



Syllabus

Cambridge IGCSE™ (9–1)

Spanish 7160

Use this syllabus for exams in 2025, 2026 and 2027.

In 2025 exams are available in the June and November series.

In 2026 and 2027 exams are available in the June series.

Español

Version 3

Please check the syllabus page at www.cambridgeinternational.org/7160 to see if this syllabus is available in your administrative zone.

For the purposes of screen readers, any mention in this document of Cambridge IGCSE refers to Cambridge International General Certificate of Secondary Education.

Why choose Cambridge International?

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

Our Cambridge Pathway gives students a clear path for educational success from age 5 to 19. Schools can shape the curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them the skills they need for life, so they can achieve at school, university and work.

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

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are confident, responsible, reflective, innovative and engaged – equipped for success in the modern world.

Every year, nearly a million Cambridge students from 10 000 schools in 160 countries prepare for their future with the Cambridge Pathway.

School feedback: ‘We think the Cambridge curriculum is superb preparation for university.’

Feedback from: Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA



Quality management

Cambridge International is committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international qualifications and education programmes for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at www.cambridgeinternational.org/ISO9001

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Important: Changes to this syllabus

For information about changes to this syllabus for 2025, 2026 and 2027, go to page 53.

The latest syllabus is version 3, published March 2025. There are no significant changes which affect teaching.

Any textbooks endorsed to support the syllabus for examination from 2021 are still suitable for use with this syllabus.

1 Why choose this syllabus?

Key benefits

Cambridge IGCSE is the world's most popular international qualification for 14 to 16 year olds, although it can be taken by students of other ages. It is tried, tested and trusted.

Students can choose from 70 subjects in any combination – it is taught by over 4500 schools in over 140 countries.

Our programmes balance a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment.

Cambridge IGCSE (9–1) Spanish develops a set of transferable skills for understanding and communicating in everyday situations in Spanish. Learners begin to develop cultural awareness of countries and communities where Spanish is spoken. They acquire the essential linguistic skills required for progression to further studies or employment.

Our approach in Cambridge IGCSE (9–1) Spanish encourages learners to be:

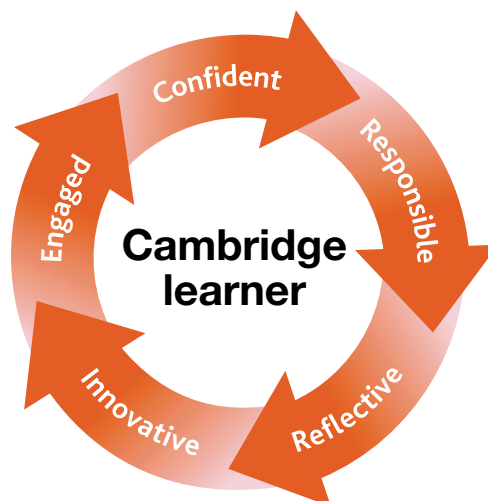
confident, using new and familiar structures and vocabulary to communicate with others in everyday situations

responsible, seeking opportunities to use and develop their language skills

reflective, considering how to communicate different ideas and attitudes

innovative, applying language to a variety of situations

engaged, developing learning strategies which help them to express their ideas and their understanding of other cultures.



School feedback: ‘The strength of Cambridge IGCSE qualifications is internationally recognised and has provided an international pathway for our students to continue their studies around the world.’

Feedback from: Gary Tan, Head of Schools and CEO, Raffles International Group of Schools, Indonesia

International recognition and acceptance

Our expertise in curriculum, teaching and learning, and assessment is the basis for the recognition of our programmes and qualifications around the world. The combination of knowledge and skills in Cambridge IGCSE (9–1) Spanish gives learners a solid foundation for further study. Candidates who achieve grades 9 to 4 are well prepared to follow a wide range of courses including Cambridge International AS & A Level Spanish.

Cambridge IGCSEs are accepted and valued by leading universities and employers around the world as evidence of academic achievement. Many universities require a combination of Cambridge International AS & A Levels and Cambridge IGCSEs or equivalent to meet their entry requirements.

UK NARIC*, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Cambridge IGCSE and found it to be comparable to the standard of the GCSE in the UK. This means students can be confident that their Cambridge IGCSE qualifications are accepted as equivalent to UK GCSEs by leading universities worldwide.

Cambridge IGCSE (9–1) Spanish has been designed to help candidates develop language proficiency to level A2 (Basic User) with some elements of proficiency at level B1 (Independent User) of the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (CEFR).

Assessment objectives, subject content, mark schemes and task types have been designed with reference to the CEFR to ensure that candidates have opportunities to demonstrate proficiency at the intended levels.

* Due to the United Kingdom leaving the European Union, the UK NARIC national recognition agency function was re-titled as UK ENIC on 1 March 2021, operated and managed by Ecctis Limited. From 1 March 2021, international benchmarking findings are published under the Ecctis name.

Learn more at www.cambridgeinternational.org/recognition

School feedback: ‘Cambridge IGCSE is one of the most sought-after and recognised qualifications in the world. It is very popular in Egypt because it provides the perfect preparation for success at advanced level programmes.’

Feedback from: Managing Director of British School of Egypt BSE

Supporting teachers

We provide a wide range of resources, detailed guidance, innovative training and professional development so that you can give your students the best possible preparation for Cambridge IGCSE. To find out which resources are available for each syllabus go to our School Support Hub.

The School Support Hub is our secure online site for Cambridge teachers where you can find the resources you need to deliver our programmes. You can also keep up to date with your subject and the global Cambridge community through our online discussion forums.

Find out more at www.cambridgeinternational.org/support

Support for Cambridge IGCSE			
Planning and preparation - Schemes of work - Specimen papers - Syllabuses - Teacher guides	Teaching and assessment - Endorsed resources - Online forums - Support for coursework and speaking tests	Learning and revision - Example candidate responses - Past papers and mark schemes - Specimen paper answers	Results - Candidate Results Service - Principal examiner reports for teachers - Results Analysis

Sign up for email notifications about changes to syllabuses, including new and revised products and services at www.cambridgeinternational.org/syllabusupdates

Professional development

We support teachers through:

- Introductory Training – face-to-face or online
- Extension Training – face-to-face or online
- Enrichment Professional Development – face-to-face or online

Find out more at www.cambridgeinternational.org/events

- Cambridge Professional Development Qualifications

Find out more at www.cambridgeinternational.org/profdev



Supporting exams officers

We provide comprehensive support and guidance for all Cambridge exams officers.

Find out more at: www.cambridgeinternational.org/eoguide

2 Syllabus overview

Aims

The aims describe the purposes of a course based on this syllabus.

The aims are to enable students to:

- develop the language proficiency required to communicate effectively in Spanish at level A2 (CEFR Basic User), with elements of level B1 (CEFR Independent User)
- offer insights into the culture and society of countries and communities where Spanish is spoken
- develop awareness of the nature of language and language learning
- encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures
- provide enjoyment and intellectual stimulation
- develop transferable skills (e.g. memorising, drawing of inferences) to complement other areas of the curriculum
- form a sound base of the skills, language and attitudes required for progression to work or further study, either in Spanish or another subject area.

Cambridge Assessment International Education is an education organisation and politically neutral. The contents of this syllabus, examination papers and associated materials do not endorse any political view. We endeavour to treat all aspects of the exam process neutrally.



Content overview

The subject content is organised in five broad topic areas (A–E below). These provide contexts for the acquisition of vocabulary and the study of grammar and structures. The study of these topic areas enables students to gain an insight into countries and communities where Spanish is spoken. The five topic areas listed below are described in more detail in section 3.

- A Everyday activities
- B Personal and social life
- C The world around us
- D The world of work
- E The international world

The syllabus gives students opportunities to develop and apply a wide range of foreign language skills.

Candidates will be expected to read and understand a variety of written and spoken texts on familiar topics. Candidates will be required to demonstrate understanding of the main ideas, opinions and attitudes, as well as select and extract relevant details and deduce the meaning of occasional unknown words from context.

They will also have opportunities to write in Spanish on familiar, everyday topics, and to speak the language by taking part in everyday conversations.

Assessment overview

All candidates take all four papers. Candidates will be eligible for grades 9 to 1.

All candidates take:

Paper 1 Approximately 50 minutes
Listening 25%
40 marks
Candidates listen to a number of recordings and answer multiple-choice and matching questions.
Externally assessed

and:

Paper 2 1 hour
Reading 25%
45 marks
Candidates read a number of texts and answer multiple-choice and matching questions as well as questions requiring short answers.
Externally assessed

and:

Paper 3 Approximately 10 minutes
Speaking 25%
40 marks
Candidates complete one role play and conversations on two topics.
Internally assessed and externally moderated

and:

Paper 4 1 hour
Writing 25%
45 marks
Candidates complete one form-filling task, one directed writing task and one task in the format of an email/letter or article/blog.
Externally assessed

Information on availability is in the **Before you start** section.

Check the timetable at www.cambridgeinternational.org/timetables for the test date window for Paper 3.

Check the samples database at www.cambridgeinternational.org/samples for submission information, forms and deadlines for Paper 3.

Assessment objectives

The assessment objectives (AOs) are:

AO1 Listening

- L1: understand the main points and key information in simple everyday material
- L2: understand clear speech on a range of familiar topics
- L3: understand the description of events and expression of ideas, opinions and attitudes in simple texts
- L4: identify and select relevant information in predictable texts

AO2 Reading

- R1: understand the main points and key information in simple everyday material
- R2: understand authentic factual texts on a range of familiar topics
- R3: understand the description of events and expression of ideas, opinions and attitudes in simple texts
- R4: identify and select relevant information in predictable texts

AO3 Speaking

- S1: communicate clearly and effectively in a range of predictable everyday situations
- S2: engage in conversations on familiar topics, expressing opinions and feelings
- S3: use a range of structures and vocabulary with reasonable accuracy
- S4: demonstrate some ability to maintain interaction
- S5: show some control of pronunciation and intonation

AO4 Writing

- W1: communicate simple factual information clearly for everyday purposes
- W2: write simple phrases and sentences on a familiar topic
- W3: write simple connected texts describing events, experiences, opinions and hopes and ambitions
- W4: use a range of simple vocabulary and language structures reasonably accurately

Weighting for assessment objectives

The approximate weightings allocated to each of the assessment objectives (AOs) are summarised below.

Assessment objectives as a percentage of the qualification

Assessment objective	Weighting in IGCSE %
AO1 Listening	25
AO2 Reading	25
AO3 Speaking	25
AO4 Writing	25
Total	100

Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %			
	Paper 1	Paper 2	Paper 3	Paper 4
AO1 Listening	100	0	0	0
AO2 Reading	0	100	0	0
AO3 Speaking	0	0	100	0
AO4 Writing	0	0	0	100
Total	100	100	100	100

3 Subject content

This syllabus gives you the flexibility to design a course that will interest, challenge and engage your learners. Where appropriate you are responsible for selecting resources and examples to support your learners' study. These should be appropriate for the learners' age, cultural background and learning context as well as complying with your school policies and local legal requirements.

Skills

The skills covered in the syllabus are outlined below.

Listening

- Understand short recordings dealing with everyday needs (e.g. simple transactions in shops, simple directions or instructions).
- Understand factual information and ideas from a range of sources (e.g. announcements, phone messages, news items, interviews, dialogues) on familiar topics.
- Understand descriptions of events, opinions, emotions, hopes and ambitions in simple texts (e.g. in radio broadcasts, interviews, dialogues).
- Identify main points, specific information and details on everyday topics (e.g. personal and family information, shopping, local area, employment, school, leisure activities).
- Identify main points, themes, opinions, ideas, emotions and attitudes in predictable texts (e.g. news reports, conversations, interviews, simple monologues).
- Deduce the meaning of occasional unknown words and expressions from the context.

Reading

- Understand short, simple texts (e.g. signs and notices in public places, such as streets, restaurants and bus/railway stations and airports).
- Understand authentic texts on familiar topics and situations (e.g. newspaper/magazine articles, email messages, blogs and letters).
- Understand descriptions of events, opinions, emotions, hopes and ambitions in simple texts (e.g. in articles, interviews or personal messages).
- Identify main points, specific information and details in predictable texts (e.g. advertisements, brochures, menus, timetables, instructions, messages).
- Identify main points, themes, opinions, ideas, emotions and attitudes in predictable texts (e.g. newspaper/magazine articles, simple plots of films or books).
- Deduce the meaning of occasional unknown words and expressions from the context.

Speaking

- Participate in short social exchanges (e.g. greet people, make and respond to invitations, apologies) and communicate on familiar topics to meet simple needs (e.g. order food and drink, simple transactions in shops, use public transport, ask and give directions, request information).
- Participate in unprepared conversations on familiar topics of personal interest or relevant to everyday life (e.g. family, friends, home environment, hobbies and interests, education, work, travel).
- Describe past events and experiences, hopes and ambitions and give brief reasons for opinions and plans.
- Communicate with reasonable accuracy, using a range of structures, tenses and vocabulary relevant to the given situation.
- Use simple connectors (e.g. and, but, because, then) to link a series of shorter discrete elements into a connected sequence of points.
- Use appropriate strategies to maintain interaction.
- Use features of pronunciation and intonation to convey meaning and attitude.

Writing

- Fill in forms providing simple details.
- Communicate simple factual information in writing using everyday vocabulary and expressions.
- Write a series of simple phrases and sentences linked with simple connectors, relating to personal life, immediate environment and everyday topics (e.g. writing about a holiday).
- Write simple connected texts (e.g. email messages, articles) on familiar topics (e.g. plans and arrangements, likes and dislikes, family, home environment, hobbies and interests, education, work and travel).
- Describe past events and experiences, opinions, hopes and ambitions and give brief reasons for opinions and plans.
- Communicate with reasonable accuracy, using a range of structures, tenses/time frames and vocabulary relevant to the given situation.
- Use simple connectors (e.g. and, but, because, then) to link a series of shorter discrete elements into a connected sequence of points.

Topic areas

Candidates will be required to show knowledge and understanding of the broad topic areas listed below. These provide contexts for the acquisition of vocabulary and the study of grammar and structures. Through the study of these broad topic areas, candidates gain insight into the cultures of countries and communities where Spanish is spoken.

The sub-topics listed are provided as examples of what teachers may choose to focus on. They are examples only and are not intended to be prescriptive or exhaustive.

Area	Topic Areas	Sub-topics
A	Everyday activities	- Time expressions (e.g. telling the time, days, days of the week, months, seasons) - Food and drink (e.g. meals, fruit and vegetables, meat, fish and seafood, snacks, drinks, cutlery and utensils) - The human body and health (e.g. parts of the body, health and illness) - Travel and transport
B	Personal and social life	- Self, family and friends - In the home (e.g. rooms, living room, kitchen, bedroom, bathroom, furniture and furnishings, garden, household appliances) - Colours - Clothes and accessories - Leisure time (e.g. things to do, hobbies, sport)
C	The world around us	- People and places (e.g. continents, countries and nationalities, compass points) - The natural world, the environment, the climate and the weather - Communications and technology (e.g. the digital world, documents and texts) - The built environment (e.g. buildings and services, urban areas, shopping) - Measurements (e.g. size, shape) - Materials
D	The world of work	- Education (e.g. learning institutions, education and training, the classroom, learning tools, subjects, studying) - Work (e.g. jobs and careers, the workplace)
E	The international world	- Countries, nationalities and languages - Culture, customs, faiths and celebrations

4 Details of the assessment

All questions requiring written responses are to be answered in Spanish.

Dictionaries are not allowed in the examination.

Paper 1 – Listening

Approximately 50 minutes including 6 minutes' transfer time, 40 marks

This paper consists of 37 multiple-choice and matching questions. Candidates answer all questions by selecting the correct option or options. Each question tests comprehension of recorded texts (e.g. dialogues, announcements, conversations). Candidates hear each recorded text twice. At the end of the test candidates will be asked to transfer their answers onto the separate answer sheet.

Centres must check the *Cambridge Handbook* for the year that candidates are taking the assessment. The *Cambridge Handbook* tells you when and how to access the audio material for each examination series.

www.cambridgeinternational.org/eoguide

Teachers/invigilators must consult the relevant sections of the *Cambridge Handbook* about administering the listening examination and for details about rooms, equipment, guidance on acoustics and checking the audio material in advance.

Description of questions

Questions 1–8

<i>Assessment objective</i>	L1
<i>Task</i>	Candidates listen to short texts and answer eight multiple-choice questions with four options.
<i>Text types</i>	Announcements, phone messages, news items or dialogues
<i>Total marks</i>	8

Questions 9–14

<i>Assessment objectives</i>	L1, L2, L4
<i>Task</i>	Candidates listen to a monologue or dialogue containing factual information and answer six multiple-choice questions with four options.
<i>Text types</i>	Short monologue or dialogue
<i>Total marks</i>	6

Questions 15–19

<i>Assessment objectives</i>	L2, L3, L4
<i>Task</i>	Candidates listen to a conversation and match the names of people, places, items or activities with the correct statements.
<i>Text types</i>	Informal conversation
<i>Total marks</i>	5

Description of questions (continued)**Questions 20–28**

<i>Assessment objectives</i>	L2, L3, L4
<i>Task</i>	Candidates listen to a dialogue (conversation, discussion or interview) or, alternatively, two shorter dialogues (each with a different person, on a common theme) and answer nine multiple-choice questions with three options.
<i>Text types</i>	Conversation, discussion or interview
<i>Total marks</i>	9

Questions 29–34

<i>Assessment objectives</i>	L2, L3, L4
<i>Task</i>	Candidates listen to a dialogue (conversation, discussion or interview) and answer six multiple-choice questions with four options.
<i>Text types</i>	Conversation, discussion or interview
<i>Total marks</i>	6

Questions 35–37

<i>Assessment objectives</i>	L2, L3, L4
<i>Task</i>	Candidates listen to a dialogue (conversation, discussion or interview). In each question there are five options and candidates must select the two options which are true.
<i>Text types</i>	Conversation, discussion or interview
<i>Total marks</i>	6

Paper 2 – Reading

Written paper, 1 hour, 45 marks

This paper consists of six groups of questions, each comprising a number of multiple-choice and matching questions, as well as questions requiring short answers in Spanish.

Description of question groups

Question group 1

<i>Assessment objective</i>	R1
<i>Task</i>	Candidates match a series of short statements with the correct pictures.
<i>Text types</i>	Simple statements
<i>Total marks</i>	5

Question group 2

<i>Assessment objective</i>	R1
<i>Task</i>	Candidates match a series of short notices or signs commonly found in public places with an explanatory statement. The texts are all set in the same context.
<i>Text types</i>	Signs, notices, instructions, messages, advertisements
<i>Total marks</i>	5

Question group 3

<i>Assessment objectives</i>	R2, R4
<i>Task</i>	Candidates answer multiple-choice questions with three options on a short text.
<i>Text types</i>	Email, message, postcard or letter
<i>Total marks</i>	7

Question group 4

<i>Assessment objectives</i>	R2, R4
<i>Task</i>	Candidates answer questions on a longer text requiring short responses in Spanish.
<i>Text types</i>	Email, message, letter or blog
<i>Total marks</i>	12

Question group 5

<i>Assessment objective</i>	R3
<i>Task</i>	Candidates match a series of descriptions of the requirements, interests or skills of different people with the correct description of places, events, services or activities. All texts are on a common theme.
<i>Text types</i>	Short descriptions, advertisements
<i>Total marks</i>	5

Description of questions (continued)**Question group 6**

<i>Assessment objectives</i>	R3, R4
<i>Task</i>	Candidates answer questions on a longer text requiring short responses in Spanish.
<i>Text types</i>	Articles
<i>Total marks</i>	11

Paper 3 – Speaking

Approximately 10 minutes (plus 10 minutes of preparation time), 40 marks

Each speaking test lasts approximately 10 minutes, and is structured as follows:

- a warm-up section which is not assessed (approximately 30 seconds)
- one role play – candidates respond to five transactional questions to, for example, accomplish a task or obtain goods or services (approximately two minutes)
- two topic conversations – candidates respond to questions on each topic to share views, opinions and experiences (four minutes per topic conversation).

Both the role play and the topic conversations are set in predictable, everyday contexts and are based on the topic areas outlined in the syllabus.

During the preparation time, candidates study a role play scenario provided on a candidate card. They must be supervised under exam conditions. Candidates are not allowed to make notes.

The tests are conducted and marked by the teacher/examiner using the speaking assessment materials and assessment criteria provided. They are moderated by Cambridge International.

Speaking tests take place before the main examination series (see the relevant series' timetable). Before the speaking test period, centres will receive materials for the test. Teachers/examiners must allow sufficient time to familiarise themselves with the materials and procedures (see the *Cambridge Handbook* for details).

Cambridge International supplies a teacher/examiner booklet comprising instructions, assessment criteria and teacher/examiner scripts for the role plays and topic conversations. Candidate cards containing the role play scenarios are also supplied. The teacher/examiner booklet is confidential and must not reach candidates either directly or indirectly at any point. The candidate cards are confidential and must not reach candidates until the start of their 10 minutes of preparation time immediately prior to their speaking test.

The teacher/examiner allocates a role play and two topic conversations to each candidate according to a randomisation grid provided in the teacher/examiner booklet.

Administration of the speaking test

Further information about the administration of speaking tests is provided in the *Cambridge Handbook* for the relevant year of assessment. For copies of the forms required for the speaking test as well as information about the deadlines, sample size and methods of submission, please refer to the samples database at **www.cambridgeinternational.org/samples**

Using the samples database

The samples database refers you to key information about administering speaking tests.

Use the database to find out:

- when and how to submit your marks for the speaking tests
- when and how to submit the speaking tests
- which forms to complete and submit with the speaking tests.

The samples database at **www.cambridgeinternational.org/samples** will ask you for:

- your country/territory
- the syllabus code (i.e. 7160 for this syllabus).

The database will then take you to the information you need, including dates and methods of submission of candidates' marks and work, as well as any forms you may need to complete.

Cover sheets

You should upload a completed cover sheet with the speaking tests that you submit to Cambridge International. Download the cover sheet from the samples database at **www.cambridgeinternational.org/samples**. Follow the instructions on the form itself to complete it.

Recording and submitting candidates' marks and speaking tests

Please refer to the samples database at **www.cambridgeinternational.org/samples** for information, dates and methods of submission of candidates' marks and speaking tests. You should follow the instructions on the samples database.

You should record marks on the required form which you should download each year from the samples database at **www.cambridgeinternational.org/samples**. Follow the instructions on the form to complete it. The marks on this form must be identical to the marks you submit to Cambridge International.

Internal moderation

If more than one teacher in your centre is marking internal assessments, you must make arrangements to moderate or standardise your teachers' marking so that all candidates are assessed to a common standard. (If only one teacher is marking internal assessments, no internal moderation is necessary.) You can find further information on the process of internal moderation in the *Cambridge Handbook* and on the samples database for the relevant year of assessment.

You should record the internally moderated marks for all candidates on the required Working Mark Sheet and submit these marks to Cambridge International according to the instructions on the samples database at **www.cambridgeinternational.org/samples**

External moderation

Cambridge International will externally moderate all internally assessed components.

External moderators will produce a short report for each centre with feedback on your marking and administration of the assessment.

Guidance on using levels-based mark schemes

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level statement is the best fit. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a best-fit level statement has been identified, use the following guidance to decide on a specific mark:

- If the candidate's work **convincingly** meets the level statement, award the highest mark.
- If the candidate's work **adequately** meets the level statement, award the most appropriate mark in the middle of the range (where middle marks are available).
- If the candidate's work **just** meets the level statement, award the lowest mark.

Speaking assessment criteria grids

Role play

Each of the five role play tasks is assessed using the mark scheme below:

2	The information is communicated. Language is appropriate to the situation and is accurate. Minor errors (adjective endings, use of prepositions, etc.) are allowed.
1	The information is partly communicated and/or the meaning is ambiguous. Errors impede communication.
0	No creditable response.

Topic conversations

When **both** topic conversations have been completed, give a mark out of 15 for **Communication** and a mark out of 15 for **Quality of Language**.

Communication

Give a mark out of 15 for the candidate's performance in **both** topic conversations.

Mark	Level	Descriptor
13–15	Very good	- Responds confidently to questions; may occasionally need repetition of words or phrases. - Communicates information which is consistently relevant to the questions. - Frequently develops ideas and opinions. - Justifies and explains some answers.
10–12	Good	- Responds well to questions; requires occasional use of the alternative question(s) provided. - Communicates information which is almost always relevant to the questions. - Sometimes develops ideas and opinions. - Gives reasons or explanations for some answers.
7–9	Satisfactory	- Responds satisfactorily to questions; frequently requires use of the alternative question(s) provided. - Communicates most of the required information; may occasionally give irrelevant information. - Conveys simple, straightforward opinions.
4–6	Weak	- Has difficulty with many questions but still attempts an answer. - Communicates some simple information relevant to the questions.
1–3	Poor	- Frequently has difficulty understanding the questions and has great difficulty in replying. - Communicates one or two basic pieces of information relevant to the questions.
0		No creditable response.

Quality of Language

Give a mark out of 15 for the candidate's performance in **both** topic conversations.

Mark	Level	Descriptor
13–15	Very good	• Accurate use of a wide range of the structures listed in the syllabus with occasional errors in more complex language. • Accurate use of a wide range of vocabulary with occasional errors. • Very good pronunciation, fluency, intonation and expression; occasional mistakes or hesitation.
10–12	Good	• Good use of a range of the structures listed in the syllabus, with some errors. • Good use of a range of vocabulary with some errors. • Good pronunciation and fluency despite some errors or hesitation; a good attempt at correct intonation and expression.
7–9	Satisfactory	• Satisfactory use of some of the structures listed in the syllabus, with frequent errors. • Satisfactory use of vocabulary with frequent errors. • Satisfactory pronunciation and fluency despite frequent errors and hesitation; some attempt at intonation and expression.
4–6	Weak	• Limited range of structures and vocabulary, rarely accurate and/or complete; frequent ambiguity. • Pronunciation can be understood with some effort; very noticeable hesitations and stilted delivery.
1–3	Poor	• Very limited range of structures and vocabulary, almost always inaccurate. • Poor pronunciation, rarely comprehensible; many serious errors.
0		• No creditable response.

Paper 4 – Writing

Written paper, 1 hour, 45 marks

This paper consists of a form-filling task, a directed writing task and an extended writing task in response to given contexts and prompts.

Description of questions

Question 1

<i>Assessment objectives</i>	W1, W4
<i>Task</i>	Candidates fill in a form with single words or short phrases in response to a given context.
<i>Total marks</i>	5

Question 2

<i>Assessment objectives</i>	W2, W4
<i>Task</i>	Candidates complete a directed writing task in about 80–90 words on a familiar, everyday topic.
<i>Total marks</i>	12

Question 3

<i>Assessment objectives</i>	W3, W4
<i>Task</i>	Candidates choose between two tasks (an email/letter and an article/blog) and complete one of these in about 130–140 words.
<i>Total marks</i>	28

List of grammar and structures

The list of grammar and structures provides students with an indication of the grammatical knowledge they are expected to demonstrate in all of their assessments for IGCSE Spanish. The list is not intended to be restrictive.

Nouns	gender singular and plural forms
Articles	definite (including use of <i>al, del</i> , etc.) indefinite <i>lo</i> plus adjective
Adjectives	agreement in number and gender position of adjectives demonstrative (all forms of <i>este, ese</i> and <i>aquel</i>) possessive (all forms)
Adverbs	adverbs ending in <i>-mente</i> common adverbs and adverbial phrases adverbs of manner (<i>bien, mal</i>) adverbs of time (<i>a veces, antes, después</i> , etc.) adverbs of place (<i>aquí, allí</i> , etc.) adverbs of degree (<i>bastante, mucho, demasiado</i> , etc.) adverbial phrases with <i>con</i> or <i>de manera / de modo</i>
Comparatives and superlatives	comparative forms (<i>más...que, menos...que, tan...como, tanto...como</i>) common adjectives and adverbs of comparison (<i>mejor, peor, más, menos, mayor, menor</i>) superlatives (<i>el/la/los/las más..., el/la/los/las menos..., lo mejor, lo peor, lo más, lo menos, lo mayor, lo menor</i>) adjectives and adverbs ending in <i>-ísimo/-ísima</i>
Pronouns	subject pronouns (<i>yo, tú, él, ella, usted, nosotros/as, vosotros/as, ellos/as, ustedes</i>) direct object pronouns (<i>me, te, le/lo, la, nos, os, les/los, las</i>) indirect object pronouns (<i>me, te, le, nos, os, les</i>) use after prepositions (<i>mí, ti, él, ella, usted, nosotros/as, vosotros/as, ellos/as, ustedes, conmigo, contigo</i> , etc.) reflexive pronouns (<i>me, te, se, nos, os, se</i>) possessive pronouns (<i>(el) mío / (la) mía</i> , etc.) relative pronouns (<i>que, el/la/los/las que, quien(es), lo que, lo cual</i>) demonstrative pronouns (all forms of <i>éste, ése</i> and <i>aqué!</i> ; <i>esto, eso</i> and <i>aquello</i>)
Indefinite adjectives/ pronouns	<i>algo, alguien, alguno, mucho, poco, tanto, todo, cualquiera, otro</i> , etc.
Interrogatives	<i>¿Qué?, ¿Cuánto/a/os/as?, ¿Cuál?, ¿Cuáles?, ¿Quién?, ¿Quiénes?, ¿Cuándo?, ¿Dónde?, ¿Adónde?, ¿Cómo?, ¿Por qué?, ¿Para qué?</i>

Verbs	regular and irregular forms of verbs, including reflexive verbs and radical-changing verbs all persons of verbs, singular and plural negative forms (<i>no, nunca, jamás, tampoco, ni, ni...ni, nada, nadie, ninguno</i>, etc.) use of <i>se</i> with verbs (<i>se puede, se necesita, se habla</i>, etc.) common uses of <i>ser</i> and <i>estar</i> expressions with <i>tener</i> impersonal verbs (<i>gustar, doler, interesar, apetecer, encantar</i>, etc.) verbs indicating weather (<i>hacer, estar</i> and <i>haber</i>) tenses: • present indicative • present continuous • preterite (<i>indefinido</i>) • imperfect • imperfect continuous • immediate future • future • perfect • pluperfect • conditional gerund passive voice imperative: common forms present subjunctive in exclamatory phrases (<i>¡Viva!, ¡Dígame!</i>, etc.) for formal positive and negative commands present subjunctive after verbs of wishing, command, request, emotion present subjunctive to express purpose (<i>para que</i>) present subjunctive to express future with <i>cuando</i> imperfect subjunctive (<i>quisiera, si fuera</i>, etc.)
Prepositions	common prepositions, including personal <i>a</i>
Conjunctions	coordinating and subordinating conjunctions, including <i>y</i> (e), <i>o</i> (u), <i>pero, sino, porque, cuando, mientras, si</i> , etc.
Numbers, expressions of quantity, dates and times	numbers (cardinal and ordinal) expressions of quantity (<i>mucho, poco, bastante, demasiado, tanto, algo</i>, etc.) dates (including days of the week, months, years) time (time of day including 24-hour clock, expressions of time) use of <i>desde hace</i> with present and imperfect tenses

Vocabulary list

The vocabulary list provided is intended as a guide for teachers to assist in the planning of lessons and schemes of work. It is not intended to be prescriptive or exhaustive and the assessment tasks will require students to understand and respond to words (and/or forms of words) that are not on the list.

Although the skill of deduction is not directly tested, students should be taught the skill of deducing the meaning of unknown words from the context on familiar topics.

Vocabulary is listed under particular topic headings but should be considered transferable, as appropriate, to the other topics.

Students are expected to be familiar with plural and feminine forms of nouns and adjectives where these are not given.

The list reflects the spelling rules at the time of publication for Spanish. Examiners will accept both versions of the spellings affected by the reform, i.e. old and new.

Adjetivos comunes	
absurdo	fuerte
aburrido	general
acogedor	genial
agradable	grande, más grande/mayor, el más grande/mayor
amable	gratis
amigable	harto
animado	húmedo
blando	importante
bueno, mejor	imposible
cálido	incorrecto
caliente	infeliz
cierto	inteligente
cómodo	inútil
correcto	lento
delgado	libre
diferente	ligero
difícil	listo
duro	lleno
educado	maleducado
emocionante	malo, peor
enorme	mismo, el mismo que
estrecho	moderno
estricto	mojado
estupendo	necesario
exacto	negativo
fácil	normal
fantástico	nuevo
frío	parecido

Adjetivos comunes (continued)

pequeño, más pequeño/menor, el más pequeño/menor
perfecto
pesado
popular
posible
positivo
preparado
previo
probable
profundo
rápido
reciente
rico
ruidoso
seco
seguro
sencillo
silencioso
similar
simple
solitario
solo
suave
tímido
típico
tonto
tradicional
útil
vacante
vacío
valioso
verdadero
viejo

Adverbios y preposiciones comunes

a
afuera
al lado de
allí/allá

Adverbios y preposiciones comunes (continued)

alrededor de
aquí/acá
bajo
con
de
debajo de
dentro de
desde
detrás de
en
en algún lugar / en algún sitio
en lugar de / en vez de
encima de
entre
fuera
hacia
junto a
para
por
sin
sobre

Posibilidad

ciertamente
definitivamente
probablemente
quizá, quizás

Frecuencia

a menudo
cada día / todos los días
diario/diariamente
normalmente
nunca
raramente / rara vez
siempre
solo/solamente

Adverbios y preposiciones comunes (continued)**Modo**

bien
exactamente
despacio
lentamente/lento
mal
rápidamente/rápido

Énfasis

especialmente
realmente
verdaderamente

Calificativos

bastante
demasiado (poco)
insuficiente
montón, un montón
mucho
muy
poco
solo/solamente
tan
todo

Los números**Los números cardinales**

cero, uno, dos, tres, cuatro, cinco, etc. (hasta un millón)

Los números ordinales

primero, segundo, tercero, cuarto, etc.

Las fracciones

medio, un tercio, un cuarto

Otro vocabulario numérico

algún/alguno
alrededor de
ambos
aproximadamente
cada

Los números (continued)**Otro vocabulario numérico (continued)**

cantidad (f.)
casi
cuánto
doble
más
más o menos
mayoría (f.), máximo (m.), el mayor número
menos
minoría (f.)
nada
número (m.)
poco
sobre
suficiente
tanto... como...
todo
total (m.)
único, el único
varios
vez (f.), una vez, dos veces, tres veces

Verbos comunes

acabar
acercarse
acordarse (de)
alojarse (en un hotel, camping...)
animar
aparecer
aproximarse
arreglar
aumentar
ayudar
bajar
beber
buscar
caerse
calmar
coleccionar
comer
comenzar

Verbos comunes (continued)

comprender	intentar
comunicar	invitar
conocer	ir
conseguir	leer
contactar	llamar(se)
contar	llegar
contestar	llevar
continuar	llorar
copiar	lograr
crear	mantener(se)
creer	mentir, contar mentiras
dar	mirar
deber	mover(se)
decir	mudarse (de casa)
dejar	necesitar
descender	ocurrir
describir	odiar
deshacer	oír
devolver (algo)	olvidar(se)
disfrutar	organizar
empezar	parar(se)
empujar	parecer(se)
encantar	pasar
encontrar	pedir
entender	perder
entrar	pensar
escribir	permitir
escuchar	pertenecer (a)
esperar	poder
estar	poner
estar interesado en	preocupar(se) (por)
estimular	probar
existir	quedarse (en casa, en un hotel)
fomentar	querer
gritar	recibir
gustar	recordar
haber	reducir
hablar (con, de, sobre)	reír
hacer	repetir
hacer una pregunta / preguntar	responder
hay	resultar

Verbos comunes (continued)

saber

sacar

saludar

seguir

sentarse

sentir(se)

ser

soler

sonreír

soñar (con)

soportar

tener

terminar/acabar

tirar (de)

tomar (el autobús, el tren...)

traer

trabajar

transportar

tranquilizar

unir(se)

usar

utilizar

venir

ver

volver

A Actividades diarias**Las expresiones de tiempo**

(a) la una / (a) las dos

a veces

al fin, por fin, finalmente

antes

aún

cada día/semana/mes

cuando

de repente

de vez en cuando

desde / desde que

después

durante, mientras

A Actividades diarias (continued)**Las expresiones de tiempo (continued)**

entonces

hasta

inmediato, inmediatamente

luego

mientras (tanto)

momento (m.)

nunca

otra vez / de nuevo

primero / en primer lugar

pronto

reloj (m.)

semana (f.), la semana proxima, la semana que viene, la semana siguiente, la semana pasada

siempre

siguiente (m.)

tarde, más tarde

temprano

turno (m.), mi/tu turno

último

Las expresiones de tiempo – Decir la hora

hora (f.)

(son) las siete y media / (son) las siete menos cuarto / (son) las siete y cuarto

media hora

medianoche (f.)

mediodía (m.)

minuto (m.)

segundo (m.)

un cuarto de hora

Las expresiones de tiempo – Los días

anteayer

ayer

día (m.)

hoy

mañana, por la mañana

noche, por la noche

tarde, por la tarde

A Actividades diarias (continued)**Las expresiones de tiempo – Los días de la semana**

lunes (m.)
 martes (m.)
 miércoles (m.)
 jueves (m.)
 viernes (m.)
 sábado (m.)
 domingo (m.)
 fin de semana (m.)

Las expresiones de tiempo – Los meses del año

enero (m.)
 febrero (m.)
 marzo (m.)
 abril (m.)
 mayo (m.)
 junio (m.)
 julio (m.)
 agosto (m.)
 septiembre (m.)
 octubre (m.)
 noviembre (m.)
 diciembre (m.)
 año (m.), anual, anualmente / cada año
 fecha (f.)

Las expresiones de tiempo – Las estaciones

primavera (f.)
 verano (m.)
 otoño (m.)
 invierno (m.)
 estaciones (f.pl.)

La comida y la bebida – Las comidas

almuerzo (m.)
 aperitivo (m.)
 barbacoa (f.)
 cena (f.)
 comida (f.) (vegetariana, vegana)
 desayuno (m.)
 dieta (f.)

La comida y la bebida – Las comidas (continued)

picnic (m.)
 plato principal (m.), segundo plato (m.)
 postre (m.)

La comida y la bebida – Las frutas y las verduras

albaricoque (m.)
 banana (f.)
 berenjena (f.)
 cebolla (f.)
 cereza (f.)
 champiñón (m.)
 ciruela (f.)
 coco (m.)
 col (f.)
 coliflor (f.)
 frambuesa (f.)
 fresa (f.)
 fruta (f.)
 lechuga (f.)
 limón (m.)
 mango (m.)
 manzana (f.)
 melocotón (m.)
 melón (m.)
 naranja (f.)
 patata (f.)
 pepino (m.)
 pera (f.)
 pimienta (m.)
 piña (f.)
 plátano (m.)
 sandía (f.)
 tomate (m.)
 uvas (f.pl.)
 verduras (f.pl.)
 zanahoria (f.)

A Actividades diarias (continued)**La comida y la bebida – La carne, el pescado y el marisco**

carne (f.)

cerdo (m.)

cordero (m.)

hamburguesa (f.)

jamón (m.)

marisco (m.)

pescado (m.)

pollo (m.)

salchicha (f.)

ternera (f.)

La comida y la bebida – Otras comidas

aceite (m.)

ajo (m.)

arroz (m.)

azúcar (m.)

harina (f.)

helado (m.)

huevo (m.)

mantequilla (f.)

mermelada (f.)

nuez (f.)

pan (m.)

pasta (f.)

pimienta (f.)

queso (m.)

sal (f.)

soja/soya (f.)

tofu (m.)

La comida y la bebida – Los picoteos

bocadillo (m.)

chocolate (m.)

chucherías (f.pl.) / caramelos (m.pl.)

dulces (m.pl.)

pastel (m.)

patatas fritas (f.pl.)

pizza (f.)

sopa (f.)

La comida y la bebida – Los picoteos (continued)

tarta (f.)

tostada (f.)

yogur (m.)

La comida y la bebida – Las bebidas

agua (f.) (mineral, con gas, sin gas)

bebida (f.)

café (m.)

hielo (m.)

leche (f.)

limonada (f.)

refresco (m.)

té (m.)

zumo (m.)

La comida y la bebida – Verbos y expresiones

almorzar / tomar el almuerzo

beber, tomar una bebida

cenar / tomar la cena

cortar

comer

desayunar / tomar el desayuno

preparar (la comida)

tener hambre

tener sed

La comida y la bebida – Adjetivos

amargo

cocinado

crudo

dulce

fresco

picante

sabroso

salado

La comida y la bebida – La cubertería y los utensilios

bol (m.)

copa (f.)

cuchara (f.)

A Actividades diarias (continued)**La comida y la bebida – La cubertería y los utensilios (continued)**

cuchillo (m.)

plato (m.)

sartén (f.)

tenedor (m.)

vaso (m.)

El cuerpo y la salud – Las partes del cuerpo

boca (f.)

brazo (m.)

cabeza (f.)

cara (f.)

corazón (m.)

cuerpo (m.)

cuello (m.)

dedo del pie (m.)

dedo de la mano (m.)

diente (m.)

espalda (f.)

estómago (m.)

garganta (f.)

hombro (m.)

hueso (m.)

mano (f.)

nariz (f.)

ojo (m.)

oreja (f.)

pecho (m.)

pelo (m.)

pie (izquierdo/derecho) (m.)

piel (f.)

pierna (f.)

rodilla (f.)

tobillo (m.)

Las partes del cuerpo – Verbos y expresiones

escuchar

oír

oler

probar

Las partes del cuerpo – Verbos y expresiones (continued)

respirar (hondo)

saborear

sentir

tocar

tomar(se) un respiro

ver

El cuerpo y la salud – La salud

cita médica (f.)

dentista (m./f.)

doctor (m.), doctora (f.)

enfermero (m.), enfermera (f.)

farmacia (f.)

medicamento (m.), medicina (f.)

médico (m.), médica (f.)

tiritita (f.)

La salud – Verbos y expresiones

caerse

cortarse (un dedo), tener un corte

estar cansado

estar enfermo, tener una enfermedad

estar mareado, marearse

estar saludable / tener buena salud

hacer ejercicio

hacerse daño

hacerse una herida/lesión

ir al gimnasio

limpiar

ponerse enfermo

romper(se) (una pierna, un brazo)

sentirse bien

sentirse enfermo

tener dolor de cabeza/estómago/muelas

tener fiebre

tener un resfriado/catarro

tener una alergia

tumbarse

A Actividades diarias (continued)**Los viajes y los transportes**

ambulancia (f.)
 andén (m.)
 autobús (m.)
 autocar (m.)
 avión (m.)
 barco (m.), barca (f.)
 bicicleta (f.), moto (f.), motocicleta (f.)
 billete (de ida / de ida y vuelta) (m.)
 coche (m.)
 conductor (m.), conductora (f.)
 equipaje (m.)
 indicaciones (f.pl.)
 maleta (f.)
 mapa (m.)
 muelle (m.)
 oficina de información turística (f.) / oficina de turismo (f.)
 parada de autobús (f.)
 pasajero (m.)
 pasaporte (m.)
 retraso (m.), retrasado
 tarjeta (de crédito, débito) (f.)
 taxi (m.)
 tranvía (m.)
 trayecto (m.)
 tren (m.)
 turista (m./f.)
 vuelo (m.)

Los viajes y los transportes – Verbos y expresiones

andar
 aparcar
 bajarse (de)
 buscar
 caminar
 conducir
 cruzar (la carretera / la calle)
 estar perdido / perderse
 girar
 ir de viaje

Los viajes y los transportes – Verbos y expresiones (continued)

irse
 llegar (con retraso)
 pasear / ir de paseo
 seguir/continuar (todo) recto
 subirse (a)
 tomar (el autobús/tren/avión)
 viajar (en autobús/tren/avión)
 volar
 volver

B Vida personal y social**La familia, los amigos y yo – Los saludos y las frases de conversación**

adiós
 buenos días / buenas tardes / buenas noches
 ¿Cómo estás?
 encantado (de conocerte)
 gracias
 hasta luego/mañana
 hola
 lo siento / perdón
 ¿Perdón?
 por favor
 ¿Qué tal?

La familia, los amigos y yo – Las exclamaciones y las interjecciones

¡Bienvenido!
 ¡Qué bonito!
 ¡Qué interesante!
 ¡Qué lástima!
 ¡Qué molesto!
 ¡Qué pena!

La familia, los amigos y yo – Las invitaciones

aceptar/rechazar una invitación
 invitar
 ¿Por qué no...?
 ¿Te gustaría / Quieres (ir al cine)?
 tener ganas de / apetecer

B Vida personal y social (continued)**La familia, los amigos y yo – La familia y las relaciones**

abuelo (m.), abuela (f.), abuelos (m.pl.)

adolescente (m./f.)

adopción (f.), adoptivo, adoptado

amigo (m.), amiga (f.)

ancianos (m.pl.)

apellido (m.)

bebé (m.)

boda (f.)

casar(se), casado

chico (m.), chica (f.)

comprometido

divorciado

esposo/marido (m.), esposa/mujer (f.)

familia (f.)

gemelos (m.pl.), mellizos (m.pl.)

gente (f.) / personas (f.pl.)

hermano (m.) (mayor/menor), hermana (f.) (mayor/menor)

hijo (m.), hija (f.)

hombre (m.), mujer (f.)

infancia (f.)

joven (m./f.)

juventud (f.)

madre (f.)

matrimonio (m.)

nieto (m.), nieta (f.)

niño (m.), niña (f.), niños (m.pl.)

nombre (m.)

novio (m.), novia (f.)

padrastro (m.), madrastra (f.)

padre (m.)

padres (m.pl.)

pareja (f.)

pariente (m.)

primo (m.), prima (f.)

prometido (m.), prometida (f.)

señor (m.), señora (f.), señorita (f.)

sobrino (m.), sobrina (f.)

soltero

La familia, los amigos y yo – La familia y las relaciones (continued)

Sr, Sra, Srta

tío (m.), tía (f.)

vecino (m.)

La familia y las relaciones – Verbos y expresiones

adoptar

crecer

criar, (ser) criado

deletrear

estar embarazada

llamar, llamarse

morir

nacer

tener

vivir

La familia, los amigos y yo – Describir la apariencia física

alto

altura (f.)

anciano

bajo

barba (f.)

bigote (m.)

bonito

calvo

color (m.)

corto

delgado

edad (f.)

feo

(llevar) gafas

gordo

grueso

guapo

joven

largo

liso

mayor

B Vida personal y social (continued)**La familia, los amigos y yo – Describir la apariencia física (continued)**

ojos (m.pl.)

ondulado

oscuro

pelo (m.)

rizado

rubio

sexo (m.), género (m.)

(llevar) sonotone (m.) / audífono (m.)

talla (f.)

viejo

voz (f.)

La familia, los amigos y yo – Describir el carácter y el humor

aburrido

activo

agotado

agradable

alegre, alegría (f.)

ansioso, ansiedad (f.)

asustado, susto (m.)

cariñoso, cariño (m.)

cobarde

contento

curioso

decepcionado, decepción (f.)

desagradable

divertido

enfadado

enojado

entusiasmado, entusiasmo (m.)

estar de buen humor

estar de mal humor

estúpido

famoso

feliz

generoso, generosidad (f.)

goloso

gracioso

hablador

La familia, los amigos y yo – Describir el carácter y el humor (continued)

impaciente, impaciencia (f.)

importante

infeliz

insatisfecho

inteligente

interesante

irritado, irritación (f.)

loco

maleducado

malo

nervioso

optimista, optimismo (m.)

paciente, paciencia (f.)

perezoso

pesimista, pesimismo (m.)

pobre

preocupado, preocupación (f.)

satisfecho

seguro (de sí mismo), seguridad (f.)

serio

sorprendido, sorpresa (f.)

tacaño

trabajador

tranquilo, tranquilidad (f.)

triste, tristeza (f.)

vago

valiente

Describir el carácter y el humor – Verbos y expresiones

abrazar

asustar

besar

decepcionar

encantar

enfadarse

entusiasmar

gustar

irritar(se)

llorar

B Vida personal y social (continued)**Describir el carácter y el humor – Verbos y expresiones (continued)**

molestarse

preocupar(se)

reaccionar

reír

sonreír

sorprender

En casa – Las habitaciones y los muebles

balcón (m.)

comedor (m.)

entrada (f.)

escaleras (f.pl.)

estudio (m.)

garaje (m.)

muro (m.)

pared (f.)

pasillo (m.)

puerta (f.)

recibidor (m.)

suelo (m.)

techo (m.)

ventana (f.)

En casa – El cuarto de baño

baño (m.)

cepillo (de dientes / del pelo) (m.)

champú (m.)

desodorante (m.)

ducha (f.)

espejo (m.)

gel de baño (m.)

jabón (m.)

maquillaje (m.)

pasta de dientes (f.)

peine (m.)

toalla (f.)

váter (m.)

El cuarto de baño – Verbos y expresiones

bañarse

ducharse

lavarse (la cara, las manos, el pelo...)

lavarse/cepillarse los dientes

maquillarse

peinarse

En casa – El salón

alfombra (f.)

cómoda (f.)

cuadro (m.)

estante (m.), estantería (f.)

mesa (f.)

salón (m.)

silla (f.)

sofá (m.)

En casa – La cocina

botella (f.)

caja (f.)

fregadero (m.)

lata (f.)

mesa (f.)

La cocina – Verbos y expresiones

almorzar

asar (a la parrilla/barbacoa)

calentar, recalentar

cenar

cocinar

comprar

congelar

cortar

desayunar

freír

hervir

lavar

limpiar

merendar

preparar (el almuerzo / la cena)

trocear

B Vida personal y social (continued)**En casa – El dormitorio / La habitación**

almohada (f.)
 armario (m.)
 cama (f.)
 lámpara (f.)
 manta (f.)
 póster (m.)

El dormitorio – Verbos y expresiones

acostarse
 compartir
 descansar
 despertarse
 dormir
 levantarse
 tener sueño / estar cansado

En casa – Las tareas de la casa

hacer la colada
 ordenar/arreglar/limpiar la casa
 pasar la aspiradora
 planchar
 poner la mesa, quitar la mesa
 sacar la basura

En casa – El jardín

árbol (m.)
 césped (m.)
 flor (f.)
 muro (m.)
 planta (f.)

El jardín – Verbos y expresiones

arreglar el jardín
 cultivar (plantas)
 plantar (flores/verduras)

En casa – Los aparatos domésticos

aire acondicionado (m.)
 altavoz (m.)
 calefacción (f.)
 cargador (m.)
 cocina (f.)
 congelador (m.)
 despertador (m.)
 electricidad (f.)
 fogón (m.)
 frigorífico (m.)
 gas (m.)
 horno (m.)
 lavadora (f.)
 lavaplatos (m.) / lavavajillas (m.)
 microondas (m.)
 nevera (f.)
 plancha (f.)
 radio (f.)
 teléfono (m.)
 televisión (f.)

Los aparatos domésticos – Verbos y expresiones

abrir
 apagar
 cerrar
 empujar
 encender
 llamar
 reparar
 romper
 tirar

Colores

amarillo
 azul
 blanco
 claro
 color

B Vida personal y social (continued)**Colores (continued)**

dorado

gris

marrón

morado

naranja

negro

oscuro

plateado

púrpura

rojo

rosa

verde

La ropa y los accesorios

a la moda, pasado de moda

abrigo (m.)

ancho

anillo (m.)

bañador (m.)

blusa (f.)

bolsa (f.)

bolsillo (m.)

bolso (m.)

botas (f.pl.)

bufanda (f.)

calcetines (m.pl.)

camisa (f.)

cartera (f.)

chaqueta (f.)

cinturón (m.)

collar (m.)

corbata (f.)

corto

estrecho

falda (f.)

gafas (f.pl.)

gafas de sol (f.pl.)

gorra (f.)

guantes (m.pl.)

jersey (m.)

joyas (f.pl.)

La ropa y los accesorios (continued)

largo

mochila (f.)

moda (f.)

monedero (m.)

pantalones (m.pl.)

pantalones cortos (m.pl.)

paraguas (m.)

pendientes (m.pl.)

reloj (m.)

ropa (f.)

sandalias (f.pl.)

sombrero (m.)

sudadera (f.)

suelto

suéter (m.)

traje (m.)

traje de baño (m.)

un par de (calcetines/zapatos/guantes/pantalones)

uniforme (m.)

vaqueros (m.pl.)

vestido (m.)

zapatillas de deporte (f.pl.), zapatillas deportivas (f.pl.)

zapatos (m.pl.)

La ropa y los accesorios – Verbos y expresiones

desvestirse

es elegante

es informal

llevar (puesto)

ponerse

probarse

¿Qué talla?

quitarse

Te queda bien.

vestirse

B Vida personal y social (continued)**El ocio – Las cosas que hacer**

escuchar música (pop, clásica, folclórica, rock...)
 ir a un concierto, ir a un festival de música
 leer (un libro)
 ver la tele, ver un thriller, ver una película romántica,
 ver una comedia

El ocio – Los pasatiempos

auriculares (m.pl.)
 canto (m.), cantar, canción (f.)
 dibujo (m.), dibujar
 fotografía (f.), foto (f.), fotografiar
 jardinería (f.)
 jugar (a un videojuego, a las cartas, al ajedrez, al
 fútbol, al baloncesto...)
 lectura (f.), leer
 letra (f.)
 pesca (f.), pescar
 pintura (f.), pintar
 sacar/tomar fotos
 tocar (un instrumento, la batería, la flauta, la
 guitarra, el piano, el violín...)

El ocio – El deporte

aficionado (m.), aficionada (f.)
 ajedrez (m.)
 atletismo (m.), atleta (m./f.)
 bádminton (m.)
 balón (m.) / pelota (f.) / bola (f.)
 baloncesto (m.)
 bicicleta (de montaña) (f.) / bici (f.), montar en
 bicicleta
 campeón (m.)
 campo de fútbol/golf (m.)
 cancha de baloncesto/tenis (f.)
 ciclismo (m.)
 competir, competición (f.)
 correr (m.), footing (m.)
 entrenar, entrenamiento (m.), entrenador (m.),
 entrenadora (f.)
 equipamiento (m.)
 equipo (de baloncesto) (m.)

El ocio – El deporte (continued)

esquiar, esquí (m.)
 fútbol (m.)
 ganar (la/una carrera, la/una competición, una
 medalla)
 gimnasia (f.)
 gol (m.)
 golf (m.)
 hockey (m.), hockey sobre ruedas (m.), hockey
 sobre hielo (m.)
 juego (m.)
 jugar
 marcar (un gol, un punto)
 medalla (f.)
 natación (f.)
 navegar
 palo (m.)
 partido (m.)
 patinaje (sobre hielo) (m.)
 perder (la/una carrera, la/una competición, una
 medalla)
 pista de atletismo (f.)
 premio (m.)
 raqueta (f.)
 rugby (m.)
 surf (m.), surfear/hacer surf
 tenis (m.)
 vela (f.)
 voleibol (m.)
 yoga (m.)

C El mundo que nos rodea**Las personas y los lugares – Los continentes**

África

América, América del Sur / Sudamérica, América
 del Norte / Norteamérica, América Central /
 Centroamérica

Antártida

Asia

Australasia/Oceanía

el Ártico

Europa

C El mundo que nos rodea (continued)**Las personas y los lugares – Los puntos cardinales**

este (m.)

norte (m.)

oeste (m.)

sur (m.)

El mundo natural y el medio ambiente

aire (m.), aéreo

arena (f.)

bosque (m.)

calentamiento global (m.)

catarata (f.)

césped (m.)

cielo (m.)

cima (f.)

clima (m.)

colina (f.)

contaminar, contaminación (f.)

costa (f.)

deforestación (f.)

desierto (m.)

electricidad (f.), eléctrico

estrella (f.)

gobierno (m.)

hierba (f.)

isla (f.)

lago (m.)

luna (f.)

mar (m.)

medio ambiente (m.), medioambiental

montaña (f.)

mundo (m.)

naturaleza (f.)

ola (f.)

paisaje (m.)

piedra (f.)

planeta (m.)

plástico (m.)

playa (f.)

polvo (m.)

rama (f.)

El mundo natural y el medio ambiente (continued)

reciclar, reciclaje (m.)

recursos naturales (m.pl.)

región (f.)

reserva (natural) (f.)

río (m.)

sol (m.)

sombra (f.)

tierra (f.), La Tierra

vista (f.)

volcán (m.)

El mundo natural y el medio ambiente – Verbos y expresiones

ayudar a, ayuda (f.)

cambiar, cambio (m.)

colaborar, colaboración (f.)

consumir, consumo (m.)

cuidar a

donar, donación (f.)

evitar

luchar contra, lucha (f.)

malgastar, malgasto (m.)

mejorar, mejora (f.)

promover, promoción (f.)

proteger, protección (f.)

reducir, reducción (f.)

separar, separación (f.)

(re)usar/(re)utilizar, (re)uso (m.) / (re)utilización (f.)

El mundo natural y el medio ambiente – El clima y el tiempo

caliente

calor (m.), hace calor

escarcha (f.)

estación (del año) (f.)

frío (m.), frío (adj.), hace frío

grados (m.pl.)

granizo (m.)

hielo (m.)

húmedo

C El mundo que nos rodea (continued)**El mundo natural y el medio ambiente – El clima y el tiempo (continued)**

huracán (m.)
lluvia (f.), está lloviendo
mojado
niebla (f.)
nieve (f.)
nube (f.)
previsión del tiempo (f.) / previsión meteorológica (f.)
rayo (m.)
relámpago (m.)
sol (m.), luz del sol (f.)
tiempo (m.)
tormenta (f.)
trueno (m.)
viento (m.)

El mundo natural y el medio ambiente – Los animales

animal (m.)
araña (f.)
caballo (m.)
conejo (m.)
elefante (m.)
gato (m.)
león (m.)
mono (m.)
mosca (f.)
pájaro (m.)
perro (m.)
pez (m.)
rata (f.)
ratón (m.)
serpiente (f.)
tigre (m.)

La comunicación y la tecnología – El mundo digital

aplicación (f.)
archivo (m.)
artículo (m.)
blog (m.)
carpeta (f.)
chat (m.), el grupo de chat (m.)
conectado a Internet / en línea
contraseña (f.)
correo electrónico (m.) / email (m.)
documento (m.)
en la red
grabación (f.)
impresora (f.)
inalámbrico
información (f.)
Internet (m./f.)
juego (m.)
marca (f.)
mensaje (m.)
móvil (m.) / celular (m.)
noticias (f.pl.)
ordenador (m.) / computadora (f.)
página web (f.) / página de Internet (f.)
pantalla (f.)
pantalla táctil/interactiva (f.)
película (f.)
portátil (m.)
ratón (m.)
red social (f.)
seguridad en línea (f.)
selfie (m.)
sitio web (m.)
software (m.)
tableta (f.)
teclado (m.)
teléfono (m.)
USB (m.)
vídeo (m.)
videoblog (m.)

C El mundo que nos rodea (continued)**La comunicación y la tecnología – El mundo digital (continued)**

videoaficionado (m.)

wifi (m.)

El mundo digital – Verbos y expresiones

copiar

cortar

descargarse

encontrar

enviar

grabar

guardar

hacer clic (en)

mandar

navegar por Internet

publicar en la red

rellenar

subir

La comunicación y la tecnología – Los documentos y los textos

anunciar, anuncio (m.)

artículo (m.)

billete (m.)

carta (f.)

certificado (m.) / diploma (m.) / título (m.)

cómic (m.)

folleto (m.)

formulario (m.)

guía (f.)

libreta (f.)

libro (m.)

lista (f.)

nota (f.)

periódico (m.)

revista (f.)

tarjeta postal (f.)

El entorno edificado – Los edificios y los servicios

aeropuerto (m.)

ascensor (m.)

ayuntamiento (m.)

biblioteca (f.)

cafetería (f.)

casa (f.)

castillo (m.)

cine (m.)

clínica (f.)

Correos (m.) / oficina de Correos (f.)

dentista (m./f.)

edificio (m.)

entrada (f.)

escuela (f.) / colegio (de primaria) (m.)

estación (de autobuses/servicio/tren) (f.)

estadio (m.)

fábrica (f.)

gasolinera (f.)

gimnasio (m.)

granja (f.)

hospital (m.)

hotel (m.)

instituto (de secundaria) (m.)

museo (m.)

oficina (f.)

piscina (f.)

piso (m.)

planta baja (f.), primera planta (f.), segunda planta (f.)

polideportivo (m.)

restaurante (m.)

salida (f.)

taller mecánico (m.)

teatro (m.)

universidad (f.)

zoo(lógico) (m.)

C El mundo que nos rodea (continued)**El entorno edificado – Las zonas urbanas**

aparcamiento (m.)
 autovía (f.)
 barrio (m.)
 calle (f.)
 carretera (f.)
 ciudad (f.)
 esquina (f.)
 lugar (m.)
 metro (m.)
 parada (de tren/autobús) (f.)
 paso de peatones (m.)
 plaza (f.)
 pueblo (m.)
 puente (m.)
 rotonda (f.)
 semáforo (m.)
 sitio (m.)
 tráfico (m.)

El entorno edificado – Las compras

abierto
 banco (m.), banquero (m.), banquera (f.)
 bar (de tapas) (m.)
 barato
 billete (m.)
 cajero (m.), cajera (f.)
 camarero (m.), camarera (f.)
 cambio (m.)
 carnicería (f.), carnicero (m.), carnicera (f.)
 caro
 cerrado
 cliente (m.), clienta (f.)
 cuenta (f.)
 dependiente (m.), dependienta (f.)
 estanco (m.)
 frutería (f.), frutero (m.), frutera (f.)
 iglesia (f.)
 mercado (m.)
 moneda (f.)
 panadería (f.), panadero (m.), panadera (f.)

El entorno edificado – Las compras (continued)

pastelería (f.), pastelero (m.), pastelera (f.)
 peluquería (f.), peluquero (m.), peluquera (f.)
 precio (m.)
 quiosco (m.)
 rebajas (f.pl.), en rebajas
 recibo (m.)
 supermercado (m.)
 talla (f.)
 tarjeta de crédito (f.)
 tienda (f.)
 vendedor (m.), vendedora (f.)
 vuelta (f.)

Las compras – Verbos y expresiones

alquilar (una bicicleta / un coche)
 comprar
 conseguir un reembolso
 ¿Cuánto cuesta? / ¿Cuánto es?
 devolver
 gastar dinero
 hacer la compra
 ir de compras
 pagar
 quejarse / poner una queja
 vender

Las medidas

grado (m.)
 gramo (m.)
 kilogramo (m.)
 kilómetro (m.)
 litro (m.)
 metro (m.)

Las medidas – El tamaño

alto
 bajo
 corto
 grande, enorme
 largo

C El mundo que nos rodea (continued)**Las medidas – El tamaño (continued)**

mediano

minúsculo

pequeño

Las medidas – La forma

círculo (m.), redondo

cuadrado (m.), cuadrado (adj.)

triángulo (m.), triangular

Los materiales

algodón (m.)

cuero (m.)

cristal (m.)

lana (f.)

madera (f.)

metal (m.)

oro (m.)

papel (m.)

piel (f.)

plástico (m.)

plata (f.)

D El mundo laboral**La educación – Las instituciones académicas**

cantina (f.)

escuela (f.) / colegio (de primaria) (m.)

guardería (f.)

instituto (de secundaria) (m.)

universidad (f.)

La educación – La educación y la formación

alumno (m.)

curso (de verano) (m.)

curso/año académico/escolar (m.)

departamento (m.)

director (m.), directora (f.)

educación (f.), educativo

estudiante (m./f.)

patio (m.)

D El mundo laboral (continued)**La educación – En la clase, las herramientas de aprendizaje**

bolígrafo (m.)

borrador (m.) / goma (de borrar) (f.)

carpeta (f.)

cuaderno (m.)

diccionario (m.)

escritorio (m.)

estuche (m.)

lápiz (m.)

libreta (f.)

libro (m.)

mesa (f.)

papel (m.), hojas de papel (f.pl.) / folios (m.pl.)

pizarra (interactiva) (f.)

regla (f.)

sacapuntas (m.)

La educación – Las asignaturas

biología (f.)

ciencias (f.pl.)

dibujo (m.)

educación física (f.)

física (f.)

geografía (f.)

historia (f.)

idiomas (m.pl.) / lenguas (f.pl.)

informática (f.)

matemáticas (f.pl.)

música (f.)

química (f.)

religión (f.)

teatro (m.)

La educación – Estudiar

actividad (f.)

clase (f.)

compañero (de clase) (m.)

deberes (m.pl.)

ejemplo (m.)

ejercicio (m.)

D El mundo laboral (continued)**La educación – Estudiar (continued)**

examen (m.)

horario (m.)

instrucciones (f.pl.)

nota (f.)

pregunta (f.)

proyecto (m.)

prueba (f.)

resultado (m.)

tarea (f.)

Estudiar – Verbos y expresiones

aprobar

comprender

conocer

contestar

entender

escribir, escritura (f.)

estudiar, estudio (m.)

experimentar, experimento (m.)

explicar

leer, lectura (f.)

practicar, práctica (f.)

preguntar

responder, respuesta (f.)

revisar, revisión (f.)

saber

sacar buenas/malas notas

suspender

tomar notas/apuntes

El trabajo – Los trabajos y las profesiones

abogado (m.), abogada (f.)

actor (m.), actriz (f.)

agricultor (m.), agricultora (f.)

albañil (m./f.)

alcalde (m.), alcaldesa (f.)

amo de casa (m.), ama de casa (f.)

arquitecto (m.), arquitecta (f.)

asistente de vuelo (m./f.), azafato (m.), azafata (f.)

bombero (m.), bombera (f.)

El trabajo – Los trabajos y las profesiones (continued)

camarero (m.), camarera (f.)

carnicero (m.), carnicera (f.)

carpintero (m.), carpintera (f.)

cartero (m.), cartera (f.)

conductor (de taxi, de autobús) (m.), conductora (de taxi, de autobús) (f.)

constructor (m.), constructora (f.)

dentista (m./f.)

deportista profesional (m./f.)

doctor (m.), doctora (f.)

enfermero (m.), enfermera (f.)

fontanero (m.), fontanera (f.)

granjero (m.), granjera (f.)

ingeniero (m.), ingeniera (f.)

intérprete (m./f.)

jefe (m.), jefa (f.)

jugador (de fútbol, baloncesto...) (m.), jugadora (de fútbol, baloncesto...) (f.)

maestro (m.), maestra (f.)

mecánico (m.), mecánica (f.)

médico (m.), médica (f.)

panadero (m.), panadera (f.)

peluquero (m.), peluquera (f.)

piloto (m./f.)

(agente de) policía (m./f.)

presidente (m.), presidenta (f.)

profesor (m.), profesora (f.)

secretario (m.), secretaria (f.)

soldado (m./f.)

veterinario (m.), veterinaria (f.)

El trabajo – El lugar de trabajo

compañía (f.)

empleado (m.), empleada (f.)

empleador (m.)

empleo (m.), desempleo (m.)

empresa (f.)

huelga (f.)

negocio (m.)

D El mundo laboral (continued)**El trabajo – El lugar de trabajo (continued)**

organización (f.)

patrón (m.), patrona (f.)

puesto (de trabajo) (m.)

salario (m.)

sueldo (m.)

taller (m.)

trabajador (m.), trabajadora (f.)

trabajo (m.)

El lugar de trabajo – Verbos y expresiones

actuar, actuación (f.)

buscar/conseguir/encontrar/obtener/perder un trabajo

contratar

desempleado

ganar/cobrar

irse de vacaciones

jubilarse, jubilado, jubilación (f.)

montar/poner (un negocio)

ser ascendido

ser despedido

solicitar, solicitud (f.)

E El mundo internacional**Los países, las nacionalidades y los idiomas**

lengua materna del/de la estudiante + otros idiomas estudiados

nacionalidad del/de la estudiante + país de residencia

países hispanohablantes

La cultura – las costumbres, las creencias y las celebraciones

Año Nuevo (m.)

bautizo (m.)

Belén (m.), portal de Belén (m.)

celebración (f.)

cumpleaños (m.)

El Día de Todos los Santos

festival (m.)

fiesta (f.)

E El mundo internacional (continued)**La cultura – las costumbres, las creencias y las celebraciones (continued)**

fiesta nacional (f.)

fuegos artificiales (m.pl.)

Los Reyes Magos

misa (f.)

Navidad (f.)

Nochebuena (f.)

Nochevieja (f.)

ocasión especial (f.)

religión (f.)

santo (m.)

templo (m.)

La cultura – Verbos y expresiones

celebrar

creer en, tener fe, ser creyente / ser religioso

5 What else you need to know

This section is an overview of other information you need to know about this syllabus. It will help to share the administrative information with your exams officer so they know when you will need their support. Find more information about our administrative processes at www.cambridgeinternational.org/eoguide

Before you start

Previous study

We recommend that learners starting this course should have studied a Spanish curriculum such as the Cambridge Lower Secondary programme or equivalent national educational framework.

Guided learning hours

We design Cambridge IGCSE syllabuses to require about 130 guided learning hours for each subject. This is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to each school and the learners' previous experience of the subject.

Availability and timetables

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable.

This syllabus is **not** available in all administrative zones. To find out about availability check the syllabus page at www.cambridgeinternational.org/igcse

You can view the timetable for your administrative zone at www.cambridgeinternational.org/timetables

You can enter candidates in the June and November exam series.

Check you are using the syllabus for the year the candidate is taking the exam.

Private candidates can enter for this syllabus. For more information, please refer to the *Cambridge Guide to Making Entries*.

Combining with other syllabuses

Candidates can take this syllabus alongside other Cambridge International syllabuses in a single exam series. The only exceptions are:

- Cambridge IGCSE Spanish (0530)
- Cambridge O Level Spanish (5030)
- syllabuses with the same title at the same level
- this syllabus **must not** be offered in the same series with Cambridge IGCSE First Language Spanish (0502).

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

Making entries

Exams officers are responsible for submitting entries to Cambridge International. We encourage them to work closely with you to make sure they enter the right number of candidates for the right combination of syllabus components. Entry option codes and instructions for submitting entries are in the *Cambridge Guide to Making Entries*. Your exams officer has a copy of this guide.

Audio materials

The *Cambridge Handbook* tells you when and how to access the audio materials for each examination series. **www.cambridgeinternational.org/eoguide**

Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as administrative zones. We allocate all Cambridge schools to an administrative zone determined by their location. Each zone has a specific timetable. Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

Support for exams officers

We know how important exams officers are to the successful running of exams. We provide them with the support they need to make your entries on time. Your exams officer will find this support, and guidance for all other phases of the Cambridge Exams Cycle, at **www.cambridgeinternational.org/eoguide**

Retakes and carrying forward marks

Candidates can retake the whole qualification as many times as they want to. Information on retake entries is at **www.cambridgeinternational.org/retakes**

Candidates cannot resubmit, in whole or in part, speaking tests from a previous series for remarking.

Marks achieved in Paper 3 Speaking cannot be carried forward to future series. See the regulations for carry forward set out in the *Cambridge Handbook* at **www.cambridgeinternational.org/eoguide**

Language

This syllabus is available in English only. The assessment materials are in Spanish.

Accessibility and equality

Syllabus and assessment design

Cambridge International works to avoid direct or indirect discrimination. We develop and design syllabuses and assessment materials to maximise inclusivity for candidates of all national, cultural or social backgrounds and candidates with protected characteristics; these protected characteristics include special educational needs and disability, religion and belief, and characteristics related to gender and identity. In addition, the language and layout used are designed to make our materials as accessible as possible. This gives all candidates the fairest possible opportunity to demonstrate their knowledge, skills and understanding and helps to minimise the requirement to make reasonable adjustments during the assessment process.

Access arrangements

Access arrangements (including modified papers) are the principal way in which Cambridge International complies with our duty, as guided by the UK Equality Act (2010), to make ‘reasonable adjustments’ for candidates with special educational needs (SEN), disability, illness or injury. Where a candidate would otherwise be at a substantial disadvantage in comparison to a candidate with no SEN, disability, illness or injury, we may be able to agree pre-examination access arrangements. These arrangements help a candidate by minimising accessibility barriers and maximising their opportunity to demonstrate their knowledge, skills and understanding in an assessment.

Important:

- Requested access arrangements should be based on evidence of the candidate’s barrier to assessment and should also reflect their normal way of working at school; this is in line with the *Cambridge Handbook* www.cambridgeinternational.org/eoguide
- For Cambridge International to approve an access arrangement, we will need to agree that it constitutes a reasonable adjustment, involves reasonable cost and timeframe and does not affect the security and integrity of the assessment.
- Availability of access arrangements should be checked by centres at the start of the course. Details of our standard access arrangements and modified question papers are available in the *Cambridge Handbook* www.cambridgeinternational.org/eoguide
- Please contact us at the start of the course to find out if we are able to approve an arrangement that is not included in the list of standard access arrangements.
- Candidates who cannot access parts of the assessment may be able to receive an award based on the parts they have completed.
- Some access arrangements are not allowed in this syllabus because they affect the assessment objectives:
 - candidates are not allowed to use voice-activated software to dictate their written work
 - candidates are not allowed to use word processing technology which uses word prediction and/or phrase prompting
 - candidates are not allowed to use human readers.

After the exam

Grading and reporting

Grades 9, 8, 7, 6, 5, 4, 3, 2 or 1 indicate the standard a candidate achieved at Cambridge IGCSE (9–1).

9 is the highest and 1 is the lowest. ‘Ungraded’ means that the candidate’s performance did not meet the standard required for grade 1. ‘Ungraded’ is reported on the statement of results but not on the certificate.

In specific circumstances your candidates may see one of the following letters on their statement of results:

- Q (PENDING)
- X (NO RESULT).

These letters do not appear on the certificate.

On the statement of results and certificates, Cambridge IGCSE is shown as INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION (IGCSE).

How students and teachers can use the grades

Assessment at Cambridge IGCSE has two purposes:

- 1 to measure learning and achievement
The assessment confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus, to the levels described in the grade descriptions.
- 2 to show likely future success
The outcomes help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful.
The outcomes help students choose the most suitable course or career.

Grade descriptions

Grade descriptions are provided to give an indication of the standards of achievement candidates awarded particular grades are likely to show. Weakness in one aspect of the examination may be balanced by a better performance in some other aspect.

Grade descriptions for Cambridge IGCSE (9–1) Spanish will be published after the first assessment of the syllabus in 2021.

Changes to this syllabus for 2025, 2026 and 2027

The syllabus has been updated. This is version 3, published March 2025.

You must read the whole syllabus before planning your teaching programme. We review our syllabuses regularly to make sure they continue to meet the needs of our schools. In updating this syllabus, we have made it easier for teachers and students to understand, keeping the familiar features that teachers and schools value.

Changes to version 3 of the syllabus, published March 2025

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|--------------------------------|--|
| Changes to availability | <ul style="list-style-type: none"> • This syllabus is available in the June and November examination series in 2025. • The syllabus is available in the June examination series in 2026 and 2027 |
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Changes to version 2 of the syllabus, published May 2023

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|------------------------------------|--|
| Changes to syllabus content | <ul style="list-style-type: none"> • Changes have been made to p.51 Access Arrangements. Please refer to pages 50 and 51 for information relating to accessibility. |
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Any textbooks endorsed to support the syllabus for examination from 2021 are still suitable for use with this syllabus.



School feedback: ‘While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.’

Feedback from: Zhai Xiaoning, Deputy Principal, The High School Affiliated to Renmin University of China

We are committed to making our documents accessible in accordance with the WCAG 2.1 Standard. We are always looking to improve the accessibility of our documents. If you find any problems or you think we are not meeting accessibility requirements, contact us at **info@cambridgeinternational.org** with the subject heading: Digital accessibility. If you need this document in a different format, contact us and supply your name, email address and requirements and we will respond within 15 working days.

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