set texts for examination in 2029 – Paper 1

Section A: Prose

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

Mercedes Cabello de Carbonera *Sacrificio y recompensa* (Stockcero, 2005, 1st edition)

Miguel Delibes *El príncipe destronado* (Destinolibro, 1994, 17th edition)

Emilia Pardo Bazán *Los pazos de Ulloa* (Debolsillo, 2006, 1st edition)

Mario Vargas Llosa *Le dedico mi silencio* (Alfaguara, 2023, 1st edition)

Section B: Drama

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

Elena Garro *Felipe Ángeles* (Letras mexicanas, 2016, 1st edition)

Fernán Gómez *Las bicicletas son para el verano* (Vicens Vives, 1999, 2nd edition)

Set texts for examination in 2029 – Paper 2

Section A: Poetry

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

Antonio Machado, the following 19 poems:

‘He andado muchos caminos’

‘La plaza y los naranjos encendidos’

‘Recuerdo infantil’

‘Orillas del Duero’

‘Yo voy soñando caminos’

‘Las moscas’

‘Acaso’

‘Anoche cuando dormía’

‘Si yo fuera un poeta’

‘Los sueños’

‘La primavera besaba’

‘Pegasos, lindos pegasos’

‘Sol de invierno’

‘Retrato’

‘A un olmo seco’

‘Dice la esperanza: un día’

‘Otro viaje’

‘El crimen fue en Granada’

‘Parábolas: I, IV, VII’

You can find these poems in *Otro milagro de la primavera*, by Antonio Machado (Visor Libros, 2020, 1st edition).

Paper 2 continued – set texts for examination in 2029

Section A: Poetry

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

Cristina Peri Rossi, the following 26 poems:

| | |
|---|-------------------------------|
| 'Carta de mamá' | 'Los grandes trasatlánticos' |
| 'Cabina telefónica 1975' | 'R.I.P.' |
| 'Extrañan...' | 'Alegría de vivir' |
| 'Sueñan con volver a un país que ya no existe...' | 'La falta' |
| 'El viaje' | 'Nocturno en la ciudad' |
| 'Dialéctica de los viajes' | 'El mundo del futuro' |
| 'Montevideo' | 'La seducción' |
| 'Supermercado' | 'La invención del lenguaje' |
| 'El regreso de Ulises a la patria' | 'Fin de año en el aeropuerto' |
| 'Genealogía' | 'Para qué sirve la lectura' |
| 'Condición de mujer' | 'Epitafios' |
| 'Mujer de principios' | 'El amor existe' |
| 'Mensajes' | 'Tierra de nadie' |

You can find these poems in *La barca del tiempo*, by Cristina Peri Rossi (Visor Libros, 2021, 3rd edition).

Set texts for examination in 2030 – Paper 1

Section A: Prose

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

Mercedes Cabello de Carbonera *Sacrificio y recompensa* (Stockcero, 2005, 1st edition)

Miguel Delibes *El príncipe destronado* (Destinolibro, 1994, 17th edition)

Emilia Pardo Bazán *Los pazos de Ulloa* (Debolsillo, 2006, 1st edition)

Mario Vargas Llosa *Le dedico mi silencio* (Alfaguara, 2023, 1st edition)

Section B: Drama

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

Elena Garro *Felipe Ángeles* (Letras mexicanas, 2016, 1st edition)

Fernán Gómez *Las bicicletas son para el verano* (Vicens Vives, 1999, 2nd edition)

Set texts for examination in 2030 – Paper 2

Section A: Poetry

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

Antonio Machado, the following 19 poems:

‘He andado muchos caminos’

‘La plaza y los naranjos encendidos’

‘Recuerdo infantil’

‘Orillas del Duero’

‘Yo voy soñando caminos’

‘Las moscas’

‘Acaso’

‘A noche cuando dormía’

‘Si yo fuera un poeta’

‘Los sueños’

‘La primavera besaba’

‘Pegasos, lindos pegasos’

‘Sol de invierno’

‘Retrato’

‘A un olmo seco’

‘Dice la esperanza: un día’

‘Otro viaje’

‘El crimen fue en Granada’

‘Parábolas: I, IV, VII’

You can find these poems in *Otro milagro de la primavera*, by Antonio Machado (Visor Libros, 2020, 1st edition)

Paper 2 continued – set texts for examination in 2030

Section A: Poetry

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

Cristina Peri Rossi, the following 26 poems:

| | |
|---|-------------------------------|
| 'Carta de mamá' | 'Los grandes trasatlánticos' |
| 'Cabina telefónica 1975' | 'R.I.P.' |
| 'Extrañan...' | 'Alegría de vivir' |
| 'Sueñan con volver a un país que ya no existe...' | 'La falta' |
| 'El viaje' | 'Nocturno en la ciudad' |
| 'Dialéctica de los viajes' | 'El mundo del futuro' |
| 'Montevideo' | 'La seducción' |
| 'Supermercado' | 'La invención del lenguaje' |
| 'El regreso de Ulises a la patria' | 'Fin de año en el aeropuerto' |
| 'Genealogía' | 'Para qué sirve la lectura' |
| 'Condición de mujer' | 'Epitafios' |
| 'Mujer de principios' | 'El amor existe' |
| 'Mensajes' | 'Tierra de nadie' |

You can find these poems in *La barca del tiempo*, by Cristina Peri Rossi (Visor Libros, 2021, 3rd edition).

Faculty feedback: 'Understanding how and why our climate is changing and providing the knowledge and skills to explore the challenges plays a key role in every student's education.'

Feedback from: Dr Amy Munro-Faure, Head of Education and Student Engagement of Cambridge Zero

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 a broad curriculum such as the Cambridge Lower Secondary programme or equivalent national educational framework.

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. Find your administrative zone at www.cambridgeinternational.org/adminzone

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 encourages 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. 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 access to 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 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.

Learn more about retake entries, including definitions and information on entry deadlines, at **www.cambridgeinternational.org/retakes**

To confirm what entry options are available for this syllabus, refer to the *Cambridge Guide to Making Entries* for the relevant series. Regulations for carrying forward component marks can be found in the *Cambridge Handbook* for the relevant year of assessment 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

At Cambridge we recognise that our candidates have highly diverse socio-economic, cultural and linguistic backgrounds, and may also have a variety of protected characteristics. Protected characteristics include special educational needs and disability (SEND), religion and belief, and characteristics related to gender and identity.

We follow accessible design principles to make our syllabuses and assessment materials as accessible and inclusive as possible. We review language accessibility, visual resources, question layout and the contexts used in questions. Using this approach means that we give all candidates the fairest possible opportunity to demonstrate their knowledge, skills and understanding.

Access arrangements

Our design principles aim to make sure our assessment materials are accessible for all candidates. To further minimise barriers faced by candidates with SEND, illness or injury, we offer a range of access arrangements and modified papers. This is the principal way in which we comply with our duty to make 'reasonable adjustments', as guided by the UK Equality Act 2010.

Important:

Requested access arrangements should be based on evidence of the candidate's barrier to taking an assessment and should also reflect their normal way of working. For Cambridge to approve an access arrangement, we need to agree that it constitutes a reasonable adjustment and does not affect the security or integrity of the assessment. This is explained in section 1.3 of the *Cambridge Handbook*

www.cambridgeinternational.org/eoguide

Applying for access arrangements

- Details of our standard access arrangements and modified question papers are available in section 1.3 of the *Cambridge Handbook* **www.cambridgeinternational.org/eoguide**
- Centres are expected to check the availability of access arrangements and modified question papers at the start of the course. Check the *Cambridge Handbook*, the assessment objectives listed in the syllabus document and, where applicable, any access arrangement restrictions listed in the syllabus document.
- Contact us at the start of the course to find out if we can approve an access arrangement that is not listed in the *Cambridge Handbook*.
- All applications should be made by the deadlines published in the *Cambridge Handbook*.

Some access arrangements are not allowed in this syllabus because they affect the assessment objectives:

- candidates must **not** use voice-activated software to dictate their written work
- candidates must **not** use word processing technology which uses word prediction and/or phrase prompting including spell check and grammar check
- candidates must **not** use a human reader.

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, Cambridge IGCSE is shown as INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION (IGCSE).

On certificates, Cambridge IGCSE is shown as International General Certificate of Secondary Education.

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.
- 2 to show likely future success
The outcomes help predict which students are well prepared for or likely to be successful in a particular course or career.
The outcomes help students choose the most suitable course or career.

Changes to this syllabus for 2028, 2029 and 2030

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

You must read the whole syllabus before planning your teaching programme. We review our syllabuses regularly to make sure they continue to meet the needs of our schools. In updating this syllabus, we have made it easier for teachers and students to understand, keeping the familiar features that teachers and schools value.

Changes to version 2 of the syllabus, published October 2025

Changes to syllabus content

- 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 2025

Changes to syllabus content

- The set texts for Paper 1 and Paper 2 have been updated.
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| Significant changes to the syllabus are indicated by black vertical lines either side of the text. |

Syllabuses and specimen materials represent the final authority on the content and structure of all of our assessments.

With a Customer Services team available 24 hours a day, 6 days a week, and dedicated regional teams supporting schools in 160 countries, we understand your local context and are here to guide you so you can provide your learners with everything they need to prepare for Cambridge IGCSE.

Quality management



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

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

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

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

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