



**CAMBRIDGE**  
International Education

# Syllabus

## Cambridge IGCSE™ Japanese 0716

Use this syllabus for exams in 2027, 2028 and 2029.

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/0716](http://www.cambridgeinternational.org/0716) to see if this syllabus is available in your administrative zone.



日本語

### Version 2

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

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# Why choose Cambridge?

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We work with schools worldwide to build an education that shapes knowledge, understanding and skills. Together, we give learners the confidence they need to thrive and make a positive impact in a changing world.

As part of the University of Cambridge, we offer a globally trusted and flexible framework for education from age 3 to 19, informed by research, experience, and listening to educators.

With recognised qualifications, high-quality resources, comprehensive support and valuable insights, we help schools prepare every student for the opportunities and challenges ahead.

## Qualifications that are recognised and valued worldwide

From the world's top-ranked universities to local higher education institutions, Cambridge qualifications open doors to a world of opportunities.

## Setting a global standard

With over 160 years of experience in delivering fair, valid and reliable assessments to students worldwide, we offer a global, recognised performance standard for international education.

## Your path, your way

Schools can adapt our curriculum, high-quality teaching and learning resources and flexible assessments to their local context. Our aligned offer helps Cambridge schools support every learner to reach their potential and thrive.

## Learning with lasting impact

Cambridge learners build subject knowledge and conceptual understanding, and develop a broad range of skills, learning habits and attributes to help make them ready for the world.

## Improving learning outcomes through data-led insight and action

Our trusted baseline and diagnostic assessments, together with our insights and evaluation service, help schools turn data into knowledge and actionable insights, to inform teaching decisions and improve learner outcomes.

## Bringing together a community of experts

We bring together the collective knowledge of experts and our diverse community of educators worldwide, supporting them to learn from one another and share ideas and information.

## Tackling the climate crisis together

We believe that education is key to tackling the climate crisis. Together with Cambridge schools, we can empower young people with the skills and knowledge to take action on climate change, helping them be ready for the world.

## School feedback: 'We think the Cambridge curriculum is superb preparation for university.'

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

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

**For information about changes to this syllabus for 2027, 2028 and 2029, go to page 38.**



# 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 at any age. Taught by over 5000 schools in 150 countries, it is tried, tested and trusted.

Students can choose from 70 subjects in any combination, including 30 languages.

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 Japanese** develops a set of transferable skills for understanding and communicating in everyday situations in Japanese. Learners begin to develop cultural awareness of countries and communities where Japanese is spoken. They acquire the essential linguistic skills required for progression to further studies or employment.

Our approach in Cambridge IGCSE Japanese encourages learners to be:

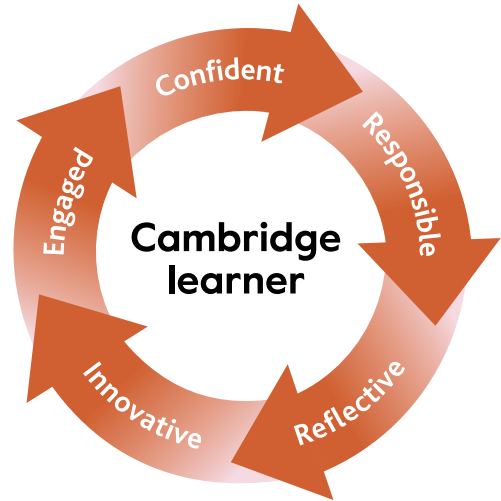
**confident**, using new and familiar structures and vocabulary to communicate with others in everyday situations

**responsible**, seeking opportunities to use and develop their language skills

**reflective**, considering how to communicate different ideas and attitudes

**innovative**, applying language to a variety of situations

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



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

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

## Qualifications that are recognised and valued worldwide

Cambridge qualifications prepare and equip learners with the skills they need to thrive at university and beyond. The world's best higher education institutions recognise our qualifications and value the critical thinking skills, independent research abilities and deep subject knowledge that Cambridge learners bring.

We continually work with universities and colleges in every part of the world to ensure that they understand and accept our qualifications. Cambridge IGCSE provides a springboard to the Cambridge Advanced stage, as well as other post-16 routes. The combination of knowledge and skills in Cambridge IGCSE Japanese 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.

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

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

**Feedback from:** Managing Director of British School of Egypt BSE

## Supporting teachers

We believe education works best when teaching and learning are closely aligned to the curriculum, resources and assessment. Our high-quality teaching support helps to maximise teaching time and enables teachers to engage learners of all backgrounds and abilities.

We aim to provide the following support for each Cambridge qualification:

- Syllabus
- Specimen question papers and mark schemes
- Specimen paper answers
- Schemes of Work
- Example candidate responses
- Past papers and mark schemes
- Principal examiner reports for teachers

These resources are available on the School Support Hub at [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support), our secure online site for Cambridge teachers. Your exams officer can provide you with a login.

Additional teaching & learning resources are also available for many syllabuses and vary according to the nature of the subject and the structure of the assessment of each syllabus. These can include ready-built lesson materials, digital resources and multimedia for the classroom and homework, guidance on assessment and much more. Beyond the resources available on the Schools Support Hub, a wide range of endorsed textbooks and associated teaching and learning support are available from Cambridge at [www.cambridge.org/education](http://www.cambridge.org/education) and from other publishers. Resources vary according to the nature of the subject and the structure of the assessment of each syllabus.

You can also contact our global Cambridge community or talk to a senior examiner on our discussion forums.

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

Find the next step on your professional development journey.

- **Introduction courses** – An introduction to Cambridge programmes and qualifications. For teachers who are new to Cambridge programmes or new to a specific syllabus.
- **Focus on Teaching courses** – These are for teachers who want to explore a specific area of teaching and learning within a syllabus or programme.
- **Focus on Assessment courses** – These are for teachers who want to understand the assessment of a syllabus in greater depth.
- **Marking workshops** – These workshops help you become more familiar with what examiners are looking for, and provide an opportunity to raise questions and share your experiences of the syllabus.
- **Enrichment Professional Development** – Transform your approach to teaching with our Enrichment workshops. Each workshop focuses on a specific area of teaching and learning practice.
- **Cambridge Professional Development Qualifications (PDQs)** – Practice-based programmes that transform professional learning for practicing teachers. Available at Certificate and Diploma level.

For more information visit [www.cambridgeinternational.org/support-for-teachers](http://www.cambridgeinternational.org/support-for-teachers)

### 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 enable students to:

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

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



## Content overview

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

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

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

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

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



## Assessment overview

All candidates take four papers. Candidates will be eligible for grades A\* to G.

### All candidates take:

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

### and:

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

### and:

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

### and:

**Paper 4** 1 hour 15 minutes  
Writing 25%  
45 marks  
Candidates complete one form-filling task, one directed writing task and one task in the format of an email or article/blog.  
Externally assessed

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 3.

Check the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples) for submission information, forms and deadlines for Paper 3.

## Assessment objectives

The assessment objectives (AOs) are:

### AO1 Listening

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

### AO2 Reading

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

### AO3 Speaking

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

### AO4 Writing

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

## Weighting for assessment objectives

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

### Assessment objectives as a percentage of the qualification

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

### Assessment objectives as a percentage of each component

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

### 3 Subject content

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

#### Skills

The skills covered in the syllabus are outlined below.

##### Listening

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

##### Reading

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

## Speaking

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

## Writing

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

## Topic areas

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

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

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

**Faculty feedback:** ‘Understanding how and why our climate is changing and providing the knowledge and skills to explore the challenges plays a key role in every student’s education.’

**Feedback from:** Dr Amy Munro-Faure, Head of Education and Student Engagement of Cambridge Zero

## 4 Details of the assessment

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

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

### Paper 1 – Listening

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

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

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

**[www.cambridgeinternational.org/eoguide](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, equipment, guidance on acoustics and checking the audio material in advance.

#### Description of questions

##### Questions 1–8

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

##### Questions 9–14

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

##### Questions 15–19

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

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

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

**Questions 29–34**

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

**Questions 35–37**

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



## Paper 2 – Reading

Written paper, 1 hour, 40 marks

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

Description of question groups	
<b>Question group 1</b>	
<i>Assessment objective</i>	R1
<i>Task</i>	Candidates match a series of short statements with the correct pictures.
<i>Text types</i>	Simple statements
<i>Total marks</i>	5
<b>Question group 2</b>	
<i>Assessment objective</i>	R1
<i>Task</i>	Candidates match a series of short notices or signs commonly found in public places with an explanatory statement. The texts are all set in the same context.  Signs and notices will be written in kanji, hiragana or katakana depending on the expected vocabulary of the candidates at this level of study. This may mean that a sign that would typically be in kanji in Japan might be written in hiragana or katakana in the question paper if the kanji is too advanced for this level of study.
<i>Text types</i>	Signs, notices, instructions, messages, advertisements
<i>Total marks</i>	5
<b>Question group 3</b>	
<i>Assessment objectives</i>	R2, R4
<i>Task</i>	Candidates answer multiple-choice questions with three options on a short text.
<i>Text types</i>	Email, message or postcard
<i>Total marks</i>	7
<b>Question group 4</b>	
<i>Assessment objectives</i>	R2, R4
<i>Task</i>	Candidates answer questions on a longer text requiring short responses in Japanese.
<i>Text types</i>	Email, message or blog
<i>Total marks</i>	12

## Description of question groups (continued)

**Question group 5**

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

## Paper 3 – Speaking

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

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

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

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

During the preparation time, candidates study a role play scenario provided on a candidate card. They must be supervised under exam conditions. Candidates **are** allowed to make notes. Please refer to the teacher/examiner booklet for instructions relating to notes.

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

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

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

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

## Administration of the speaking test

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

### Using the samples database

The samples database refers you to key information about administering speaking tests for Paper 3 Speaking.

Use the database to find out:

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

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

- your country/territory
- the syllabus code (i.e. 0716 for this syllabus).

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

### Cover sheets

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

### Recording and submitting candidates' marks and speaking tests

Please refer to the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples) for information, dates and methods of submission of candidates' marks and speaking tests. You should follow the instructions for Paper 3 Speaking on the samples database.

You should record marks on the required form which you should download each year from the samples database at [www.cambridgeinternational.org/samples](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 in the *Cambridge Handbook* and on the samples database for the relevant year of assessment.

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

## 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 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 your centre with feedback on your marking and administration of the assessment.

## Guidance on using levels-based mark schemes

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

The teacher marking the speaking test should make a judgement about which level statement is the best fit. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

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

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

## Speaking assessment criteria grids

### Role play

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

2	The information is communicated. Language is appropriate to the situation and is accurate. Minor errors are allowed.
1	The information is partly communicated and/or the meaning is ambiguous. Errors impede communication.
0	No creditable response.

### Topic conversations

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

### Communication

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

Mark	Level	Descriptor
13–15	<b>Very good</b>	<ul style="list-style-type: none"> <li>Responds confidently to questions; may occasionally need repetition of words or phrases.</li> <li>Communicates information which is consistently relevant to the questions.</li> <li>Frequently develops ideas and opinions.</li> <li>Justifies and explains some answers.</li> </ul>
10–12	<b>Good</b>	<ul style="list-style-type: none"> <li>Responds well to questions; requires occasional use of the alternative question(s) provided.</li> <li>Communicates information which is almost always relevant to the questions.</li> <li>Sometimes develops ideas and opinions.</li> <li>Gives reasons or explanations for some answers.</li> </ul>
7–9	<b>Satisfactory</b>	<ul style="list-style-type: none"> <li>Responds satisfactorily to questions; frequently requires use of the alternative question(s) provided.</li> <li>Communicates most of the required information; may occasionally give irrelevant information.</li> <li>Conveys simple, straightforward opinions.</li> </ul>
4–6	<b>Weak</b>	<ul style="list-style-type: none"> <li>Has difficulty with many questions but still attempts an answer.</li> <li>Communicates some simple information relevant to the questions.</li> </ul>
1–3	<b>Poor</b>	<ul style="list-style-type: none"> <li>Frequently has difficulty understanding the questions and has great difficulty in replying.</li> <li>Communicates one or two basic pieces of information relevant to the questions.</li> </ul>
0		<ul style="list-style-type: none"> <li>No creditable response.</li> </ul>

## Quality of Language

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

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

## Paper 4 – Writing

Written paper, 1 hour 15 minutes, 45 marks

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

For Question 2 and Question 3, candidates are expected to know how to use a genko yoshi grid (原稿用紙) to write vertically. However, candidates will **not** be penalised for incorrect use, for example, if they write horizontally.

### Description of questions

#### Question 1

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

#### Question 2

<i>Assessment objectives</i>	W2, W4
<i>Task</i>	Candidates complete a directed writing task in about 160–180 characters on a familiar, everyday topic.
<i>Total marks</i>	12

#### Question 3

<i>Assessment objectives</i>	W3, W4
<i>Task</i>	Candidates choose between two tasks (an email and an article/blog) and complete one of these in about 250–300 characters.
<i>Total marks</i>	28



## List of grammar and structures

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

The polite form has generally been used in examples, but candidates should also know how to use the plain form appropriately.

**IMPORTANT** Please note: kanji have been included in this list to help teachers to search for terms. Candidates **do not** need to learn the kanji in this list. Candidates **only** need to learn the kanji provided in the kanji list.

### です and its variations

All forms of です as set out in the table below.

	non-past	non-past negative	past	past negative
Polite form	です	ではありません じゃありません じゃないです	でした	ではありませんでした じゃありませんでした じゃなかったです
Plain form	だ	ではない じゃない	だった	ではなかった じゃなかった

In addition, use of で to link clauses: 先生はイギリス人で、ロンドンに住んでいます。

### Verbs

The verb given below is only an example; verbs from all groups should be known.

	non-past	non-past negative	past	past negative
Polite form	食べます	食べません	食べました	食べませんでした
Plain form	食べる	食べない	食べた	食べなかった

Structures based on ~ます form

- suggestion/invitation: ~ましょう (か)
- polite invitation: ~ませんか

Structures based on the ~ます stem

- want to: ~たい
- not want to: ~たくない
- wanted to: ~たかった
- didn't want to: ~たくなかった
- while : ~ながら
- going/coming for purpose: ~に行く・来る
- easy to/difficult to: ~やすい・にくい
- begin doing/continue doing/finish doing: ~始める・~続ける・~終わる
- way of: ~かた
- excess ('too...'): ~すぎる
- polite command: ~なさい

Structures based on ～て form:

- commands: ～て (ください)
- sequence ('and then') 七時に起きて、着替えます
- 'after doing...': ～てから
- continuous action: 電車に乗っています
- present state: 結婚しています
- giving permission: ～てもいいです
- refusing permission: ～てはいけません
- 'having a go' at something: ～てみます

Structures based on ～た form:

- experience ('have done'): ～たことがあります
- 'after doing...': ～た後で
- actions not in a sequence ('do things like'): ～たり、... ～たりします
- giving advice ('had better'): ～たほうがいいです
- possibility: かもしれません、でしょう、だろう

Structures based on dictionary form:

- 'before doing...': 前に
- intention/plan: つもりです、予定です
- purpose ('in order to'): ために
- when: とき (に)
- can do: ことができます
- '～ing': こと・の が好きです・嫌いです・上手です・得意です・下手で・大切です
- possibility: かもしれません、でしょう、だろう

Structures based on ～ない form:

- negative commands: ～ないで (ください)
- negative advice ('had better not'): ～ないほうがいいです
- obligation: ～なければなりません
- 'don't have to': ～なくてもいいです
- possibility: かもしれません、でしょう、だろう

In addition, all plain forms before と思います・と言います・と書きます

## Adjectives

～い adjectives in all forms as set out in the table below.

	non-past	non-past negative	past	past negative
Polite form	おいしいです	おいしくないです おいしくありません	おいしかったです	おいしくなかったです おいしくありませんでした
Plain form	おいしい	おいしくない	おいしかった	おいしくなかった

～な adjectives in all forms as set out in the table below.

	non-past	non-past negative	past	past negative
Polite form	きれいです	きれいではありません きれいじゃないです	きれいでした	きれいではありませんでした きれいじゃなかったです
Plain form	きれいだ	きれいじゃない	きれいだった	きれいじゃなかった

For BOTH types of adjectives

- |                               |             |                |
|-------------------------------|-------------|----------------|
| • pre-noun:                   | 白い花         | きれいな花          |
| • sentence final:             | この花は白いです。   | この花は / きれいです。  |
| • linking form:               | 甘くておいしいです。  | 公園は静かで / 好きです。 |
| • as an adverb:               | 速く走ります。     | 静かに話します。       |
| • before する・なる:               | 辛くします・なります。 | 有名にします・なります。   |
| • plain form before と思う etc.: | 暑いと思います。    | 暇だと言いました。      |
| • to express excess 'too...': | 早すぎます。      | 元気すぎます。        |
| • to express possibility:     | 暑いでしょう。     | 静かでしょう。        |
| • to express probability:     | 高いかもしれません。  | 簡単かもしれません。     |

## Nouns

Followed by の+ words detailed below to give the following meanings.

- before/after: ～の前に・の後に
- at the time of: ～のときに
- (position words): ～の上・中, etc.
- for the purpose of: ～のために

Preceded by ある to mean 'a..../one....'. ある日、ある人, etc.

## Particles

Particles may also occur as double particles, e.g. では、にも.

• を	object particle	りんごを食べます。
• を	place marker with verb of motion	公園を歩きます。
• か	or (between nouns)	今日か明日行きます。
• か	sentence final question particle	好きですか。
• から	from (time)	映画は三時からです。
• から	from (place)	日本はイギリスから遠いです。
• から	because, so	明日は休みですから、会社に行きません。
• が	subject particle	部屋の中に猫がいます。
• が	but	昨夜の食事はおいしかったですが、高かったです。
• し...し...	and	明日は、みんな暇だし、天気もいいし、ピクニックでもしませんか。
• しか	only (+negative verb)	二百円しかありません。
• で	place (of action)	スーパーで買いました。
• で	tool	英語で話します。
• で	total number	このシャツは三枚で二千円です。
• でも	giving a choice	月曜日でもいいですか。
• と	with	姉と一緒にいきます。
• と	and (joining nouns)	サラダとパスタを食べます。
• に	to a place	町に行きましょう。
• に	at a time	三時に始まります。
• に	indirect object	先生に本を返します。
• に	from (a person)	母にもらいました。
• に	for a purpose	朝ご飯にお茶を飲みます。
• に	frequency	一か月に三回行きます。
• に	with verbs of existence	テーブルの上にあります。
• に	for indicating a choice	私はコーヒーにします。
• ね	sentence final tag	大変ですね。
• の	possession	兄のペンです。
• の	apposition	友だちのけいこさんは医者です。
• の	replacing a noun	赤いのがありますか。
• の	modification	電車の切符
• ので	because, so	けんじはまだ六才なので、この漢字は分からないでしょう。
• は	topic particle	今日は木曜日です。
• は	contrast	日本は今暑いです。イギリスは？
• へ	to a place	明日東京へ行きます。
• まで	until a time	来週までいます。
• まで	as far as a place	駅まで、お願いします。
• も	also	猫がいます。犬もいます。
• ～も～も	both/and or neither/nor	肉も魚も好きです。
• や	and so on (between nouns)	かばんに卵やパンやバナナがあります。

- よ sentence final particle 明日雨が降りますよ。
- わ sentence final particle このケーキ、おいしいわ。

## Comparison

### Comparative

- Statement patterns A は B より adj です。
- Question / answer pattern A と B (と)、どちらが adj ですか。  
Aのほうが (Bより) adj です。

### Superlative

- Statement patterns (A group の中で) B が一番 adj です。
- Question pattern Question word + が 一番adj ですか。

## Questions

- sentence final particle か to ask a question
- use of question word: 何、どこ、だれ・どなた、どれ、どの、どんな、どうして・なぜ、どのぐらい、どう・どうやって、いかが、いつ、いくら、いくつ、何 + counter word
- 'or' question through repetition: 月曜日に行きますか、火曜日に行きますか。

Also, question words with added particle:

- + も + negative 'no one', etc. だれも行きませんでした。
- + も 'everyone', etc. この果物はどれもおいしいです。
- + か 'someone', etc. だれかいますか。
- + でも 'anyone', etc. だれでも知っています。

## Counters

In addition to the measure words already listed in the vocabulary list, candidates should also be familiar with the following counters:

- general (一つ、二つ etc.): 人、本、冊、枚、台、番、匹、円、回、階、杯、才、個、泊、度
- + 目 or ずつ after a っ number or a measure word.

## Date and time

In addition to the time expressions listed in the vocabulary list, candidates should be able to:

- give the time
- give the date (including year)
- give time durations: 一週間、三か月、四年間, etc.

## Suffixes

- for people: ～様、～さん、～君、～ちゃん for nationality: ～人 for shop: ～屋
- for plural (people): ～たち for language: ～語 for room: ～室

## Demonstratives

これ	それ	あれ	どれ
この	その	あの	どの
ここ	そこ	あそこ	どこ
こちら	そちら	あちら	どちら
こんな	そんな	あんな	どんな

## Kanji list

The kanji list provides candidates with 200 kanji that they are expected to know in all their assessments for IGCSE Japanese. Candidates are expected to be able to read these kanji and provide them in their responses when appropriate to do so.

Furigana will not be used for kanji that are included in the kanji list unless it is part of a kanji compound (see below).

Where the reading level of a kanji in the kanji list is beyond the expected level of a given question in the assessment, hiragana or katakana will be used instead of the kanji.

### **Kanji not in the list**

The assessment materials **may** include kanji not on the kanji list. Any kanji used that is not in the list will be accompanied by furigana when appropriate above the kanji, so that candidates can deduce the meaning of the kanji. Although the skill of deduction is not directly tested, students should be taught the skill of deducing the meaning of unknown words from the context on familiar topics. Candidates will not be asked to provide kanji in their responses that are not in the kanji list.

### **Proper nouns**

Please note that proper nouns used in the assessment papers will be provided in kanji. This will include kanji not on the list.

### **Kanji compounds**

If a kanji compound includes kanji not in the list and at least one kanji from the list, furigana will be used for all the kanji, even those in the list.

## The 200 kanji list

Numbers/counters	一	二	三	四	五	六	七	八	九	十
	百	千	万	円	才	番	回	最	全	何
Days of week	月	火	水	木	金	土	日	曜		
Time	時	分	半	今	先	来	週	年	毎	午
	朝	昼	晩	夜						
Position/direction	上	下	前	後	右	左	北	東	南	西
	中	間	外							
Natural world	山	川	海	田	空	島	春	夏	秋	冬
	天	気	雨	雪	風	花				
Food	魚	肉	牛	茶	飯	鳥	和	洋		
Administration	国	州	道	京	都	県	市	町	村	
People/relationships	人	家	族	男	女	子	兄	姉	弟	妹
	母	父	私	友	口	手	体	心	自	目
Activities	音	映	画	料	理	写	真	仕	事	物
Description	大	小	長	新	古	高	安	多	少	楽
	近	遠	青	赤	黒	白	好	元	有	名
	同									
School/subjects	学	校	生	本	英	語	勉	強	漢	字
	文	化	室	科	数					
Verbs	行	食	飲	書	読	聞	出	入	話	会
	思	作	使	住	休	見	買	帰	泳	言
	教	遊	動	働						
Transport	電	車	地	鉄						
Buildings/in town	駅	公	園	寺	神	社	病	院	部	屋
	店	館	図	旅	銀	庭	場	所		



## Vocabulary list

The full vocabulary list for this syllabus is available to download from our website, in the Syllabus overview section of the IGCSE Japanese 0716 page.

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

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

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

**IMPORTANT** Please note: kanji have been included in the vocabulary list to help teachers to search for vocabulary. Candidates **do not** need to learn the kanji in the list. Candidates **only** need to learn the kanji provided in the kanji list.

## 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 Japanese.

#### 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 if this syllabus is available to your administrative zone check the syllabus page at [www.cambridgeinternational.org/0716](http://www.cambridgeinternational.org/0716)

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. 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.

## Audio materials

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

## Retakes and carrying forward marks

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

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

Marks achieved in Paper 3 Speaking **cannot** be carried forward to future series. See the regulations for carry forward set out in the *Cambridge Handbook* for the relevant year of assessment and the *Carry-forward regulations supplement* at **[www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)**

To confirm what entry options are available for this syllabus, refer to the *Cambridge Guide to Making Entries* for the relevant series. Regulations for carrying forward component marks can be found in the *Cambridge Handbook* for the relevant year of assessment at **[www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)**

## Language

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

## Accessibility and equality

### Syllabus and assessment design

At Cambridge we recognise that our candidates have highly diverse socio-economic, cultural and linguistic backgrounds, and may also have a variety of protected characteristics. Protected characteristics include special educational needs and disability (SEND), religion and belief, and characteristics related to gender and identity.

We follow accessible design principles to make our syllabuses and assessment materials as accessible and inclusive as possible. We review language accessibility, visual resources, question layout and the contexts used in questions. Using this approach means that we give all candidates the fairest possible opportunity to demonstrate their knowledge, skills and understanding.

### Access arrangements

Our design principles aim to make sure our assessment materials are accessible for all candidates. To further minimise barriers faced by candidates with SEND, illness or injury, we offer a range of access arrangements and modified papers. This is the principal way in which we comply with our duty to make 'reasonable adjustments', as guided by the UK Equality Act 2010.

#### Important:

Requested access arrangements should be based on evidence of the candidate's barrier to taking an assessment and should also reflect their normal way of working. This is explained in section 1.3 of the *Cambridge Handbook* [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

- For Cambridge to approve an access arrangement, we need to agree that it constitutes a reasonable adjustment and does not affect the security or integrity of the assessment.
- Details of our standard access arrangements and modified question papers are available in section 1.3 of the *Cambridge Handbook* [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)
- Centres are expected to check the availability of access arrangements and modified question papers at the start of the course. All applications should be made by the deadlines published in section 1.3 of the *Cambridge Handbook* [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)
- Contact us at the start of the course to find out if we can approve an access 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 must **not** use voice-activated software to dictate their written work
- candidates must **not** use word/character processing technology which uses word prediction and/or phrase prompting including spell check and grammar check
- candidates must **not** use a human reader.

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.

Please note that we cannot provide Braille papers for this syllabus. We can only provide Braille papers for languages which use the Roman alphabet.

## 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, Cambridge IGCSE is shown as INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION (IGCSE).

On certificates, Cambridge IGCSE is shown as International General Certificate of Secondary Education.

## 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 or likely to be successful in a particular course or career.  
The outcomes help students choose the most suitable course or career.

## Changes to this syllabus for 2027, 2028 and 2029

The syllabus has been updated. This is version 2, published November 2025.

The syllabus has been reviewed and revised for first examination in 2027.

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

### Changes to version 2 of the syllabus, published November 2025.

#### Changes to syllabus content

- We have updated the structures based on dictionary form section, ‘-ing’ examples within the list of grammar and structures.

#### Other changes

- The vocabulary list has been updated in the following sections:
  - High frequency vocabulary – Adjectives and attributive phrases
  - Section E The international world – Culture – customs, faiths and celebrations

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

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

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**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

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Cambridge International Education, The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA, United Kingdom  
t: +44 (0)1223 553554      email: info@cambridgeinternational.org      www.cambridgeinternational.org