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# SYLLABUS

**Cambridge IGCSE®**  
**First Language Spanish (US)**  
**0537**

For examination in June and November 2014

**This syllabus is available only to Centers taking part in the  
Board Examination Systems (BES) Pilot.**

**If you have any questions about this syllabus, please contact Cambridge at  
[international@cie.org.uk](mailto:international@cie.org.uk) quoting syllabus code 0537.**

### Note

**The subject content of this syllabus is the same as the international version. The range of components available is limited to make coursework, if applicable, a mandatory part of the syllabus. Because of this, there may be component numbers omitted in the list of components.**

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# 1. Introduction

## 1.1 Why Choose Cambridge?

University of Cambridge International Examinations is the world's largest provider of international education programs and qualifications for 5 to 19 year olds. We are part of the University of Cambridge, trusted for excellence in education. Our qualifications are recognized by the world's universities and employers.

### Recognition

Every year, hundreds of thousands of learners gain the Cambridge qualifications they need to enter the world's universities.

Cambridge IGCSE® (International General Certificate of Secondary Education) is internationally recognized by schools, universities, and employers as equivalent to UK GCSE. Learn more at **[www.cie.org.uk/recognition](http://www.cie.org.uk/recognition)**

### Excellence in Education

We understand education. We work with over 9,000 schools in over 160 countries that offer our programs and qualifications. Understanding learners' needs around the world means listening carefully to our community of schools, and we are pleased that 98% of Cambridge schools say they would recommend us to other schools.

Our mission is to provide excellence in education, and our vision is that Cambridge learners become confident, responsible, innovative, and engaged.

Cambridge programs and qualifications help Cambridge learners to become:

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

### Support in the Classroom

We provide a world-class support service for Cambridge teachers and exams officers. We offer a wide range of teacher materials to Cambridge schools, plus teacher training (online and face-to-face), expert advice, and learner support materials. Exams officers can trust in reliable, efficient administration of exams entry and excellent, personal support from our customer services. Learn more at **[www.cie.org.uk/teachers](http://www.cie.org.uk/teachers)**

### Nonprofit, Part of the University of Cambridge

We are a part of Cambridge Assessment, a department of the University of Cambridge and a nonprofit organization.

We invest constantly in research and development to improve our programs and qualifications.

## 1.2 Why Choose Cambridge IGCSE?

Cambridge IGCSE helps your school improve learners' performance. Learners develop not only knowledge and understanding, but also skills in creative thinking, inquiry, and problem solving, helping them perform well and prepare for the next stage of their education.

Cambridge IGCSE is the world's most popular international curriculum for 14 to 16 year olds, leading to globally recognized and valued Cambridge IGCSE qualifications. It is part of the Cambridge Secondary 2 stage.

Schools worldwide have helped develop Cambridge IGCSE, which provides an excellent preparation for Cambridge International AS and A Levels, Cambridge Pre-U, Cambridge AICE (Advanced International Certificate of Education), and other education programs, such as the US Advanced Placement Program and the International Baccalaureate Diploma. Cambridge IGCSE incorporates the best in international education for learners at this level. It develops in line with changing needs, and we update and extend it regularly.

## 1.3 Why Choose Cambridge IGCSE First Language Spanish?

Cambridge IGCSE First Language Spanish is designed for students whose mother tongue is Spanish. The course allows students to:

- develop the ability to communicate clearly, accurately, and effectively
- learn how to use a wide range of vocabulary and the correct grammar, spelling, and punctuation
- develop a personal style and an awareness of the audience being addressed.

Students are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which Spanish can be used. Cambridge IGCSE First Language Spanish also develops more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.

Successful candidates are well-prepared for further study.

## 1.4 Cambridge International Certificate of Education (ICE)

Cambridge ICE is the group award of Cambridge IGCSE. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognizing the achievements of learners who pass examinations in at least seven subjects. Learners take subjects from five subject groups, including two languages, and one subject from each of the other subject groups. The seventh subject can be taken from any of the five subject groups.

First Language Spanish (0537) falls into Group I, Languages.

Learn more about Cambridge IGCSE and Cambridge ICE at [www.cie.org.uk/cambridgesecundary2](http://www.cie.org.uk/cambridgesecundary2)

## 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 **international@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 **international@cie.org.uk** to find out how your organization can become a Cambridge school.

## 2. Assessment at a Glance

Candidates take either:	Or:
<b>Paper 1: Reading Passage (Core)</b> 1 hour, 45 minutes Candidates answer questions on one passage of 700–800 words  Eligible for Grades C–G 50% of total marks	<b>Paper 2: Reading Passages (Extended)</b> 2 hours Candidates answer three questions on two passages of 600–700 words each, linked by a common theme  Eligible for Grades A*–E 50% of total marks
<b>And:</b>	
<b>Component 4: Coursework Portfolio</b> Candidates submit three assignments, each of 500–800 words 50% of total marks	

**Centers may also choose to enter candidates for Speaking and Listening.** Marks for this optional component do not contribute to the overall grade candidates receive for the written components. Instead, where candidates perform to an appropriate standard, certificates record the achievement of grades 1 (high) to 5 (low) in Oral/Aural.

### Component 5: Speaking and Listening (Optional)

Approximately 10–12 minutes  
 Individual Task and Discussion

### Availability

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

### Combining This with Other Syllabi

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

- syllabi with the same title at the same level
- 0533 Cambridge IGCSE Spanish

### 3. Syllabus Goals and Objectives

#### 3.1 Goals

Cambridge International General Certificate of Secondary Education (Cambridge IGCSE) syllabi are courses for examination at age 16-plus. The Cambridge IGCSE subjects are grouped and subjects within each group have similar goals and assessment objectives. First Language Spanish is in Group I, Languages, of the International Certificate of Education (ICE) subjects.

The goals of the syllabus are the same for all students. The goals are set out below and describe the educational purposes of a course in a First Language for the Cambridge IGCSE examination. They are not listed in order of priority.

The goals are to:

1. enable students to communicate accurately, appropriately, and effectively in speech and writing;
2. enable students to understand and respond appropriately to what they hear, read, and experience;
3. encourage students to enjoy and appreciate variety of language;
4. complement students' other areas of study by developing skills of a more general application (e.g., analysis, synthesis, drawing of inferences);
5. promote students' personal development and an understanding of themselves and others.

#### 3.2 Assessment Objectives and Their Weighting in the Exam

Cambridge IGCSE First Language Spanish has three Assessment Objectives (AOs).

##### AO1: Reading

Candidates will be assessed on their ability to:

- R1 Understand and collate explicit meanings
- R2 Understand, explain, and collate implicit meanings and attitudes
- R3 Select, analyze, and evaluate what is relevant to specific purposes
- R4 Understand how writers achieve effects

##### AO2: Writing

Candidates will be assessed on their ability to:

- W1 Articulate experience and express what is thought, felt, and imagined
- W2 Order and present facts, ideas, and opinions
- W3 Understand and use a range of appropriate vocabulary
- W4 Use language and register appropriate to audience and context
- W5 Make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation, and spelling



## AO3: Speaking and Listening

Candidates will be assessed on their ability to:

- S1 Understand, order, and present facts, ideas, and opinions
- S2 Articulate experience and express what is thought, felt, and imagined
- S3 Communicate clearly and fluently
- S4 Use language and register appropriate to audience and context
- S5 Listen to and respond appropriately to the contributions of others

### Specification Grid for the Assessment Objectives

Assessment Objective		Paper 1		Paper 2			Coursework Portfolio	Speaking and Listening
		Q1	Q2	Q1	Q2	Q3		
AO1 Reading	R1	✓	✓	✓		✓	✓	
	R2	✓	✓	✓		✓	✓	
	R3	✓	✓	✓		✓	✓	
	R4	✓			✓			
AO2 Writing	W1		✓	✓		✓	✓	
	W2		✓	✓		✓	✓	
	W3		✓	✓		✓	✓	
	W4		✓	✓		✓	✓	
	W5		✓	✓		✓	✓	
AO3 Speaking and Listening	S1							✓
	S2							✓
	S3							✓
	S4							✓
	S5							✓

### Weighting of Assessment Objectives

Paper	AO1 Reading (marks)	AO2 Writing (marks)	AO3 Speaking and Listening (marks)	Whole assessment %
Paper 1: Reading Passage (Core) OR Paper 2: Reading Passages (Extended)	40	10	-	50%
Component 4: Coursework Portfolio (Core + Extended)	10	40	-	50%
Component 5: Speaking and Listening (Optional)	-	-	30	n/a

## 4. Description of Components

The question papers are set entirely in Spanish.

### 4.1 Paper 1: Reading Passage (Core)

**1 hour, 45 minutes**

Questions are set on one passage of approximately 700–800 words, which is printed on the question paper. Candidates should spend approximately 10 minutes reading the passage. Dictionaries may not be used.

#### **Question 1 (30 marks)**

This question is divided into a series of subquestions requiring answers of different lengths.

The subquestions are based on the passage provided on the question paper and test the following reading objectives (30 marks):

- R1 Understand and collate explicit meanings
- R2 Understand, explain, and collate implicit meanings and attitudes
- R3 Select, analyze, and evaluate what is relevant to specific purposes
- R4 Understand how writers achieve effects

#### **Question 2 (20 marks)**

Candidates respond to the passage printed on the question paper.

The question tests the following reading objectives (10 marks):

- R1 Understand and collate explicit meanings
- R2 Understand, explain, and collate implicit meanings and attitudes
- R3 Select, analyze, and evaluate what is relevant to specific purposes

In addition, 10 marks are available for writing objectives W1–W5.

## 4.2 Paper 2: Reading Passages (Extended)

### 2 hours

Questions are set on two passages of approximately 600–700 words each, linked by a common theme. These passages are printed on the question paper. Candidates should spend approximately 15 minutes reading the passages. Dictionaries may not be used.

#### Question 1 (20 marks)

This question refers to Passage 1 only and may be subdivided.

The following reading objectives are tested (15 marks):

R1 Understand and collate explicit meanings

R2 Understand, explain, and collate implicit meanings and attitudes

R3 Select, analyze, and evaluate what is relevant to specific purposes

In addition, 5 marks are available for writing objectives W1–W5.

#### Question 2 (10 marks)

This question refers to Passage 1 only and may be subdivided.

The question tests reading objective R4 Understand how writers achieve effects.

#### Question 3 (20 marks)

This question may be subdivided.

Candidates summarize material in each of the passages.

The following reading objectives are tested (15 marks):

R1 Understand and collate explicit meanings

R2 Understand, explain, and collate implicit meanings and attitudes

R3 Select, analyze, and evaluate what is relevant to specific purposes

In addition, 5 marks are available for writing objectives W1–W5.

### 4.3 Component 4: Coursework Portfolio (Both Core and Extended)

Candidates submit a portfolio of three assignments, each of about 500–800 words. The assignments may be done in any order, and are:

- **Assignment 1:** informative, analytical, and/or argumentative.
- **Assignment 2:** imaginative, descriptive, and/or narrative.
- **Assignment 3:** a response to a text or texts chosen by the Center. The text(s) should contain facts, opinions, and arguments. Candidates respond to the text(s) by selecting, analyzing, and evaluating points from the material (reading objectives R1–R3). They may write in any appropriate form they wish. Different candidates in the same teaching set may choose to respond in different forms.

The final mark for the Coursework Portfolio will be out of 50.

The Coursework Portfolio tests the following writing objectives (40 marks):

W1 Articulate experience and express what is thought, felt, and imagined

W2 Order and present facts, ideas, and opinions

W3 Understand and use a range of appropriate vocabulary

W4 Use language and register appropriate to audience and context

W5 Make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation, and spelling

For Assignment 3 only, an additional 10 marks are available for reading objectives R1–R3.

Work may be handwritten or word-processed.

Dictionaries may be used.

Candidates must include the first draft for one of the three assignments submitted. The first draft will not contribute to the final internally assessed mark or to the externally moderated mark for the Portfolio.

For further guidance see the Appendix of this syllabus.

## 4.4 Component 5: Speaking and Listening (Optional)

This component description should be read in conjunction with the Appendix of this syllabus and the relevant section of the *Cambridge Handbook*.

There is no question paper for the Speaking and Listening test. The information and forms required for the conduct and assessment of the test are provided in this syllabus.

The final mark for Speaking and Listening will be out of 30.

There are two parts to the test:

### **Part 1—Individual Task (3–4 minutes) (10 marks):**

For example, a presentation, a talk, a speech, or a monologue (e.g., the candidate talks about his or her reactions to meeting a famous person; the candidate talks about a recent movie he or she has seen and suggests why others would also like it).

The candidate talks for about 3–4 minutes on a single topic or theme that he or she has selected prior to the test.

The Individual Task tests the following speaking objectives (10 marks):

- S1 Understand, order, and present facts, ideas, and opinions
- S2 Articulate experience and express what is thought, felt, and imagined
- S3 Communicate clearly and fluently
- S4 Use language and register appropriate to audience and context

Dictionaries may be used to prepare the Individual Task, but they may not be taken into the examination.

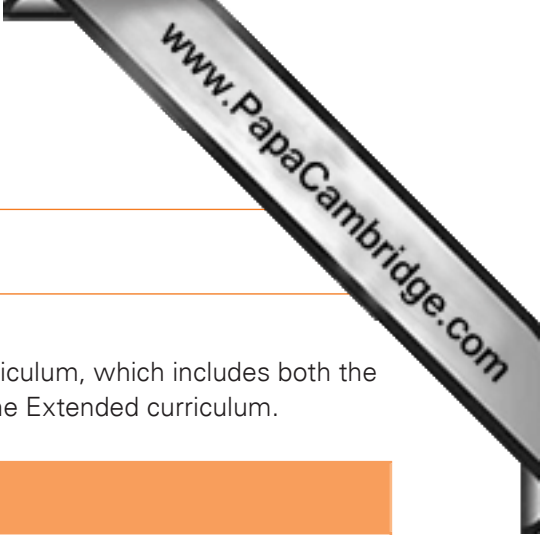
### **Part 2—Discussion (6–7 minutes) (20 marks):**

The Individual Task leads into a conversation with the teacher/examiner about the candidate's chosen topic (e.g., an account of meeting a famous person could be developed into a discussion of wider issues such as the nature and role of "celebrity" and media intrusion; a talk about a movie could be developed into discussion of wider issues such as censorship, popular culture, and the movie industry).

The discussion tests the following speaking objectives (20 marks):

- S1 Understand, order, and present facts, ideas, and opinions
- S2 Articulate experience and express what is thought, felt, and imagined
- S3 Communicate clearly and fluently
- S4 Use language and register appropriate to audience and context
- S5 Listen to and respond appropriately to the contributions of others

Dictionaries may be used to prepare the Individual Task, but they may not be taken into the examination.



## 5. Curriculum Content

Candidates may follow either the Core curriculum only or the Extended curriculum, which includes both the Core and Supplement. Candidates aiming for grades A\* to C must follow the Extended curriculum.

Reading	
<b>Core</b> <ul style="list-style-type: none"><li>• Demonstrate understanding of words within extended texts</li><li>• Scan for and extract specific information</li><li>• Identify main and subordinate topics, summarize, paraphrase, re-express</li><li>• Show some sense of how writers achieve their effects</li><li>• Recognize and respond to simple linguistic devices including figurative language</li></ul>	<b>Extended</b> <ul style="list-style-type: none"><li>• Show a more precise understanding of extended texts</li><li>• Recognize the relationship of ideas</li><li>• Draw inferences, evaluate effectiveness, compare, analyze, synthesize</li><li>• Show understanding of how writers achieve their effects</li><li>• Recognize and respond to more sophisticated linguistic devices</li></ul>
Writing	
<b>Core</b> <ul style="list-style-type: none"><li>• Express thoughts, feelings, and opinions in order to interest, inform, or convince the reader</li><li>• Show some sense of audience</li><li>• Demonstrate adequate control of vocabulary, syntax, and grammar</li><li>• Exercise care over punctuation and spelling</li><li>• Write accurate simple sentences</li><li>• Attempt a variety of sentence structures</li><li>• Recognize the need for paragraphing</li><li>• Use appropriate vocabulary</li></ul>	<b>Extended</b> <ul style="list-style-type: none"><li>• Show a wider and more varied sense of different styles to interest, inform, or convince the reader</li><li>• Show a clear sense of audience</li><li>• Demonstrate a sophisticated use of vocabulary and structures</li><li>• Demonstrate accuracy in punctuation and spelling</li><li>• Write accurate complex sentences</li><li>• Employ varied sentence structures</li><li>• Write in well-constructed paragraphs</li><li>• Use imaginative and varied vocabulary</li></ul>

**Speaking and Listening****Core**

- Understand and convey both simple and detailed information
- Present facts, ideas, and opinions in an orderly sequence
- Make relevant comments on what is heard, seen, or read
- Describe experience in simple terms and express intelligibly what is thought and imagined
- Recognize and give statements of opinion and attitude
- Speak audibly and intelligibly with appropriate tone, intonation, and pace

**Extended**

- Understand and convey more complex information in an interesting and convincing way
- Consciously order and present facts, ideas, and opinions for a particular audience
- Evaluate and reflect on what is heard, seen, or read
- Describe and reflect on experience, and express effectively what is thought and imagined
- Discuss statements of opinion and attitude, discerning underlying assumptions and points of view

## 6. Appendix

### 6.1 Grade Descriptions

Grade descriptions give a general indication of the standards of achievement likely to be shown by candidates awarded particular grades.

**To achieve a Grade A, a candidate will be able to:**

- understand and communicate information at both a straightforward and a complex level.
- understand facts, ideas, and opinions, and order and present in detail what is relevant for specific purposes.
- describe and reflect upon experience and detail, analyzing effectively what is felt and what is imagined.
- recognize implicit meanings and attitudes of a writer.
- show a clear sense of audience and an understanding of appropriate uses of language.
- write in well-constructed paragraphs, using a full range of appropriate sentence structures and showing accuracy in spelling and punctuation.

*And additionally, for candidates taking the Speaking and Listening component:*

- select and use appropriate styles and registers. Candidates will vary their sentence structure, vocabulary, and expression confidently for a range of purposes, sustaining discussion through the use of a variety of contributions, listening with sensitivity, and occasionally taking the initiative.

**To achieve a Grade C, a candidate will be able to:**

- understand and convey information both at a straightforward level and at a more complex level.
- understand basic facts, ideas, and opinions, presenting them with a degree of clarity and accuracy.
- evaluate material from texts and select what is relevant for specific purposes.
- describe and reflect upon experience and express effectively what is felt and what is imagined.
- recognize the more obvious implicit meanings and attitudes of a writer.
- show a sense of audience and an awareness of appropriate uses of language.
- write in paragraphs, using a variety of types of sentence and taking care over spelling and punctuation.

*And, additionally, for candidates taking the Speaking and Listening component:*

- use varied vocabulary and organize their Individual Task to communicate clearly, engaging the interest of the listener. In discussion, candidates make significant contributions, mostly in response to the directions of the speaker, showing a readiness to listen and to respond appropriately.

**To achieve a Grade F, a candidate will be able to:**

- understand and convey information at a straightforward level.
- understand basic facts, ideas, and opinions, presenting them with a degree of coherence.
- select material from texts and comment upon it at a literal level.
- describe experience in concrete terms, expressing intelligibly what is felt and what is imagined.
- recognize clear meanings and explicit attitudes of a writer.
- show awareness that language is used in different ways in different circumstances.



- write at least in complete sentences—weaknesses in spelling and punctuation and the construction of complex sentences will be apparent, but will not seriously impair communication.

And, additionally, for candidates taking the Speaking and Listening component:

- develop ideas, describe events, and convey their opinions clearly. In discussion, they listen with concentration and make contributions in response to the speaker's ideas and views.

## 6.2 Component 4: Coursework Portfolio

### 6.2.1 General Guidance

#### 1. Format of the Portfolio

- The three assignments (together with the first draft of one of them) must be securely fastened (e.g., by stapling) and each must be marked clearly with the candidate's name, Center number, and candidate number.
- Work for external moderation must not be sent to Cambridge 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

- Assignments should arise from the program of study undertaken by the teaching group.
- The best assignments are usually those that come from a shared learning experience but are finally chosen by individual candidates; negotiation of assignments with the teacher is recommended (bearing in mind that these should be sufficiently challenging to stretch candidates to their full potential). For example, a class might study types of short story and their structures and conventions before individual candidates choose their own titles and write their own short stories for Assignment 2.
- Questions from past Cambridge IGCSE examination papers should not normally be used for coursework. Candidates are not expected to work under timed conditions.
- Assignments 1–3 may be completed in any sequence during the course. It is generally better that candidates do more than three assignments during the course from which a suitable choice can eventually be made for the final portfolio.

#### 3. Assignments: Meeting the syllabus requirements

**The assignments must clearly demonstrate different writing intentions and styles to the reader.** For example:

<b>Assignment 1:</b> informative, analytical, and/or argumentative	Two examples: <ul style="list-style-type: none"> <li>• a logbook/diary giving information of what was done during two days of a work experience or an activity weekend (i.e., writing to <i>inform</i>)</li> <li>• an argument from an informed, personal viewpoint about a topical issue, e.g., arguing against the ill-treatment of prisoners (i.e., writing to <i>persuade</i>)</li> </ul>
<b>Assignment 2:</b> imaginative, descriptive, and/or narrative	Two examples: <ul style="list-style-type: none"> <li>• a detailed description of the people who frequent a local store and the atmosphere of the store</li> <li>• a story about internet hacking, demonstrating the candidate's understanding of how to create character, significant event, and structure (such as climax or an unusual ending) (i.e., writing to <i>entertain</i>)</li> </ul>

Candidates may submit poetry for Assignment 2, but this must be accompanied by some form of commentary by the candidate, e.g., about how the poem(s) came to be written.

### Assignment 3:

Assignment 3 is a piece of directed writing in response to a text or texts chosen by the teacher (or by the candidate, with the teacher's approval). This assignment is assessed for both writing and reading skills.

- The text(s) must contain facts, opinions, and/or arguments that can be analyzed and evaluated by the candidate.
- Text(s), which may be of local, national, or global interest—or all three—should be suitable for the ability range of the candidates and may be drawn from a variety of sources e.g., newspapers, magazine articles, travel writing, text-based websites, propaganda, and media.
- The candidate should explain the views presented in the text(s), develop any ideas of interest, and argue with or against them, examining them for inconsistencies and substituting complementary or opposing views.
- The assignment may be written in any appropriate form (e.g., an article/a letter/the words of a speech), but teachers must make sure that Assignment 3 does not have the same form and style as Assignment 1 in the final portfolio.

<b>Assignment 3:</b> Example 1	<ul style="list-style-type: none"> <li>• <i>Stimulus text(s):</i> several letters published in a newspaper in response to a proposal for a new development in the area</li> <li>• <i>Assignment:</i> Analyze and evaluate the information and views you have read and write an article based on them for the newspaper. Your own views should be based on the content of the letters.</li> </ul>
Example 2	<ul style="list-style-type: none"> <li>• <i>Stimulus text(s):</i> a magazine article advocating the removal of a species of animal that has become a nuisance</li> <li>• <i>Assignment:</i> Analyze and evaluate the information and views expressed in the article and either (a) write your own article in response or (b) write a letter to the writer of the article.</li> </ul>

- A copy of all texts used for the third assignment must be included with the sample of portfolios sent to the External Moderator.

## 4. Responses to Literature

- Assignments may be based around a response to Literature (e.g., for Assignment 1 a diary about an individual contribution to the class production of a play; for Assignment 2 an imaginative response written from the viewpoint of a character in a novel). However, it is important to keep the First Language coursework assessment criteria firmly in mind throughout. A "straightforward" literary critical essay, for example, is not likely to be the best type of assignment for a *Language* portfolio.

## 5. Drafting assignments

- In coursework, as in preparation for other forms of examination, it is natural for the teacher and student to discuss the work and how it is progressing. Teachers will be more confident that the work is authentic if first drafts (e.g., plans following discussion) are completed in class, and seen and noted by them.
- Teachers must not mark, correct, or edit draft material prior to submission of the assignment proper, as this is classed as improper practice. Students should draft and redraft their work (see point 6 below), and teachers should give **general** advice.

## 6. Inclusion of a first draft in the Portfolio

- Each candidate's Portfolio must include a first draft of one of the three assignments.
- A first draft is defined as the first attempt at a continuous piece of writing. It may be word-processed or handwritten. It does not have to be neat and may include crossings out and any indications that sections are to be moved from one part of the writing to another. A first draft may also include general comments by the teacher.
- Candidates are encouraged to revise, edit, and correct their work and may discuss the process with their teachers. However, teachers are reminded that their advice must not constitute correction and that candidates must be responsible for specific corrections of spelling, punctuation, and grammar.
- Candidates should not submit rough, outline plans.
- The first draft of one of the assignments will not contribute to the final internally assessed mark or to the externally moderated mark for the Portfolio. This draft is for the external moderator's use only. It will be used by the moderator to:
  - help understand the process by which the assignment was completed
  - provide some evidence of any changes and improvements made by the candidate while working toward the final assignment
  - understand how the Center assessment has been reached.
- Information gained from draft coursework pieces may also be used in the principal moderator's report to Centers to help develop teachers' understanding of the processes involved in coursework.

## 7. Length of assignments

- The component description suggests "between 500 and 800 words" for each assignment. This is a sufficient length to attract the highest marks. Work that is significantly under-length or over-length is likely to be self-penalizing.

## 8. Use of word processors

- Each assignment may be either handwritten or word-processed. Electronic dictionaries and/or spell-checks may be used.
- Candidates should be reminded of the importance of careful proofreading of all their work. Typing errors or the use of a wrong choice from a computer spell-check or thesaurus must be counted as errors, and shown as such.

## 9. Checking Portfolios to ensure that the syllabus requirements have been met

- Teachers should check the contents of Portfolios before finalizing them: where candidates have been given many assignments and have made the final choice themselves, it is easy for two similar arguments or two similar stories to be included inappropriately.
- 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.

## 10. Checking Portfolios for authenticity

- It is the Center's responsibility to guarantee that all coursework submitted by candidates is their original work. Any work found to have been plagiarized must be removed before the Coursework Portfolio is marked. The Portfolio should then be marked in the normal way and a mark awarded for the overall quality. For each piece removed from the Portfolio, one-third of the overall mark for Writing should then be deducted. If the piece removed is Assignment 3, no marks can be awarded for Reading.
- Texts that provide material for informative or argumentative work, and that have been scanned/downloaded from publications, CD-ROMs, and the internet, should be shown to the teacher; the teacher must remind candidates not to copy sections or whole sentences as their own. If appropriate, references to source material should be provided by the candidate at the end of an assignment.

**11. Feedback following external moderation**

- Centers 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.

**12. Carry forward of coursework result**

- A component result in coursework can be carried forward to a retake of the syllabus once, within a period of not more than 13 months.

**6.2.2 Marking and Moderating Instructions**

- Teachers provide a comment on the quality of the Portfolio overall at the bottom of each candidate's Individual Candidate Record Card; they must also mark each assignment by indicating strengths and weaknesses and by providing a comment at the end. Individual assignments may be awarded marks/grades in whatever way is most appropriate for teachers and candidates.

However, the final overall mark for the portfolio must be an assessment of how the coursework grade criteria have been met. This final mark must reflect how achievement has varied across the different assignments and how performance has varied across the assessment criteria for each assignment.

Assessment, therefore, usually involves balancing strengths and weaknesses in the candidate's work overall. For this reason, the final mark is not necessarily a mathematical calculation based on marks/grades awarded to individual assignments during the course.

- The teacher must mark each candidate's Portfolio out of a total of 50, in line with the criteria below. The total mark for the Portfolio is divided into 40 marks for writing and 10 marks for reading. For writing, a single mark out of 40 is given for the quality of the candidate's overall performance in the three assignments. For reading, the mark out of 10 is given according to how well the candidate demonstrates understanding of the text(s) in the response to the task set for Assignment 3 only.

**3. Internal Moderation**

When several teachers in a Center are involved in internal assessments, arrangements must be made within the Center for all candidates to be assessed to a common standard.

Within each Center, the marks for each skill assigned within different teaching groups (e.g., different classes) **must be** moderated internally for the whole Center entry. The Center assessments are then subject to external moderation.

**4. External Moderation**

External moderation of internal assessment is carried out by Cambridge.

The internally moderated marks for all candidates must be sent to Cambridge by April 30 for the May/June examination and by October 31 for the November examination. These marks may be submitted by using MS1 (internally assessed mark sheet) as described in the *Cambridge Administrative Guide*.

Once Cambridge has received the marks, Cambridge selects a sample of candidates whose work should be submitted for external moderation. Cambridge tells the Center which candidates are involved and the Center should send the coursework of these candidates to Cambridge immediately. 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*.

### 6.2.3 Assessment Criteria

**Table A: Grade Descriptions for Writing (Assignments 1–3)**

#### **Band 1 (36–40): Confident and stylistic completion of challenging tasks throughout the portfolio**

- **W1:** Candidates describe and reflect effectively upon experience, give detail, and analyze thoughtfully what is felt and imagined. Arguments are cogent and developed in mature, persuasive thought.
- **W2/5 (paragraphing):** Facts, ideas, and opinions are ordered logically, each stage in the argument or narrative carefully linked to the next. Paragraphing is a strength, and candidates are confident in experimenting where appropriate in the structure of expressive writing.
- **W3/5 (sentence structures):** Candidates write with assurance, using a wide range of effective vocabulary and varied, well-constructed sentences.
- **W4:** Candidates vary their style with assurance to suit audience and context in all three Assignments.
- **W5 (spelling, punctuation, and grammar):** Candidates write accurately. They use punctuation and grammatical structures to define shades of meaning. They spell simple, complex, and technical words with precision.

#### **Band 2 (31–35): Frequent merit and interest in the choice of content and the manner of writing**

- **W1:** Candidates describe and reflect upon experience and analyze with occasional success what is felt and imagined. Some argument is well developed and interesting, although the explanation may not always be consistent.
- **W2/5 (paragraphing):** Facts, ideas, and opinions are often well ordered so that the construction of the writing is clear to the reader. Sentences within paragraphs are mostly well sequenced, although some paragraphs may finish less effectively than they begin.
- **W3/5 (sentence structures):** Candidates write with some confidence, demonstrating an emergent range of varied vocabulary and some fluency in the construction of sentences.
- **W4:** Candidates give evidence of understanding the need to write appropriately to audience and context even if there is not complete consistency in the three Assignments.
- **W5 (spelling, punctuation, and grammar):** Candidates show some signs of understanding how punctuation and grammatical structures can be used to aid communication. Errors of spelling, punctuation, and grammar are minor and rare at the top of this band.

**Band 3 (26–30): Competent writing with some development of ideas**

- **W1:** Candidates express clearly what is felt and imagined and supply some detail, explanation, and exemplification for the benefit of the reader. Arguments are expressed in a competent series of relevant points and a clear attempt is made to develop some of them.
- **W2/5 (paragraphing):** A clear attempt is made to present facts, ideas, and opinions in an orderly way, although there may be some insecurity in the overall structure.
- **W3/5 (sentence structures):** Candidates write competently, using appropriate if sometimes unadventurous vocabulary and writing sentences that mostly link ideas successfully.
- **W4:** Candidates make a clear attempt in at least one Assignment to write with a sense of audience, and there may also be some evidence of adapting style to context.
- **W5 (spelling, punctuation, and grammar):** Candidates use punctuation and grammar competently although the range is not great. There may be a number of minor errors, especially at the bottom of this band, and even occasional errors of sentence separation.

**Band 4 (21–25): Satisfactory content with brief development and acceptable expression**

- **W1:** Candidates express with some clarity what is felt and imagined. Arguments are relevant to the topic and are developed partially with some brief effectiveness.
- **W2/5 (paragraphing):** There is evidence of overall structure, but the writing may be presented more carefully in some sections than in others. There may be examples of repetition and the sequence of sentences within paragraphs may be insecure in places.
- **W3/5 (sentence structures):** Candidates write with occasional competence, using a mixture of effective and straightforward vocabulary and some complex and some simple sentences.
- **W4:** Candidates show occasional evidence of writing with some understanding of audience and context, but this is not sustained.
- **W5 (spelling, punctuation, and grammar):** Candidates use a limited range of punctuation and grammatical structure with some care, although occasionally grammatical error will cause the reader some difficulty. There may be quite numerous errors, particularly of sentence separation and the misuse of commas.

**Band 5 (16–20): Simple writing, the meaning of which is not in doubt**

- **W1:** Candidates express intelligibly what is felt and imagined. Arguments are expressed with variable relevance, logic, and development.
- **W2/5 (paragraphing):** Facts, ideas, and opinions are presented in paragraphs that may be inconsistent. The overall structure is unsound in places.
- **W3/5 (sentence structures):** Candidates use simple, straightforward vocabulary. Simple sentences are correctly used and there may be an attempt to write complex sentences that have a slight lack of clarity.
- **W4:** Candidates make slight variations of style according to audience and context, although this does not seem deliberate.
- **W5 (spelling, punctuation, and grammar):** Candidates show knowledge of simple punctuation and grammar, but the number of errors, especially of tense and the use of prepositions, is sometimes considerable. Sentence separation is often poor, but error does not prevent the reader from understanding what is written.



### Band 6 (11–15): Writing can be followed despite difficulties with expression

- **W1:** Candidates make a simple attempt to express what is felt and imagined. Arguments are expressed very simply and briefly.
- **W2/5 (paragraphing):** Facts, ideas, and opinions may appear in partially formed paragraphs of inappropriate length, and some attempt is made to provide a beginning and an end.
- **W3/5 (sentence structures):** Candidates use simple, mainly accurate vocabulary. Attempts to write complex sentences may involve repetition of conjunctions and some blurring.
- **W4:** Candidates may show occasional, brief acknowledgment of the possibility of writing for different audiences and contexts, but overall there is little variation of style.
- **W5 (spelling, punctuation, and grammar):** Candidates occasionally use appropriate punctuation and can spell simple words, but the reader is not convinced that their understanding, especially of grammar, is adequate.

### Band 7 (6–10): Some of the writing can be followed

- **W1:** Candidates occasionally express what is felt, thought, and imagined, but they are hampered by their command of language.
- **W2/5 (paragraphing):** Inadequate presentation of facts, ideas, and opinions creates blurring, although there may be some signs of an overall structure.
- **W3/5 (sentence structures):** Candidates demonstrate a narrow vocabulary, and there are unlikely to be more than a few accurate sentences.
- **W4:** Candidates occasionally write inappropriately or their command of language is not strong enough to acknowledge audience or context.
- **W5 (spelling, punctuation, and grammar):** Weaknesses in spelling, punctuation, and grammar are persistent, but the reader is able to follow at least part of the writing.

### Band 8 (0–5): Failure to communicate adequately

- **W1:** Very simple meanings are attempted, but most of the work is too inaccurate and blurred to make sense.
- **W2/5 (paragraphing):** An absence of overall structure and paragraphing leads to confusion.
- **W3/5 (sentence structures):** Very simple meanings are attempted, but the candidate's knowledge of vocabulary and sentence structures is too slight to make adequate sense.
- **W4:** There is insufficient evidence of audience or context to reward.
- **W5 (spelling, punctuation, and grammar):** The number and breadth of errors prevents sufficient communication of meaning.

**Table B: Grade Descriptions for Reading (Assignment 3 only)**

<b>Band 1 (9–10)</b>	Candidates analyze and evaluate several ideas and details from the text(s) and develop lines of thought. Their own ideas are closely related to the original text(s) and show a good understanding of the main arguments.
<b>Band 2 (7–8)</b>	Candidates respond in detail to ideas from the text(s), explaining them and expressing views on them with varying degrees of effectiveness. There is some reference to details in the original. Their own ideas are based on those of the original text(s).
<b>Band 3 (5–6)</b>	Candidates show some response to the ideas in the text(s), summarizing them and giving simple views on them. Their own thinking is relevant, if not always tightly focused on the original text(s).
<b>Band 4 (3–4)</b>	Candidates give a response to the original. Their ideas are relevant to the topic but make only occasional references to individual ideas or details in the original text(s).
<b>Band 5 (1–2)</b>	Candidates write about the topic but there is little evidence that they have read or understood the text(s).
<b>Band 6 (0)</b>	There is no discernible reference to the topic or to the text(s).

### 6.2.4 Instructions for Completing Individual Candidate Record Cards

1. A copy of the relevant Individual Candidate Record Card can be found in the Appendix and should be photocopied by Centers, as required.
2. Complete the information at the top of the form.
3. Mark the coursework assignment for each candidate according to the Assessment criteria provided in this Appendix.
4. **(a)** Enter a mark for Writing (out of 40—Assignments 1–3) and a mark for Reading (out of 10—Assignment 3 only) in the appropriate spaces on the Record Card.  
**(b)** Complete other sections of the form.
5. Add the marks for Writing and Reading and enter the total mark (out of 50) in the appropriate box on the Record Card (Total mark to be transferred to Coursework Assessment Summary Form).
6. **It is essential that the marks of candidates from different teaching groups within each Center are moderated internally.** This means that the marks awarded to all candidates within a Center must be brought to a common standard by the teacher responsible for coordinating the internal assessment (i.e., the internal moderator). 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 Center.
7. Transfer the marks to the First Language Spanish—Component 4, Coursework Portfolio, Coursework Assessment Summary Form, in line with the instructions in this Appendix.
8. Retain all Individual Candidate Record Cards and samples of coursework as these are required for external moderation.
9. Cambridge reserves the right to ask for further samples of Coursework.



**FIRST LANGUAGE SPANISH – Component 4: Coursework Portfolio**  
**Individual Candidate Record Card: Cambridge IGCSE 2014**

Please read the instructions contained in this Appendix and the relevant section of the *Cambridge Administrative Guide* before completing this form.

Centre Number					Centre Name		June/November	2	0	1
Candidate Number					Candidate Name		Teaching Group/Set			

**Assignments 1** (informative/analytical/argumentative) **and 2** (imaginative/descriptive/narrative)

Date of completion	Full title of Assignment	First draft included*
		yes/no (please delete as appropriate)
		yes/no (please delete as appropriate)

**Assignment 3\*\***

Date of completion	Full title of Assignment	Brief description of stimulus text(s)	First draft included*
			yes/no (please delete as appropriate)

\* A first draft must be included for **one** of the three Assignments.

\*\* A copy of all texts used for Assignment 3 must be included in the sample sent to the moderator.

Teacher's comments on overall Coursework Portfolio:	Mark for writing (out of 40) (Assignments 1–3)	
	Mark for reading (out of 10) (Assignment 3 only)	
	<b>Total mark (out of 50): to be transferred to Coursework Assessment Summary Form</b>	

### 6.2.5 Instructions for Completing Coursework Assessment Summary Form

1. A copy of the relevant Coursework Assessment Summary Form is provided in this Appendix and should be photocopied by Centers, as required.
2. Complete the information at the top of the form.
3. List the candidates in an order that allows the information to be transferred easily to an MS1 (internally assessed mark sheet) (i.e., 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 or set.
4. Transfer each candidate's marks from her/his Individual Candidate Record Card to this form as follows:
  - (a) Enter the marks for Writing (out of 40—Assignments 1–3) and Reading (out of 10—Assignment 3 only) in the relevant columns.
  - (b) Enter the total (out of 50) in the column headed "Total Mark."
  - (c) In the column headed "Internally Moderated Mark" enter the mark (out of 50) awarded **after** internal moderation took place. Leave blank if not applicable.
5. Both the teacher/examiner completing the form and, where applicable, the internal moderator(s) must check the form and complete and sign the bottom portion.

### 6.2.6 Arrangements for External Moderation

6. University of Cambridge International Examinations sends an MS1 (internally assessed mark sheet) to each Center in late March for the June examination and in early October for the November examination; the sheet shows 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 internally assessed mark sheet (MS1).
7. The top copy of the internally assessed mark sheet (MS1) must be sent in the envelope provided, to arrive as soon as possible at Cambridge, but no later than April 30 for the June examination and October 31 for the November examination.
8. Cambridge selects a list of candidates whose work is required for external moderation. As soon as this list is received, send the following to Cambridge:
  - the candidates' work with the corresponding Individual Candidate Record Cards,
  - the Summary Form(s) with an asterisk (\*) by the names of the candidates who are in the sample
  - the second copy of the internally assessed mark sheet(s) (MS1).
  - information on how internal moderation was carried out, where applicable.
9. Cambridge reserves the right to ask for further samples of Coursework.

Please read the instructions contained in this Appendix and the relevant section of the *Cambridge Administrative Guide* before completing this form.

## Appendix

## 6.3 Component 5: Speaking and Listening

### 6.3.1 Test structure

#### **Part 1: Individual Task (3–4 minutes) 10 marks**

For example, a presentation, a talk, a speech, a monologue.

- The candidate talks for about 3–4 minutes on a single topic or theme selected by the candidate prior to the test. The talk should be continuous and there should be no need for the teacher/examiner to intervene. Teachers/Examiners only interrupt to ask questions where candidates show no signs of finishing after about 4½ minutes or to prompt candidates who are finding it difficult to continue.
- Candidates need to show they are able to prepare and organize material, that they are aware of audience, and that they can select and employ a range of language devices.
- The Individual Task should be lively and interesting; candidates should therefore prepare a topic in which they have a personal interest.
- Candidates may bring a “cue card” (4” × 6” index card size) into the examination room to remind them of the main points they wish to make. Candidates may also bring in a limited quantity of illustrative material, which may include maps, diagrams, statistics, pictures, and short articles. A script is not allowed.
- Teachers may advise on the suitability of topics but must not be involved in the preparation of material for the Individual Task.

This part of the test is to be assessed using Table A of the Mark Scheme, printed later in this Appendix.

#### **Part 2: Discussion (6–7 minutes) 20 marks**

- The Individual Task leads into a conversation with the teacher/examiner about the candidate’s chosen topic. The role of the teacher/examiner in this conversation is that of interested and sympathetic participant, allowing the candidate every opportunity both to put views forward and to seek information from and the opinions of the teacher/examiner.
- During the Individual Task, teachers/examiners are likely to make notes in order to help them ask appropriate questions.
- Candidates must be prepared to supply additional factual material where appropriate and to express and defend a point of view. In order to give the candidate every opportunity to do this, questions are of the “tell me more about . . .,” “why?,” “how?” variety, rather than closed questions, which may be answered by “yes/no.”
- Candidates should be encouraged to consider how a conversation might develop around their chosen topic: if they cannot think of half a dozen meaningful questions they could be asked, the topic is unlikely to present a fruitful source of discussion.
- Candidates should not be made to feel embarrassed about expressing viewpoints that are not those of the teacher/examiner: the teacher/examiner may wish to ask questions about those views but must not be antagonistic toward the candidate.
- The teacher/examiner should normally allow 6–7 minutes for each candidate. If candidates dry up after a few minutes, the teacher/examiner should keep trying to make conversation so that the candidates are given every opportunity to do themselves justice. Teachers/examiners should be ready to explore another aspect of the topic if candidates are obviously out of their depth. Questions should be rephrased (rather than repeated) in an attempt to continue the dialogue.
- Teachers/Examiners should beware of talking too much and of candidates being given credit for what the teacher/examiner has actually said. Candidates are responsible for showing that they can converse adequately; at the same time the teacher/examiner must make sure the candidate is given every opportunity to converse by following up any opening given.

This part of the test is to be assessed using Table B of the Mark Scheme printed later in this Appendix.

## 6.3.2 Administrative Arrangements

### 1. Timetabling

- The Speaking and Listening tests take place in the two months before the main examination period (i.e., between March 1 and April 30 for the May/June series and September 15 and October 31 for the November series). Each Center will decide on a convenient time within this period for its tests.
- To allow sufficient time for moderation, please keep to the dates given for completing the Speaking and Listening tests and for sending recordings and mark sheets to Cambridge (see paragraph 7).

### 2. Materials for the Speaking and Listening Test

- Instructions, Mark Schemes, and Oral Assessment Summary Forms for conducting and assessing the Speaking and Listening test are provided in this syllabus booklet and can be photocopied as required.
- The Center must provide its own cassettes or CDs (for the recording of the test for external moderation) and these must be of good quality.
- There is no question paper for the Speaking and Listening test.

### 3. Appointment of examiner

- Each Center selects its own examiner. This is usually a teacher from within the Spanish Department but could be someone local from outside the Center.
- The teacher/ examiner conducts and assesses the test and submits a recorded sample for moderation by Cambridge.
- Cambridge is not responsible for any fees agreed.

### 4. Internal Moderation

- To make it easier to keep a common standard, there should be only one teacher/examiner per Center.
- Before the start of the examination period, Centers with large numbers of candidates must get agreement from Cambridge to use additional teacher/examiners.
- If more than one teacher/examiner is used, internal moderation must take place at the Center. This means that the marks awarded to all candidates within a Center must be brought to a common standard; a single valid and reliable set of marks should be produced, which reflects the relative achievement of all the candidates in the test at the Center.

### 5. Arrangements for External Moderation

- Each teacher/examiner must record a sample of candidates from each Center at which he/she examines. The number of candidates in the sample must be as follows:
  - (a) If there are fewer than 6 candidates entered for the Speaking and Listening test, recordings of the complete tests of **all** the candidates at the Center are required.
  - (b) If there are 6 or more candidates entered for the Speaking and Listening test, recordings of the complete tests of **6** candidates will be required. The sample should cover the full ability range and candidates should be spread as evenly as possible across the range of marks (2 good, 2 intermediate, 2 weak). If there is a large range of marks, teachers/examiners should be especially careful to send tests spread across the range, not just the top 2, middle 2, and bottom 2. This will allow the Moderator to accurately check the standard of assessment. Where more than one teacher/examiner is involved in the conduct and marking of the tests, the teacher responsible for internal standardization must select the 6 recordings to send in the sample. Approximately equal samples of the marking of each teacher should be included.
- The recording should be carried out using the instructions headed "Recording of Candidates" (section 9, below).

- The recorded sample must be sent to Cambridge with the moderator copy of the completed (internally assessed mark sheet) and a copy of the completed Oral Examination Summary Form (paragraph 6).
- Further information about external moderation may be found in the *Cambridge Handbook* and the *Cambridge Administrative Guide*.
- Cambridge may request further samples of candidates' work. The Center must send these as soon as the request is received.

#### **6. Two mark sheets are provided:**

- (a) The Oral Examination Summary Form is a working document on which the marks for each section of the test are to be entered in detail, as specified in 6.3.3 Assessment Criteria. Be very careful to check all addition.
- (b) The total marks should then be transferred to the internally assessed mark sheet (MS1).

#### **7. Dispatch and return of mark sheets and recorded sample**

- (a) Marks are to be returned to Cambridge once all the Speaking and Listening tests have been completed. The deadline for receipt by Cambridge of the recorded samples for moderation is May 15 for the June examination and November 15 for the November examination. Do not wait until the end of the assessment period before sending them.
- (b) (i) The Board copy of the completed internally assessed mark sheet (MS1) must be returned to Cambridge in the separate envelope provided.  
(ii) The Moderator copy of the completed internally assessed mark sheet (MS1), a copy of the completed Oral Examination Summary Form, and the recorded sample must be sent to reach Cambridge by no later than May 15 for the June examination and November 15 for the November examination.
- (c) Copies of both types of mark sheet are to be kept by the Center in case of postal losses or delays.

#### **8. Arrangements for the examination**

- Examination conditions must be in place in the area where the examination takes place. A supervisor must be present outside the interview room to make sure that candidates leaving the room do not communicate with those waiting to enter. Candidates may bring a "cue card" (4" × 6" index card size) into the examination room to remind them of the main points they wish to make. Candidates may also bring with them a limited quantity of illustrative material, which may include maps, diagrams, statistics, pictures, and short articles. Candidates are not allowed to have a script, nor are they allowed to consult dictionaries.
- Requests for special consideration for candidates with specific problems must be made on the Special Consideration forms supplied to the Center and returned to Cambridge as indicated.
- Candidates must be examined on their own. No other person should be present during the examination, with the exception of another teacher/examiner, the moderator, or an officer from Cambridge.
- The teacher/examiner should be positioned so that he/she faces the candidates when they enter the room, with a table between the teacher/examiner and the candidates. Do not allow candidates to sit in a position where they can see what the teacher/examiner is writing on the mark sheets as this can be distracting.
- A good teacher/examiner tries to put candidates at ease and sends candidates out of the examination smiling, no matter how good or bad the performance has been. The use of expressions such as "very good," which a candidate may interpret as comments on performance, should, however, be avoided.
- Other recommendations for teacher/examiners: do not walk about or distract candidates in any way (e.g., by doodling or fiddling with papers); always appear interested, even in mundane matters; never show undue surprise, impatience, or mockery; never correct a candidate.

## 9. Recording of Candidates

- Centers must check well in advance that a suitably quiet room is available and that their recording equipment is working. Please avoid rooms that are too close to a school yard, recreation room, or noisy classroom. Unnecessary background noise must be excluded.
- The recording equipment and any cassette(s)/CD(s) should be tested where they will be used before the actual test, ideally with one of the candidates.
- It is essential that new unrecorded cassettes or CDs are used. These must be supplied by the Center.
- A cassette recorder with external microphones is recommended so that separate microphones can be used for the candidate and the teacher/examiner.
- If only one microphone is used, it should be placed facing the candidate. With a softly-spoken candidate the microphone should be placed nearer the candidate before the start of the test.
- Please do not adjust the volume control during an examination.
- For Centers using cassette tapes, the recording should begin at the start of Side 1 and care should be taken to avoid long gaps and extraneous noise.
- Both sides of each cassette should be used before beginning a new cassette.
- At the end of examining on each side of a cassette, the teacher/examiner states "No further recordings on this side."
- Each recording should be introduced clearly by the teacher/examiner as follows:  
 "Center number: e.g., US000  
 Center name: e.g., *Belmont High School*  
 Examination number: *0537*  
 Examination name: *First Language Spanish*  
 Examiner: e.g., *Mr. A Lopez*  
 Date: e.g., *March 2nd, 2014*"
- Each candidate should be introduced clearly by the teacher/examiner as follows:  
 "Candidate number: e.g., *0473*  
 Candidate name: e.g., *Ana Bustamante*"
- At the end of the sample, please state "*End of sample.*"
- Once a test has begun, **do not interrupt the recording**. On no account should you stop and restart the recording during a test.
- The contents of each cassette/CD must be clearly labeled.
- Before the cassette/CD is sent to Cambridge, make spot checks to ensure every candidate can be clearly heard. Rewind cassettes to the start of side 1.

## 6.3.3 Assessment Criteria

### Marking: General Principles

- You are encouraged to use the full range of marks, bearing in mind that it is not necessary for a candidate to give a faultless performance for maximum marks to be awarded within any single category.
- The general approach is a positive one and you should award marks based on what the candidate can do rather than deducting marks for errors.
- Above all else, be consistent in your marking. If you are unsure of the mark to award, err on the side of generosity. Cambridge's external moderation process allows for adjustments to be made to consistently strict or generous marking.



**Table A: Grade Descriptions for Component 5, Part 1—Individual Task** (10 marks)

<b>Band 1</b> <b>9–10 marks</b>	Full and well-organized use of content; lively delivery sustaining audience interest; employs a wide range of language devices (e.g., tone, irony, emphasis) accurately and sometimes eloquently.
<b>Band 2</b> <b>7–8 marks</b>	Sound use of content; delivery may occasionally be stilted, but audience interest is generally maintained; employs a good range of language devices soundly.
<b>Band 3</b> <b>5–6 marks</b>	Adequate use of content; delivery is secure but unimaginative in terms of ensuring audience attention; language devices are used accurately.
<b>Band 4</b> <b>3–4 marks</b>	Content is thin or perhaps inconsistently used; delivery is not secure, resulting in some loss of audience interest; limited employment of language devices with some inaccuracy.
<b>Band 5</b> <b>1–2 marks</b>	Content is mostly undeveloped and/or very thin; delivery is weak and the audience is generally lost; not able to use language devices or devices used with serious error.
<b>Band 6</b> <b>0 marks</b>	Fails to meet the above criteria.



**Table B: Grade Descriptions for Component 5, Part 2—Discussion** (20 marks)

For Part 2, separate marks must be awarded for each category (Speaking, Listening).

Speaking		Listening	
<b>Band 1</b> <b>9–10 marks</b>	Extends the subject matter and elicits responses from the listener; speaks on equal terms with the listener. Employs a wide range of language devices accurately and sometimes eloquently.	<b>Band 1</b> <b>9–10 marks</b>	Responds fully to questions and develops prompts; deals confidently and sometimes enthusiastically with alterations in the direction of the conversation.
<b>Band 2</b> <b>7–8 marks</b>	Subject matter is organized and expressed competently; attempts to speak on equal terms with the listener but with a varying degree of success. Employs a good range of language devices soundly.	<b>Band 2</b> <b>7–8 marks</b>	Responds appropriately and in some detail to questions and prompts; deals appropriately with most of the changes in direction of the conversation.
<b>Band 3</b> <b>5–6 marks</b>	Deals with the subject matter adequately; the listener is generally but not always prominent. Language devices are used accurately.	<b>Band 3</b> <b>5–6 marks</b>	Responds to questions adequately but deals less effectively with prompts; changes in the direction of the conversation are occasionally dealt with.
<b>Band 4</b> <b>3–4 marks</b>	There is evidence of some linking together of ideas relating to the subject matter but it is inconsistent; accepts that the listener is in full control of the conversation. Limited use of language devices with some inaccuracy.	<b>Band 4</b> <b>3–4 marks</b>	Provides limited response to the questions and struggles to develop prompts; tends to maintain the direction of the conversation.
<b>Band 5</b> <b>1–2 marks</b>	Simple facts and ideas are expressed with generally unsuccessful attempts at organization; is barely capable of engaging in a two-way conversation. Not able to use language devices or devices used with serious error.	<b>Band 5</b> <b>1–2 marks</b>	Responds simply or is unable to respond to questions or prompts; cannot recognize changes in the direction of the conversation.
<b>Band 6</b> <b>0 marks</b>	Fails to meet the above criteria.	<b>Band 6</b> <b>0 marks</b>	Fails to meet the above criteria.

### 6.3.4 Instructions for Completing the Oral Examination Summary Forms

1. A copy of the Oral Examination Summary Form is provided in this Appendix and should be photocopied by Centers, as required.
2. Complete the information at the top of the form.
3. List the candidates in an order that allows the information to be easily transferred to an MS1 (internally assessed mark sheet) (i.e., in candidate index number order, where this is known). Give a **brief** description of each candidate's Individual Task (e.g., "Human Rights," "Basketball") in the column provided.
4. **(a)** Enter the marks for the Individual Task and the Discussion (Speaking and Listening) in the relevant columns.  
**(b)** Add the marks and enter the total (out of 30) in the column headed "Total Mark."  
**(c)** In the column headed "Internally Moderated Mark" enter the mark (out of 30) awarded after any internal moderation took place. Leave blank if not applicable.
5. Both the teacher/examiner completing the form and, where applicable, the internal moderator(s) must check the form, and complete and sign the bottom portion.

### 6.3.5 Arrangements for External Moderation

6. University of Cambridge International Examinations sends an MS1 (internally assessed mark sheet) to each Center 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 Oral Examination Summary Form to the internally assessed mark sheet (MS1).
7. The top copy of the internally assessed mark sheet (MS1) must be sent in the envelope provided, to arrive at Cambridge by no later than May 15 for the June examination and November 15 for the November examination.
8. Record a sample of the candidates' work as specified in this Appendix. Send the recordings, a copy of the Summary Form, and the second copy of the internally assessed mark sheet (MS1). These should arrive at Cambridge by May 15 for the June examination and November 15 for the November examination. Do not wait until the end of the assessment period before sending these items.
9. On the Summary Form, put an asterisk (\*) by the names of the candidates who are in the sample. The size of the Speaking and Listening test sample should be as follows:
  - (a)** If there are fewer than 6 candidates entered for the Speaking and Listening test, recordings of the complete tests of **all** the candidates are required.
  - (b)** If there are 6 or more candidates entered for the Speaking and Listening test, recordings of the complete tests of **6** candidates are required.
10. Where more than one teacher is involved in the conduct and marking of the tests, 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.
11. With the sample recordings, send information as to how internal moderation was carried out.

Centre Number						Centre Name		June/November	2	0	1	4
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[illegible]

Name of teacher/Examiner completing this form		Signature		Date						
Name of internal moderator (if applicable)		Signature		Date						

## 7. Additional Information

### 7.1 Guided Learning Hours

Cambridge IGCSE syllabi are designed with the assumption that candidates have about 130 guided learning hours per subject over the duration of the course. (“Guided learning hours” include direct teaching and any other supervised or directed study time. They do not include private study by the candidate.)

However, this figure is for guidance only, and the number of hours required may vary according to local curricular practice and the candidates’ prior experience with the subject.

### 7.2 Recommended Prerequisites

We recommend that candidates who are beginning this course should have a level in Spanish equivalent to first language competence.

### 7.3 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 First Language Spanish are well prepared to follow courses leading to Cambridge International AS and A Level Spanish or the equivalent.

### 7.4 Component Codes

Because of local variations, in some cases component codes will be different in instructions about making entries for examinations and timetables from those printed in this syllabus, but the component names will be unchanged to make identification straightforward.

### 7.5 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, Grade A\* being the highest and Grade 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.

## 7.6 Access

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and what they can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in the *Cambridge Handbook*, which can be downloaded from the website **www.cie.org.uk**

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

## 7.7 Support and Resources

Copies of syllabi, the most recent question papers, and Principal Examiners' reports for teachers are on the Syllabus and Support Materials CD-ROM, which we send to all Cambridge International Schools. They are also on our public website—go to **www.cie.org.uk/igcse**. Click the **Subjects** tab and choose your subject.

Additional syllabus-specific support is available from our secure Teacher Support website **http://teachers.cie.org.uk**, which is available to teachers at registered Cambridge schools. It provides past question papers and examiner reports on previous examinations, as well as any extra resources such as schemes of work (unit lesson plans) or examples of candidate responses. You can also find a range of subject communities on the Teacher Support website, where Cambridge teachers can share their own materials and join discussion groups.

University of Cambridge International Examinations  
1 Hills Road, Cambridge, CB1 2EU, United Kingdom  
Tel: +44 (0)1223 553554 Fax: +44 (0)1223 553558  
Email: [international@cie.org.uk](mailto:international@cie.org.uk) [www.cie.org.uk](http://www.cie.org.uk)

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