



Cambridge IGCSE™

LITERATURE IN SPANISH

0474/11

Paper 1 Prose and Drama

May/June 2026

MARK SCHEME

Maximum Mark: 50

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

This document consists of 7 printed pages.

General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: - the specific content defined in the mark scheme - the specific skills defined in the mark scheme or in the level descriptions - the standard of response required as exemplified by the standardisation scripts.
2	Examiners must award whole marks (not half marks, or other fractions).
3	Examiners must award marks positively . This means that: - marks are not deducted for errors or omissions - marks are awarded for correct/valid answers as defined in the mark scheme and also for other valid answers which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate - the quality of spelling, punctuation and grammar are judged only when the mark scheme indicates that these features are specifically assessed in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must consistently apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the full range of marks defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and must not award marks with grade thresholds or grade descriptions 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
	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 - 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 - 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 - 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 - 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	Basic • 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	• No creditable response.	0