



## Syllabus

### Cambridge IGCSE™ (9–1)

### Spanish 7160

Use this syllabus for exams in 2022, 2023 and 2024.  
Exams are available in the June and November series.

A large orange speech bubble with a white outline, containing the word "Español" in white serif font. The speech bubble is centered within a large orange circle that frames the entire page content.

Español

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## Why choose Cambridge International?

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Cambridge International 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](http://www.cambridgeinternational.org/ISO9001)

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## Changes to this syllabus



For information about changes to this syllabus for 2022, 2023 and 2024, go to page 46.

The latest syllabus is version 1, published September 2019. 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 4700 schools in 150 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

## 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 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](http://www.cambridgeinternational.org/recognition)



Cambridge Assessment International Education is an education organisation and politically neutral. The content 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.

**'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.'**

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 students the best possible preparation for Cambridge IGCSE.

### Teaching resources

- School Support Hub  
[www.cambridgeinternational.org/support](http://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](http://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](http://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



The School Support Hub is our secure online site for Cambridge teachers where you can find the resources you need to deliver our programmes, including schemes of work, past papers, mark schemes and examiner reports. You can also keep up to date with your subject and the global Cambridge community through our online discussion forums.

[www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)





## 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"> <li>• Time expressions (e.g. telling the time, days, days of the week, months, seasons)</li> <li>• Food and drink (e.g. meals, fruit and vegetables, meat, fish and seafood, snacks, drinks, cutlery and utensils)</li> <li>• The human body and health (e.g. parts of the body, health and illness)</li> <li>• Travel and transport</li> </ul>
B	Personal and social life	<ul style="list-style-type: none"> <li>• Self, family and friends</li> <li>• In the home (e.g. rooms, living room, kitchen, bedroom, bathroom, furniture and furnishings, garden, household appliances)</li> <li>• Colours</li> <li>• Clothes and accessories</li> <li>• Leisure time (e.g. things to do, hobbies, sport)</li> </ul>
C	The world around us	<ul style="list-style-type: none"> <li>• People and places (e.g. continents, countries and nationalities, compass points)</li> <li>• The natural world, the environment, the climate and the weather</li> <li>• Communications and technology (e.g. the digital world, documents and texts)</li> <li>• The built environment (e.g. buildings and services, urban areas, shopping)</li> <li>• Measurements (e.g. size, shape)</li> <li>• Materials</li> </ul>
D	The world of work	<ul style="list-style-type: none"> <li>• Education (e.g. learning institutions, education and training, the classroom, learning tools, subjects, studying)</li> <li>• Work (e.g. jobs and careers, the workplace)</li> </ul>
E	The international world	<ul style="list-style-type: none"> <li>• Countries, nationalities and languages</li> <li>• Culture, customs, faiths and celebrations</li> </ul>

## 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 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 monologues or dialogues
<i>Total marks</i>	6

##### Question 15

<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 conversations
<i>Total marks</i>	5

**Description of questions (continued)**

## Questions 16–24

<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>	Conversations, interviews
<i>Total marks</i>	9

## Questions 25–30

<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 31–33

<i>Assessment objectives</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 <b>two</b> 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

**Description of question groups (continued)**

## 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

## 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 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* 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](http://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. You can find further information on the process of internal moderation on the samples database at [www.cambridgeinternational.org/samples](http://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* for the relevant year of assessment.

### 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](http://www.cambridgeinternational.org/samples) explains how the sample will be selected.

The samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples) also provides details of how to submit the marks and work.

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	<b>Very good</b>	<ul style="list-style-type: none"> <li>Responds confidently to questions; may occasionally need repetition of words or phrases.</li> <li>Communicates information which is consistently relevant to the questions.</li> <li>Frequently develops ideas and opinions.</li> <li>Justifies and explains some answers.</li> </ul>
10–12	<b>Good</b>	<ul style="list-style-type: none"> <li>Responds well to questions; requires occasional use of the alternative question(s) provided.</li> <li>Communicates information which is almost always relevant to the questions.</li> <li>Sometimes develops ideas and opinions.</li> <li>Gives reasons or explanations for some answers.</li> </ul>
7–9	<b>Satisfactory</b>	<ul style="list-style-type: none"> <li>Responds satisfactorily to questions; frequently requires use of the alternative question(s) provided.</li> <li>Communicates most of the required information; may occasionally give irrelevant information.</li> <li>Conveys simple, straightforward opinions.</li> </ul>
4–6	<b>Weak</b>	<ul style="list-style-type: none"> <li>Has difficulty with many questions but still attempts an answer.</li> <li>Communicates some simple information relevant to the questions.</li> </ul>
1–3	<b>Poor</b>	<ul style="list-style-type: none"> <li>Frequently has difficulty understanding the questions and has great difficulty in replying.</li> <li>Communicates one or two basic pieces of information relevant to the questions.</li> </ul>
0		<ul style="list-style-type: none"> <li>No creditable response.</li> </ul>

## Quality of Language

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

Mark	Level	Descriptor
13–15	<b>Very good</b>	<ul style="list-style-type: none"> <li>• Accurate use of a wide range of the structures listed in the syllabus with occasional errors in more complex language.</li> <li>• Accurate use of a wide range of vocabulary with occasional errors.</li> <li>• Very good pronunciation, fluency, intonation and expression; occasional mistakes or hesitation.</li> </ul>
10–12	<b>Good</b>	<ul style="list-style-type: none"> <li>• Good use of a range of the structures listed in the syllabus, with some errors.</li> <li>• Good use of a range of vocabulary with some errors.</li> <li>• Good pronunciation and fluency despite some errors or hesitation; a good attempt at correct intonation and expression.</li> </ul>
7–9	<b>Satisfactory</b>	<ul style="list-style-type: none"> <li>• Satisfactory use of some of the structures listed in the syllabus, with frequent errors.</li> <li>• Satisfactory use of vocabulary with frequent errors.</li> <li>• Satisfactory pronunciation and fluency despite frequent errors and hesitation; some attempt at intonation and expression.</li> </ul>
4–6	<b>Weak</b>	<ul style="list-style-type: none"> <li>• Limited range of structures and vocabulary, rarely accurate and/or complete; frequent ambiguity.</li> <li>• Pronunciation can be understood with some effort; very noticeable hesitations and stilted delivery.</li> </ul>
1–3	<b>Poor</b>	<ul style="list-style-type: none"> <li>• Very limited range of structures and vocabulary, almost always inaccurate.</li> <li>• Poor pronunciation, rarely comprehensible; many serious errors.</li> </ul>
0		<ul style="list-style-type: none"> <li>• No creditable response.</li> </ul>

## 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 (9–1) Spanish. The list is not intended to be restrictive.

<b>Nouns</b>	gender singular and plural forms
<b>Articles</b>	definite (including use of <i>al, del, etc.</i> ) indefinite <i>lo</i> plus adjective
<b>Adjectives</b>	agreement in number and gender position of adjectives demonstrative (all forms of <i>este, ese</i> and <i>aquel</i> ) possessive (all forms)
<b>Adverbs</b>	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, etc.</i> ) adverbs of place ( <i>aquí, allí, etc.</i> ) adverbs of degree ( <i>bastante, mucho, demasiado, etc.</i> ) adverbial phrases with <i>con</i> or <i>de manera / de modo</i>
<b>Comparatives and superlatives</b>	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>
<b>Pronouns</b>	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, etc.</i> ) reflexive pronouns ( <i>me, te, se, nos, os, se</i> ) possessive pronouns ( <i>(el) mío / (la) mía, etc.</i> ) 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> )
<b>Indefinite adjectives/ pronouns</b>	<i>algo, alguien, alguno, mucho, poco, tanto, todo, cualquiera, otro, etc.</i>
<b>Interrogatives</b>	<i>¿Qué?, ¿Cuánto/a/os/as?, ¿Cuál?, ¿Cuáles?, ¿Quién?, ¿Quiénes?, ¿Cuándo?, ¿Dónde?, ¿Adónde?, ¿Cómo?, ¿Por qué?, ¿Para qué?</i>

<b>Verbs</b>	<p>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:</p> <ul style="list-style-type: none"> <li>• present indicative</li> <li>• present continuous</li> <li>• preterite (<i>indefinido</i>)</li> <li>• imperfect</li> <li>• imperfect continuous</li> <li>• immediate future</li> <li>• future</li> <li>• perfect</li> <li>• pluperfect</li> <li>• conditional</li> </ul> <p>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.)</p>
<b>Prepositions</b>	common prepositions, including personal <i>a</i>
<b>Conjunctions</b>	coordinating and subordinating conjunctions, including <i>y (e), o (u), pero, sino, porque, cuando, mientras, si</i> , etc.
<b>Numbers, expressions of quantity, dates and times</b>	<p>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</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.)

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.)

<b>C El mundo que nos rodea (continued)</b>	
<b>La comunicación y la tecnología – El mundo digital (continued)</b>	<b>El entorno edificado – Los edificios y los servicios</b>
videoaficionado (m.)	aeropuerto (m.)
wifi (m.)	ascensor (m.)
	ayuntamiento (m.)
<b>El mundo digital – Verbos y expresiones</b>	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.)
<b>La comunicación y la tecnología – Los documentos y los textos</b>	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

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## 5 What else you need to know

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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](http://www.cambridgeinternational.org/eoguide)

### Before you start

#### Previous study

We recommend that learners starting this course should have studied a Spanish curriculum at lower secondary level or equivalent national educational framework.

#### 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 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](http://www.cambridgeinternational.org/igcse)

You can view the timetable for your administrative zone at [www.cambridgeinternational.org/timetables](http://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* for the relevant series.

#### 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.

### 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/eoguide](http://www.cambridgeinternational.org/eoguide)

### 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.

To confirm if an option is available to carry forward marks for this syllabus, see the *Cambridge Guide to Making Entries* for the relevant series. Regulations for carrying forward internally assessed marks can be found in the *Cambridge Handbook* for the relevant year of assessment at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

### 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/eoguide](http://www.cambridgeinternational.org/eoguide)

### 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 (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](http://www.cambridgeinternational.org/igcse)

## Changes to this syllabus for 2022, 2023 and 2024

This syllabus has been updated. This is version 1, published September 2019.

There are no significant changes which affect teaching.

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

Any textbooks endorsed to support the syllabus for examination from 2021 are still 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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