

Cambridge IGCSE™

LITERATURE IN SPANISH**0474/11**

Paper 1 Prose and Drama

May/June 2025

MARK SCHEME

Maximum Mark: 50

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **7** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

| Annotation | Meaning |
|---|---|
| BOD | If the examiner considers the answer to be more correct than incorrect, then 'benefit of the doubt' is given. |
|  | Correct/Credit for content point or good language |
|  | Incorrect point |
| DEV | Development |
| EVAL | Evaluation |
| E | Expansion of a point |
|  | Omission |
| CON | Contradiction |
| IR | Irrelevant |
|  | Key point attempted |
| MR | Misread |
| NAR | Lengthy Narrative |
| NOM | No opinion mentioned |
| NUT | No use of text |
| REP | Repeat |
|  | Meaning unclear or illegible |

| Annotation | Meaning |
|---|---|
| SEEN | Used to show that blank pages have been seen and any creditworthy material has been awarded |
|  | Extendable vertical wavy line |
| Highlighter | Highlight |
| On-page comment | On-page comment |
| Off-page Comment | Off-page comment |

Candidates respond to two questions. All questions are worth 25 marks. Candidates will write their answers in Spanish.

Passage-based questions: Examiners should consider the extent to which candidates have been able to respond to the question with reference to the passage, and identify its key features.

Essay questions: Examiners should consider the extent to which candidates show detailed knowledge and understanding of the wider text.

Assessment objectives

The assessment objectives are evenly weighted across each question. The assessment objectives for the paper are:

AO1

Show detailed knowledge of the content of literary texts in the three main forms (prose, drama and poetry), supported by reference to the text.

AO2

Understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes.

AO3

Recognise and appreciate ways in which writers use language, structure and form to create and shape meanings and effects.

AO4

Communicate a sensitive and informed personal response to literary texts

Using the mark levels

Use the generic mark scheme levels to find the mark. Place the answer in a level first. Look for the 'best fit' of the answer into a level. Consider the levels above and below to ensure you have selected the right one.

An answer needs to show evidence of most but not necessarily ALL of the qualities described in a level, in order to be placed in that level. Award a mark for the relative position of the answer within the level.

Candidates may address the question in many different ways; there is no one required answer or approach. Do not penalise answers for leaving out a particular focus. Reward what is there rather than what is missing.

Generic levels of response grids

Use this table to assess all the questions.

| Level | Level description | Mark |
|-------|---|-------|
| 5 | Perceptive and comprehensive <ul style="list-style-type: none"> Comprehensive and detailed knowledge of the text supported by well-chosen, concise textual references/quotations. (AO1) Sustained and perceptive understanding of the underlying ideas and attitudes. A very good awareness of context relevant to the question. (AO2) Recognition of nuance and insightful appreciation of the use of language/structure/form to convey meaning and create effects in the text. (AO3) Reflective and sensitive personal response. (AO4) | 21–25 |
| 4 | Clear and thorough <ul style="list-style-type: none"> Broad knowledge of the text supported by relevant textual references/quotations. (AO1) Generally thorough understanding of the underlying ideas and attitudes. A good awareness of context relevant to the question. (AO2) Competent recognition and appreciation of the use of language/structure/form to convey meaning and create effects in the text. (AO3) Sensitive personal response. (AO4) | 16–20 |
| 3 | Generally sound <ul style="list-style-type: none"> Sound knowledge of the text generally supported by relevant textual references/quotations. Occasional narrative asides and/or omissions. (AO1) Some understanding of the ideas and attitudes contained in the text. Some awareness of context relevant to the question. (AO2) Some recognition and appreciation of the use of language/structure/form to convey meaning and create effects in the text. (AO3) A personal response with some sensitivity. (AO4) | 11–15 |
| 2 | Limited <ul style="list-style-type: none"> Limited knowledge of the text only occasionally supported by textual references/quotations. Repetitive and/or overly narrative. (AO1) Superficial understanding of the ideas and attitudes contained in the text. A limited awareness of context relevant to the question. (AO2) Limited recognition and appreciation of the use of language/structure/form to convey meaning and create effects in the text. (AO3) Underdeveloped personal response. (AO4) | 6–10 |

| Level | Level description | Mark |
|-------|---|------|
| 1 | <p>Basic</p> <ul style="list-style-type: none"> Little to no knowledge of the text supported by few, if any, textual references/quotations. May be highly generalised. (AO1) A little understanding of the literal meaning of the text. Little or no awareness of context relevant to the question. (AO2) Little to no recognition or appreciation of the use of language/structure/form to convey meaning and create effects in the text. (AO3) A simplistic personal response. (AO4) | 1–5 |
| 0 | <ul style="list-style-type: none"> No creditable response. | 0 |