

International General Certificate
of Secondary Education

Syllabus

LITERATURE (SPANISH) 0488

For examination in June and November 2009

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LITERATURE (SPANISH)

Syllabus code: 0488

CONTENTS

	<i>Page</i>
I INTRODUCTION	1
II AIMS	1
III ASSESSMENT OBJECTIVES	2
IV ASSESSMENT	3
V CURRICULUM CONTENT	5
VI GRADE DESCRIPTIONS	6
APPENDIX A: SET TEXTS FOR EXAMINATION IN 2009	7
APPENDIX B: COURSEWORK (PAPER 2) – GUIDANCE NOTES (Includes Assessment Criteria, Individual Candidate Record Card and Assessment Summary Form).	8

Notes

- 1 This syllabus is available in the June and November examination sessions.
- 2 Candidates may, if they wish, enter for both Literature (Spanish) and Literature (English) in the same examination session.

I INTRODUCTION

International General Certificate of Secondary Education (IGCSE) syllabuses are designed as two-year courses for examination at age 16-plus.

All IGCSE syllabuses follow a general pattern. The main sections are:

- Aims
- Assessment Objectives
- Assessment
- Curriculum Content

The IGCSE subjects have been categorised into groups, subjects within each group having similar Aims and Assessment Objectives.

Literature (Spanish) falls into Group II, Humanities and Social Sciences, of the International Certificate of Education (ICE) subjects.

The examination in Literature (Spanish) is designed to assess the ability of the candidate to present an informed personal response to works of Literature read, heard or viewed.

II AIMS

These describe the educational purposes of a course in Literature for the IGCSE examination, and are the same for all students. They are not listed in any order of priority.

The aims are to encourage and develop students' ability 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 an understanding of areas of human concern

III ASSESSMENT OBJECTIVES

Students will be assessed on their ability to:

- 1 show detailed knowledge of the content of literary texts in at least two of the three main forms (Drama, Poetry and Prose)
- 2 understand the meanings of literary texts and their contexts and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes
- 3 recognise and appreciate ways in which writers use language, structure and form to create and shape meanings and effects
- 4 communicate a sensitive and informed personal response to literary texts.

SPECIFICATION GRID

	Assessment Objective			
	1	2	3	4
Paper 1	✓	✓	✓	✓
Paper 2	✓	✓	✓	✓
Paper 3	✓	✓	✓	✓

IV ASSESSMENT

There are two possible schemes of assessment (options) available for 0488 Literature (Spanish). The full range of grades, A*-G, is available on both options.

Students will take one of the following options:

SET TEXTS (OPEN BOOKS) WITH COURSEWORK

	Duration	Weighting
Paper 1 Set Texts (Open Books)	2 hours 15 minutes	70%
Paper 2 Coursework	Centre-assessed and externally moderated by CIE	30%

OR

SET TEXTS (OPEN BOOKS) WITHOUT COURSEWORK

	Duration	Weighting
Paper 1 Set Texts (Open Books)	2 hours 15 minutes	70%
Paper 3 Unseen	1 hour	30%

DESCRIPTION OF PAPERS

Paper 1 Set Texts (Open Books)

2 hours 15 minutes

The paper has three sections: Drama, Prose and Poetry. For set texts for 2009 see *Appendix A*.

In the examination, **candidates will answer three questions, each on a different set text, taken from at least two of the sections, Drama, Prose and Poetry**. At least **one** of the questions answered must be a passage-based question. If the candidate wishes (s)he may answer three passage-based questions. All questions carry equal marks. Questions will be set in Spanish and candidates must answer in Spanish.

The paper will contain one passage-based question and two essay questions on each set text. All questions will encourage informed personal response, and are designed to test all the Assessment Objectives. In practical terms this means that candidates will be asked to demonstrate:

- personal response: sometimes directly, e.g., 'What do you think?', 'What are your feelings about...?' and sometimes by implication, e.g., 'Explore the ways in which...'
- knowledge of the text through use of close reference to details and quotations from it
- understanding of characters, relationships, situations and themes
- understanding of the writer's intentions and methods, and response to the writer's use of language

One of the three questions on each set text may be an empathic task. Sometimes known as 'empathetic' or 'creative response' tasks, these address the same assessment objectives as essay and passage-based questions. They are intended to test knowledge, understanding and response; but they give the candidate the opportunity to engage more imaginatively with the text, by the assumption of a suitable 'voice', i.e. manner of speaking, for the character concerned.

Students may take their set texts into the examination room. These may **not** contain candidate annotation or underlining. In the passage-based questions students will be asked to read again a specified passage or poem from the set text before answering the question. A chapter/scene/page reference will be stated on the question paper. (Heads of Department are allowed to open the question paper one hour in advance of the examination in order to provide correct references for their students if they have been using a different edition. See *Handbook for Centres*.)

Paper 2 Coursework

School-based assessment

Students will submit a portfolio, containing three assignments, each of about 600-800 words, and showing evidence of wider reading **in all three categories: Poetry, Prose and Drama**. Each assignment must be on a literary text and may be either an essay or an empathic response piece. The folder must **not** include work on the texts prepared for Paper 1.

Assignments may be handwritten, typed or wordprocessed.

Coursework is assessed and marked by the Centre and a sample submitted for external moderation by CIE. Teachers responsible for assessing coursework must be accredited to do so by CIE.

The work will be expected to provide evidence of:

- knowledge of content
- personal response
- awareness of use of language, structure, characterisation

For further guidance on presentation of the portfolio and on marking see Appendix B.

Paper 3 Unseen

1 hour

One short passage of **either** prose **or** poetry **or** drama will be printed on the question paper. Students will be required to comment on the passage.

V CURRICULUM CONTENT

Students should be able to demonstrate an appreciation of texts and themes in ways which may range from straightforward knowledge of content and surface meaning to the communication of an informed personal response.

Students should study in detail individual texts in all of the three main literary forms of prose, poetry and drama as part of their course.

All students should be able to:

- recall, narrate
- summarise
- paraphrase
- select relevant detail
-
- distinguish viewpoint
- detect theme, motivation
- comment on plot, characterisation
- demonstrate some awareness of the ways writers achieve their effects
-
- draw inferences
- state opinions
- articulate and discuss feelings and attitudes

Students who are aiming for Grades A* to C should be able in addition to:

- explore theme, motivation
 - analyse plot, characterisation
 - employ basic critical terminology
 - discuss the ways writers achieve their effects
 -
 - make connections
 - evaluate, interpret
 - integrate apposite quotation and comment
 - communicate a considered personal response
-

VI GRADE DESCRIPTIONS

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall and may conceal weakness in one aspect of the examination that is balanced by above-average performance in some other.

Grade A

A Grade A candidate will have demonstrated the ability to:

- sustain a perceptive and convincing response with well chosen detail of narrative and situation;
- demonstrate clear critical/analytical understanding of the author's intentions and the text's deeper implications and the attitudes it displays;
- make much well selected reference to the text;
- respond sensitively and in detail to the way language works in the text;
- communicate a considered and reflective personal response to the text.

Grade C

A Grade C candidate will have demonstrated the ability to:

- make a reasonably sustained/extended response with detail of narrative and situation;
- show understanding of the author's intentions and some of the text's deeper implications and the attitudes it displays;
- show some thoroughness in use of the text for support;
- make some response to the way language works in the text;
- communicate an informed personal response to the text.

Grade E

A Grade E candidate will have demonstrated the ability to:

- make some relevant comments in terms of narrative and situation;
- show some understanding of the author's intentions and the surface meaning of the text;
- make a little reference to the text for support;
- make a little reference to the language of the text;
- communicate a basic personal response to the text.

Grade F

A Grade F candidate will have demonstrated the ability to:

- make a few straightforward points in terms of narrative and situation;
- show a few signs of understanding of the author's intentions and the surface meanings of the text;
- make a little reference to the text;
- show evidence of a simple personal response to the text.

APPENDIX A: SET TEXTS FOR EXAMINATION IN 2009

Candidates taking Paper 1 must answer on **three** different texts in the examination: **these must be taken from at least two of the categories Prose, Drama and Poetry.**

* **texts marked with one asterisk will also be examined in 2010.**

PROSE

Rómulo Gallegos: *Doña Bárbara* (Cátedra)

Carmen Martín Gaité: *El cuarto de atrás* (Destino)

* Ricardo Güiraldes: *Don Segundo Sombra* (Cátedra)

* Luis Martín-Santos: *Tiempo de silencio* (Crítica)

DRAMA

Fernando Arrabal: *El cementerio de automóviles* (Cátedra)

* Tirso de Molina: *El burlador de Sevilla* (Cátedra)

POETRY

Octavio Paz. The following poems are to be studied: 'Sonetos: Inmóvil en la luz...', 'Sonetos: El mar, el mar y tú...', 'Palabra', 'Jardín', 'Lago', 'Medianoche: Es el secreto mediodía...', 'El pájaro', 'Nocturno', 'Espejo', 'Conscriptos U.S.A.: Conversación en un bar', 'Adiós a la casa', 'La vida sencilla', 'Los viejos', 'El desconocido', 'En la calzada', 'Escrito con tinta verde', 'Cerro de la estrella', 'Primavera y muchacha', 'Refranes', 'Semillas para un himno (from *Infrecuentes (pero también inmerecidas)* to *Por un instante están los nombres habitados*)'

These poems can be found in Octavio Paz, *Libertad bajo palabra* (Cátedra)

* Alfonsina Storni. The following poems are to be studied: 'El cisne enfermo', 'Golondrinas', 'El sueño', 'Morir sobre los campos', 'Rebeldía', 'Así', 'Medianoche', 'Tú me quieres blanca', 'Me atreveré a besarte', 'Fiero amor', 'Piedra miserable', 'En una primavera', 'El obrero', 'Van pasando mujeres', 'El siglo XX', 'Buenos Aires', 'Letanías de la tierra muerta', 'Dejad dormir a Cristo', 'Selva de mi ciudad', 'Hombres de la ciudad', 'Dibujos animados', 'Un lápiz'

These poems can be found in Alfonsina Storni, *Poesía* (Editores Mexicanos Unidos)

APPENDIX B: COURSEWORK (PAPER 2) – GUIDANCE NOTES

These instructions are to be read in conjunction with the paper description contained in this syllabus and the guidance and general regulations about internal (school-based) assessment of Coursework provided in the *Handbook for Centres*.

GENERAL GUIDANCE

1 Format of the Coursework portfolio

The portfolio will contain **three assignments, each on a different text and must show evidence of wider reading in all three categories, Prose, Drama and Poetry**. The three assignments must be securely fastened (e.g. by stapling or treasury tags) and each must be marked clearly with the student's name, Centre number and candidate number. Work for external moderation must not be sent to CIE in plastic folders or bulky and heavy ring binders.

A completed Individual Candidate Record Card must be included with each portfolio.

2 Assignments: general issues

It is assumed that assignments will arise from a programme of study undertaken by a teaching group. The best assignments are usually those that arise from a shared learning experience but are finally chosen by individual students; negotiation of assignments with the teacher is recommended.

It is not normally expected nor desired that students will produce coursework under timed exam-room-type conditions.

Assignments may be completed at any stage during the course. It is generally better that students undertake more than three assignments during the course from which a suitable choice can eventually be made for the final portfolio.

3 Assignments: texts

Choosing the Coursework option allows teachers the flexibility to include texts they know will be relevant to their students as well as offering the opportunity to focus on local authors and/or aspects of the Spanish literary heritage that are of particular interest.

As stated in paragraph 1, the texts chosen as a basis for coursework must 'show evidence of wider reading in all three categories, Prose, Drama and Poetry'. 'Wider reading' may be interpreted as the teacher thinks best. However, while it is appreciated that students' time is limited and may not allow for ambitious reading programmes, this must not be taken as an excuse to present a very minimal programme (e.g. one short story, one scene from a play, one poem). One major object of the Coursework option is to encourage students to explore works which they will find interesting and enjoyable. It may be possible to link the texts studied for wider reading with those studied for the written examination, either thematically or by author, but there is no requirement to do so. (Teachers are reminded that portfolios may not include assignments on set texts which students intend to answer on in the written examination (Paper 1).) The works selected need not be 'literary' in any narrow sense: pupils who have particular interests in genres (science fiction, fantasy, adventure etc), in themes, or in authors may be encouraged to explore these interests in their choice of wider reading, and even to propose their own tasks, though this must of course be done in close collaboration with the teacher to ensure the tasks are suitable. Teachers may like to include some, perhaps lesser-known, works of local interest, and this, while not at all obligatory, is very acceptable.

Although there may on occasion be a reason why a centre wishes to include the study of one text in translation, this should be an exception rather than the rule. 0488 is intended to be an examination in Spanish Literature and it would seem counterproductive to ignore the great wealth of material available in Spanish. In particular, texts that are being prepared for syllabus 0486 Literature (English) should be avoided.

4 'Cross-over' Assignments for IGCSE First Language Spanish and IGCSE Literature (Spanish)

Where the relevant requirements are met for both syllabuses, it is possible for one assignment to be included in coursework portfolios for **both** IGCSE First Language Spanish (0502) and IGCSE Literature (Spanish) (0488). In this event, the assignment will need to be assessed twice: once against the Language criteria and once against the Literature criteria. The original copy of the assignment should be kept in the Literature portfolio, and a photocopy of it should be placed in the Language portfolio. This photocopy should in turn be marked clearly in a different colour to show how the assignment has been assessed for Language. (In framing assignments, teachers should bear in mind that an empathic-type Literature task (for example) is more likely to be suitable for inclusion in a **Language** portfolio than a more 'straightforward' essay on a text.)

5 Drafting assignments

General discussion of the work and how it is proceeding are a natural part of the relationship between the teacher and student in coursework, as in preparation for other forms of examination. Moreover, teachers can be better assured of the authenticity of work if first drafts (e.g. plans following discussion) are completed in class and seen and noted by them.

However, marking, correcting or editing of draft material by the teacher prior to submission of the assignment proper moves into the realm of improper practice. Students should certainly draft and redraft their work, and teachers should give **general** advice.

6 Length of assignments

The syllabus gives guidance of 'between 600 and 800 words' for each assignment. This is a sufficient length to attract the highest marks. Work that is significantly under- or over-length is likely to be self-penalising.

7 Use of word processors

Each assignment may be either handwritten, typed or word processed. Candidates should be reminded of the importance of careful proofreading of all their work.

8 Checking portfolios to ensure that the syllabus requirements have been met

Teachers should check the contents of portfolios before finalising them, especially where students have been given many assignments and have made the final choice themselves.

If a portfolio does not meet the syllabus requirements, it should be assessed in the normal way and an overall mark awarded according to the quality of the work. A third of that mark should then be deducted for each piece that is wrongly included or is missing.

9 Checking portfolios for authenticity

It is the Centre's responsibility to guarantee that all coursework submitted by students is their original work. Any work found to have been plagiarised must be removed before the coursework portfolio is marked.

If appropriate, references to any secondary source material should be provided by the candidate at the end of an assignment and clearly indicated.

10 Feedback following external moderation

Centres will receive a brief report from the External Moderator on the assessment of their candidates' portfolios. This will usually be despatched at the time of the issue of results.

11 Carry forward of Coursework result

It is permissible for a component result in Coursework to be carried forward to a re-take of the syllabus once within a period of not more than 13 months.

MARKING AND MODERATING INSTRUCTIONS

1 As well as providing a comment on the quality of the portfolio overall at the bottom of each candidate's Individual Candidate Record Card, teachers must mark each assignment by indicating strengths and errors and by providing a comment at the end.

2 **The teacher must mark each candidate's portfolio out of a total of 40**, in accordance with the criteria below. Individual assignments may be awarded marks/grades in whatever way is most appropriate for teachers and students. However, the final mark for the completed portfolio must be an assessment of how the portfolio, overall, has met the assessment criteria below. It must reflect not only the variability in the achievement across the three assignments, but also variable performance in the criteria applicable to each piece of work. Assessment will, therefore, usually involve balancing strengths and weaknesses in the student's work. For this reason, the final mark for the folder will not necessarily be a straightforward addition of three marks.

3 Internal Moderation

When several teachers in a Centre are involved in internal assessment, arrangements must be made within the Centre for all candidates to be assessed to a common standard to produce a reliable rank order. The Centre assessments will then be subject to external moderation.

4 External Moderation

Individual Candidate Record Cards and Coursework Assessment Summary Forms must be received by CIE no later than 30 April for the June examination and 31 October for the November examination along with a sample of the coursework undertaken by the candidates. The samples should cover the full ability range and must be selected according to the following criteria:

- (a) If there are 10 or fewer candidates entered for a coursework component, all the school-based assessment that contributed to the final mark for that component will be required.
- (b) If there are more than 10 candidates entered for the coursework component, all the coursework that contributed to the final mark for that component will be required for the number of candidates as follows:

number of candidates entered	number of candidates whose work is required
0-10	all candidates
11-50	10
51-100	15
101-200	20
above 200	10% of candidates

The accredited teacher responsible for internal standardisation in the Centre for that syllabus must select the 10, 15 or 20 candidates covering the whole mark range with marks spaced as evenly as possible from the top mark to the lowest mark. Where there is more than one teacher involved in the marking of the work, the sample must include approximately equal samples of the marking of each teacher.

- (c) CIE may request further samples of candidate's work. The Centre must despatch these as soon as the request is received.

ASSESSMENT CRITERIA FOR COURSEWORK (Paper 2)**Grade descriptions**

Grade A In the portfolio the student has demonstrated expertise in:
(36-40)

- giving an account in appropriate detail of the content of the literary texts, with well chosen reference to narrative and situation, properly supported by quotation;
- understanding literary texts at a range of levels with due emphasis on interpretation and evaluation and a thoughtful recognition of both themes and attitudes;
- recognising, appreciating and evaluating the ways in which writers have used language in the texts studied;
- recognising, appreciating and evaluating other significant ways (e.g. structure, characterisation, imagery) in which the writers studied have achieved their effects;
- communicating a considered and reflective personal response to the texts studied.

Grade B In the portfolio the student has demonstrated a high level of competence in:
(31-35)

- giving an account of the content of literary texts, with appropriate reference to narrative and situation, supported by quotation;
- understanding literary texts at a range of levels showing some emphasis on interpretation and evaluation with a recognition of themes and attitudes;
- recognising and appreciating, to a considerable degree, the way in which writers have used language in the texts studied;
- recognising and appreciating other significant ways (e.g. structure, characterisation, imagery) in which the writers studied have achieved their effects;
- communicating a well considered personal response to the texts studied.

Grade C In the portfolio the student has demonstrated competence in:
(26-30)

- giving an account of the content of literary texts, with detailed reference, where appropriate, to narrative and situation;
- understanding literary texts at a deeper level and showing some awareness of their themes, implications and attitudes;
- recognising and appreciating specific ways in which writers have used language in the texts studied;
- recognising and appreciating the significance of other ways (e.g. structure, characterisation) in which the writers studied have achieved their effects;
- communicating an informed personal response to the texts studied.

Grade D In the portfolio the student has demonstrated some competence in:
(21-25)

- giving an account of the content of literary texts with some reference to narrative and situation;
- understanding literary texts in a way that shows a basic recognition of themes and attitudes;
- recognising some of the significant ways in which writers have used language in the texts studied;
- recognising some other aspects of texts used by authors to present ideas;
- communicating a personal response which shows that some significant points have been considered.

Grade E In the portfolio the student has demonstrated a little competence in:
(16-20)

- giving a broad account of the content of literary texts with reference to narrative and situation;
- understanding the surface meaning of texts with some awareness of themes and attitudes;
- recognising some of the basic features of the way authors write;
- recognising other important aspects of texts such as characterisation;
- communicating a basic personal response to the texts studied.

Grade F In the portfolio the student has demonstrated a little competence in:
(11-15)

- giving a straightforward account of the content of literary texts in terms of narrative and situation;
- understanding the surface meaning of literary texts;
- recognising obvious differences in the way authors write;
- showing limited evidence of some personal response to the texts studied.

Grade G In the portfolio the student has demonstrated:
(6-10)

- an understanding of the basic events in a text;
- a recognition of the broad features of characters involved;
- a personal view or response to the texts studied.

U Insufficient for mark in Grade G.
(0-5)

LITERATURE (Spanish) Component 2
Individual Candidate Record Card
IGCSE

Please read the instructions printed overleaf and the General Coursework Regulations before completing this form.

Centre Number		Centre Name				
Candidate Number		Candidate Name				
Teaching Group/Set		June/November	2	0	0	9

	Title of Coursework Text	Prose	Poetry	Drama
1				
2				
3				

Teacher's comments

Please indicate the texts being studied for Paper 1:

	Mark to be transferred to Coursework Assessment Summary Form	TOTAL (max 40)
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INSTRUCTIONS FOR COMPLETING INDIVIDUAL CANDIDATE RECORD CARDS

1. Complete the information at the head of the form.
2. Mark the Coursework assignment for each candidate according to instructions given in the Syllabus booklet.
3. Enter marks in the appropriate space. Complete all sections of the form.
4. **It is essential that the marks of candidates from different teaching groups within each Centre are moderated internally.** This means that the marks awarded to all candidates within a Centre must be brought to a common standard by the teacher responsible for co-ordinating the internal assessment (i.e. the internal moderator), and a single valid and reliable set of marks should be produced which reflects the relative attainment of all the candidates in the Coursework component at the Centre.
5. Transfer the marks to the Coursework Assessment Summary Form in accordance with the instructions given on that document.
6. Retain all Individual Candidate Record Cards and Coursework **which will be required for external moderation.** See also the instructions on the Coursework Assessment Summary Form.

Note: These Record Cards are to be used by teachers only for students who have undertaken Coursework as part of their IGCSE Literature Course.

**LITERATURE (Spanish) Component 2
Coursework Assessment Summary Form
IGCSE**

Please read the instructions printed overleaf and the General Coursework Regulations before completing this form.

Centre Number		Centre Name		June/November	2	0	0	9
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Candidate Number	Candidate Name	Teaching Group/ Set	Total Mark (max 40)	Internally Moderated Mark (max 40)

Name of teacher completing this form		Signature		Date	
Name of internal moderator		Signature		Date	

A. INSTRUCTIONS FOR COMPLETING COURSEWORK ASSESSMENT SUMMARY FORMS

1. Complete the information at the head of the form.
2. List the candidates in an order which will allow ease of transfer of information to a computer-printed Coursework mark sheet MS1 at a later stage (i.e. in candidate index number order, where this is known; see item B.1 below). Show the teaching group or set for each candidate. The initials of the teacher may be used to indicate group or set.
3. Transfer each candidate's marks from his or her Individual Candidate Record Card to this form as follows:
 - (a) In the column headed 'Total Mark', enter the total mark awarded before internal moderation took place.
 - (b) In the column headed 'Internally Moderated Mark', enter the total mark awarded *after* internal moderation took place.
4. Both the teacher completing the form and the internal moderator (or moderators) should check the form and complete and sign the bottom portion.

B. PROCEDURES FOR EXTERNAL MODERATION

1. University of Cambridge International Examinations (CIE) sends a computer-printed Coursework mark sheet MS1 to each centre (in late March for the June examination and in early October for the November examination) showing the names and index numbers of each candidate. Transfer the total internally moderated mark for each candidate from the Coursework Assessment Summary Form to the computer-printed Coursework mark sheet MS1.
2. The top copy of the computer-printed Coursework mark sheet MS1 must be dispatched in the specially provided envelope to arrive as soon as possible at CIE but no later than 30 April for the June examination and 31 October for the November examination.
3. Send samples of the candidates' work covering the full ability range with the corresponding Individual Candidate Record Cards, this summary form and the second copy of MS1, to reach CIE by 30 April for the June examination and 31 October for the November examination.
4. Indicate the candidates who are in the sample by means of an asterisk (*) against the candidates' names on the summary form. The size of the coursework sample should be as follows:

number of candidates entered	number of candidates whose work is required
0-10	all candidates
11-50	10
51-100	15
101-200	20
above 200	10% of candidates

5. Where more than one teacher is involved in marking the work, the sample must include candidates marked by all teachers. Candidates must be selected so that the whole range is covered, with marks spaced as evenly as possible from the top mark to the lowest mark.
6. CIE reserves the right to ask for further samples of Coursework.