

SYLLABUS

Cambridge IGCSE[®]
Literature (Spanish)

0488

For examination in June and November 2015

Changes to syllabus for 2015

This syllabus has been updated, but there are no significant changes.

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1. Introduction

1.1 Why choose Cambridge?

Recognition

Cambridge International Examinations is the world's largest provider of international education programmes and qualifications for learners aged 5 to 19. We are part of Cambridge Assessment, a department of the University of Cambridge, trusted for excellence in education. Our qualifications are recognised by the world's universities and employers.

Cambridge IGCSE® (International General Certificate of Secondary Education) is internationally recognised by schools, universities and employers as equivalent in demand to UK GCSEs. Learn more at www.cie.org.uk/recognition

Excellence in education

Our mission is to deliver world-class international education through the provision of high-quality curricula, assessment and services.

More than 9000 schools are part of our Cambridge learning community. We support teachers in over 160 countries who offer their learners an international education based on our curricula and leading to our qualifications. Every year, thousands of learners use Cambridge qualifications to gain places at universities around the world.

Our syllabuses are reviewed and updated regularly so that they reflect the latest thinking of international experts and practitioners and take account of the different national contexts in which they are taught.

Cambridge programmes and qualifications are designed to support learners in becoming:

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

Support for teachers

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

Support for exams officers

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

Not-for-profit, part of the University of Cambridge

We are a not-for-profit organisation where the needs of the teachers and learners are at the core of what we do. We continually invest in educational research and respond to feedback from our customers in order to improve our qualifications, products and services.

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

1.2 Why choose Cambridge IGCSE?

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

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

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

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

Guided learning hours

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

1.3 Why choose Cambridge IGCSE Literature (Spanish)?

Cambridge IGCSE Spanish Literature is accepted by universities and employers as proof of real knowledge and understanding. Successful Cambridge IGCSE Spanish Literature students gain lifelong skills, including the ability to:

- enjoy the experience of reading literature
- understand and respond to literary texts in different forms and from different periods and cultures
- explore themes and motivations, and comment on plot and characterisation
- communicate an informed personal response, appropriately and effectively, for example to draw inference, state opinion and articulate feelings and attitudes

- appreciate the 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
- develop skills useful in a variety of related areas, such as recall, narration, evaluation and interpretation.

Prior learning

We recommend that candidates who are beginning this course should have previously studied some creative writing (drama, prose and/or poetry) in Spanish.

Progression

Cambridge IGCSE Certificates are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications.

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

1.4 Cambridge ICE (International Certificate of Education)

Cambridge ICE is a group award for Cambridge IGCSE. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of learners who pass examinations in at least seven subjects. To qualify for the Cambridge ICE award learners are required to have studied subjects from five groups: two languages from Group I, and one subject from each of the remaining four groups. The seventh subject can be taken from any of the five subject groups.

Literature (Spanish) 0488 falls into Group II, Humanities and Social Sciences.

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

The Cambridge ICE is awarded from examinations administered in the June and November series each year.

Detailed timetables are available from www.cie.org.uk/examsOfficers

1.5 How can I find out more?

If you are already a Cambridge school

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

If you are not yet a Cambridge school

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

2. Teacher support

2.1 Support materials

Cambridge syllabuses, past question papers and examiner reports to cover the last examination series are on the *Syllabus and Support Materials* DVD, which we send to all Cambridge schools.

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

For teachers at registered Cambridge schools a range of additional support materials for specific syllabuses is available online. For Teacher Support go to <http://teachers.cie.org.uk> (username and password required).

2.2 Resource lists

We work with publishers providing a range of resources for our syllabuses including textbooks, websites, CDs etc. Any endorsed, recommended and suggested resources are listed on both our public website and on Teacher Support.

The resource lists can be filtered to show all resources or just those which are endorsed or recommended by Cambridge. Resources endorsed by Cambridge go through a detailed quality assurance process and are written to align closely with the Cambridge syllabus they support.

2.3 Training

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

3. Assessment at a glance

Candidates will take one of the following options:

Set Texts (Open Books) with Coursework

Component	Duration	Weighting
Paper 1: Set Texts – Open Books	2 hours 15 minutes	70%
Paper 2: Coursework	Assessed by the Centre; externally moderated by Cambridge	30%

OR

Set Texts (Open Books) without Coursework

Component	Duration	Weighting
Paper 1: Set Texts – Open Books	2 hours 15 minutes	70%
Paper 3: Unseen	1 hour 20 minutes	30%

The full range of grades (A*–G) is available in each option.

Availability

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

Detailed timetables are available from www.cie.org.uk/examsOfficers

This syllabus is available to private candidates.

Centres in the UK that receive government funding are advised to consult the Cambridge website www.cie.org.uk for the latest information before beginning to teach this syllabus.

Combining this with other syllabuses

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

- syllabuses with the same title at the same level

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

4. Syllabus aims and assessment objectives

4.1 Syllabus aims

The syllabus aims, which are not listed in order of priority, 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 the contribution of literature to aesthetic, imaginative and intellectual growth
- explore the contribution of literature to an understanding of areas of human concern.

4.2 Assessment objectives

There are four Assessment Objectives (AOs) and candidates are assessed on their ability to:

AO1: Show detailed knowledge of the content of literary texts in at least two of the three main forms (Drama, Poetry, and Prose)

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.

Each of the assessment objectives is present in each of the papers, with the following weighting:

	Paper 1	Paper 2	Paper 3
AO1	25%	25%	25%
AO2	25%	25%	25%
AO3	25%	25%	25%
AO4	25%	25%	25%

5. Description of papers

5.1 Paper 1: Set Texts: Open Books

2 hours 15 minutes

This paper has three sections: Drama, Prose and Poetry, with each section covering the set texts listed in Section 4. Candidates answer three questions, each on a different set text, taken from at least two of the sections, Drama, Prose and Poetry. Questions are set in Spanish and candidates must answer in Spanish. All questions carry equal marks.

Candidates may take their set texts into the exam, but these texts must **not** contain any personal annotations, highlighting or underlining.

The paper will contain three questions on each set text. One of the three questions will be a passage-based question. One of the questions may be an empathic task. The remaining question(s) on each set text will be essay questions.

Candidates must answer at least one (and can answer up to three) passage-based questions.

Passage-based questions ask students to re-read a specific passage or poem from the set text before answering. The chapter, scene or page reference will be given on the exam paper. Heads of department can open the question paper one hour in advance of the exam to make sure that candidates have the correct references if they have been using a different edition. See the *Cambridge Handbook* for more detail.

'Empathic tasks' are also known as 'empathetic' or 'creative response' tasks, and address the same assessment objectives as the essay and passage-based questions. These questions test knowledge, understanding and response, but give candidates the opportunity to engage more imaginatively with the text by assuming a suitable 'voice' (i.e. a manner of speaking for a specific character).

All questions encourage an informed personal response and test all assessment objectives. This means that candidates will have to demonstrate:

- their personal response, sometimes directly (answering questions such as 'What do you think?', 'What are your feelings about...?') and sometimes by implication (such as 'Explore the ways in which...')
- their knowledge of the text through the use of close reference to detail and use of quotations from the text
- their understanding of characters, relationships, situations and themes
- their understanding of the writer's intentions and methods, and response to the writer's use of language.

5.2 Paper 2: Coursework portfolio

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 different literary text and may be either an essay or an empathic response piece. One assignment can be on a text prepared for the Paper 1 examination.

Assignments can be handwritten, written on a typewriter or word processor.

In their assignments, candidates must demonstrate their knowledge of the text, their personal response to it, and their awareness of the use of language, structure and characterisation in the text.

Coursework is assessed and marked by the Centre, and a sample is submitted for external moderation by Cambridge. Teachers responsible for assessing coursework must be accredited by Cambridge.

For more information and guidance on creating, presenting and marking the coursework, see Section 7.

5.3 Paper 3: Unseen

1 hour 20 minutes

Paper 3 comprises one question, which asks candidates for a critical commentary on (and appreciation of) a piece of previously unseen writing printed on the question paper.

The question may be based on a passage of literary prose, poetry or drama.

6. Set texts

Candidates taking Paper 1 must answer on three different texts in the examination: these must be **taken from at least two of the three categories: Prose, Drama and Poetry**. Candidates will gain an appreciation of texts and themes, ranging from a straightforward knowledge of content and surface meaning, to the communication of an informed personal response.

To help teachers plan for exams in 2015 and beyond, the set texts listed below are annotated as follows:

* = texts which will be examined in June and November 2015

** = texts which will be examined in June and November 2015 and 2016

The editions listed below are the ones Cambridge will use for the chapter, scene or page references on the exam paper. Candidates can use any edition of a set text as long as it is not an abridged or simplified version. See section 5.1 for further information.

Set texts for Paper 1

Centres have reported difficulties obtaining copies of *Barranca Abajo* by Florencio Sánchez. Cambridge have therefore added a third text to the drama list for 2015 and 2016.

Paper 1: Prose	
* Emilia Pardo Bazán	<i>Los pazos de Ulloa</i> (DEBOLSILLO)
* Gertrudis Gómez de Avellaneda	<i>Sab</i> (Cátedra)
** Arturo y Carlota Pérez-Reverte	<i>El Capitán Alatriste (I)</i> (Alfaguara 1996)
** Alejo Carpentier	<i>Los pasos perdidos</i> (Losada)

Paper 1: Drama	
* Pedro Calderón de la Barca	<i>El médico de su honra</i> (Clásicos Castalia)
** Florencio Sánchez	<i>Barranca Abajo</i> (Cátedra)
** Duque de Rivas	<i>Don Álvaro o la fuerza del sino</i> (Alianza Editorial)

Paper 1: Poetry

* Rafael Alberti

Antología poética (Alianza Editorial).
The following poems are to be studied:

‘Retorcedme sobre el mar’
 ‘¡Quién cabalgara el caballo..!’
 ‘A un capitán de navío’
 ‘Desahucio’
 ‘El cuerpo deshabitado’
 ‘Llevaba una ciudad dentro I & II’
 ‘Los ángeles de la prisa’
 ‘El ángel de carbón’
 ‘El alma en pena’
 ‘Tres recuerdos del cielo:
 Prólogo
 Primer Recuerdo’
 Segundo Recuerdo’
 Tercer Recuerdo’
 ‘Invitación al Arpa
 Lejos, lejos
 Más lejos, mucho más lejos’
 ‘Castigos’
 ‘El ángel falso’
 ‘Espantapájaros’
 ‘Elegía a Garcilaso’
 ‘Un fantasma recorre Europa’
 ‘Al pincel’
 ‘A la perspectiva’
 ‘Corot’
 ‘A la acuarela’
 ‘Lino Spilimbergo’
 ‘Retornos de un poeta asesinado’
 ‘Tu hiciste aquella obra’
 ‘A Pablo Neruda, con Chile en el corazón’

** Sor Juana Inés de la Cruz

Poesía lírica (Cátedra).

The following poems are to be studied:

'Que no me quiera Fabio, al verse amado'

'Al que ingrato me deja, busco amante,'

'Feliciano me adora, y le aborrezco;'

'Silvio, yo te aborrezco, y aun condeno'

'Dime, vencedor rapaz,'

'Si el desamor o el enojo'

'A estos peñascos rudos,'

'De la beldad de Laura enamorados'

'¿Ves, caminante? En esta triste pira'

'El soberano Gaspar'

'Máquinas primas de su ingenio agudo'

'Aunque es clara del cielo la luz pura,'

'Hombres necios que acusáis'

'Aunque eres, Teresilla, tan muchacha'

'Mientras la Gracia me excita'

'Este, que ves, engaño colorido,'

'Miró Celia una rosa que en el prado'

'Si los riesgos del mar considerara'

'Rosa divina que en gentil cultura'

'¡Oh famosa Lucrecia, gentil dama,'

'Intenta de Tarquino el artificio'

'¿Qué pasión, Porcia, qué dolor tan ciego'

7. Grade descriptions

Grade descriptions provide a general indication of a candidate's level of achievement. In practice, the grade awarded reflects the ways in which the candidate has met the assessment objectives overall – the candidate may, in fact, have a weakness in one area which is balanced by above average performance elsewhere.

Grade descriptions	
Grade A	<p>A Grade A candidate can:</p> <ul style="list-style-type: none"> • 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	<p>A Grade C candidate can:</p> <ul style="list-style-type: none"> • 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	<p>A Grade E candidate can:</p> <ul style="list-style-type: none"> • 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	<p>A Grade F candidate can:</p> <ul style="list-style-type: none"> • 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.

8. Coursework guidance

8.1 Coursework portfolio (Paper 2): guidance notes

Teachers may not undertake Centre-based assessment until they have been accredited by Cambridge. Please contact Cambridge for more information.

For further guidance and for the general regulations concerning school-based Coursework assessment, see the *Cambridge Handbook*.

General guidance

Portfolio format

- The portfolio must contain three assignments, each on a different text, and must show evidence of wider reading in all three categories, Prose, Drama and Poetry.
- Each assignment must be securely fastened and clearly marked with the candidate's name, number and the Centre number.
- Work sent to Cambridge for external moderation must not be sent in clear plastic folders or ring binders. A completed Candidate Record Card must be included with each portfolio (see forms at rear of this syllabus).

Assignments: general issues

- Assignments usually follow a programme of study undertaken by a teaching group. The best assignments usually follow a shared learning experience, but are selected by the candidate. It is recommended that the teacher and the candidate discuss which are the best assignments to submit.
- Candidates do not have to produce assignments under timed examination-type conditions.
- Assignments may be completed at any stage during the course. Candidates are recommended to undertake more than three assignments, so as to provide a choice of assignments for their portfolio.

Assignments: texts

- As stated above, 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.
- Assignment texts can be chosen by teachers or by candidates and teachers together. They must be originally written in Spanish, and of a quality appropriate to Cambridge IGCSE.
- All candidates within a Centre do not have to submit assignments on the same text.
- Candidates must cover two different literary forms or genres (Prose, Drama and Poetry), and can submit work on two texts of the same type (e.g. two drama texts).
- Assignments should show that the candidate has studied the whole text.
- If poetry or short stories are used for an assignment, candidates should cover a minimum of two poems or stories. Candidates are not required to compare poems or stories within the assignment, as it is assumed that the assignment is based on the study of a wider selection of poems or stories broadly equivalent to a poetry or short stories set text.
- One assignment can be on a text being read for the Paper 1 exam; this is optional however, given that one aim of the Coursework paper is to encourage wider reading.
- 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.

- 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.

Drafting assignments

- A general discussion on the progress of assignments is a natural part of the teacher/candidate relationship, as it is for other parts of the exam. In addition, if plans and first drafts are completed under teacher supervision, then teachers can be reassured of the authenticity of the final assignment.
- Teachers should not, however, mark, correct or edit draft assignment material; candidates can certainly draft and redraft work, but teachers should only give general guidance during this phase.

Length of assignments

- Assignments should be between 600 and 800 words, the length required to gain the highest marks. Assignments significantly under or over this word count may be self-penalising, although no assignment is penalised per se because of its length.

Presenting assignments

- Candidates may use typewriters or word processors, or can write their assignments by hand. Candidates should remember to proofread their work carefully.

Checking that portfolios meet syllabus requirements

- Teachers must check portfolios before they are finalised, especially if candidates have selected the work that makes up their portfolios.

Checking portfolios for authenticity

- It is the Centre's responsibility to make sure all coursework is the candidate's original work. Where appropriate, candidates should provide references to secondary source material, listing these at the end of the assignment.

Feedback following external moderation

- Centres receive a brief report from the external moderator following the assessment of their candidates' portfolios, usually at the same time as the final exam results.

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.

8.2 Marking and moderating coursework

As well as commenting on the overall quality of the portfolio, recorded on the Individual Candidate Record Card, teachers must mark each assignment by indicating the strengths and errors and by providing a final comment.

Using the *Grade Descriptions for Coursework* (see next section), teachers mark each individual portfolio out of a total of 40 marks. 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 overleaf. 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.

If a candidate submits fewer than three pieces of work, the piece(s) submitted 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.

A zero mark will be recorded for candidates submitting no assignments.

Internal Moderation

If several teachers with a Centre are involved in internal assessment, then the Centre must make sure that all students are assessed to a common standard in order to produce a reliable order of rank. Centre assessments will then be subject to external moderation.

External Moderation

External moderation of internal assessment is carried out by Cambridge. Centres must submit candidates' internally assessed marks to Cambridge. The deadlines and methods for submitting internally assessed marks are in the *Cambridge Administrative Guide* available on our website.

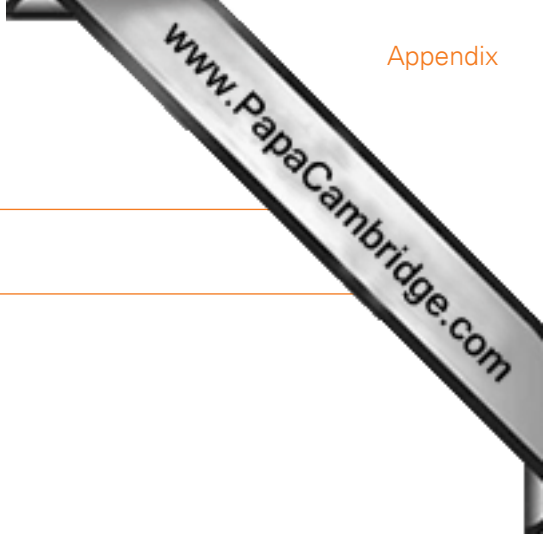
On receiving marks, Cambridge draws up a list of sample candidates whose work will be moderated (a further sample may also be requested), and will ask the Centre to immediately send these candidates' coursework portfolios. Individual Candidate Record Cards and Coursework Assessment Summary Forms (copies of which may be found at the back of this syllabus booklet) must be enclosed with the coursework.

Further information about external moderation may be found in the *Cambridge Handbook* and the *Cambridge Administrative Guide*.

8.3 Grade descriptions for coursework

Grade descriptions for coursework		Marks
Band A	<p>In the portfolio the student has demonstrated expertise in:</p> <ul style="list-style-type: none"> 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. 	36–40
Band B	<p>In the portfolio the student has demonstrated a high level of competence in:</p> <ul style="list-style-type: none"> 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. 	31–35
Band C	<p>In the portfolio the student has demonstrated competence in:</p> <ul style="list-style-type: none"> 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. 	26–30

Band D	In the portfolio the student has demonstrated some competence in: <ul style="list-style-type: none"> 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. 	21
Band E	In the portfolio the student has demonstrated a little competence in: <ul style="list-style-type: none"> 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. 	16–20
Band F	In the portfolio the student has demonstrated a little competence in: <ul style="list-style-type: none"> 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. 	11–15
Band G	In the portfolio the student has demonstrated: <ul style="list-style-type: none"> 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. 	6–10
U	Insufficient for mark in Band G.	0–5



9. Appendix

9.1 Forms

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www.PapaCambridge.com

**Spanish Literature Paper 2 – Coursework
Individual Candidate Record Card
Cambridge IGCSE 2015**

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	1	5
	Author and Title of Coursework Text					
Assignment 1						
Assignment 2						
Assignment 3						
Teacher's comments						
Texts studied for Paper 1:						
Signature and date			Mark to be transferred to Coursework Assessment Summary Form			TOTAL (max 40)

INSTRUCTIONS FOR COMPLETING INDIVIDUAL CANDIDATE RECORD CARD

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 provided on the back of 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 Cambridge IGCSE Literature Course.

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, or to a computer at a later stage in candidate index number order, where this is known. Show the teaching group or set for each candidate. The initials of the teacher may be used to indicate group order.
3. Transfer each candidate's marks from her/his 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. External moderation of internal assessment is carried out by Cambridge.
2. When sending the sample, please include the following:
 - the candidates' work with the corresponding Individual Candidate Record Cards. Only send the work required for the sample
 - the completed Coursework Assessment Summary Form(s), with an asterisk (*) against the candidates' names who are in the sample
 - the total marks, internally moderated where appropriate, for all candidates.
3. Send the required materials and work to Cambridge, to arrive by the final advertised date in the timetable. Do not wait until the end of the assessment period before sending these items.
4. **If Cambridge's moderator thinks it is necessary, because the sample received is unsatisfactory or the process of internal moderation at the Centre has not produced a reliable rank order of candidates, Cambridge will request further samples. The Centre must send these as soon as the request is received.**
5. **Feedback following external moderation**

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

10. Other information

Equality and inclusion

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

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

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

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

Language

This syllabus is available in English only. Associated materials are available in the target language.

Grading and reporting

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

Entry codes

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

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