



## Syllabus

# Cambridge International AS Level Spanish Language 8022

Use this syllabus for exams in 2024, 2025 and 2026.  
Exams are available in the June and November series.

A large, red, rounded speech bubble with a white outline and a drop shadow, containing the word "español" in white lowercase letters.

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 students to progress from one stage to the next, and are well supported by teaching and learning resources.

We review all our syllabuses regularly, so they reflect the latest research evidence and professional teaching practice – and take account of the different national contexts in which they are taught.

We consult with teachers to help us design each syllabus around the needs of their learners. Consulting with leading universities has helped us make sure our syllabuses encourage students to master the key concepts in the subject and develop the skills necessary for success in higher education.

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

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

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

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

### Quality management



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

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## **Important: Changes to this syllabus**

**For information about changes to this syllabus for 2024, 2025 and 2026, go to page 43.**

The latest syllabus is version 2, published February 2022.



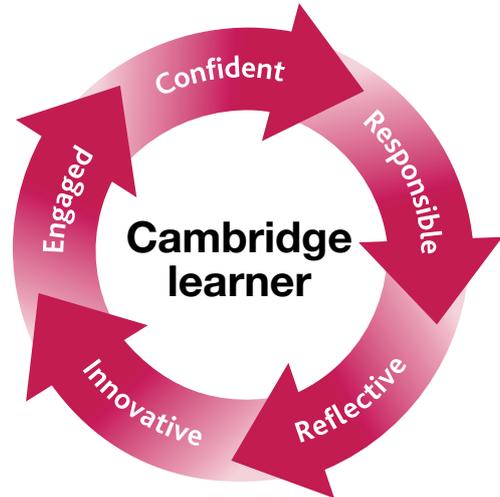
# 1 Why choose this syllabus?

## Key benefits

The best motivation for a student is a real passion for the subject they're learning. By offering students a variety of Cambridge International AS & A Levels, you can give them the greatest chance of finding the path of education they most want to follow. With over 50 subjects to choose from, students can select the ones they love and that they're best at, which helps motivate them throughout their studies.

Following a Cambridge International AS & A Level programme helps students develop abilities which universities value highly, including:

- a deep understanding of their subjects
- higher order thinking skills – analysis, critical thinking, problem solving
- presenting ordered and coherent arguments
- independent learning and research.



**Cambridge International AS Level Spanish Language** helps candidates continue to develop a set of transferable skills for understanding and communicating in everyday situations in Spanish, and to use Spanish with ever increasing levels of sophistication. Learners build on the solid foundation acquired at IGCSE™ and continue to develop cultural awareness of countries and communities where Spanish is spoken. They develop the essential linguistic skills required for progression to further studies or employment.

Our approach in Cambridge International AS Level Spanish Language encourages learners to be:

**confident**, communicating for different purposes and different audiences

**responsible**, developing the skills required for effective communication

**reflective**, noticing and exploring insights into other cultures and the use of language within them

**innovative**, applying language to a variety of situations with increasing levels of confidence

**engaged**, challenging their own linguistic skills through exploring contemporary topics and themes.

**School feedback:** 'Cambridge students develop a deep understanding of subjects and independent thinking skills.'

**Feedback from:** Principal, Rockledge High School, USA

## Key concepts

Key concepts are essential ideas that help students develop a deep understanding of their subject and make links between different aspects. Key concepts may open up new ways of thinking about, understanding or interpreting the important things to be learned.

Good teaching and learning will incorporate and reinforce a subject's key concepts to help students gain:

- a greater depth as well as breadth of subject knowledge
- confidence, especially in applying knowledge and skills in new situations
- the vocabulary to discuss their subject conceptually and show how different aspects link together
- a level of mastery of their subject to help them enter higher education.

The key concepts identified below, carefully introduced and developed, will help to underpin the course you will teach. You may identify additional key concepts which will also enrich teaching and learning.

The key concepts for Cambridge International AS Level Spanish Language are:

- **Communication**

Understanding written and spoken language and being able to speak and write in a way that others can understand is central to language learning. Learners develop methods to help them access language in a range of formal and informal contexts. They develop strategies for expressing themselves when speaking and writing the language.

- **Language use**

Understanding of how language works improves communication in the language and is intellectually stimulating. Language learners explore how vocabulary can be used in different scenarios and contexts, and how a command of grammar and clear pronunciation can enhance the communication of meaning.

- **Cultural awareness**

Language learning improves intercultural understanding. Learners gain an insight into the different cultures, customs and practices of everyday life in other countries through the study of authentic materials. They develop an awareness of how cultural differences shape the meaning of the language and the way speakers communicate.

## 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. Every year thousands of students with Cambridge International AS & A Levels gain places at leading universities worldwide. Our programmes and qualifications are valued by top universities around the world including those in the UK, US (including Ivy League universities), Europe, Australia, Canada and New Zealand.

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 International AS & A Level and found it to be comparable to the standard of AS & A Level in the UK. This means students can be confident that their Cambridge International AS & A Level qualifications are accepted as equivalent, grade for grade, to UK AS & A Levels by leading universities worldwide.

Cambridge International AS Level Spanish Language has been designed to help candidates develop language proficiency to level B1 and B2 (Independent User) of the *Common European Framework of Reference for Languages* (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.

Depending on local university entrance requirements, students may be able to use Cambridge International AS Level Spanish Language to progress directly to university courses in Spanish or some other subjects. It is also suitable as part of a course of general education.

We recommend learners check the Cambridge recognition database and university websites to find the most up-to-date entry requirements for courses they wish to study.

Learn more at [www.cambridgeinternational.org/recognition](http://www.cambridgeinternational.org/recognition)

**School feedback:** ‘The depth of knowledge displayed by the best A Level students makes them prime targets for America’s Ivy League universities.’

**Feedback from:** Yale University, USA

## Supporting teachers

We provide a wide range of resources, detailed guidance and innovative training and professional development so that you can give your students the best possible preparation for Cambridge International AS & A Level. To find out which resources are available for each syllabus go to [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)

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

Find out more at [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)

Support for Cambridge International AS & A Level			
<p><b>Planning and preparation</b></p> <ul style="list-style-type: none"> <li>• Next steps guides.</li> <li>• Schemes of work.</li> <li>• Specimen papers.</li> <li>• Syllabuses.</li> <li>• Teacher guides.</li> </ul>	<p><b>Teaching and assessment</b></p> <ul style="list-style-type: none"> <li>• Endorsed resources.</li> <li>• Online forums.</li> <li>• Support for coursework and speaking tests.</li> </ul>	<p><b>Learning and revision</b></p> <ul style="list-style-type: none"> <li>• Example candidate responses.</li> <li>• Past papers and mark schemes.</li> <li>• Specimen paper answers.</li> </ul>	<p><b>Results</b></p> <ul style="list-style-type: none"> <li>• Candidate Results Service.</li> <li>• Principal examiner reports for teachers.</li> <li>• Results Analysis.</li> </ul>

Sign up for email notifications about changes to syllabuses, including new and revised products and services at [www.cambridgeinternational.org/syllabusupdates](http://www.cambridgeinternational.org/syllabusupdates)

## Professional development

We support teachers through:

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

Find out more at [www.cambridgeinternational.org/events](http://www.cambridgeinternational.org/events)

- Cambridge Professional Development Qualifications

Find out more at [www.cambridgeinternational.org/profdev](http://www.cambridgeinternational.org/profdev)



### Supporting exams officers

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

Find out more at: [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

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## 2 Syllabus overview

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### Aims

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

The aims are to:

- develop the language proficiency required to communicate effectively in Spanish as a CEFR Independent User
- explore and engage with the culture and society of countries and communities where Spanish is spoken
- encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures
- provide enjoyment and intellectual stimulation
- support the development of transferable skills (e.g. communication and organisational skills, autonomy, resourcefulness and cognitive flexibility) to complement other areas of the curriculum
- continue developing the skills, language and attitudes required for further study, work and leisure.

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



## Content overview

The subject content is organised into six topic areas at AS Level. These provide contexts for the acquisition of vocabulary and the study of grammar and structures. The study of these topic areas enables students to progress from the knowledge and skills developed at IGCSE. The topic areas listed below are described in more detail in section 3.

- Culture
- Health and well-being
- Education and future plans
- Community and society
- Our responsibility for the planet
- Science and technology

A course based on this syllabus should provide students with meaningful opportunities to enhance their language skills. Through engagement with a variety of texts and application of a wide range of vocabulary and structures, students will develop the confidence to communicate effectively with other users of Spanish.

At AS Level students will read and listen to authentic texts on familiar topics regularly encountered in work, school, and leisure time, as well as some more abstract topics. Students will demonstrate an understanding of ideas, emotions, opinions and attitudes, as well as distinguish between fact and opinion. Students develop skills in selecting and extracting relevant details and deducing the meaning of unknown words from context.

Students should have opportunities to develop their written and oral skills and demonstrate their ability to use a wide range of structures and vocabulary accurately to communicate effectively. They should take part in conversations and write about topics which are both familiar and more abstract. Students should be encouraged to explain viewpoints on topical issues and give reasons and explanations for opinions and plans.

**School feedback:** ‘Cambridge International AS & A Levels prepare students well for university because they’ve learnt to go into a subject in considerable depth. There’s that ability to really understand the depth and richness and the detail of a subject. It’s a wonderful preparation for what they are going to face at university.’

**Feedback from:** US Higher Education Advisory Council

## Assessment overview

Candidates take all components in the same exam series.

Candidates are eligible for grades a–e.

All AS Level candidates take:

### Paper 1

**Listening**                      Approximately 60 minutes  
40 marks

Candidates listen to a number of recordings consisting of short and longer spoken texts and answer multiple-choice and matching questions.

Externally assessed  
25% of the AS Level

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And:

### Paper 3

**Writing**    1 hour 30 minutes  
40 marks

Candidates complete two writing tasks: one functional writing task and one argumentative/discursive essay.

Externally assessed  
25% of the AS Level

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And:

### Paper 2

**Reading**    1 hour 30 minutes  
40 marks

Candidates read a number of texts and answer multiple-choice and matching questions.

Externally assessed  
25% of the AS Level

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And:

### Paper 4

**Speaking**    Approximately 16 minutes  
65 marks

Candidates complete a:

- short presentation
- follow-up discussion
- conversation based on a task card.

Internally assessed and externally moderated  
25% of the AS Level

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

Check the timetable at [www.cambridgeinternational.org/timetables](http://www.cambridgeinternational.org/timetables) for the test date window for Paper 4 Speaking.

Check the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples) for submission information, forms and deadlines for Paper 4 Speaking.

Candidates cannot carry forward their AS Level results. For more information see the **Making entries** section.

## Assessment objectives

The assessment objectives (AOs) are:

### AO1 Listening

Candidates will be assessed on their ability to:

- L1: understand main points and key information from a range of spoken sources
- L2: identify emotions, opinions and attitudes which are stated or strongly implied in speech
- L3: understand ideas, arguments and conclusions in structured and longer speech
- L4: demonstrate an understanding of a wide range of vocabulary and language structures in speech on general topics.

### AO2 Reading

Candidates will be assessed on their ability to:

- R1: understand main points and key information from a range of texts
- R2: identify emotions, opinions and attitudes when stated or strongly implied in texts
- R3: understand ideas, arguments and conclusions in structured and discursive texts
- R4: demonstrate an understanding of a wide range of vocabulary and language structures used in texts on general topics.

### AO3 Writing

Candidates will be assessed on their ability to:

- W1: communicate information, ideas, opinions and arguments clearly and effectively, with support/justification
- W2: organise ideas by paragraphing and by using a range of appropriate linking devices
- W3: use text conventions and register appropriate to the given purpose and audience
- W4: use a wide range of vocabulary and grammar
- W5: use vocabulary and grammar accurately.

### AO4 Speaking

Candidates will be assessed on their ability to:

- S1: communicate information, ideas, opinions and arguments clearly and effectively, with support/justification
- S2: engage in a conversation and contribute effectively to help move the conversation forward
- S3: use a wide range of vocabulary and grammar
- S4: use vocabulary and grammar accurately
- S5: show control of pronunciation and intonation.

## 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 AS Level %
AO1 Listening	25
AO2 Reading	25
AO3 Writing	25
AO4 Speaking	25
Total	100

### Assessment objectives as a percentage of each component

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

## 3 Subject content

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

This section outlines both the skills and topics required at AS Level.

### Skills

The skills covered in the syllabus are outlined below. Students are expected to demonstrate ability in these skills, which should be developed using the topic areas outlined in this section.

#### Listening

Skills demonstrated at B1 level	Skills demonstrated at B2 level
<ul style="list-style-type: none"> <li>Understand factual information in clearly articulated speech about familiar and common topics.</li> <li>Identify relevant information and select correct details from clear standard speech.</li> <li>Identify emotions, opinions and attitudes when stated in speech.</li> <li>Understand main points, lines of argument and conclusions in clearly structured speech.</li> <li>Deduce the meaning of unknown words from the context in speech on familiar topics.</li> <li>Demonstrate a good understanding of a range of vocabulary related to familiar and common topics.</li> <li>Demonstrate a good understanding of a range of simple language structures.</li> </ul>	<ul style="list-style-type: none"> <li>Understand factual information and abstract ideas in speech at normal speed on general topics.</li> <li>Identify and select relevant information in extended speech and distinguish between main ideas and supporting detail.</li> <li>Identify emotions, opinions and attitudes which are stated or strongly implied in speech.</li> <li>Understand ideas and opinions in discursive and persuasive speech and distinguish between fact and opinion.</li> <li>Deduce the meaning of unknown words from the context in speech on a range of topics.</li> <li>Demonstrate a good understanding of a wide range of vocabulary on general topics.</li> <li>Demonstrate a good understanding of a range of language structures, including some complex sentence forms.</li> </ul>

## Reading

Skills demonstrated at B1 level	Skills demonstrated at B2 level
<ul style="list-style-type: none"> <li>• Understand factual information in straightforward texts on familiar and common topics.</li> <li>• Identify and select relevant information in straightforward texts.</li> <li>• Identify emotions, opinions and attitudes when stated in texts.</li> <li>• Understand main points, lines of argument and conclusions in clearly structured discursive texts.</li> <li>• Understand standard formal texts and straightforward informal, personal texts.</li> <li>• Deduce the meaning of unknown words from the context in texts on familiar and common topics.</li> <li>• Demonstrate a good understanding of a range of vocabulary related to familiar and common topics.</li> <li>• Demonstrate a good understanding of a range of simple language structures.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand factual information and abstract ideas in texts on general topics.</li> <li>• Identify and select relevant information and details in one or more longer texts.</li> <li>• Identify emotions, opinions and attitudes which are stated or strongly implied in texts.</li> <li>• Understand ideas, arguments and conclusions in discursive texts and distinguish between fact and opinion.</li> <li>• Understand a variety of texts using formal and informal language.</li> <li>• Deduce the meaning of unknown words from the context in texts on a range of topics.</li> <li>• Demonstrate a good understanding of a wide range of vocabulary on general topics.</li> <li>• Demonstrate a good understanding of a range of language structures, including some complex sentence forms.</li> </ul>

## Writing

Skills demonstrated at B1 level	Skills demonstrated at B2 level
<ul style="list-style-type: none"> <li>• Communicate factual information and opinions on familiar and common topics.</li> <li>• Write texts presenting advantages and disadvantages on a general topic and give and justify opinions.</li> <li>• Write about experiences; express opinions, feelings and reactions.</li> <li>• Organise ideas into longer sentences using some linking devices and divide texts into paragraphs.</li> <li>• Use basic conventions of different text types depending on the purpose of the text.</li> <li>• Use a range of vocabulary related to familiar and common topics with a good level of accuracy when writing about straightforward ideas.</li> <li>• Use a range of basic grammatical structures with a good level of accuracy.</li> <li>• Produce texts that show control of spelling and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate factual information, ideas, opinions and arguments on general topics.</li> <li>• Write texts that develop an argument, explain advantages and disadvantages and justify a point of view.</li> <li>• Develop an argument, expanding the main points with relevant supporting detail and examples.</li> <li>• Select and organise ideas into coherent paragraphs and longer texts, using a range of linking devices.</li> <li>• Use appropriate register and style/format for the purpose of the text and its audience.</li> <li>• Use a wide range of vocabulary related to general topics, with a good level of accuracy.</li> <li>• Use a wide range of grammatical structures, including some more complex structures, with a good level of accuracy.</li> <li>• Produce texts that show good control of spelling and punctuation.</li> </ul>

## Speaking

Skills demonstrated at B1 level	Skills demonstrated at B2 level
<ul style="list-style-type: none"> <li>• Talk about a topic, presenting ideas and justifying opinions.</li> <li>• Communicate experiences, factual information, opinions, and feelings on familiar and common topics.</li> <li>• Participate in an unprepared conversation on familiar and common topics and maintain the interaction by responding appropriately.</li> <li>• Communicate a series of facts or ideas in a response and connect them using linking devices.</li> <li>• Use a range of vocabulary related to familiar and common topics, with a good level of accuracy when talking about straightforward ideas.</li> <li>• Use a range of basic grammatical structures with a good level of accuracy.</li> <li>• Produce responses that show control of pronunciation and intonation.</li> </ul>	<ul style="list-style-type: none"> <li>• Deliver a presentation, developing ideas with relevant supporting detail and justifying opinions.</li> <li>• Communicate experiences, factual information, ideas, opinions, feelings and arguments on general topics.</li> <li>• Participate in an unprepared conversation on general topics and help move the conversation forward by developing ideas.</li> <li>• Develop responses, connecting ideas using appropriate devices to emphasise and link points.</li> <li>• Use a wide range of vocabulary related to general topics, with a good level of accuracy.</li> <li>• Use a wide range of grammatical structures, including some more complex structures, with a good level of accuracy.</li> <li>• Produce responses that show good control of pronunciation and intonation.</li> </ul>

## AS Level topics

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. They also provide contexts for candidates to engage with and produce both oral and written texts. Through the study of these broad themes, candidates gain insight into the cultures of the countries and communities around the world where Spanish is spoken.

The sub-topics are provided along with examples of what teachers may choose to focus on. The examples are not intended to be prescriptive or exhaustive and are for illustrative purposes only.

Topic areas	Sub-topics and examples
1 Culture	<p><b>Entertainment</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>types of popular entertainment: cinema, TV/streaming, gaming, internet</li> <li>the role of entertainment in our lives</li> <li>celebrity culture: role models, idols, responsibilities</li> </ul>
	<p><b>Identity and culture</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>expressing identity through style and appearance, language, association with particular groups, fashion</li> <li>preserving/respecting cultural heritage, sites/monuments, festivals, traditions</li> </ul>
	<p><b>The arts</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>theatre, music, visual arts, dance, literature, film</li> <li>access to the arts, funding (commercial/governmental), awards/prizes, representation/diversity</li> </ul>
2 Health and well-being	<p><b>Health and fitness</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>the role of sport in society, fair play, individual versus team sports, national sports events</li> <li>physical health, the importance of exercise/diet</li> <li>mental health and happiness, sleep, mental health awareness, self-esteem</li> <li>healthcare provision</li> </ul>
	<p><b>Nutrition</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>different types of diet/eating habits</li> <li>environmental impact of food production, organic foods, food waste and shortage</li> <li>ethics of food production, fair trade, food labelling, government intervention</li> </ul>
	<p><b>Managing well-being</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>work-life balance</li> <li>importance of leisure activities</li> <li>relaxation</li> </ul>

Topic areas	Sub-topics and examples
<b>3 Education and future plans</b>	<p><b>Life at school</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>• different education systems</li> <li>• student issues: discipline, workload, time management, organisation of the school day/year</li> <li>• school as preparation for future life</li> </ul> <hr/> <p><b>Further / higher education</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>• access and barriers to further/higher education</li> <li>• costs versus benefits of further/higher education</li> <li>• alternatives to further/higher education: vocational education, apprenticeships, gap years</li> </ul> <hr/> <p><b>Career / work choices</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>• different career options</li> <li>• the world of work, different workplaces and working practices, employment and unemployment</li> <li>• money versus job satisfaction, volunteering, working for charities</li> </ul>
<b>4 Community and society</b>	<p><b>Equality and diversity</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>• inclusivity, diversity, gender equality, social mobility</li> <li>• prejudices within society: ageism, racism, classism</li> <li>• immigration, refugees, integration</li> </ul> <hr/> <p><b>Lifestyle</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>• friends, family and relationships, generation gap, changing patterns of family life</li> <li>• quality of life: where we live, differences between urban/rural/coastal life, changing patterns in where people live, overcrowding and its consequences, social isolation</li> <li>• lifestyle choices: relationships, diet, fashion, self-expression, values, goals</li> </ul> <hr/> <p><b>Society</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>• social organisation, law and order, local and national governance, communities</li> <li>• national and global citizenship</li> <li>• rights and responsibilities of individuals, governments</li> </ul>

Topic areas	Sub-topics and examples
<b>5 Our responsibility for the planet</b>	<p><b>The environment</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>• global warming, climate change and pollution, possible solutions, governmental intervention, impact on the economy</li> <li>• preserving biodiversity/ecosystems, treatment of animals</li> <li>• impact of growing population</li> </ul> <hr/> <p><b>Sustainable living</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>• use of natural resources and recycling, waste disposal, consumerism/over-consumption</li> <li>• sources and use of energy: fossil fuels, renewable energy, energy and geopolitics, impact of energy production on local environment and landscape</li> <li>• reducing environmental impact, individual choices in housing, food, travel</li> </ul> <hr/> <p><b>Protecting our world</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>• travel and tourism: sustainable tourism, benefits of travel</li> <li>• global cooperation versus national agendas</li> <li>• the role of individuals versus the role of industry/governments, environmental movements</li> </ul>
<b>6 Science and technology</b>	<p><b>Scientific and technological innovation</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>• medical advances, ethics of research</li> <li>• smart technology, privacy and security</li> <li>• artificial intelligence</li> </ul> <hr/> <p><b>Social media</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>• digital media, benefits and dangers</li> <li>• communication technology</li> <li>• online communities</li> </ul> <hr/> <p><b>Technology</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>• access to technology</li> <li>• technology in education</li> <li>• technology in the workplace</li> </ul>

## 4 Details of the assessment

Candidates take four compulsory components. All questions requiring written responses are to be answered in Spanish.

Dictionaries are **not** allowed in the examination.

### Paper 1 – Listening

Written paper, approximately 60 minutes including 6 minutes' transfer time, 40 marks

Externally assessed.

This paper consists of 40 multiple-choice and matching questions. Candidates answer **all** questions by selecting the correct option. The questions test comprehension of recorded texts (e.g. dialogues, conversations). Candidates hear each recorded text twice. At the end of the test candidates will be asked to transfer their answers onto the separate answer sheet.

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

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

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

#### Description of questions

##### Questions 1–8

Assessment objectives	L1, L4
Task	Candidates listen to four short texts and answer eight multiple-choice questions with four options.
Text types	Dialogues or monologues, e.g. announcements, news items, messages
Total marks	8 marks

##### Questions 9–14

Assessment objectives	L2, L3, L4
Task	Candidates listen to six short monologues and match the names of the speakers with the correct statements.
Text types	Monologues
Total marks	6 marks

**Description of questions (continued)**

## Questions 15–20

Assessment objectives	L1, L4
Task	Candidates listen to a text and choose the appropriate word to fill in six gaps in a short summary. Each gap has three multiple-choice options.
Text types	Dialogue or monologue, e.g. announcement, news, report, review
Total marks	6 marks

## Questions 21–30

Assessment objectives	L2, L3, L4
Task	Candidates listen to a dialogue and answer ten multiple-choice questions with three options.
Text types	Dialogue, e.g. interview, conversation, discussion
Total marks	10 marks

## Questions 31–40

Assessment objectives	L2, L3, L4
Task	Candidates listen to a monologue and answer ten multiple-choice questions with three options.
Text types	Monologue, e.g. speech, presentation, lecture
Total marks	10 marks

## Paper 2 – Reading

Written paper, 1 hour 30 minutes, 40 marks

Externally assessed.

This paper consists of 40 multiple-choice and matching questions. Candidates answer **all** questions by selecting the correct option on a multiple-choice answer sheet.

The questions test comprehension of a range of text types (e.g. instructions, articles, blogs, reports).

### Description of questions

#### Questions 1–6

Assessment objective	R1
Task	Candidates read six short texts and answer multiple-choice questions with four options for each text.
Text types	e.g. instructions, messages, advertisements, brochures
Total marks	6 marks

#### Questions 7–14

Assessment objectives	R1, R2, R3
Task	Candidates read four short thematically linked texts and identify which statement relates to which text.
Text types	e.g. newspaper/magazine articles, blogs, brochures, reports, stories, correspondence, reviews
Total marks	8 marks

#### Questions 15–20

Assessment objectives	R1, R2, R3
Task	Candidates read a text and choose the correct options to complete six sentences.
Text types	e.g. newspaper/magazine articles, blogs, brochures, reports, stories, correspondence
Total marks	6 marks

#### Questions 21–32

Assessment objectives	R1, R4
Task	Candidates read a text with 12 gaps and choose the correct option to complete each gap. There are four options for each gap.
Text types	e.g. newspaper/magazine articles, blogs, brochures, reports, stories, correspondence
Total marks	12 marks

**Description of questions (continued)**

Questions 33–40

Assessment objectives	R1, R2, R3
Task	Candidates read a text and answer eight multiple-choice questions with four options.
Text types	e.g. newspaper/magazine articles, blogs, brochures, reports, stories, correspondence
Total marks	8 marks

## Paper 3 – Writing

Written paper, 1 hour 30 minutes, 40 marks

Externally assessed.

This paper consists of two writing tasks. Candidates answer Question 1 and answer either Question 2 or Question 3.

Candidates will be awarded marks in three categories for each response:

- Task completion
- Linguistic range and organisation
- Language accuracy.

All responses should address the task set. Responses that do not address the task may not be awarded marks in the Task completion and/or in the Quality of written communication categories.

**Description of questions**

Question 1

Assessment objectives	W1, W2, W3, W4, W5
Task	Functional writing task in the form of a letter or email (100 to 150 words).
Total marks	16 marks

Question 2 or Question 3

Assessment objectives	W1, W2, W3, W4, W5
Task	Extended writing with an argumentative or discursive focus (200 to 250 words). Candidates write one essay from a choice of two scenarios.
Total marks	24 marks

## Paper 4 – Speaking

Speaking test, approximately 16 minutes, 65 marks

Internally assessed and externally moderated.

**The test will be conducted and assessed in Spanish.** The test must be recorded for **all** candidates.

Dictionaries may **not** be taken into the test.

The speaking test includes:

- Presentation (2 minutes) and follow-up discussion (4–5 minutes)
- Conversation task card (9 minutes, including the 5 minutes of preparation time).

Cambridge supplies a number of Conversation task cards, with an accompanying teacher/examiner booklet. Each card introduces a topic for discussion between the teacher/examiner and the candidate, together with prompts for the development of the conversation. The teacher/examiner booklet contains instructions, assessment criteria and teacher/examiner prompts for the Conversation task cards.

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

Check the timetable at [www.cambridgeinternational.org/timetables](http://www.cambridgeinternational.org/timetables) for the test date window. Before the test date window, centres will receive the materials for the test. Teachers/examiners must allow sufficient time to familiarise themselves with the materials and procedures (see the *Cambridge Handbook* for details).

### Structure of the speaking test

#### Description of tasks

Presentation and follow-up discussion

Assessment objectives	S1, S2, S3, S4, S5
Total marks	30 marks
Assessment criteria	Presentation, interaction/responsiveness – 10 marks Language range – 10 marks Language accuracy – 10 marks

Conversation task card

Assessment objectives	S1, S2, S3, S4, S5
Total marks	30 marks
Assessment criteria	Task completion and communication – 10 marks Language range – 10 marks Language accuracy – 10 marks

Teachers/examiners award a mark out of 5 for Pronunciation and intonation for the whole speaking test.

## Presentation

A two-minute presentation by the candidate on a chosen topic.

For the presentation section, candidates should prepare a topic in which they have a personal interest. It could reflect an aspect, or aspects, of life in a Spanish-speaking community or Spanish-speaking culture. They should carry out their own research to ensure they have enough information about their chosen topic, and are able to present relevant facts, express opinions and points of view and put forward ideas for discussion. When choosing their topic, candidates should consider how a conversation might develop based on their presentation, and what kind of questions the teacher/examiner might ask.

A written script of the presentation is **not** allowed.

Candidates may prepare a single 'cue card' in Spanish to bring into the examination room. This should be no larger than a postcard (approximately 10 cm × 15 cm) and should contain a maximum of five headings of no more than five words each, to remind candidates of the points they wish to make.

After the test, the teacher/examiner should collect any cue cards and keep them securely until the end of the enquiries about results window.

## Follow-up discussion

Candidates have a four- to five-minute discussion with the teacher/examiner in which the teacher/examiner will ask spontaneous questions about the presentation. The teacher/examiner should encourage full responses by giving candidates the opportunity to explain and justify their opinions.

## Conversation task card

The teacher/examiner selects one Conversation task card for each candidate using the randomisation instructions in the Instructions for Teachers/Examiners.

Teachers/Examiners must **not** share the Conversation task cards with candidates before their test.

## Preparation

Candidates have five minutes to read the Conversation task card and prepare their responses. Teachers/examiners must **not** stop the recording during this preparation time.

When preparing for the Conversation task card, candidates are allowed to make notes on a separate piece of paper. Candidates must not write a monologue / script that they then read aloud.

## Conversation

Candidates have a four-minute conversation with the teacher/examiner covering the prompts on the Conversation task card. The teacher/examiner should encourage full responses by giving candidates the opportunity to explain and justify their opinions.

## Administration of the speaking test

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

### Using the samples database

The samples database explains everything you need to know about administering speaking tests.

Use the database to find out:

- when and how to submit your marks for moderated speaking tests
- when and how to submit your candidates' work
- which forms to complete and return with your candidates' work.

The samples database at **[www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)** will ask you for:

- your country/territory
- the syllabus code (i.e. 8022 for this syllabus).

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

### Recording and submitting candidates' marks and work

You should follow the instructions for 8022 AS Level Spanish Language Paper 4 Speaking on the samples database at **[www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)** about how to submit candidates' work and record candidates' marks.

For specific syllabuses and components, centres need to submit marks and work using our eSubmission portal (see the Samples database for instructions). Further information is available in the *Administrative guide: Preparing and submitting work using eSubmission* at **[www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)**

You should record marks on the Working Mark Sheet which you should download each year from the samples database at **[www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)**. Follow the instructions on the form to complete it. The marks on this form must be identical to the marks you submit to Cambridge International.

### Internal moderation

If more than one teacher in your centre is marking internal assessments, you must make arrangements to moderate or standardise your teachers' marking so that all candidates are assessed to a common standard. (If only one teacher is marking internal assessments, no internal moderation is necessary.) You can find further information on the process of internal moderation 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 ideally include examples of the marking of each teacher/examiner. 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 the marking and administration of the assessment.

## Speaking mark schemes

Candidate performance in the Presentation and follow-up discussion and the Conversation task card sections of the paper must be assessed using the mark schemes on pages 28–33.

## Guidance on using levels-based mark schemes

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

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

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

- If the candidate's work **convincingly** meets the level statement, award the highest mark.
- If the candidate's work **just** meets the level statement, award the lowest mark.

## Presentation and follow-up discussion (30 marks)

Marks are awarded for the following criteria:

- Presentation, interaction/responsiveness (maximum of 10 marks)
- Language range (maximum of 10 marks)
- Language accuracy (maximum of 10 marks).

Mark scheme for communication in the Presentation and follow-up discussion: Presentation, interaction/responsiveness (AO4: S1 and S2)

Level	Description	Marks
5	<ul style="list-style-type: none"> <li>Communicates detailed information with clearly stated ideas and opinions.</li> <li>Consistently justifies, develops and explains ideas and opinions.</li> <li>Fully engages in the conversation. Candidate has good interaction with the examiner and responds fully and confidently to all question types.</li> </ul>	9–10
4	<ul style="list-style-type: none"> <li>Communicates detailed information, with ideas and opinions that are mostly clear and supported.</li> <li>Justifies, develops and explains their answers.</li> <li>Engages in the conversation. Candidate has good interaction with the examiner and responds to most questions.</li> </ul>	7–8
3	<ul style="list-style-type: none"> <li>Communicates information that is sometimes detailed, provides ideas and opinions.</li> <li>Some attempt to justify their answers.</li> <li>Engages in the conversation with some interaction with the examiner. Attempts a response to most questions.</li> </ul>	5–6
2	<ul style="list-style-type: none"> <li>Communicates limited information that may be irrelevant, and gives basic ideas and opinions.</li> <li>Attempts to justify some of their answers.</li> <li>Relies on the examiner to maintain the pace, may require some prompting.</li> </ul>	3–4
1	<ul style="list-style-type: none"> <li>Communicates very basic information that is frequently irrelevant; lacks ideas and opinions.</li> <li>Minimal or no attempt to justify answers.</li> <li>Relies heavily on the examiner, with significant prompting required.</li> </ul>	1–2
0	<ul style="list-style-type: none"> <li>No creditable response.</li> </ul>	0

## Mark scheme for Language range in the Presentation and follow-up discussion (AO4: S3)

Level	Description	Marks
5	<ul style="list-style-type: none"> <li>• Uses a wide range of linking and cohesive devices to connect a series of well-developed points.</li> <li>• Uses a wide range of vocabulary appropriate to the tasks. Often uses less common vocabulary.</li> <li>• Can vary formulation to avoid repetition.</li> </ul>	9–10
4	<ul style="list-style-type: none"> <li>• Uses a range of linking and cohesive devices to connect a series of mostly well-developed points.</li> <li>• Uses a range of vocabulary appropriate to the tasks. Occasionally uses less common vocabulary.</li> <li>• Attempts to vary formulation but some repetition is present.</li> </ul>	7–8
3	<ul style="list-style-type: none"> <li>• Uses some linking and cohesive devices to connect a sequence of points, not always fully developed.</li> <li>• Uses vocabulary appropriate to the tasks. There is an attempt to use less common vocabulary.</li> <li>• There is some repetition and hesitation.</li> </ul>	5–6
2	<ul style="list-style-type: none"> <li>• Uses linking and cohesive devices to attempt to connect a series of points, not always successfully.</li> <li>• Uses familiar and common vocabulary, sometimes appropriate to the tasks.</li> <li>• There is noticeable repetition and hesitation.</li> </ul>	3–4
1	<ul style="list-style-type: none"> <li>• Uses basic, high frequency linking and cohesive devices, difficulty with formulation at times.</li> <li>• Relies on repetition of a small range of familiar and common vocabulary, not always appropriate to the task(s).</li> </ul>	1–2
0	<ul style="list-style-type: none"> <li>• No creditable response.</li> </ul>	0

## Mark scheme for Language accuracy in the Presentation and follow-up discussion (AO4: S4)

Level	Description	Marks
5	<ul style="list-style-type: none"> <li>Consistently accurate use of simple grammar.</li> <li>Shows a good degree of control of some complex grammar.</li> </ul>	9–10
4	<ul style="list-style-type: none"> <li>Accurate use of simple grammar.</li> <li>Uses some complex grammar, with occasional slips.</li> </ul>	7–8
3	<ul style="list-style-type: none"> <li>Uses simple grammar, with some slips.</li> <li>Makes some use of more complex grammar, with some slips.</li> <li>Errors very rarely impede communication.</li> </ul>	5–6
2	<ul style="list-style-type: none"> <li>Uses simple grammar, with some errors.</li> <li>Attempts to use more complex grammar, with limited success.</li> <li>Errors sometimes impede communication.</li> </ul>	3–4
1	<ul style="list-style-type: none"> <li>Uses only simple structures to articulate straightforward ideas.</li> <li>Frequent errors in simple structures.</li> <li>Communication frequently impeded.</li> </ul>	1–2
0	<ul style="list-style-type: none"> <li>No creditable response.</li> </ul>	0

## Conversation task card (30 marks)

Marks are awarded for the following criteria:

- Task completion and communication (maximum of 10 marks)
- Language range (maximum of 10 marks)
- Language accuracy (maximum of 10 marks).

### Mark scheme for Task completion and communication in the Conversation task card (AO4: S1 and S2)

Level	Description	Marks
5	<ul style="list-style-type: none"> <li>• Completes all tasks fully and confidently.</li> <li>• Communicates relevant information with clear and supported ideas and opinions. Develops a justified argument.</li> <li>• Fully engages in the conversation. Candidate has good interaction with the examiner and responds fully and confidently to all questions/prompts.</li> </ul>	9–10
4	<ul style="list-style-type: none"> <li>• Completes most tasks fully.</li> <li>• Communicates relevant information. Develops an argument that is mostly clear and supported by their points of view.</li> <li>• Engages in the conversation. Candidate has good interaction with the examiner and responds to most questions/prompts.</li> </ul>	7–8
3	<ul style="list-style-type: none"> <li>• Completes some tasks successfully.</li> <li>• Communicates information that is sometimes relevant. Develops an argument with ideas and opinions, which are not always justified.</li> <li>• Engages in the conversation with some interaction with the examiner. Responds to some questions/prompts.</li> </ul>	5–6
2	<ul style="list-style-type: none"> <li>• Attempts some tasks in a limited or superficial way.</li> <li>• Communicates limited information. Communicates limited ideas and opinions.</li> <li>• Relies on the examiner to keep the conversation going. Limited response to questions/prompts.</li> </ul>	3–4
1	<ul style="list-style-type: none"> <li>• Attempts task(s) with little or no success.</li> <li>• Communicates very basic information; may attempt to give ideas and opinions.</li> <li>• Relies heavily on the examiner. The conversation is fragmented with very limited response to questions/prompts.</li> </ul>	1–2
0	<ul style="list-style-type: none"> <li>• No creditable response.</li> </ul>	0

## Mark scheme for Language range in the Conversation task card (AO4: S3)

Level	Description	Marks
5	<ul style="list-style-type: none"> <li>• Uses a wide range of linking and cohesive devices to connect a series of well-developed points.</li> <li>• Uses a wide range of vocabulary appropriate to the tasks. Often uses less common vocabulary.</li> <li>• Can vary formulation to avoid repetition.</li> </ul>	9–10
4	<ul style="list-style-type: none"> <li>• Uses a range of linking and cohesive devices to connect a series of mostly well-developed points.</li> <li>• Uses a range of vocabulary appropriate to the tasks. Occasionally uses less common vocabulary.</li> <li>• Attempts to vary formulation but some repetition is present.</li> </ul>	7–8
3	<ul style="list-style-type: none"> <li>• Uses some linking and cohesive devices to connect a sequence of points, not always fully developed.</li> <li>• Uses vocabulary appropriate to the tasks. There is an attempt to use less common vocabulary.</li> <li>• There is some repetition and hesitation.</li> </ul>	5–6
2	<ul style="list-style-type: none"> <li>• Uses linking and cohesive devices to attempt to connect a series of points, not always successfully.</li> <li>• Uses familiar and common vocabulary, sometimes appropriate to the tasks.</li> <li>• There is noticeable repetition and hesitation.</li> </ul>	3–4
1	<ul style="list-style-type: none"> <li>• Uses basic, high frequency linking and cohesive devices, difficulty with formulation at times.</li> <li>• Relies on repetition of a small range of familiar and common vocabulary, not always appropriate to the task(s).</li> </ul>	1–2
0	<ul style="list-style-type: none"> <li>• No creditable response.</li> </ul>	0

## Mark scheme for Language accuracy in the Conversation task card (AO4: S4)

Level	Description	Marks
5	<ul style="list-style-type: none"> <li>Consistently accurate use of simple grammar.</li> <li>Shows a good degree of control of some complex grammar.</li> </ul>	9–10
4	<ul style="list-style-type: none"> <li>Accurate use of simple grammar.</li> <li>Uses some complex grammar, with occasional slips.</li> </ul>	7–8
3	<ul style="list-style-type: none"> <li>Uses simple grammar, with some slips.</li> <li>Makes some use of more complex grammar, with some slips.</li> <li>Errors very rarely impede communication.</li> </ul>	5–6
2	<ul style="list-style-type: none"> <li>Uses simple grammar, with some errors.</li> <li>Attempts to use more complex grammar, with limited success.</li> <li>Errors sometimes impede communication.</li> </ul>	3–4
1	<ul style="list-style-type: none"> <li>Uses only simple structures to articulate straightforward ideas.</li> <li>Frequent errors in simple structures.</li> <li>Communication frequently impeded.</li> </ul>	1–2
0	<ul style="list-style-type: none"> <li>No creditable response.</li> </ul>	0

## Pronunciation and intonation (5 marks)

Marks are awarded for pronunciation and intonation (maximum of 5 marks) for the whole speaking test.

## Mark scheme for Pronunciation and intonation (AO4: S5)

Level	Description	Marks
3	<ul style="list-style-type: none"> <li>Pronunciation is intelligible and intonation is appropriate.</li> <li>Individual sounds are articulated clearly.</li> </ul>	4–5
2	<ul style="list-style-type: none"> <li>Pronunciation is intelligible and intonation is mostly appropriate.</li> <li>Individual sounds are mostly articulated clearly, though with some slips.</li> </ul>	2–3
1	<ul style="list-style-type: none"> <li>Pronunciation is generally intelligible and candidate has partial control of intonation.</li> <li>Individual sounds have frequent errors.</li> </ul>	1
0	<ul style="list-style-type: none"> <li>No creditable response.</li> </ul>	0

## Command words

Command words and their meanings help candidates know what is expected from them in the exam. The table below includes command words which may be used in the assessment for this syllabus. The use of the command word will relate to the subject context.

This is a generic list for Cambridge International AS Level Languages. Due to differences in formation, structure and usage between languages, some of these command words might not appear in the assessment for this particular language.

Command word	What it means
<b>Consider</b> <b>Considera</b>	review and respond to given information
<b>Discuss</b> <b>Discute</b>	write about issue(s) or topic(s) in depth in a structured way
<b>Explain</b> <b>Explica</b>	set out purposes or reasons / make the relationships between things clear / say why and/or how and support with relevant evidence
<b>Give</b> <b>Da</b>	produce an answer from a given source or recall/memory
<b>Identify</b> <b>Identifica</b>	name/select/recognise
<b>Justify</b> <b>Justifica</b>	support a case with evidence/argument
<b>State</b> <b>Expresa</b>	express in clear terms
<b>Suggest</b> <b>Sugiere</b>	apply knowledge and understanding to situations where there are a range of valid responses in order to make proposals / put forward considerations

## List of grammar and structures

The list below is not exhaustive. Examples are given to indicate what could be covered.

<b>Articles</b>	<p>definite, including contracted articles, e.g. use of <i>al, del</i> with parts of the body, e.g. <i>me he roto el dedo</i> with titles, ranks etc., e.g. <i>el Rey Felipe</i></p> <p>indefinite, including zero article, e.g.:</p> <p style="padding-left: 40px;"><i>soy profesor</i> <i>no tengo bici</i></p> <p><i>lo</i> plus adjective, e.g.: <i>lo difícil es ...</i></p>
<b>Nouns</b>	<p>gender</p> <p>singular and plural forms</p> <p>use of surnames as designating a family, e.g. <i>Los Gutiérrez, Los Alba</i>, etc.</p> <p>names of geographical locations with or without article such as countries, rivers, mountains, e.g. <i>el Ebro, la China, el Teide, España, Francia</i>, etc.</p> <p>nouns that change meaning according to gender, e.g. <i>el cura / la cura; el final / la final</i>, etc.</p>
<b>Adjectives</b>	<p>agreement and position</p> <p>apocopation, e.g. <i>buen, gran, mal, primer, tercer</i></p> <p>comparative regular form, e.g. <i>más / menos que; tan...como</i></p> <p>comparative irregular form, e.g. <i>mayor / peor / mayor / menor</i></p> <p>superlative regular form, e.g. <i>el / la / lo más difícil; suffix -ísimo/a</i></p> <p>superlative irregular form, e.g. <i>el / la / lo peor</i>, etc.</p> <p>use of adjectives as nouns, e.g. <i>los jóvenes</i></p> <p>demonstrative, e.g. <i>este / ese / aquel</i>, etc.</p> <p>possessive, e.g. <i>mi, tu, su</i>, etc.</p> <p>indefinite, e.g. <i>mucho/a, otro/a, poco/a, todo/a, cada, algún(a)</i>, etc.</p> <p>interrogative, e.g. <i>¿Qué libro...?, ¿Cuánto dinero...? Cuántas personas...?</i>, etc.</p> <p>relative, e.g. <i>cuyo/a</i>, etc.</p> <p>exclamatory, e.g. <i>qué</i></p>
<b>Adverbs</b>	<p>formation and use including use of adjectives as adverbs, e.g. <i>alto, lento</i></p> <p>comparative and superlatives, e.g. <i>más rápido, despacísimo</i></p> <p>adverbs ending in <i>-mente</i>, e.g. <i>lentamente; finalmente</i>, etc.</p> <p>irregular adverbs and adverbial expressions, e.g. <i>muy, bastante, demasiado, allí</i>, etc.</p> <p>conjunctive adverbs, e.g. <i>a menudo, sin embargo, en cambio, de vez en cuando</i>, etc.</p> <p>time and place, e.g. <i>hoy, mañana, aquí, allí</i>, etc.</p> <p>adverbial clauses, e.g. of time, purpose, condition, cause, result, comparison</p> <p>interrogative, e.g. <i>¿Cuándo?, ¿Dónde?</i>, etc.</p>

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**Pronouns**

subject (presence and absence), e.g. *Yo, tú, él, ella*, etc.  
 object: direct and indirect, e.g. *me, te, le / lo / la*, etc., *me, te, le*, etc.  
 position and order  
 combination of pronouns before and after the verb, e.g. (IO+DO: e.g.: *te lo dije, voy a decírselo*, etc.)  
 use after prepositions, e.g. *mí, ti, conmigo*, etc.  
 reflexive, e.g. *me, te, se*, etc.  
 possessive, e.g. *el mío, la mía*, etc.  
 demonstrative, e.g. *este / esta*, etc.  
     *ese / esa*, etc.  
     *aquel / aquella*, etc.  
 neuter form: *esto / eso / aquello*  
 relative, e.g. *que, quien*, etc.  
 indefinite, e.g. *algo, alguien*, etc.  
     including forms of negation, e.g. *nadie, ninguno*  
 interrogative and exclamatory, e.g. *qué, quién, quiénes, cuál, cuáles*  
 different uses of *se*: reciprocal pronoun: *se quieren*  
     impersonal: e.g. *en este país se vive muy bien*

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**Verbs**

*ser* and *estar*, e.g. uses, including changes of meaning  
 negatives: forms and uses  
 regular and irregular forms  
 agreement with subject  
 radical changing  
 modes of address, e.g. *tú, usted/Ud.*, etc.  
 reflexives, form and use  
 finite forms and uses: indicative  
     present and present continuous, immediate future, imperfect, imperfect continuous, preterite, future, conditional, perfect, pluperfect, future perfect (R), conditional perfect (R)  
 finite forms and uses: subjunctive  
     present, perfect, imperfect, pluperfect (R)  
     conditional sentences  
     after conjunctions of time  
     negative opinions  
     with verbs and expressions of command, wishing, request, emotion, doubt, possibility, probability  
     in relative clauses (R): e.g. *no encuentro quien me ayude*  
     after subordinating conjunctions (R): e.g. *para que, sin que*, etc.

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<b>Verbs (continued)</b>	<p>non-finite forms and uses: infinitive: including</p> <ul style="list-style-type: none"> <li>– infinitive following prepositions</li> <li>– verbs followed by infinitive</li> <li>– verbs followed by preposition + infinitive</li> <li>– verbs used as nouns</li> </ul> <p>gerund</p> <p>past participle (including <i>ser / estar</i> + past participle)</p> <p>imperative, positive and negative, including use of subjunctive</p> <p>passive voice and structures, e.g. present and preterite tenses, other tenses (R) e.g. <i>fue construida en 1956</i></p> <p>avoidance with <i>se</i>, e.g. <i>se ha vendido</i></p> <p>modal verbs, e.g. <i>tener que</i> + inf. <i>poder, deber (de)</i> + inf., etc.</p> <p>other verb combinations, e.g. <i>soler</i> + inf., <i>volver a</i> + inf., <i>dejar de</i> + inf., <i>ponerse a</i> + inf., <i>estar a punto de</i> + inf., <i>seguir</i> + gerund, etc.</p> <p><i>Gustar</i> and similar verbs, e.g. <i>me encanta...</i>, <i>me duele...</i>, <i>me da frío</i>, etc.</p> <p>direct and indirect speech</p> <p>impersonal verbs, <i>llover</i>, etc.</p> <p style="padding-left: 40px;"><i>hace falta</i></p> <p style="padding-left: 40px;"><i>hace, desde hace</i> + time</p> <p style="padding-left: 40px;"><i>haber: hay / hubo / habrá / ha habido</i></p> <p style="padding-left: 40px;"><i>hay que...</i></p> <p>conditional sentences, present</p> <ul style="list-style-type: none"> <li>future</li> <li>hypothetical</li> <li>hypothetical – past (R)</li> </ul>
<b>Conjunctions</b>	<p>coordinating, e.g. <i>pero, y (e), o (u), sino, entonces, tanto...como, así...como</i>, etc.</p> <p>subordinating, e.g. <i>aunque, mientras, cuando, porque, si</i>, etc.</p>
<b>Prepositions</b>	<p>simple, e.g. <i>a, desde</i>, etc.</p> <p>uses of <i>por</i> and <i>para</i></p> <p>compound, e.g. <i>en contra de, junto a, delante de</i></p> <p>use of personal <i>a</i>, e.g. <i>vi a mis hermanos</i></p> <p style="padding-left: 40px;">e.g. <i>no tengo hermanos</i></p>
<b>Syntax and syntactic variation</b>	<p>tense agreement</p> <p>sentence agreement for collective groups: <i>este grupo de esculturas es muy interesante</i></p> <p>discourse connectors, e.g. <i>cundo, luego, después, entonces, porque, como</i>, etc.</p>
<b>Number</b>	<p>all cardinals, e.g. apocoptation: <i>cien</i></p> <p style="padding-left: 40px;"><i>más de</i> + numerals</p> <p>ordinals, 1–10</p> <p style="padding-left: 40px;">replacement by cardinals (R): e.g. <i>el siglo veinte</i></p>
<b>Time</b>	<p>dates, years, expressions of time, including 24-hour clock</p> <p style="padding-left: 40px;">uses of <i>hace / desde hace</i></p>

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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 completed a course in Spanish equivalent to Cambridge IGCSE or Cambridge O Level Spanish. We anticipate that candidates starting this course are working at a level equivalent to at least A2 level of the CEFR.

#### Guided learning hours

We design Cambridge International AS Level syllabuses based on learners having about 180 guided learning hours for each Cambridge International AS Level. 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.

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. Some components are not available to private candidates. 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:

- syllabuses with the same title at the same level.

#### Group awards: Cambridge AICE

Cambridge AICE (Advanced International Certificate of Education) is a group award for Cambridge International AS & A Level. It allows schools to offer a broad and balanced curriculum by recognising the achievements of learners who pass exams in a range of different subjects.

Learn more about Cambridge AICE at [www.cambridgeinternational.org/aice](http://www.cambridgeinternational.org/aice)

## 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

Estimated entries may be required for some Cambridge International syllabuses. To confirm if estimated entries are required for this syllabus, and for further information about making estimated entries, see the *Cambridge Handbook* for the relevant year of assessment at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

## Audio materials

The *Cambridge Handbook* tells you when and how to access the audio material for each exam series [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

## Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as administrative zones. We allocate all Cambridge schools to 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 and carry forward

Candidates can retake Cambridge International AS Level as many times as they want to. Information on retake entries is at [www.cambridgeinternational.org/entries](http://www.cambridgeinternational.org/entries). To confirm what entry options are available for this syllabus, refer to the *Cambridge Guide to Making Entries* for the relevant series.

Marks achieved in Paper 4 Speaking, cannot be carried forward on their own to future series. See the regulations for carry forward set out in the *Cambridge Handbook*.

Candidates cannot resubmit, in whole or in part, speaking tests from a previous series. For information, refer to the *Cambridge Handbook* for the relevant year of assessment at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

**Please note:** the new Cambridge International AS Level Spanish Language 8022 and Cambridge International A Level Spanish Language & Literature 9844 are separate qualifications. Candidates cannot carry forward their Cambridge International AS Level Spanish Language 8022 results to the new Cambridge International A Level Spanish Language & Literature 9844.

## Language

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

## Accessibility and equality

### Syllabus and assessment design

Cambridge International works to avoid direct or indirect discrimination in our syllabuses and assessment materials. We aim to maximise inclusivity for candidates of all national, cultural or social backgrounds and with other protected characteristics. In addition, the language and layout used are designed to make our materials as accessible as possible. This gives all learners the opportunity, as fairly as possible, to demonstrate their knowledge, skills and understanding and helps to minimise the requirement to make reasonable adjustments during the assessment process.

### Access arrangements

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

#### Important:

- Requested access arrangements should be based on evidence of the candidate's barrier to assessment and should also reflect their normal way of working at school; this is in line with *The Cambridge Handbook* [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)
- For Cambridge International to approve an access arrangement, we will need to agree that it constitutes a reasonable adjustment, involves reasonable cost and timeframe and does not affect the security and integrity of the assessment.
- Availability of access arrangements should be checked by centres at the start of the course. Details of our standard access arrangements and modified question papers are available in *The Cambridge Handbook* [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)
- Please contact us at the start of the course to find out if we are able to approve an arrangement that is not included in the list of standard access arrangements.
- Candidates who cannot access parts of the assessment may be able to receive an award based on the parts they have completed.

Some access arrangements are not allowed in this syllabus because they affect the assessment objectives:

- candidates are not allowed to use voice-activated software to dictate their written work
- candidates are not allowed to use word/character processing technology which uses word prediction and/ or phrase prompting
- candidates are not allowed to use human readers.

If your candidate(s) will have significant difficulties accessing the speaking and/or listening components of this syllabus, please contact [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org) before starting the course.

## After the exam

### Grading and reporting

Grades a, b, c, d or e indicate the standard a candidate achieved at Cambridge International AS Level. 'a' is the highest and 'e' is the lowest grade.

'Ungraded' means that the candidate's performance did not meet the standard required for the lowest grade (e). 'Ungraded' is reported on the statement of results but not on the certificate. In specific circumstances your candidates may see one of the following letters on their statement of results:

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

These letters do not appear on the certificate.

On the statement of results and certificates, Cambridge International AS Level is shown as General Certificate of Education, GCE Advanced Subsidiary Level (GCE AS Level).

**School feedback:** 'Cambridge International A Levels are the 'gold standard' qualification. They are based on rigorous, academic syllabuses that are accessible to students from a wide range of abilities yet have the capacity to stretch our most able.'

**Feedback from:** Director of Studies, Auckland Grammar School, New Zealand

## How students, teachers and higher education can use the grades

### Cambridge International AS Level

Assessment at Cambridge International AS Level 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 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 International AS Level Spanish Language will be published after the first assessment of the AS Level in 2024. Find more information at [www.cambridgeinternational.org/alevel](http://www.cambridgeinternational.org/alevel)

## Changes to this syllabus for 2024, 2025 and 2026

The syllabus has been updated. This syllabus is version 2, published February 2022.

There are no significant changes which affect teaching.

**You must read the whole syllabus before planning your teaching programme.**

### Changes to version 2 of the syllabus, published February 2022

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|------------------------------------|---|
| <b>Changes to syllabus content</b> | <ul style="list-style-type: none"><li>• We have clarified the guidance around the command words. The list in the syllabus is a generic list for Cambridge International AS Level Languages. Due to differences in formation, structure and usage between languages, some of the command words might not appear in the assessment for Cambridge International AS Level Spanish Language.</li></ul> |
| <b>Changes to availability</b>     | <ul style="list-style-type: none"><li>• This syllabus is available in all time zones and in the June and November exam series.</li></ul>  |
| <b>Other changes</b>               | <ul style="list-style-type: none"><li>• There are a number of small amendments to the specimen papers for 2024 including the instructions in Spanish on the front covers.</li></ul>   |
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### Changes to version 1 of the syllabus, published September 2021

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|------------------------------------|---|
| <b>Changes to syllabus code</b>    | <ul style="list-style-type: none"><li>• The new code for this syllabus is 8022. This syllabus replaces Cambridge International AS Level Spanish Language (8685).</li><li>• The last exam series for Cambridge International AS Level Spanish Language (8685) is November 2023.</li></ul>  |
| <b>Changes to syllabus content</b> | <ul style="list-style-type: none"><li>• The list of topic areas has been revised. These will be the same as the topic list for A Level Spanish Language &amp; Literature (9844).</li><li>• We have provided some examples of what could be included in these topics, but they are not intended to be prescriptive or exhaustive.</li><li>• The sub-skills to be taught are identified and listed under the relevant skills in the subject content section.</li><li>• We have introduced a list of grammar and structures. 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.</li></ul> |
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**Changes to assessment (including changes to specimen papers)**

- The assessment objectives (AOs) have been revised.
- The structure of the assessment is different from Cambridge International AS Level Spanish Language (8565).
- Paper 1 – Listening is a new paper. The test will consist of five exercises including multiple-choice, matching and gap fill exercises.  
This test will last approximately 60 minutes, including time for candidates to transfer their answers to the separate answer sheet.
- Paper 2 – Reading has been updated. The test will consist of five exercises including multiple-choice, matching and gap fill exercises.  
Candidates will respond on a separate answer sheet.
- Paper 3 – Writing has been updated. Candidates respond to two writing tasks.
- Paper 4 – Speaking has been updated. The test will consist of a Presentation and follow-up discussion and a Conversation task card.
- The mark scheme for Paper 3 Writing and Paper 4 Speaking have been revised.

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**Other changes**

- There are changes to the way centres will access the audio materials for the listening test and submit the sample of speaking tests. See the *Cambridge Handbook* for further information.

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In addition to reading the syllabus, you should refer to the updated specimen papers. 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 2024 are suitable for use with this syllabus.



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

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

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

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