Syllabus

Cambridge IGCSE™
Latin 0480

Use this syllabus for exams in 2026, 2027 and 2028. Exams are available in the June series.

This syllabus is not available in all administrative zones. Please check the syllabus page at www.cambridgeinternational.org/0480 to see if this syllabus is available in your administrative zone.
Why choose Cambridge International?

Cambridge International prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of 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, are 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. Learn more about our research at www.cambridgeassessment.org.uk/our-research/

We believe education works best when curriculum, teaching, learning and assessment are closely aligned. Our programmes develop deep knowledge, conceptual understanding and higher-order thinking skills, to prepare students for their future. 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 education programmes and qualifications for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at www.cambridgeinternational.org/about-us/our-standards/
Important: Changes to this syllabus

For information about changes to this syllabus for 2026, 2027 and 2028, go to page 37.
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 5000 schools in 150 countries.

Our programmes promote 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 Latin** is accepted by universities and employers worldwide as proof of knowledge and understanding of Latin language and literature.

This Latin syllabus aims to develop learners’ ability to understand Latin vocabulary, morphology and syntax, and to read, understand and appreciate some of the best of Latin literature.

Learners will develop an analytical approach to language and be better equipped to compare the structures of Latin with those of other languages, as well as be able to recognise the impact of Latin on modern English. The course also encourages learners to develop an appreciation of literature, in terms of both its content and style, and of its social and historical context.

**Cambridge IGCSE Latin** enables learners to gain:

- the ability to translate and understand Latin, and to relate the linguistic structures and vocabulary of Latin to other languages, including English
- an appreciation of some of the literature which forms much of the foundation of the Western tradition
- an interest in, and enthusiasm for, learning about the past
- the ability to present clear, logical arguments which are well supported by evidence.

Our approach in Cambridge IGCSE Latin encourages learners to be:

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

**Feedback from:** Gary Tan, Head of Schools and CEO, Raffles 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 Latin gives learners a solid foundation for further study. Candidates who achieve grades A* to C are well prepared to follow a wide range of courses including Cambridge International AS & A Level Classical Studies.

Cambridge IGCSEs are accepted and valued by leading universities and employers around the world as evidence of academic achievement. Cambridge students can be confident that their qualifications will be understood and valued throughout their education and career, in their home country and internationally. Many universities require a combination of Cambridge International AS & A Levels and Cambridge IGCSEs or equivalent to meet their entry requirements.

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

Learn more at www.cambridgeinternational.org/recognition

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

Feedback from: Managing Director of British School of Egypt BSE
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We believe education is most effective when curriculum, teaching and learning, and assessment are closely aligned. We provide a wide range of resources, detailed guidance, innovative training and targeted professional development so that you can give your students the best possible preparation for Cambridge IGCSE. To find out which resources are available for each syllabus go to our School Support Hub.

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

Find out more at www.cambridgeinternational.org/support

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

Syllabuses and specimen materials represent the final authority on the content and structure of all of our assessments.

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2 Syllabus overview

Aims

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

The aims are to enable students to develop:

- an understanding of the Latin language
- the ability to read, understand, appreciate and respond to some Latin literature
- an understanding of some of the elements of Roman civilisation
- an analytical approach to language by seeing English in relation to a language of very different structure and by observing the influence of Latin on English
- an awareness of the motives and attitudes of people of a different time and culture, while considering the legacy of Rome to the modern world
- a greater understanding of a range of aesthetic, ethical, linguistic, political, religious and social issues
- an excellent foundation of knowledge for advanced study.

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 Cambridge IGCSE Latin syllabus places equal emphasis on the study of the Latin language and the study of Latin prose and verse literature in its social and historical context. No particular course is specified for this syllabus.

Assessment overview
All candidates take two components. Candidates will be eligible for grades A* to G.

<table>
<thead>
<tr>
<th>All candidates take:</th>
<th>and:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paper 1</strong></td>
<td><strong>Paper 2</strong></td>
</tr>
<tr>
<td>Language</td>
<td>Literature</td>
</tr>
<tr>
<td>1 hour 30 minutes</td>
<td>1 hour 30 minutes</td>
</tr>
<tr>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>160 marks</td>
<td>80 marks</td>
</tr>
<tr>
<td>• There are two sections in this paper.</td>
<td>• Candidates answer questions on the</td>
</tr>
<tr>
<td>• In Section A, candidates translate a passage of Latin prose into English.</td>
<td>prescribed texts.</td>
</tr>
<tr>
<td>• In Section B, candidates answer comprehension questions on a passage of Latin</td>
<td>• Questions test comprehension, translation,</td>
</tr>
<tr>
<td>prose and give four English words which derive from given Latin words.</td>
<td>scansion and appreciation of the</td>
</tr>
<tr>
<td></td>
<td>literature.</td>
</tr>
</tbody>
</table>

Externally assessed

Information on availability is in the Before you start section.
Assessment objectives

The assessment objectives (AOs) are:

AO1 Linguistic knowledge with understanding
To pass Cambridge IGCSE Latin, candidates should be able to:
- express, according to context, the meaning of linguistic elements (vocabulary, morphology and syntax)
- express, according to context, the meaning of Latin sentences written in Latin word order
- translate a passage of Latin into English
- understand the details and general meaning of a passage of Latin
- give English words which derive from given Latin words.

AO2 Literary knowledge with understanding
To pass Cambridge IGCSE Latin, candidates should be able to:
- describe character, action and context
- select details from the text
- explain meanings and references
- translate a portion of the text
- explain matters relating to the social and historical context
- scan two lines of hexameter verse.

AO3 Literary criticism with personal response
To pass Cambridge IGCSE Latin, candidates should be able to:
- analyse and evaluate style, tone and metre (where appropriate)
- select evidence to make judgements on the social and historical context
- make a reasoned personal response to the literature.
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

<table>
<thead>
<tr>
<th>Assessment objective</th>
<th>Weighting in IGCSE %</th>
</tr>
</thead>
<tbody>
<tr>
<td>AO1 Linguistic knowledge with understanding</td>
<td>50</td>
</tr>
<tr>
<td>AO2 Literary knowledge with understanding</td>
<td>25–30</td>
</tr>
<tr>
<td>AO3 Literary criticism with personal response</td>
<td>20–25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

### Assessment objectives as a percentage of each component

<table>
<thead>
<tr>
<th>Assessment objective</th>
<th>Weighting in components %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Paper 1</td>
</tr>
<tr>
<td>AO1 Linguistic knowledge with understanding</td>
<td>100</td>
</tr>
<tr>
<td>AO2 Literary knowledge with understanding</td>
<td>0</td>
</tr>
<tr>
<td>AO3 Literary criticism with personal response</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
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, 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.

Paper 1 – Language

Vocabulary

A detailed vocabulary list is available in section 4.

Morphology

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nouns</td>
<td>the five declensions and irregular nouns from the vocabulary list.</td>
</tr>
<tr>
<td>Adjectives</td>
<td>of first, second and third declension.</td>
</tr>
<tr>
<td>Comparison of adjectives</td>
<td>all regular examples, including those in -ilis; irregular adjectives bonus, malus, magnus, parvus, multus, pauci.</td>
</tr>
<tr>
<td>Adverbs and comparison of adverbs</td>
<td>all adverbial equivalents of regular adjectives and the irregular adjectives given above; also diu, prope, saepe.</td>
</tr>
<tr>
<td>Pronouns (etc.)</td>
<td>ego, tu, nos, vos, is, se, hic, ille, idem, ipse, iste, qui, quidam, quis, aliquis, quisque, nullus, solus, totus, alius, alter, uter.</td>
</tr>
<tr>
<td>Verbs</td>
<td>all parts of regular and irregular verbs, including deponent, semi-deponent and defective verbs odi, coepi, memini, but only inquit from inquam; common compounds, e.g. transeo = trans + eo.</td>
</tr>
<tr>
<td>Prepositions</td>
<td>(a) those with the accusative: ad, ante, apud, circum, contra, extra, inter, intra, ob, per, post, praeter, prope, propter, trans; (b) those with the ablative: a (ab), cum, de, e (ex), pro, sine; (c) those with the accusative and the ablative: in, sub, super.</td>
</tr>
<tr>
<td>Numerals</td>
<td>cardinal: 1 to 100, 500, 1000; ordinal: 1st to 10th.</td>
</tr>
</tbody>
</table>
Syntax

- Case usage
- Agent and instrument
- Expressions of place, time and space
- Expressions of price and value
- Verbs used with dative and ablatice
- Ablative absolute
- Partitive genitive
- Verbs used with prolative infinitive
- Gerunds and gerundives
- Direct questions, including -ne, nonne, num and interrogative pronouns, adjectives and adverbs
- Direct command (2nd person)
- Prohibitions using noli, nolite
- Indirect statement
- Indirect command with prolative infinitive
- Conditional clauses with the indicative
- Common impersonal verbs
- Causal clauses with indicative (quod, quia, quoniam)
- Temporal clauses with indicative (including dum with the present)
- Concessive clauses with indicative (quamquam, etiamsi)
- Comparison clauses with indicative
- Indirect command with ut and ne
- Indirect question
- Purpose and result clauses
- Clauses of fearing
- Conditional sentences with subjunctive
- Causal clauses with subjunctive
- Temporal clauses with subjunctive
- Concessive clauses with subjunctive (quamvis, licet, cum, etiamsi)
Paper 2 – Literature

The prescribed texts for 2026, 2027 and 2028 are listed below.

Verse

Virgil, *Aeneid* Book 11, lines 532–596 (*velocem interea ... turbine corpus*), lines 648–698 (*at medias ... ora cerebro*) and lines 768–831 (*forte sacer ... sub umbras*).

No particular edition is specified as availability differs widely between countries.

Prose

Two Centuries of Roman Prose, eds. E C Kennedy and A R Davis (Bristol Classical Press, 1972 (later editions are also available) or Bloomsbury Publishing, 1998)

Sallust, *Caesar and Cato Compared*. Chapter 11, Catiline 53, 6 and 54. (BCP, pages 100–106.)


4 Details of the assessment

Paper 1 – Language
Written paper, 1 hour 30 minutes, 160 marks
Candidates must answer both Section A and Section B.

In Section A, candidates translate into English a passage of Latin prose. The translation passage will be approximately 120 words in length. Candidates are expected to render the translation passage into sensible English and not rely on a word-for-word substitution translation. The maximum mark for Section A is 110.

In Section B, candidates answer comprehension questions on a passage of Latin prose. One question tests understanding of the derivation of English words from Latin words contained in the passage. The maximum mark for Section B is 50.

Paper 2 – Literature
Written paper, 1 hour 30 minutes, 80 marks
Candidates must answer all the questions.

This paper contains two passages from each of the prescribed texts with questions on each passage. Through answering the questions, candidates are expected to show understanding of the literature, with reference to its subject matter, presentation, genre, metre and background. In addition, the questions test candidates’ ability to translate the text. On each text there is one 10-mark question, which asks candidates to express opinions on matters relating to the social and historical context of the literature and/or the literature itself. Candidates are expected to support their opinions with evidence from the texts.
Vocabulary list

In addition to words on the list, candidates will be expected to be familiar with:

- all adverbial equivalents of regular adjectives, as well as those of irregular adjectives listed here
- comparative and superlative forms of adjectives and adverbs as detailed above
- cardinal numbers 1 to 100, 500, 1000, and ordinals 1st to 10th
- compound verbs which are formed using prepositions in the list, e.g. transeo.

Proper nouns and related adjectives (excluding Italia, Roma and Romanus) will be glossed.

Key

<table>
<thead>
<tr>
<th>ind.</th>
<th>subj.</th>
<th>dep.</th>
<th>(1), (2), (3), (4)</th>
<th>acc.</th>
<th>gen.</th>
<th>dat.</th>
</tr>
</thead>
<tbody>
<tr>
<td>indicative</td>
<td>subjunctive</td>
<td>deponent</td>
<td>first, second, third, fourth conjugation</td>
<td>accusative</td>
<td>genitive</td>
<td>dative</td>
</tr>
<tr>
<td>ablative</td>
<td>sg. singular</td>
<td>pl. plural</td>
<td>m. masculine</td>
<td>f. feminine</td>
<td>n. neuter</td>
<td></td>
</tr>
</tbody>
</table>

**A**

a (ab) + abl.
absum, abesse, afui
accipio, -ere, accepi, acceptum
acer, acris, acre
ac, atque
ad + acc.
addeo
adhuc
aduuo (1)
adsum, adesse, adfui
advenio (4)
adulescens, adulescentis m f.
aedifico (1)
aeger, -gra, -grum
ager, agri m
aggredior, aggredi, aggressus sum
agmen, agminis n.
ago, -ere, egi, actum
gratias ago
agricola, agricolae m
aliquis, -qua, -quid
alius, -a, -ud (alii … alii)
alter, altera, alterum

by, from
I am absent, I am away
I receive, I accept
keen, fierce
and
to, towards, near
to such an extent, so much
still, up till now
I help
I am present, I am here
I reach, I arrive
young man, young woman
I build
ill, sick
field
I attack
column (of men)
I do, drive, spend (time)
I give thanks
farmer
someone, anyone
another, other (some … others)
the other, second
altus, -a, -um
ambulo (1)
amica, amicae f.
amicus, amici m
amitto, -ere, amisi, amissum
amo (1)
amor, amoris m
an (utrum ... an)
ancilla, ancillae f.
amimus, animi m
  in animo habeo (2)
anus, anni m
ante + acc.
antea
appareo (2)
appropinquo (1) + dat.
apetus, -a, -um
apud + acc.
aqua, aquae f.
arcesso, -ere, -ivi, -itum
arbor, arboris f.
arma, armorum n. pl.
ars, artis f.
ascendo, -ere, ascendi, ascensum
atrox, atrocis m. f. n.
attonitus, -a, -um
audax, audacis m. f. n.
audeo, -ere, ausus sum
audio (4)
aufero, auferre, abstuli, ablatum
aut (aut ... aut)
autem
auxilium, auxillii n.

B
barbarus, -a, -um
bellum, belli n.
bene
benignus, -a, -um
bibo, -ere, bibi, –
bonus, -a, -um
brevis, -is, -e

high, deep
I walk
friend (female)
friend (male)
I lose
I love
love
or (whether ... or)
slave-girl, maid
mind, heart, feeling, spirit
I have in mind, I intend
year
before, in front of
previously
I appear
I approach
suitable, appropriate
with, among, at the house of
water
I summon, I call
tree
arms, weapons
art, skill
I climb, I go up
harsh, terrible
astonished
bold
I dare
I hear
I take away, I steal
or (either ... or)
but, however
help

barbarian
war
well
kind
I drink
good
short
cado, -ere, cecidi, casum
caedo, -ere, cecidi, caesium
caelum, caeli n.
callidus, -a, -um
campus, campi m.
canis, canis m. f.
capio, -ere, cepi, captum
captivus, captivi m.
caput, capitis n.
carus, -a, -um
casta, castrorum n. pl.
casus, casus m.
causa, causae f.
cedo, -ere, cessi, cessum
celer, -is, -e
celo (1)

cena, cenae f.
ceno (1)
centurio, centurionis m.
certus, -a, -um
ceteri, -ae, -a
cibus, cibi m.
circum + acc.
civis, civis m. f.
civitas, civitatis f.
clamo (1)
clamor, clamoris m.
coepi, coepisse, coeptum (defective)
cogito (1)
cognosco, -ere, cognovi, cognitum
cogo, -ere, coegi, coactum
colligo, -ere, collegi, collectum
colloquor (3 dep.)
comes, comitis m. f.
comparo (1)
conficio, -ere, confeci, confectum
coniunx, coniugis m. f.
conor (1 dep.)
consilium, consilii n.
   consilium capio, -ere, cepi, captum
conspicio, -ere, conspexi, conspectum
constituo, -ere, constitui, constitutum
consul, consulis m.
consumo, -ere, consumpsi, consumptum
contendo, -ere, contendi, contentum
contentus, -a, -um
contra + acc.
convenio, -ire, conveni, conventum
copiae, copiarum f. pl.
corpus, corporis n.
cotidie
cras
credo, -ere, credidi, creditum + dat.
crimen, criminis n.
cruelis, -is, -e
culpa (1)
cum + abl.
cum + ind.
cum + subj.
cupio, -ere, cupivi, cupitum
cur?
cura, curae f.
curro, -ere, cucurri, cursum
custodio (4)
custos, custodis m

deto, -ere, delevi, deletum
delimero (1)
descendo, -ere, descendii, descensum
despero (1)
deus, dei m
dico, -ere, dixi, dictum
dies, diei m f.
difficilis, -is, -e
dignus, -a, -um + abl.

I decide
consul
I eat, I use up
I hurry, I stretch, I fight
satisfied, happy, content
against
I meet, I gather, I come together
forces, troops
body
every day
tomorrow
I believe, I trust
charge, accusation
cruel
I find fault with, I blame
with
when
when, since, although
I desire
why?
care, concern
I run
I guard
guard
down from, concerning
goddess
I owe, I ought, I have to
I deceive
I surrender
I defend
then, next
I destroy
I deliberate, I consider seriously
I descend
I give up hope, I despair
god
I say, I tell
day
difficult
worthy, deserving (of)
diligens, -ntis m. f. n.
diligentia, diligentiae f.
dirus, -a, -um
discendo, -ere, discessi, discessum
disciplina, disciplinae f.
disco, -ere, didici, –
diu
dives, divitis m. f. n.
do, dare, dedi, datum
doceo, -ere, docui, –
dolor, doloris m.
domina, dominae f.
dominus, domini m.
domus, domus f.
donum, doni n.
dormio (4)
dubito (1)
dubius, -a, -um
duco, -ere, duxi, ductum
dum + ind.
durus, -a, -um
dux, ducis m f.
diligent, hard-working
diligence, industry, care
awful, dreadful
I depart, I go away
training, education, discipline
I learn
for a long time
rich, wealthy
I give
I teach
pain, grief, sorrow
mistress
master
house
gift
I sleep
I doubt, I hesitate
doubtful
I lead
while
hard, harsh
leader, commander, guide

de (ex) + abl.
edecce!
efficio, -icere, effeci, effectum
effugio, -ere, effugi, –
ego
egedior, egredi, egressus sum
eheu!
emo, -ere, emi, emptum
enim
eo
eo, ire, i(y)i, itum
epistula, epistulae f.
eques, equitis m.
equus, equi m.
et (et ... et)
etiam
excito (1)
exeo, exire, exii, exitum
out of, from
look! behold!
I bring about, I accomplish
I escape, I flee
I
I go out
oh dear! alas!
I buy
for
to there, thither
I go
letter
cavalryman, rider; pl. cavalry
horse
and (both ... and)
even, also
I rouse, I stir up
I go out
exercitus, exercitus m.
exspecto (I)
extra + acc.
extremus, -a, -um

F
fabula, fabulae f.
facilis, -is, -e
facio, -ere, feci, factum
falio, -ere, fefelli, falsum
fama, famae f.
felix, felicis m. f. n.
femina, feminae f.
fero, ferre, tuli, latum
ferox, ferocis m. f. n.
fessus, -a, -um
fidelis, -is, -e
fides, fidei f.
filia, filiae f.
filius, filii m.
finis, finis m.
fio, fieri, factus sum
flumen, fluminis n.
fons, fontis m.
forma, formae f.
forte
fortis, -is, -e
fortuna, -ae f.
forum, fori n.
frango, -ere, fregi, fractum
frater, fratris m.
frustra
fuga, fugae f.
fugio, -ere, fugi, –

G
gaudeo, -ere, gavisus sum
gaudium, gaudii n.
gens, gentis f.
gero, -ere, gessi, gestum
    bellum gero

army
I expect, I wait for
outside, beyond
furthest, last

story, tale
easy
I make, I do
I deceive, I trick
rumour, reputation
lucky, happy
woman
I carry, I bring, I bear, I endure
fierce
tired
faithful, loyal
faith, confidence, honesty
daughter
son
end
I become, I am made
river
spring, fountain
form, beauty, shape
by chance
brave
fortune, chance, luck
forum, market-place
I break
brother
in vain
flight
I flee, I run away

I am happy, I rejoice
joy
tribe, nation, race
I do, I wear, I carry
I wage war
gladiator, gladiatoris m.
gladius, gladii m.
gloria, gloriae f.
gravis, -is, -e

H
habeo (2)
habito (1)
hasta, hastae f.
heri
hic
hic, haec, hoc
hinc
hodie
homo, hominis m.
hora, horae f.
hortor (1 dep.)
hortus, horti m.
hostis, hostis m. f.
huc

I
iaceo (2)
iacio, -ere, ieci, lactum
iam
ianua, ianuae f.
ibi
idem, eadem, idem
idoneus, -a, -um
igitur
ignavus, -a, -um
ignis, ignis m.
ille, illa, illud
illuc
imperator, imperatoris m.
imperium, imperii n.
impero (1) + dat.
impetus, impetus m.
in + acc.
in + abl.
incendo, -ere, incendi, incensum

I have
I have, I reside
spear
yesterday
here
this (he, she, it)
from here, hence
today
man, person
hour
I encourage
garden
enemy
to here, hither

I lie
I lie
now, already
doors, entrance
there
same
suitable
therefore
lazy, cowardly
fire
that (he, she, it)
to there, thither
emperor, commander, general
command, power, order
I order
charge, assault, attack
into, onto, against
in, on
I set fire to
incipio, -ere, incepi, inceptum
I begin
inde
from there, thence
infelix, infelicis m. f. n.
unlucky
ingens, -ntis m. f. n.
huge, enormous
ingredior, ingredi, ingressus sum
I enter, I go in
inimicus, -a, -um
hostile, unfriendly
inquit (from inquam) (defective)
he/she says (I say)
insanus, -a, -um
mad, insane
insignis, -is, -e
distinguished, remarkable
insula, insulae f.
island, block of flats
intellego, -ere, intellexi, intellectum
I understand, I realise
inter + acc.
between, among
interea
meanwhile
interficio, -ere, interfeci, interfectum
I kill
intra + acc.
inside, within
intro (1)
I enter
invideo, -ere, invidi, invisum + dat.
I envy, I hate
invenio, invenire, inveni, inventum
I come across, I find
invito (1)
I invite
invitus, -a, -um
reluctant, unwilling
ipse, ipsa, ipsum
self
ira, -ae f.
anger
iratus, -a, -um
angry
is, ea, id
this, that, he, she, it
iste, ista, istud
that one (that man, woman, thing)
ita
so, thus
itaque
Italy and so, therefore
itaque
journey, march
iter, itineris n.
again
iterum
iubeo, -ere, iussi, iussum
I order
iudex, iudicis m.
judge, juror
iudico (1)
I judge
iungo, -ere, iunxi, iunctum
I join
iustus, -a, -um
just, right
iuvenis, iuvenis m.
young man
<table>
<thead>
<tr>
<th>L</th>
<th>Work, I work</th>
<th>I slip, I slide, I glide</th>
<th>I work</th>
</tr>
</thead>
<tbody>
<tr>
<td>lato, labi, lapsus sum</td>
<td>I weep, I cry</td>
<td>happy</td>
<td>side</td>
</tr>
<tr>
<td>laboro (1)</td>
<td>I work</td>
<td>I weep, I cry</td>
<td>happy</td>
</tr>
<tr>
<td>laboro (1)</td>
<td>I work</td>
<td>I weep, I cry</td>
<td>happy</td>
</tr>
<tr>
<td>I work</td>
<td>I weep, I cry</td>
<td>happy</td>
<td>side</td>
</tr>
<tr>
<td>laetus, -a, -um</td>
<td>I weep, I cry</td>
<td>happy</td>
<td>side</td>
</tr>
<tr>
<td>latus, lateris n.</td>
<td>I weep, I cry</td>
<td>happy</td>
<td>side</td>
</tr>
<tr>
<td>latus, -a, -um</td>
<td>I weep, I cry</td>
<td>happy</td>
<td>side</td>
</tr>
<tr>
<td>laudo (1)</td>
<td>I weep, I cry</td>
<td>happy</td>
<td>side</td>
</tr>
<tr>
<td>laus, laudis f.</td>
<td>I weep, I cry</td>
<td>happy</td>
<td>side</td>
</tr>
<tr>
<td>legatus, -i m.</td>
<td>I weep, I cry</td>
<td>happy</td>
<td>side</td>
</tr>
<tr>
<td>legio, legionis f.</td>
<td>I weep, I cry</td>
<td>happy</td>
<td>side</td>
</tr>
<tr>
<td>lego, -ere, legi, lectum</td>
<td>I weep, I cry</td>
<td>happy</td>
<td>side</td>
</tr>
<tr>
<td>lente</td>
<td>I weep, I cry</td>
<td>happy</td>
<td>side</td>
</tr>
<tr>
<td>lex, legis f.</td>
<td>I weep, I cry</td>
<td>happy</td>
<td>side</td>
</tr>
<tr>
<td>libenter</td>
<td>I weep, I cry</td>
<td>happy</td>
<td>side</td>
</tr>
<tr>
<td>liber, libri m.</td>
<td>I weep, I cry</td>
<td>happy</td>
<td>side</td>
</tr>
<tr>
<td>liber, libera, liberum</td>
<td>I weep, I cry</td>
<td>happy</td>
<td>side</td>
</tr>
<tr>
<td>liberi, liberorum m. pl.</td>
<td>I weep, I cry</td>
<td>happy</td>
<td>side</td>
</tr>
<tr>
<td>libero (1)</td>
<td>I weep, I cry</td>
<td>happy</td>
<td>side</td>
</tr>
<tr>
<td>libertus, liberti m.</td>
<td>I weep, I cry</td>
<td>happy</td>
<td>side</td>
</tr>
<tr>
<td>licet + subj.</td>
<td>I weep, I cry</td>
<td>happy</td>
<td>side</td>
</tr>
<tr>
<td>licet, -ere, licuit, licitum</td>
<td>I weep, I cry</td>
<td>happy</td>
<td>side</td>
</tr>
<tr>
<td>litus, litoris n.</td>
<td>I weep, I cry</td>
<td>happy</td>
<td>side</td>
</tr>
<tr>
<td>locus, loci m. (pl. loca n.)</td>
<td>I weep, I cry</td>
<td>happy</td>
<td>side</td>
</tr>
<tr>
<td>longe</td>
<td>I weep, I cry</td>
<td>happy</td>
<td>side</td>
</tr>
<tr>
<td>longus, -a, -um</td>
<td>I weep, I cry</td>
<td>happy</td>
<td>side</td>
</tr>
<tr>
<td>loquor, loqui, locutus sum</td>
<td>I weep, I cry</td>
<td>happy</td>
<td>side</td>
</tr>
<tr>
<td>ludo, -ere, lusi, lusum</td>
<td>I weep, I cry</td>
<td>happy</td>
<td>side</td>
</tr>
<tr>
<td>ludus, ludi m.</td>
<td>I weep, I cry</td>
<td>happy</td>
<td>side</td>
</tr>
<tr>
<td>luna, lunae f.</td>
<td>I weep, I cry</td>
<td>happy</td>
<td>side</td>
</tr>
<tr>
<td>lux, lucis f.</td>
<td>I weep, I cry</td>
<td>happy</td>
<td>side</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>M</th>
<th>Teacher</th>
<th>Very much, especially</th>
<th>Large, great</th>
</tr>
</thead>
<tbody>
<tr>
<td>magister, magistri m.</td>
<td>Teacher</td>
<td>Very much, especially</td>
<td>Large, great</td>
</tr>
<tr>
<td>magnopere</td>
<td>Very much, especially</td>
<td>Large, great</td>
<td>I prefer</td>
</tr>
<tr>
<td>magnus, -a, -um</td>
<td>Large, great</td>
<td>I prefer</td>
<td>bad</td>
</tr>
<tr>
<td>malo, maile, malui, -</td>
<td>I prefer</td>
<td>bad</td>
<td>I remain, I stay</td>
</tr>
<tr>
<td>malus, -a, -um</td>
<td>bad</td>
<td>I remain, I stay</td>
<td>hand, band (of men)</td>
</tr>
<tr>
<td>maneo, -ere, mansi, mansum</td>
<td>I remain, I stay</td>
<td>hand, band (of men)</td>
<td></td>
</tr>
<tr>
<td>manus, manus f.</td>
<td>hand, band (of men)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
mare, maris n.
mater, matris f.
matrimonium, matrimonii n.
medicus, medi m.
medius, -a, -um
memini, meminisse, – (defective)
mens, mentis f.
mensa, mensae f.
mercator, mercatoris m.
metus, metus m.
meus, -a, -um
miles, militis m.
mirabilis, -is, -e
miser, misera, miserum
mitto, -ere, misi, missum
modo
modus, modi m.
moneo (2)
mons, montis m.
morbis, morbi m.
morior, mori, mortuus sum
mors, mortis f.
mos, moris m.
moveo, -ere, movi, motum
mox
multitudo, multitudinis f.
multus, -a, -um
munio (4)
murus, muri m.

sea
mother
marriage
doctor
middle, the middle of
I remember, I recollect
mind, intellect, purpose
table
merchant
fear
my
soldier
wonderful, amazing
I wonder at, I admire
wretched, unfortunate
I send
only, just now
way, method, measure, end, limit
I advise, warn
mountain
disease, illness, sickness
I die
death
custom
I move
soon
crowd, a great number
much, many
I fortify, I protect
wall

N
nam (namque)
narro (1)
nasor, nasci, natus sum
nauta, nautae m.
navigo (1)
navis, navis f.
ne
-ne
nec (neque) (nec ... nec/neque ... neque)
necessae

for
I tell, I relate
I am born
sailor
I sail
ship
lest, in case, in order that ... not
(introduces question)?
neither (neither ... nor)
necessary
<table>
<thead>
<tr>
<th>Latin Word</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>neglego, -egere, neglexi, neglectum</td>
<td>I neglect</td>
</tr>
<tr>
<td>nemo, nullius m. f.</td>
<td>nobody</td>
</tr>
<tr>
<td>nescio, -ire, nescivi, nescitum</td>
<td>I do not know</td>
</tr>
<tr>
<td>nihil (indeclinable) n.</td>
<td>nothing</td>
</tr>
<tr>
<td>nisi</td>
<td>unless, except (if ... not)</td>
</tr>
<tr>
<td>nolo, nolle, nolui</td>
<td>I do not want, I am unwilling</td>
</tr>
<tr>
<td>nomen, nominis n.</td>
<td>name</td>
</tr>
<tr>
<td>non modo ... sed etiam</td>
<td>not only ... but also</td>
</tr>
<tr>
<td>nondum</td>
<td>not yet</td>
</tr>
<tr>
<td>nonnullus, -a, -um</td>
<td>surely?</td>
</tr>
<tr>
<td>nos</td>
<td>some, several</td>
</tr>
<tr>
<td>noster, nostra, nostrum</td>
<td>we</td>
</tr>
<tr>
<td>novus, -a, -um</td>
<td>our</td>
</tr>
<tr>
<td>nox, noctis f.</td>
<td>new</td>
</tr>
<tr>
<td>nullus, -a, -um</td>
<td>night</td>
</tr>
<tr>
<td>num?</td>
<td>none, no</td>
</tr>
<tr>
<td>num</td>
<td>surely ... not?</td>
</tr>
<tr>
<td>numquam</td>
<td>whether</td>
</tr>
<tr>
<td>nos</td>
<td>never</td>
</tr>
<tr>
<td>nuntio (1)</td>
<td>now</td>
</tr>
<tr>
<td>nuntius, nuntii m.</td>
<td>I announce</td>
</tr>
<tr>
<td>nuper</td>
<td>messenger, message</td>
</tr>
<tr>
<td>recently</td>
<td></td>
</tr>
<tr>
<td>ob + acc.</td>
<td>on account of, because of</td>
</tr>
<tr>
<td>obliviscor, oblivisci, oblitus sum + gen.</td>
<td>I forget, I am forgetful of</td>
</tr>
<tr>
<td>occasio, occasionis f.</td>
<td>opportunity</td>
</tr>
<tr>
<td>occido, -ere, occidi, occisum</td>
<td>I kill, I strike down</td>
</tr>
<tr>
<td>occupo (1)</td>
<td>I attack</td>
</tr>
<tr>
<td>occurro, -ere, occurri, occursum + dat.</td>
<td>I meet, I run up to</td>
</tr>
<tr>
<td>oculus, oculi m.</td>
<td>eye</td>
</tr>
<tr>
<td>odi, odisse, – (defective)</td>
<td>I hate</td>
</tr>
<tr>
<td>odium, odii n.</td>
<td>hatred</td>
</tr>
<tr>
<td>offero, offerre, obtuli, oblatum</td>
<td>I offer, I present</td>
</tr>
<tr>
<td>olim</td>
<td>once upon a time, once</td>
</tr>
<tr>
<td>omnis, -is, -e</td>
<td>all, every</td>
</tr>
<tr>
<td>onus, oneris n.</td>
<td>burden, load</td>
</tr>
<tr>
<td>oppidum, oppidi n.</td>
<td>town</td>
</tr>
<tr>
<td>opprimo, -ere, oppressi, oppressum</td>
<td>I overwhelm, I crush</td>
</tr>
<tr>
<td>oppugno (1)</td>
<td>I attack</td>
</tr>
</tbody>
</table>
opus, operis n.
orno (1)
oro (1)
os, oris n.
ostendo, -ere, ostendi, ostentum
otium, otii n.

work, piece of work
I adorn, I decorate, I make attractive
I beg, I pray
mouth, face
I show, I display
leisure

paene
panis, panis m.
parco, -ere, peperci, pars + dat.
paren, parentis f. m.
pareo (2) + dat.
paro (1)
pars, partis f.
parvus, -a, -um
pater, patris m.
patior, pati, passus sum
patria, patriae f.
apauci, -ae, -a
patuisper
pauper, pauperis m. f. n.
pax, pacis f.
pecunia, pecuniae f.
per + acc.
pereo, perire, perii, peritum
periculum, periculi n.
permitto, -ere, permisi, permessum + dat.
persuadeo, -ere, persuasi, persuasum + dat.
perterritus, -a, -um
pervenio, pervenire, perveni, perventum
pes, pedis m.
peto, -ere, petivi, petittum
placet (2) (from placeo)
ples, plebis f.
plenus, -a, -um
poena, poenae f.
poenas do, dare, dedi, datum
poeta, poetae m.
puno, -ere, posui, positum
pons, pontis m.
populus, populi m.

almost
bread
I spare
parent
I obey
I prepare
part
small
father
I suffer, I endure, I allow
homeland
few, a few
for a short while
poor, a poor person
peace
money
through
I perish, I am lost, I am destroyed
danger
I allow, I entrust
I persuade
terrified
I arrive
foot
I seek, I make for, I attack
it pleases (I please)
common people
full
punishment, penalty
I pay the penalty
poet
I place, I put
bridge
people
porta, portae f.
porto (1)
portus, portus m.
posco, -ere, poposci, -
possum, posse, potui
post + acc.
postea
postquam
postridie
potestas, potestatis f.
preebo (2)
preea, preeae f.
preefectus, preefecti m.
pream, preamii n.
pree + acc.
preeerea
pretium, pretii n.
primo
primum
princeps, principis m.
priusquam
pro + abl.
procedo, -ere, processi, processum
procul
prodo, -ere, prodidi, proditum
proelium, proeli n.
proficiscor, proficisci, profectus sum
progreder, progredi, progressus sum
probibo (2)
pronit, -ere, promisi, promissum
prope + acc.
prope (adverb)
propter + acc.
proximus, -a, -um
prudens, prudentis m. f. n.
publicus, -a, -um
puella, puellae f.
puer, pueri m.
pugna, pugnae f.
pugno (1)
pulcher, pulchra, pulchrum
punio (4)
puto (1)
Q
quaero, -ere, quaesivi, quaesitum
qualis, -is, -e?
quam
quam + superlative
quamquam
quamvis + subj.
quando?
quantus, -a, -um?
-que
qui, quae, quod
quia
quidam, quaedam, quoddam
quidem
quis, quis, quid? (interrogative)
quisque, quaeque, quidque
quo?
quod
quomodo?
quoniam
quoque
quot? (indeclinable)

I search, I look for, I inquire
of what sort?
than, as
as ... as possible
although
although
when?
how large, how great?
and
who, who, which
because
a (certain)
indeed
who, who, what?
each
where to? whither?
because
how?
since, because
also
how many?

R
rapio, -ere, rapui, raptum
reddo, reddere, reddidi, redditum
redeo, redire, redii, reditum
refero, referre, rettuli, relatum
regina, -ae f.
regnum, regni n.
rego, -ere, rex, rectum
regredior, regredi, regressus sum
relinquo, -ere, reliqui, relictum
reliquus, -a, -um
res, rei f.
    res publica, rei publicae f.
resisto, -ere, restiti
respondeo, -ere, respondi, responsum
responsum, responsi n.
rex, regis m.
rideo, -ere, risi, risum

I seize, I snatch
I return, I give back
I return, I go back
I bring back, I return, I tell
queen
kingdom
I rule
I go back
I leave behind
remaining, the rest of
thing, matter (or appropriate noun)
state, republic
I resist, I oppose
I reply
answer
king
I laugh, I smile
ripa, ripae f.
rogo (f)
Roma, Romae f.
Romanus, -a, -um
Romanus, -i m.
rus, ruris n.

river bank
I ask
Rome
Roman
da Roman
country, countryside

S
sacer, sacra, sacrum
saepe
saevus, -a, -um
sagitta, sagittae f.
salus, salutis f.
saluto (f)
salve! salvetel
sanguis, sanguinis m.
sapiens, sapientis m. f. n.
sapientia, sapientiae f.
satis
saxum, saxi n.
scelestus, -a, -um
scilicet
scio, -ire, scivi, scitum
scribo, -ere, scripsi, scriptum
se
se recipio, -ere, recepi, receptum
sed
sedeo, -ere, sedi, sessum
semper
senator, senatoris m.
senex, sensis m.
sentio, sentire, sensi, sensum
sequor, sequi, secutus sum
sermo, sermonis m.
servo (f)
servus, servi m.
si
sic
sicut, sicuti
signum, signi n.
silva, silvae f.
similis, -is, -e

holy
often
savage, fierce
arrow
safety
I greet
hello!
blood
wise
enough
rock
wicked
obviously, clearly
I know
I write
himself, herself, itself, themselves
I retreat, I withdraw
but
I sit
always
senator
old man
I feel, I notice
I follow
conversation, discussion, speech
I save, I keep
slave
if
so, thus
just as, like
sign, signal, standard
wood
like, similar
simul
simulac, simulatque
simulo (1)
sine + abl.
sino, -ere, sivi, situm
socius, socii m.
sol, solis m.
soleo, -ere, solitus sum
solus, -a, -um
somnus, somni m.
soror, sororis f.
spectaculum, spectaculi n.
specto (1)
spero (1)
spes, spei f.
statim
stilus, stili m.
sto, stare, steti, statum
stola, stolae f.
studium, studii n.
stultus, -a, -um
sub + abl. /acc.
subito
subitus, -a, -um
sum, esse, fui
summus, -a, -um
sumo, -ere, sumpsi, sumptum
super + abl. /acc.
superbus, -a, -um
supero (1)
surgo, -ere, surrexi, surrectum
suscipio, -ere, suscepi, susceptum
sustineo, -ere, sustinui, sustentum
suus, -a, -um

at the same time
as soon as
I pretend
without
I allow
ally, friend, companion
sun
I am accustomed
alone, only
sleep
sister
spectacle, show
I look at, I watch
I hope, I expect
hope
at once, immediately
stilus, pen
I stand
dress
enthusiasm, eagerness, study
stupid
under, up to, just before
suddenly
sudden
I am
highest, greatest
I take, I put on
above, upon, on top of
proud
I overpower
I lift, I raise up
I take up, I undertake
I support, I withstand
his, her, its, their

T

inn, tavern, shop
I am silent
such, of such a kind
so
however, yet
at last, finally
I touch
tantus, -a, -um

so large, so great

tego, -ere, teci, tectum

I cover

telum, teli n.

weapon, missile

tempestas, tempestatis f.

storm, season, weather

templum, templi n.

temple

tempus, temporis n.

time

teneo, -ere, tenui, tentum

I hold
terra, terrae f.

earth, land
terreo (2)

I frighten, I terrify
timeo (2) I fear, I am afraid
fear, fright
toga, togae f.
togo, -ere, sustuli, sublatum
I lift, I raise
tot (indeclinable)
so many
totus, -a, -um
all, the whole of
trado, -ere, tradidi, traditum
I hand over
traho, -ere, traxi, tractum
I pull, I drag
trans + acc.
across
tristis, -is, -e
sad, mournful, gloomy
tu
you (sg.)
tum
then
tunica, tunicae f.
tunic
turba, turbae f.
crowd, disturbance
tutus, -a, -um
safe
tuus, -a, -um
your (sg.)

U

ubi?
where?
ubius, -a, -um
everywhere
ubique
any
umquam
ever
undoubtedly
where from? whence?
urbs, urbis f.
city
ut
in order that, so that
uter, utra, utrum
which (of two)
utilis, -is, -e
useful
utor, uti, usus sum + abl.
I use
uxor, uxoris f.
wife
Valde
Valé! valete!
Vallum, valli n.
Vehementer
Veheo, -ere, vexi, vectum
Vendo, -ere, vendidi, venditum
Venenum, veneni n.
Venio, venire, veni, ventum
Ventus, venti m.
Verbum, verbi n.
Vereor, vereri, veritus sum
Vero
Verto, -ere, verti, versum
Verus, -a, -um
Vester, vestra, vestrum
Vestimentum, vestimenti n.
Veto, -are, vetui, vetitum
Vetus, veteris m. f. n.
Via, viae f.
Video, -ere, vidi, visum
Videor, videri, visus sum
Villa, villae f.
Vinco, -ere, vici, victum
Vinum, vini n.
Vir, viri m.
Virgo, virginis f.
Virtus, virtutis f.
Vis, vis (pl. vires) f.
Vita, vitae f.
Vitupero (1)
Vivo, -ere, vixi, victum
Vivus, -a, -um
Vix
Voco (1)
Volo, velle, volui
Vos
Vox, vocis f.
Vulnero (1)
Vulnus, vulneris n.
Vultus, vultus m.

Very
Goodbye! farewell!
Rampant
Violently
I carry, I convey
I sell
Poison
I come
Wind
Word
I fear
In fact, indeed, truly
I turn (transitive)
True
Your (pl.)
Garment, clothes
I forbid, I order ... not to
Old
Street, road
I see
I seem
House, farm, villa
I conquer, I defeat, I win
Wine
Man, husband
Girl, maiden
Manliness, courage, virtue
Force (strength)
Life
I curse, I blame
I live
Alive, living
Hardly, scarcely
I call
I want, I wish, I am willing
You (pl.)
Voice
I wound
Wound
Face, expression
5 What else you need to know

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

Before you start

Previous study

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

We do not expect learners starting this course to have previously studied Latin.

Guided learning hours

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

Availability and timetables

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable. Find your administrative zone at [www.cambridgeinternational.org/adminzone](http://www.cambridgeinternational.org/adminzone). This syllabus is not available in all administrative zones. To find out about availability check the syllabus page at [www.cambridgeinternational.org/0480](http://www.cambridgeinternational.org/0480)

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 exam series.

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

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

Combining with other syllabuses

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

- syllabuses with the same title at the same level.

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

Group awards: Cambridge ICE

Cambridge ICE (International Certificate of Education) is a group award for Cambridge IGCSE. It encourages 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 ICE at [www.cambridgeinternational.org/cambridgeice](http://www.cambridgeinternational.org/cambridgeice)
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 access to 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 an administrative zone determined by their location. Each zone has a specific timetable.

Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

Support for exams officers

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

Retakes

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

Language

This syllabus and the related assessment materials are available in English only.

Accessibility and equality

Syllabus and assessment design

At Cambridge International, we work 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 candidates with protected characteristics, which include special educational needs and disability, religion and belief, and characteristics related to gender and identity. We also aim to make our materials as accessible as possible by using accessible language and applying accessible design principles. This gives all candidates the fairest possible opportunity to demonstrate their knowledge, skills and understanding and helps to minimise the requirement to make reasonable adjustments during the assessment process.
Access arrangements

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

Important:
Requested access arrangements should be based on evidence of the candidate’s barrier to assessment and should also reflect their normal way of working at school. This is explained in the Cambridge Handbook www.cambridgeinternational.org/eoguide

- For Cambridge International to approve an access arrangement, we will need to agree that it constitutes a reasonable adjustment, involves reasonable cost and timeframe and does not affect the security and integrity of the assessment.

- Availability of access arrangements should be checked by centres at the start of the course. Details of our standard access arrangements and modified question papers are available in the Cambridge Handbook www.cambridgeinternational.org/eoguide

- Please contact us at the start of the course to find out if we are able to approve an arrangement that is not included in the list of standard access arrangements.

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

Grading and reporting

Grades A*, A, B, C, D, E, F or G indicate the standard a candidate achieved at Cambridge IGCSE.

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

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

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

These letters do not appear on the certificate.

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

How students and teachers can use the grades

Assessment at Cambridge IGCSE has two purposes:

1. to measure learning and achievement
   The assessment confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus.

2. to show likely future success
   The outcomes help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful.
   The outcomes help students choose the most suitable course or career.
Changes to this syllabus for 2026, 2027 and 2028

The syllabus has been updated. This is version 1, published September 2023.

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

Changes to syllabus content

- The set texts have been changed for 2026, 2027 and 2028. Please see section 3 of this syllabus for the set texts.

Significant changes to the syllabus are indicated by black vertical lines either side of the text.
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