



**Cambridge Assessment
International Education**

Syllabus

Cambridge IGCSE™ (9–1)

Spanish 7160

For examination in June and November 2021.

Español

Version 1

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

**Cambridge
Pathway** 

Why choose Cambridge International?

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

Our 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.

'We think the Cambridge curriculum is superb preparation for university.'

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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Changes to this syllabus

For information about changes to this syllabus for 2021, go to page 46.



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 4800 schools in 146 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:

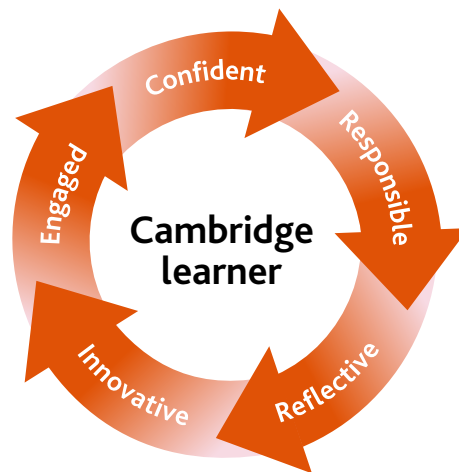
confident, using new and familiar structures and vocabulary to communicate with others in everyday situations

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.



'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.'

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

Recognition and progression

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 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.

Learn more at www.cambridgeinternational.org/recognition

'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.'

Mrs Omnia Kassabgy, Managing Director of British School in Egypt BSE

Supporting teachers

We provide a wide range of practical resources, detailed guidance, and innovative training and professional development so that you can give your learners the best possible preparation for Cambridge IGCSE.

Teaching resources

- School Support Hub
www.cambridgeinternational.org/support
- Syllabuses
- Schemes of work
- Learner guides
- Discussion forums
- Endorsed resources

Exam preparation resources

- Question papers
- Mark schemes
- Example candidate responses to understand what examiners are looking for at key grades
- Examiner reports to improve future teaching

Support for Cambridge IGCSE

Training

- Introductory – face-to-face or online
- Extension – face-to-face or online
- Enrichment – face-to-face or online
- Coursework – online
- Cambridge Professional Development Qualifications

Find out more at
www.cambridgeinternational.org/profdev

Community

You can find useful information, as well as share your ideas and experiences with other teachers, on our social media channels and community forums.

Find out more at
www.cambridgeinternational.org/social-media

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.

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.

- Everyday activities
- Personal and social life
- The world around us
- The world of work
- 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.



Support for Cambridge IGCSE (9–1) Spanish

Our School Support Hub www.cambridgeinternational.org/support provides Cambridge schools with a secure site for downloading specimen and past question papers, mark schemes, grade thresholds and other curriculum resources specific to this syllabus. The School Support Hub community offers teachers the opportunity to connect with each other and to ask questions related to the syllabus.

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 | – | – | – |
| AO2 Reading | – | 100 | – | – |
| AO3 Speaking | – | – | 100 | – |
| AO4 Writing | – | – | – | 100 |
| Total | 100 | 100 | 100 | 100 |

3 Subject content

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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 45 minutes, 40 marks

This paper consists of 33 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.

The audio material for this examination is provided on a CD. Teachers/invigilators should consult the relevant sections of the *Cambridge Handbook* about the conduct of listening tests and for details about rooms, equipment, guidance on acoustics and checking the CDs 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 objective</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 monologues or dialogues |
| <i>Total marks</i> | 6 |

Question 15

| | |
|-----------------------------|---|
| <i>Assessment objective</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 conversations |
| <i>Total marks</i> | 5 |

Description of questions (continued)

Questions 16–24

| | |
|-----------------------------|--|
| <i>Assessment objective</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> | Conversations, interviews |
| <i>Total marks</i> | 9 |

Questions 25–30

| | |
|-----------------------------|---|
| <i>Assessment objective</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 31–33

| | |
|-----------------------------|--|
| <i>Assessment objective</i> | L2, L3, L4 |
| <i>Task</i> | Candidates listen to a 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. The number of questions in each group may vary in each examination session.

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 descriptions |
| <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 objective</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 objective</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 |
| Question group 6 | |
| <i>Assessment objective</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 allocates a role play and two topic conversations to each candidate according to a randomisation grid provided in the teacher/examiner instruction booklet.

Administration of the speaking test

Further information about the administration of speaking tests is provided in the *Cambridge Handbook*, available from our website. 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

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. There is further information on the process of internal moderation on the samples database at www.cambridgeinternational.org/samples

You should record the internally moderated marks for all candidates on the Working Mark Sheet and submit these marks to Cambridge International according to the instructions set out in the *Cambridge Handbook*.

External moderation

Cambridge International will externally moderate all internally assessed components.

- You must submit the marks of all candidates to Cambridge International.
- You must also submit the marked work of a sample of candidates to Cambridge International.

The sample you submit to Cambridge International should include examples of the marking of each teacher. The samples database at www.cambridgeinternational.org/samples provides details of how the sample will be selected and how it should be submitted.

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

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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Has difficulty with many questions but still attempts an answer. • Communicates some simple information relevant to the questions. |
| 1–3 | Poor | <ul style="list-style-type: none"> • 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 | | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Very limited range of structures and vocabulary, almost always inaccurate. • Poor pronunciation, rarely comprehensible; many serious errors. |
| 0 | | <ul style="list-style-type: none"> • 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

Assessment objective

W1, W4

Task

Candidates fill in a form with single words or short phrases in response to a given context.

Total marks

5

Question 2

Assessment objective

W2, W4

Task

Candidates complete a directed writing task in about 80–90 words on a familiar, everyday topic.

Total marks

12

Question 3

Assessment objective

W3, W4

Task

Candidates choose between two tasks (an email/letter and an article/blog) and complete one of these in about 130–140 words.

Total marks

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 | <p>regular and irregular forms of verbs, including reflexive verbs and radical-changing verbs</p> <p>all persons of verbs, singular and plural</p> <p>negative forms (<i>no, nunca, jamás, tampoco, ni, ni...ni, nada, nadie, ninguno</i>, etc.)</p> <p>use of <i>se</i> with verbs (<i>se puede, se necesita, se habla</i>, etc.)</p> <p>common uses of <i>ser</i> and <i>estar</i></p> <p>expressions with <i>tener</i></p> <p>impersonal verbs (<i>gustar, doler, interesar, apetecer, encantar</i>, etc.)</p> <p>verbs indicating weather (<i>hacer, estar</i> and <i>haber</i>)</p> <p>tenses:</p> <ul style="list-style-type: none"> • present indicative • present continuous • preterite (<i>indefinido</i>) • imperfect • imperfect continuous • immediate future • future • perfect • pluperfect • conditional <p>gerund</p> <p>passive voice</p> <p>imperative: common forms</p> <p>present subjunctive in exclamatory phrases (<i>¡Viva!, ¡Dígame!</i>, etc.) for formal positive and negative commands</p> <p>present subjunctive after verbs of wishing, command, request, emotion</p> <p>present subjunctive to express purpose (<i>para que</i>)</p> <p>present subjunctive to express future with <i>cuando</i></p> <p>imperfect subjunctive (<i>quisiera, si fuera</i>, etc.)</p> |
| Prepositions | common prepositions, including personal <i>a</i> |
| Conjunctions | coordinating and subordinating conjunctions, including <i>y (e), o (u), pero, sino, porque, cuando, mientras, si</i> , etc. |
| Numbers, expressions of quantity, dates and times | <p>numbers (cardinal and ordinal)</p> <p>expressions of quantity (<i>mucho, poco, bastante, demasiado, tanto, algo</i>, etc.)</p> <p>dates (including days of the week, months, years)</p> <p>time (time of day including 24-hour clock, expressions of time)</p> <p>use of <i>desde hace</i> with present and imperfect tenses</p> |

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

comunicar

conocer

conseguir

contactar

contar

contestar

continuar

copiar

crear

creer

dar

deber

decir

dejar

descender

describir

deshacer

devolver (algo)

disfrutar

empezar

empujar

encantar

encontrar

entender

entrar

escribir

escuchar

esperar

estar

estar interesado en

estimular

existir

fomentar

gritar

gustar

haber

hablar (con, de, sobre)

hacer

hacer una pregunta / preguntar

hay

intentar

invitar

ir

leer

llamar(se)

llegar

llevar

llorar

lograr

mantener(se)

mentir, contar mentiras

mirar

mover(se)

mudarse (de casa)

necesitar

ocurrir

odiar

oír

olvidar(se)

organizar

parar(se)

parecer(se)

pasar

pedir

perder

pensar

permitir

pertenecer (a)

poder

poner

preocupar(se) (por)

probar

quedarse (en casa, en un hotel)

querer

recibir

recordar

reducir

reír

repetir

responder

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.)
 pimiento (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.)

carpetas (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) | El entorno edificado – Los edificios y los servicios |
| videoaficionado (m.) | aeropuerto (m.) |
| wifi (m.) | ascensor (m.) |
| | ayuntamiento (m.) |
| El mundo digital – Verbos y expresiones | biblioteca (f.) |
| copiar | cafetería (f.) |
| cortar | casa (f.) |
| descargarse | castillo (m.) |
| encontrar | cine (m.) |
| enviar | clínica (f.) |
| grabar | Correos (m.) / oficina de Correos (f.) |
| guardar | dentista (m./f.) |
| hacer clic (en) | edificio (m.) |
| mandar | entrada (f.) |
| navegar por Internet | escuela (f.) / colegio (de primaria) (m.) |
| publicar en la red | estación (de autobuses/servicio/tren) (f.) |
| rellenar | estadio (m.) |
| subir | fábrica (f.) |
| | gasolinera (f.) |
| La comunicación y la tecnología – Los documentos y los textos | gimnasio (m.) |
| anunciar, anuncio (m.) | granja (f.) |
| artículo (m.) | hospital (m.) |
| billete (m.) | hotel (m.) |
| carta (f.) | instituto (de secundaria) (m.) |
| certificado (m.) / diploma (m.) / título (m.) | museo (m.) |
| cómic (m.) | oficina (f.) |
| folleto (m.) | piscina (f.) |
| formulario (m.) | piso (m.) |
| guía (f.) | planta baja (f.), primera planta (f.), segunda planta (f.) |
| libreta (f.) | polideportivo (m.) |
| libro (m.) | restaurante (m.) |
| lista (f.) | salida (f.) |
| nota (f.) | taller mecánico (m.) |
| periódico (m.) | teatro (m.) |
| revista (f.) | universidad (f.) |
| tarjeta postal (f.) | zoológico (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/examsOfficers

Before you start

Previous study

We recommend that learners starting this course should have studied a Spanish curriculum at lower secondary level.

Guided learning hours

We design Cambridge IGCSE syllabuses based on learners having about 130 guided learning hours for each subject during the course but this is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to local practice and their previous experience of the subject.

Availability

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 enter candidates in the June and November exam series. You can view the timetable for your administrative zone at www.cambridgeinternational.org/timetables

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)
- 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.

Estimated entries

You **must** make estimated entries for this syllabus. This will enable us to send you early question papers and pre-release materials, and ensure you have the necessary materials to carry out assessments at the specified time.

Further information about making estimated entries can be found in the *Cambridge Handbook* for the relevant year at www.cambridgeinternational.org/examsOfficers

Exam administration

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

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/examsOfficers

Retakes

Candidates can retake the whole qualification as many times as they want to. This is a linear qualification so candidates cannot re-sit individual components.

Carrying forward internally assessed marks

To confirm if an option is available to carry forward marks for this syllabus, please see the *Cambridge Guide to Making Entries* for the relevant series. Regulations for carrying forward internally assessed marks, and information about resubmitting coursework, can be found in the *Cambridge Handbook*.

Equality and inclusion

We have taken great care to avoid bias of any kind in the preparation of this syllabus and related assessment materials. In compliance with the UK Equality Act (2010) we have designed this qualification to avoid any direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. We can put arrangements in place for these candidates to enable them to access the assessments and receive recognition of their attainment. We do not agree access arrangements if they give candidates an unfair advantage over others or if they compromise the standards being assessed.

Candidates who cannot access the assessment of any component may be able to receive an award based on the parts of the assessment they have completed.

Information on access arrangements is in the *Cambridge Handbook* at www.cambridgeinternational.org/examsofficers

Language

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

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 (result pending)
- X (no result)
- Y (to be issued).

These letters do not appear on the certificate.

How students and teachers can use the grades

Assessment at Cambridge IGCSE has two purposes:

- 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.

- 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
- 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. Find more information at www.cambridgeinternational.org/igcse

Changes to this syllabus for 2021

The syllabus has been reviewed and revised for first examination in 2021.

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

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|---|--|
| Changes to syllabus content | <ul style="list-style-type: none"> Information that was previously in the Defined Content Booklet, such as the Minimum Core Vocabulary and the List of Grammar and Structures, is now in the syllabus. The list of broad topic areas remains the same as the previous syllabus. The list of sub-topics has been updated. These sub-topics are not intended to be prescriptive or exhaustive. The sub-skills to be taught are identified and listed under the relevant skills in the subject content section. The vocabulary list has been updated. The list 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. Some assessment tasks may require students to understand and respond to words (and/or forms of words) that are not on the list. |
| Changes to assessment (including changes to specimen papers) | <ul style="list-style-type: none"> The assessment objectives (AOs) have been revised. Paper 1 Listening will consist of matching as well as three-, four- and five-option multiple-choice questions. Paper 2 Reading will consist of six groups of questions, each comprising a number of multiple-choice or matching items, as well as items requiring short answers in Spanish. Paper 3 Speaking has been updated. Candidates will complete one role play (consisting of five tasks) and two topic conversations. The levels descriptors in the mark scheme for Paper 3 have also been revised. Paper 4 Writing will consist of three tasks – a form-filling task, a directed writing task and a choice of two extended writing tasks (an email/letter or an article/blog). The mark scheme for Paper 4 has also been revised. Candidates' responses to Questions 2 and 3 will be marked using level descriptors. |
| Other changes | <ul style="list-style-type: none"> The changes to the syllabus content and assessment have been made to ensure that candidates have opportunities to demonstrate language proficiency at level A2 (Basic User) and some elements of level B1 (Independent User) of the <i>Common European Framework of Reference for Languages: Learning, Teaching, Assessment</i> (CEFR). Grade descriptions will be published after the first assessment of this syllabus. |

In addition to reading the syllabus, you should refer to the updated specimen assessment materials. The specimen papers will help your students become familiar with exam requirements and command words in questions. The specimen mark schemes explain how students should answer questions to meet the assessment objectives.

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



'While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.'

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

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