



Cambridge Assessment  
International Education

Cambridge  
**IGCSE**

# SYLLABUS

Cambridge IGCSE<sup>®</sup>  
Literature (Spanish)

**0488**

For examination in June and November 2020.

### Changes to the syllabus for 2020

The syllabus has been updated. The latest syllabus is version 2, published January 2018.

Changes have been made to the table on page 12, section 6 Set texts for Paper 1 Set Texts – Open Books

**Paper 1: Poetry**, now reads as:

Gioconda Belli, *El Ojo de la mujer* (Colección Visor de Poesía)

The table on page 13, **Paper 1: Poetry** has been changed to read:

El Ojo de la mujer (Colección Visor de Poesía)

### Previous changes to syllabus, published September 2017

New set texts for examination in 2020.

| Significant changes to the syllabus are indicated by black vertical lines either side of the text. |

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

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# 1. Introduction

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## 1.1 Why choose Cambridge International?

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

Our international qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock learners' potential.

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

Every year, nearly a million Cambridge learners from 10 000 schools in 160 countries prepare for their future with an international education from Cambridge International.

### Cambridge learners

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are:

- **confident** 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.

### Recognition

Cambridge IGCSE is recognised by leading universities and employers worldwide, and is an international passport to progression and success. It provides a solid foundation for moving on to higher level studies.

UK NARIC, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Cambridge IGCSE and found it to be comparable to the standard of 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](http://www.cambridgeinternational.org/recognition)

### 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.cambridgeinternational.org/teachers](http://www.cambridgeinternational.org/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.cambridgeinternational.org/examsOfficers](http://www.cambridgeinternational.org/examsOfficers)

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.cambridgeinternational.org/ISO9001](http://www.cambridgeinternational.org/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 students 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 students 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 & A Levels, the Cambridge AICE (Advanced International Certificate of Education) Diploma, 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.cambridgeinternational.org/igcse](http://www.cambridgeinternational.org/igcse)

## Guided learning hours

Cambridge IGCSE syllabuses are designed on the assumption that learners 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 students' prior experience of the subject.

## 1.3 Why choose Cambridge IGCSE Literature (Spanish)?

Cambridge IGCSE Literature (Spanish) offers learners the opportunity to read, interpret, evaluate and respond to a range of literature in Spanish. The range includes drama, prose and poetry from different periods and cultures. 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 (Spanish) will stimulate learners to read for pleasure, to explore wider and universal issues, promoting a better understanding of themselves and the world.

Cambridge IGCSE Literature (Spanish) is accepted by universities and employers as proof of knowledge and understanding of Literature in Spanish.

## 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 Literature (Spanish) 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 a number of different subjects.

Learn more about Cambridge ICE at [www.cambridgeinternational.org/cambridgeice](http://www.cambridgeinternational.org/cambridgeice)

## 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@cambridgeinternational.org](mailto:info@cambridgeinternational.org)

### If you are not yet a Cambridge school

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

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## 2. Teacher support

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### 2.1 Support materials

You can go to our public website at [www.cambridgeinternational.org/igcse](http://www.cambridgeinternational.org/igcse) to download current and future syllabuses together with specimen papers or past question papers, examiner reports and grade threshold tables from one series.

For teachers at registered Cambridge schools a range of additional support materials for specific syllabuses is available from the School Support Hub. Go to [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support) (username and password required). If you do not have access, speak to the Teacher Support coordinator at your school.

### 2.2 Endorsed resources

We work with publishers who provide a range of resources for our syllabuses including print and digital materials. Resources endorsed by Cambridge International go through a detailed quality assurance process to make sure they provide a high level of support for teachers and learners.

We have resource lists which can be filtered to show all resources, or just those which are endorsed by Cambridge International. The resource lists include further suggestions for resources to support teaching. See [www.cambridgeinternational.org/i-want-to/resource-centre](http://www.cambridgeinternational.org/i-want-to/resource-centre) for further information.

### 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.cambridgeinternational.org/events](http://www.cambridgeinternational.org/events) for further information.

### 3. Assessment at a glance

Cambridge IGCSE Literature (Spanish) candidates take two components. All candidates take Paper 1 Set Texts – Open Books, and choose either Component 2: Coursework or Paper 3 Alternative to Coursework.

Components	Weighting
<p>All candidates take:</p> <p><b>Paper 1 Set Texts – Open Books</b> 2 hours 15 minutes</p> <p>This paper has three sections: Drama, Poetry, Prose.</p> <p>Candidates choose three questions, each on different set texts and from at least two of the sections. Candidates answer in Spanish.</p> <p>All questions carry equal marks.</p> <p>60 marks</p> <p>Externally assessed</p>	75%

and either:	Weighting
<p><b>Coursework</b></p> <p>Candidates submit a portfolio of three assignments in Spanish, each on a different text.</p> <p>40 marks</p> <p>Internally assessed and externally moderated</p>	25%
<b>or:</b>	
<p><b>Paper 3 Alternative to Coursework</b> 1 hour 20 minutes</p> <p>This paper has one compulsory question based on literary prose, poetry or drama.</p> <p>Candidates write a critical commentary in Spanish on a piece of unseen writing.</p> <p>20 marks</p> <p>Externally assessed</p>	25%



## Availability

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

This syllabus is available to private candidates.

Detailed timetables are available from [www.cambridgeinternational.org/timetables](http://www.cambridgeinternational.org/timetables)

## Combining this with other syllabuses

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

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

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

## 4. Syllabus aims and assessment objectives

### 4.1 Syllabus aims

Cambridge IGCSE Literature (Spanish) aims to develop learners who:

- 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.

### 4.2 Assessment objectives

The assessment objectives in Cambridge IGCSE Literature (Spanish) are:

**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.

### 4.3 Relationship between assessment objectives and components

The appropriate weightings allocated to each of the assessment objectives are summarised below.

Assessment objective	Paper 1 Set Texts – Open Books	Component 2: Coursework	Paper 3 Alternative to Coursework	Weighting for qualification
<b>AO1</b>	25%	25%	25%	25%
<b>AO2</b>	25%	25%	25%	25%
<b>AO3</b>	25%	25%	25%	25%
<b>AO4</b>	25%	25%	25%	25%

## 4.4 Grade descriptions

### Grade A

To achieve a Grade A, a candidate will be able 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

To achieve a Grade C, a candidate will be able 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 F

To achieve a Grade F, a candidate will be able 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.

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## 5. Description of components

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### 5.1 Component 1: Paper 1 Set Texts – Open Books

#### **2 hours 15 minutes**

This paper has three sections: Prose, Drama and Poetry. The set texts are listed in Section 6 of this syllabus document. Candidates answer three questions, each on a different set text, taken from at least two of the sections, Prose, Drama 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 examination, but these texts must **not** contain any personal annotations, highlighting or underlining.

The paper contains three questions on each set text. One of the three questions is a passage-based question. One of the questions may be an empathic task. At least one question on each set text is an essay question.

Candidates must answer at least one (and can answer up to three) passage-based questions. These are marked with an asterisk (\*) on the question paper.

Passage-based questions ask candidates 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 examination paper. Heads of department can open the question paper one hour in advance of the examination to check the references and if candidates have been using a different edition of a set text from that specified in the syllabus. See the *Cambridge Handbook* for more details.

'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 Component 2: Coursework

Candidates submit a portfolio of **three** assignments (600–800 words each), 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 Set Texts – Open Books examination.

Assignments can be handwritten or written on a word processor. Candidates must write in Spanish.

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.

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

## 5.3 Component 3: Paper 3 Alternative to Coursework

### **1 hour 20 minutes**

Paper 3 Alternative to Coursework 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. It is set in Spanish and candidates must answer in Spanish.

## 6. Set texts for Paper 1 Set Texts – Open Books

For Paper 1 Set Texts – Open Books, candidates must answer three questions, each on a different text and **selected from at least two of the three sections: 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.

The editions listed below are the ones Cambridge International will use for the chapter, scene or page references on the examination 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 Component 1: Paper 1 Set Texts – Open Books for further information.

### Set texts for Paper 1 for examination 2020

<b>Paper 1: Prose</b>
Almudena Grandes, <i>El lector de Julio Verne</i> (Colección Andanzas)
Laura Esquivel, <i>Como agua para chocolate</i> (Delbolsillo)
Gabriel García Márquez, <i>Crónica de una muerte anunciada</i> (Delbolsillo)
Carlos Ruiz Zafón, <i>El prisionero del cielo</i> (Booket)
<b>Paper 1: Drama</b>
Roberto Cossa, <i>La Nona</i> (Ediciones de la flor)
Juan Eugenio Hartzenbusch, <i>Los amantes de Teruel</i> (Clásicos Castalia)
<b>Paper 1: Poetry</b>
Gioconda Belli, <i>El Ojo de la mujer</i> (Colección Visor de Poesía)
Francisco de Quevedo, <i>Poemas escogidos</i> (Clásicos Castalia)

## Paper 1: Poetry

Gioconda Belli

El Ojo de la mujer (Colección Visor de Poesía)

The following poems are to be studied:

Y DIOS ME HIZO MUJER

SIEMPRE

Y...

CASTILLOS DE ARENA

ABANDONADOS

DIME

EL FETO

POEMAS A LAS HOJAS DE PAPEL

HUELGA

HASTA QUE SEAMOS LIBRES

¿QUÉ SOS NICARAGUA?

EL TIEMPO QUE NO HE TENIDO EL CIELO

AZUL

LA MADRE

YA VAN MESES, HIJITA

YO FUI UNA VEZ UNA MUCHACHA RISUEÑA

LO QUE VI EN UNA VENTANA EN HOUSTON,

TEXAS, E.U.

COMO GATO BOCA ARRIBA

CONJUROS DE LA MEMORIA

DESAFÍO A LA VEJEZ

PETICIÓN

## Paper 1: Poetry

Francisco de Quevedo

*Poemas escogidos* (Clásicos Castalia)

The following poems are to be studied:

“¡Ah de la vida!” ¿Nadie me responde?’

‘Huye sin percibirse, lento, el día’

‘Cuando me vuelvo atrás a ver los años’

‘No digas, cuando vieres alto el vuelo’

‘Las leyes con que juzgas, ¡oh Batino!’

‘El reloj de arena’

‘Rejo de campanilla’

‘Torcido, desigual, blando y sonoro’

‘Músico llanto, en lágrimas sonoras’

‘Si una parte miraran solamente’

‘Esforzaron mis ojos la corriente’

‘En crespas tempestad del oro undoso’

‘Por ser mayor el cerco de oro ardiente’

‘En los claustros de l’alma la herida’

‘Amor me ocupa el seso y los sentidos’

‘Tudescos moscos de los sorbos finos’

‘Ministril de las ronchas y picadas’

‘La losa en sortijón pronosticada’

‘Pues amarga la verdad’

‘Yo, que nunca sé callar’

‘Poderoso caballero don Dinero’

‘Don Repollo y doña Berza’



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## 7. Coursework assessment

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### 7.1 Coursework guidance notes

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

#### Format

- The portfolio must contain three assignments, each on a different text.
- Each assignment must be securely fastened and clearly marked with the candidate's name, number and the centre number.
- Work sent to Cambridge International for external moderation must not be in clear plastic folders or ring binders. A completed Candidate Record Card must be included with each portfolio (Candidate Record Cards can be downloaded from [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)).

#### General

- 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.

#### Texts

- 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 Set Texts – Open Books examination; 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 examination. 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. Assignments significantly under or over this word count may be self-penalising, although no assignment is penalised because of its length.

### **Presenting assignments**

- Candidates may use 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 examination results.

## 7.2 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 candidates. 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 candidate'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.

### Recording candidates' marks

Candidates' marks for Component 2: Coursework must be recorded on the Individual Candidate Record Card produced by Cambridge International. These forms, and the instructions for completing them, may be downloaded from [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples). The database will ask you for the syllabus code (i.e. 0488) and your centre number, after which it will take you to the correct forms. Follow the instructions when completing each form.

### Internal Moderation

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

The internally moderated marks for all candidates must be recorded on the Coursework Assessment Summary Form. This form, and the instructions for completing it, may be downloaded from [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples). The database will ask you for the syllabus code (i.e. 0488) and your centre number, after which it will take you to the correct form. Follow the instructions when completing the form.

### External Moderation

External moderation of internal assessment is carried out by Cambridge International. Centres must submit candidates' internally assessed marks to Cambridge International. The deadlines and methods for submitting internally assessed marks are in the *Cambridge Handbook*.

### Resubmission of coursework and carrying forward of internally assessed marks

Information about resubmission of coursework and carrying forward of internally assessed marks can be found in the *Cambridge Handbook*.

### 7.3 Assessment criteria for Component 2: Coursework

Band	Marks	Description
Band 8	36–40	<p>In the portfolio the candidate has demonstrated <b>excellence</b> in:</p> <ul style="list-style-type: none"> <li>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</li> <li>understanding literary texts at a range of levels with due emphasis on interpretation and evaluation and a thoughtful recognition of both themes and attitudes</li> <li>recognising, appreciating and evaluating the ways in which writers have used language in the texts studied</li> <li>recognising, appreciating and evaluating other significant ways (e.g. structure, characterisation, imagery) in which the writers studied have achieved their effects</li> <li>communicating a considered and reflective personal response to the texts studied.</li> </ul>
Band 7	31–35	<p>In the portfolio the candidate has demonstrated a high level of <b>competence</b> in:</p> <ul style="list-style-type: none"> <li>giving an account of the content of literary texts, with appropriate reference to narrative and situation, supported by quotation</li> <li>understanding literary texts at a range of levels showing some emphasis on interpretation and evaluation with a recognition of themes and attitudes</li> <li>recognising and appreciating, to a considerable degree, the way in which writers have used language in the texts studied</li> <li>recognising and appreciating other significant ways (e.g. structure, characterisation, imagery) in which the writers studied have achieved their effects</li> <li>communicating a well-considered personal response to the texts studied.</li> </ul>
Band 6	26–30	<p>In the portfolio the candidate has demonstrated <b>competence</b> in:</p> <ul style="list-style-type: none"> <li>giving an account of the content of literary texts, with detailed reference, where appropriate, to narrative and situation</li> <li>understanding literary texts at a deeper level and showing some awareness of their themes, implications and attitudes</li> <li>recognising and appreciating specific ways in which writers have used language in the texts studied</li> <li>recognising and appreciating the significance of other ways (e.g. structure, characterisation) in which writers studied have achieved their effects</li> <li>communicating an informed personal response to the texts studied.</li> </ul>

Band	Marks	Description
Band 5	21–25	In the portfolio the candidate has demonstrated <b>some competence</b> in: <ul style="list-style-type: none"> <li>giving an account of the content of literary texts with some reference to narrative and situation</li> <li>understanding literary texts in a way that shows a basic recognition of themes and attitudes</li> <li>recognising some of the significant ways in which writers have used language in the texts studied</li> <li>recognising some other aspects of texts used by authors to present ideas</li> <li>communicating a personal response which shows that some significant points have been considered.</li> </ul>
Band 4	16–20	In the portfolio the candidate has demonstrated a <b>little competence</b> in: <ul style="list-style-type: none"> <li>giving a broad account of the content of literary texts with reference to narrative and situation</li> <li>understanding the surface meaning of texts with some awareness of themes and attitudes</li> <li>recognising some of the basic features of the way authors write</li> <li>recognising other important aspects of texts such as characterisation</li> <li>communicating a basic personal response to the texts studied.</li> </ul>
Band 3	11–15	In the portfolio the candidate has demonstrated a <b>little competence</b> in: <ul style="list-style-type: none"> <li>giving a straightforward account of the content of literary texts in terms of narrative and situation</li> <li>understanding the surface meaning of literary texts</li> <li>recognising obvious differences in the way authors write</li> <li>showing limited evidence of some personal response to the texts studied.</li> </ul>
Band 2	6–10	In the portfolio the candidate has demonstrated: <ul style="list-style-type: none"> <li>an understanding of the basic events in a text</li> <li>a recognition of the broad features of characters involved</li> <li>a personal view or response to the texts studied.</li> </ul>
Band 1	0–5	Insufficient for mark in Band 2.

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## 8. Other information

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### Equality and inclusion

We have 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), we have 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.cambridgeinternational.org/examsOfficers](http://www.cambridgeinternational.org/examsOfficers)

### Language

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

### 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 result) and Y (to be issued) may also appear on the statement of results but not on the certificate.

### 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 one 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.

