



CAMBRIDGE
International Education

Syllabus

Cambridge IGCSE™ (9–1)

English (as an Additional Language) 0772

Use this syllabus for exams in 2029 and 2030.

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/0772 to see if this syllabus is available in your administrative zone.



Version I

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

Why choose Cambridge?

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

The latest syllabus is version 1, published September 2026. There are no significant changes which affect teaching.

Any textbooks endorsed to support the syllabus for examination from 2023 are still suitable for use with this syllabus.

1 Why choose this syllabus?

Key benefits

Cambridge IGCSE is the world's most popular international qualification for 14 to 16 year olds, although it can be taken by students at any age. Taught by over 6000 schools in 150 countries, it is tried, tested and trusted.

Cambridge IGCSE offers a flexible curriculum, with a choice of over 70 subjects.

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 (9–1) English (as an Additional Language) develops a set of transferable skills for understanding and communicating in everyday situations in English. Learners begin to develop cultural awareness of countries and communities where English is spoken. They acquire the essential linguistic skills required for progression to further studies or employment..

Our approach in Cambridge IGCSE English (as an Additional Language) encourages learners to be:

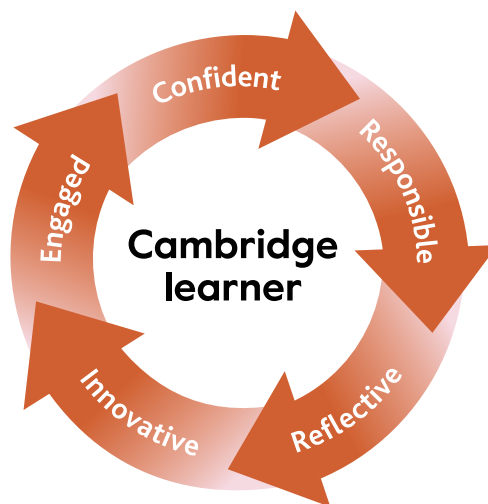
confident, using new and familiar structures and vocabulary to communicate with others in everyday situations

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 (9–1) English (as an Additional Language) gives learners a solid foundation for further study. Candidates who achieve grades 9 to 4 are well prepared to follow a wide range of courses including Cambridge International AS & A Level English.

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

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 <https://schoolsupporthub.cambridge.org>, our secure online site for Cambridge teachers. Your exams officer can provide you with a login.

Additional teaching and 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 School Support Hub, a wide range of endorsed textbooks and associated teaching and learning support are available from Cambridge at 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

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 practising teachers. Available at Certificate and Diploma level.

For more information visit www.cambridgeinternational.org/support-and-training-for-schools

Supporting exams officers

We provide comprehensive support and guidance for all Cambridge exams officers. Find out more at www.cambridgeinternational.org/eoguide



2 Syllabus overview

Aims

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

Students following a course based on this syllabus will:

- develop the language proficiency required to communicate effectively in English
- offer insights into the culture and society of countries and communities where English 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 English 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 English 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

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 English on familiar, everyday topics, and to speak the language by taking part in everyday conversations.

Assessment overview

All candidates take four components. Candidates will be eligible for grades 9 to 1.

All candidates take:		and:	
Paper 1	Approximately 50 minutes	Paper 2	1 hour
Listening	25%	Reading	25%
40 marks		45 marks	
Candidates listen to a number of recordings and answer multiple-choice and matching questions.		Candidates read a number of texts and answer multiple-choice and matching questions as well as questions requiring short answers.	
Externally assessed		Externally assessed	
and:		and:	
Paper 3	Approximately 10 minutes	Paper 4	1 hour
Speaking	25%	Writing	25%
40 marks		45 marks	
Candidates complete one role play and conversations on two topics.		Candidates complete a form-filling task, one directed writing task and one task in the format of an email/letter or article/blog.	
Internally assessed and externally moderated		Externally assessed	

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

Check the timetable at www.cambridgeinternational.org/timetables for the test date window for Component 3.

Check the samples database at www.cambridgeinternational.org/samples for submission information, forms and deadlines for Component 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, texts, topics and subject contexts 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.
- Understand authentic texts on familiar topics and situations (e.g. newspaper/magazine articles, email messages, blogs and letters).
- Understand descriptions of events, opinions, emotions, hopes and ambitions in simple texts (e.g. in articles, interviews or personal messages).
- Identify main points, specific information and details in predictable texts (e.g. advertisements, brochures, menus, timetables, instructions, messages).
- Identify main points, themes, opinions, ideas, emotions and attitudes in predictable texts (e.g. newspaper/magazine articles, simple plots of films or books).
- Deduce the meaning of occasional unknown words and expressions from the context.

Speaking

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

Writing

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

Topic areas

Candidates will be required to show knowledge and understanding of the broad topic areas listed below. These provide contexts for the acquisition of vocabulary and the study of grammar and structures. Through the study of these broad topic areas, candidates gain insight into the cultures of countries and communities where English 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	- Time expressions (e.g. telling the time, days, days of the week, months, seasons) - Food and drink (e.g. meals, fruit and vegetables, meat, fish and seafood, snacks, drinks, cutlery and utensils) - The human body and health (e.g. parts of the body, health and illness) - Travel and transport
B	Personal and social life	- Self, family and friends - In the home (e.g. rooms, living room, kitchen, bedroom, bathroom, furniture and furnishings, garden, household appliances) - Colours - Clothes and accessories - Leisure time (e.g. things to do, hobbies, sport)
C	The world around us	- People and places (e.g. continents, countries and nationalities, compass points) - The natural world, the environment, the climate and the weather - Communications and technology (e.g. the digital world, documents and texts) - The built environment (e.g. buildings and services, urban areas, shopping) - Measurements (e.g. size, shape) - Materials
D	The world of work	- Education (e.g. learning institutions, education and training, the classroom, learning tools, subjects, studying) - Work (e.g. jobs and careers, the workplace)
E	The international world	- Countries, nationalities and languages - Culture, customs, faiths and celebrations

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

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.

The audio material for this examination is provided by Cambridge International. Centres should check the *Cambridge Handbook* for the year candidates are taking the assessment for information on when the audio material will be available and how to access the materials www.cambridgeinternational.org/eoguide

Teachers/invigilators should consult the relevant sections of the *Cambridge Handbook* about the conduct of listening tests and for details about rooms, equipment, guidance on acoustics and checking the 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 monologues or dialogues
<i>Total marks</i>	6

Description of questions (continued)

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 conversations
<i>Total marks</i>	5

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>	Conversations, interviews
<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 conversation/discussion or interview. In each question there are five options and candidates must select the two options which are true.
<i>Text types</i>	Conversation, discussion or interview
<i>Total marks</i>	6

Paper 2 – Reading

Written paper, 1 hour, 45 marks

This paper consists of six groups of questions, each comprising a number of multiple-choice and matching questions, as well as questions requiring short answers. The number of questions in each group may vary in each examination session.

Description of question groups

Question group 1

<i>Assessment objective</i>	R1
<i>Task</i>	Candidates read simple texts and respond to four option multiple-choice questions.
<i>Text types</i>	Email, text, message, note
<i>Total marks</i>	3

Question group 2

<i>Assessment objective</i>	R2, R4
<i>Task</i>	Candidates read a short text and respond to three option multiple-choice questions.
<i>Text types</i>	Email, message, letter, postcard or blog
<i>Total marks</i>	7

Question group 3

<i>Assessment objectives</i>	R2, R4
<i>Task</i>	Candidates read a short text and complete a gap fill exercise, selecting one from four multiple-choice options.
<i>Text types</i>	Short descriptions, advertisements, articles
<i>Total marks</i>	7

Question group 4

<i>Assessment objectives</i>	R2, R4
<i>Task</i>	Candidates answer questions on a longer text requiring short responses.
<i>Text types</i>	Email, message, letter, postcard or blog
<i>Total marks</i>	12

Description of question groups continued

Question group 5

<i>Assessment objective</i>	R3
<i>Task</i>	Candidates match a series of descriptions of the requirements, interests or skills of different people with the correct description of places, events, services or activities. All texts are on a common theme.
<i>Text types</i>	Short descriptions, advertisements
<i>Total marks</i>	5

Question group 6

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

Paper 3 – Speaking

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

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

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

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

During the preparation time, candidates study a role play scenario provided on a candidate card. They must be supervised under exam conditions. Candidates are not allowed to make notes.

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

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

Cambridge International supplies the Instructions for Teachers/Examiners which details instructions on the test, assessment criteria and teacher/examiner scripts for the role plays and topic conversations. Candidate cards containing the role play scenarios are also supplied.

The teacher/examiner allocates a role play and two topic conversations to each candidate according to a randomisation grid provided in the Instructions for Teachers/Examiners document..

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**

Internal moderation

If more than one teacher in your centre is marking internal assessments, you must make arrangements to moderate or standardise your teachers' marking so that all candidates are assessed to a common standard. You can find further information on the process of internal moderation on the samples database at **www.cambridgeinternational.org/samples**

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

External moderation

Cambridge International will externally moderate all internally assessed components.

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

The sample you submit to Cambridge International should include examples of the marking of each teacher. The samples database at **www.cambridgeinternational.org/samples** explains how the sample will be selected.

The samples database at **www.cambridgeinternational.org/samples** provides details of how to submit the marks and work.

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

Speaking assessment criteria grids

Role play

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

2	The information is communicated. Language is appropriate to the situation and is mainly accurate, including the time frame. Minor errors (use of prepositions, etc.) are allowed.
1	The information is partly communicated and/or the meaning is ambiguous (e.g. unclear pronunciation of a key word, incorrect time frame). Errors impede communication.
0	No creditable response.

Topic conversations

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

Communication

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

Mark	Level	Descriptor
13–15	Very good	• Responds confidently to questions; may occasionally need repetition of words or phrases. • Communicates information which is consistently relevant to the questions. • Frequently develops ideas and opinions. • Justifies and explains some answers.
10–12	Good	• Responds well to questions; requires occasional use of the alternative question(s) provided. • Communicates information which is almost always relevant to the questions. • Sometimes develops ideas and opinions. • Gives reasons or explanations for some answers.
7–9	Satisfactory	• Responds satisfactorily to questions; frequently requires use of the alternative question(s) provided. • Communicates most of the required information; may occasionally give irrelevant information. • Conveys simple, straightforward opinions.
4–6	Weak	• Has difficulty with many questions but still attempts an answer. • Communicates some simple information relevant to the questions.

Mark	Level	Descriptor
1–3	Poor	- Frequently has difficulty understanding the questions and has great difficulty in replying. - Communicates one or two basic pieces of information relevant to the questions.
0		No creditable response.

Quality of Language

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

Mark	Level	Descriptor
13–15	Very good	- Accurate use of a wide range of the structures listed in the syllabus with occasional errors in more complex language. - Accurate use of a wide range of vocabulary with occasional errors. - Very good pronunciation, fluency, intonation and expression; occasional mistakes or hesitation.
10–12	Good	- Good use of a range of the structures listed in the syllabus, with some errors. - Good use of a range of vocabulary with some errors. - Good pronunciation and fluency despite some errors or hesitation; a good attempt at correct intonation and expression.
7–9	Satisfactory	- Satisfactory use of some of the structures listed in the syllabus, with frequent errors. - Satisfactory use of vocabulary with frequent errors. - Satisfactory pronunciation and fluency despite frequent errors and hesitation; some attempt at intonation and expression.
4–6	Weak	- Limited range of structures and vocabulary, rarely accurate and/or complete; frequent ambiguity. - Pronunciation can be understood with some effort; very noticeable hesitations and stilted delivery.
1–3	Poor	- Very limited range of structures and vocabulary, almost always inaccurate. - Poor pronunciation, rarely comprehensible; many serious errors.
0		No creditable response.

Paper 4 – Writing

Written paper, 1 hour, 45 marks

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

Description of questions

Question 1

<i>Assessment objectives</i>	W1, W2, W4
<i>Task</i>	Candidates fill in a form with single words and simple sentences in response to a given context.
<i>Total marks</i>	5

Question 2

<i>Assessment objectives</i>	W2, W4
<i>Task</i>	Candidates complete a directed writing task in about 80–90 words on a familiar, everyday topic.
<i>Total marks</i>	12

Question 3

<i>Assessment objectives</i>	W3, W4
<i>Task</i>	Candidates choose between two tasks (an email/letter and an article/blog) and complete one of these in about 130–140 words.
<i>Total marks</i>	28

List of grammar and structures

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

Articles	definite article (<i>the</i>) indefinite article (<i>a, an</i>)
Nouns	singular and plural (regular and irregular) forms genitive forms (...’s and ...s’) countable and uncountable nouns compound nouns noun phrases noun-forming affixes (e.g. <i>-er, -tion, -ment</i>)
Adjectives	comparatives regular forms (e.g. <i>-er (than), -ier (than), more/less ... (than), (not) as ... as, (not) ... enough, too ...</i>) irregular forms (e.g. <i>better/worse (than)</i>) superlatives regular forms (e.g. <i>-est, -iest, (the) most/least ...</i>) irregular forms (e.g. <i>(the) best/worst</i>) possessives (e.g. <i>my, your, his, her, etc.</i>) demonstratives (e.g. <i>this, that, these, etc.</i>) quantitatives (e.g. <i>some, any, much, both, all, etc.</i>) compound adjectives (e.g. <i>a two-week holiday</i>) quality, nationality, colour, size, shape
Adverbs	regular and irregular forms time (e.g. <i>then, next week, already, just, yet</i>) place (e.g. <i>here, there</i>) manner (e.g. <i>slowly, clearly</i>) frequency (e.g. <i>always, never, once a week</i>) degree (e.g. <i>very, quite, too</i>) place (e.g. <i>here, there</i>) direction (e.g. <i>left, right</i>) sequence (e.g. <i>first, last</i>) comparatives regular forms (e.g. <i>more/less ... (than), (not) as ... as, (not) ... enough, too ...</i>) irregular forms (e.g. <i>better/worse (than)</i>) superlatives regular forms (e.g. <i>(the) most/least ...</i>) irregular forms (e.g. <i>(the) best/worst</i>)

Pronouns	personal subject (e.g. <i>he, she, they</i>) object (e.g. <i>him, her, them</i>) possessive (e.g. <i>his, hers, theirs</i>) reflexive (e.g. <i>myself, ourselves</i>) demonstrative (e.g. <i>this, that, these, those</i>) quantitative (e.g. <i>one, some</i>) indefinite (e.g. <i>another, several</i>) relative (e.g. <i>which, who</i>) impersonal (e.g. <i>it, there</i>)
Verbs	regular and irregular forms all persons of verbs, singular and plural <i>Tenses:</i> present simple: habits, states and processes present continuous: present actions and future plans present perfect simple: recent, unfinished and indefinite past with <i>just, already, yet, never, for, since, etc.</i> past simple: past actions past continuous: continuous actions in the past past perfect simple: narratives future forms <i>going to</i> <i>will/shall</i> present continuous present simple <i>Verb forms:</i> affirmatives negatives interrogatives (e.g. <i>Which ...? How much ...? How long ...? Whose ...?</i>) imperatives infinitives (with and without <i>to</i>) gerunds used as nouns (e.g. <i>cycling, speaking</i>) after verbs and prepositions (e.g. <i>keep doing, after swimming</i>) passives (present and past simple) simple phrasal verbs (e.g. <i>look after, find out</i>) verbs + dependent prepositions (e.g. <i>belong to, lie down</i>) use of verb + object + infinitive + (in)direct object (e.g. <i>make someone do something</i>) use of about to + infinitive (e.g. <i>I was about to call</i>) causative have/get (e.g. <i>I got my camera fixed</i>)

continued

Verbs continued	<i>Modals:</i> <i>can</i> (ability, possibility, request, permission) <i>could</i> (ability, possibility, request) <i>may</i> (possibility) <i>might</i> (possibility) <i>will</i> (offer) <i>would</i> (request) <i>shall</i> (suggestion, offer) <i>should</i> (advice) <i>have (got) to</i> (obligation) <i>ought to</i> (obligation) <i>must</i> (obligation) <i>mustn't</i> (prohibition) <i>need to</i> (necessity) <i>needn't</i> (lack of necessity) <i>used to</i> (past habit) modal passive (e.g. <i>the game might be postponed</i>) <i>Conditionals:</i> zero conditional (e.g. <i>When it rains, the garden gets wet.</i>) first conditional (e.g. <i>If you take the medicine, you will feel better.</i>) second conditional (e.g. <i>If I had more money, I would buy that.</i>) <i>Reported speech:</i> statements (e.g. <i>She said (that) she had it.</i>) commands (e.g. <i>He told me to do it.</i>) questions (e.g. <i>She asked her parents if she could go out.</i>)
Conjunctions	coordinating (e.g. <i>and, but, or, so, either, so that</i>) subordinating (e.g. <i>when, where, because, if, although, as soon as, unless</i>)
Prepositions	place (e.g. <i>on, under, inside</i>) time (e.g. <i>at, since, during</i>) direction (e.g. <i>to, towards, from</i>) method (e.g. <i>by, with</i>) other (e.g. <i>like, as, among, including due to</i>) prepositional phrases (e.g. <i>at the end of</i>) prepositions before or after nouns and adjectives (e.g. <i>the difference between, by car, frightened of</i>)
Number	cardinals (<i>one, two, three, etc.</i>) ordinals (<i>(the) first, second, third, etc.</i>)
Quantity	<i>enough, (too/so) much/many, half, quarter, (a) few, etc.</i>
Time	dates (e.g. <i>the 2nd of September</i>) time (including the 24-hour clock) years

Vocabulary list

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

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

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

Students are expected to be familiar with plural forms of nouns and adjectives where these are not given.

Common adjectives

afraid
amazing
attractive
bad
big
boring/dull
brilliant
broken
busy
calm
careful
clear
clever
close
cold
comfortable
correct
cosy
crowded
dangerous
dead
deep
different
difficult/hard
dirty
dry
early
easy
electric

empty
enormous
exact
excellent
exciting
extra
fantastic
fast
final
fine
free (free of charge)
free (available)
friendly
fun
general
glad
good
great
hard
heavy
high
horrible
hot
kind
light
lively
lonely
loud
lovely

continued

Common adjectives continued

low
lucky
mobile
modern
narrow
necessary
negative
new
noisy
normal
old
old fashioned
perfect
pleased
polite
popular
positive
possible
previous
quick
ready
real
recent
rich
safe
(the) same (as)
shy
silent
silly
similar
simple
slim
slow
small
soft
strange
strict
strong
stupid
sure
surprised

terrible
tidy
true
typical
unhappy
upset
useful
useless
warm
well-known
wet
wide
wonderful
worse, worst
wrong

Common adverbs and prepositions**Place**

above
across
after
around
behind
below
beside / next to
between
down
everywhere
from
here
in
inside
nowhere
off
on
out
outside
over
over there
somewhere
there

continued

Common adverbs and prepositions continued

to

under

up

upstairs

with

Possibility

definitely

maybe

possibly/perhaps

probably

Frequency

always

daily / every day

never

normally

often

rarely

too much

usually

Manner

badly

carefully

clearly

easily

especially

quickly

slowly

very

well

Emphasis

certainly

even

really

so

Degree

all

exactly

instead

just

not enough

only

quite

without

Numbers

Cardinal numbers

zero, one, two, three, four, five, up to a million

Ordinal numbers

first, second, third, fourth etc.

Fractions

half, a third, a quarter

Other numerical vocabulary

a lot (of)

all / every one

almost

approximately

around

both

double

each

enough

everything

half

how much / how many

little

many

more

more or less

most

nearly

nothing

number

continued

Common adverbs and prepositions

continued

once, twice, three times, etc.

plenty

several

some

the only one

total

various

Common verbs

there is/are

to achieve / manage to

to agree

to approach

to arrange

to arrive

to ask for

to be

to be able to

to be interested in

to believe

to belong

to bite

to book

to borrow

to break

to break up

to bring

to build

to carry

to catch

to change

to chat

to check

to climb

to collect

to come

to complete

to contact

to continue / carry on

to cover

to copy

to decide

continued

Common verbs continued

to decrease

to delay

to describe

to discuss

to do/make

to dream

to drink

to drop

to dry

to eat

to encourage

to end

to enjoy

to enter / go in

to feel

to fill

to find

to finish

to fix/repair

to follow

to forget

to get ready

to give (a present)

to go

to greet

to guess

to happen / take place

to hate

to have

to have to

to help

to hold

to hurry

to increase

to invite

to jump

to keep

to kick

to lend

to let

to lie / tell lies

continued

Common verbs continued

to like

to listen to / hear

to look after

to look for

to look like / seem

to lose

to love

to meet

to miss

to mix

to move

to need

to order

to paint

to pick up

to prefer

to pull

to push

to put

to receive

to remember/remind

to repeat

to return

to scream/shout

to see/watch

to share

to show

to shut

to sing

to sit

to smoke

to speak/talk

to spend time

to stand

to start/begin

to stay

to steal

to stop

to swim

to take

to teach

to tear

to tell/say

to thank

to think

to throw

to try

to turn on/off

to use

to visit

to want

to worry

A Everyday activities**Time expressions**

afterwards/later/then

again

at last

before

date

day/week/month

during/while

finally

firstly

future

immediately

it's my/your turn

last

late

meanwhile

moment

monthly

next

past

season

since

sometimes

soon

still/yet

suddenly

the day before yesterday

the following (week)

continued

A Everyday activities continued**Time expressions** continued

till/until

today

week / last week / next week

weekend

when

year / annual / yearly

yesterday

Time(It's) half past seven / (a) quarter to seven /
(a) quarter past seven.

(At) one/two o'clock.

afternoon

clock/watch

evening

half/quarter of an hour

hour

midday

midnight

minute

morning

second

Days of the week

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Months

January

February

March

April

May

June

July

August

September

October

November

December

Seasons

spring

summer

autumn

winter

Eating and drinking – Meals

breakfast

dessert

dinner

lunch

main course

meal

picnic

starter

Eating and drinking – Fruit and vegetables

apple

apricot

aubergine

banana

beans

cabbage

carrot

cauliflower

cherry

coconut

cucumber

fruit

garlic

grape

lemon

lettuce

mango

melon

mushroom

onion

continued

A Everyday activities continued**Eating and drinking – Fruit and vegetables**

continued

orange

peach

pear

pepper

pineapple

plum

potato

raspberry

strawberry

tomato

vegetables

vegetarian/vegan food

watermelon

Eating and drinking – Other food

biscuit

bread

butter

cake

cereal

cheese

chilli

cream

curry

egg

flour

honey

jam

jelly

oil

omelette

pasta

pepper

rice

salad

salt

sandwich

soup

sugar

toast

yoghurt

Eating and drinking – Meat, fish and seafood

beef

chicken

fish

ham

lamb

meat

pork

sausage

seafood

steak

Eating and drinking – Snacks

burger

chips

chocolate

crisps

ice cream

pizza

snack

sweets

Eating and drinking – Drinks

coffee

cola

drink

juice

lemonade

milk

mineral water

soft drink

sparkling water

still water

tea

Eating and drinking – Tableware

bowl

chopsticks

cup

fork

glass

knife

mug

continued

A Everyday activities continued**Eating and drinking – Tableware** continued

pan
plate
pot
saucer
spoon

Eating and drinking – Verbs and expressions

to be full
to be hungry
to be thirsty
to drink / have a drink
to go on a diet
to have a barbecue
to have breakfast/lunch/dinner
to prepare food
to serve

Eating and drinking – Adjectives

cooked
fresh
raw
spicy
sweet

Body and health – Body parts

ankle
arm
back
beard
body
bone
chest
ear
eye
face
finger
(left/right) foot
head
heart
knee

continued

Body and health – Body parts continued

leg
moustache
mouth
neck
nose
shoulder
skin
stomach
throat
toe
tooth
voice

Body parts – Verbs and expressions

to breathe
to have a bald head
to see
to smell
to touch
to wear glasses

Body and health – Health and illness

appointment
dentists
doctor
medicine
nurse
pharmacy
plaster

Health and illness – Verbs and expressions

to be (un)healthy / in good health
to be ill / have an illness
to be tired
to break (a leg / an arm)
to cut your finger / cut yourself / have a cut
to do exercise
to fall down
to feel better/worse
to feel ill/sick

continued

A Everyday activities continued**Health and illness – Verbs and expressions**

continued

to get better/worse

to go to the gym

to have a cold

to have a fever

to have a headache/stomachache/toothache

to have an allergy

to have the flu

to hurt

to lie down

Travel and transport

adventure

ambulance

baggage/suitcase

bicycle

boat

bus

bus stop

car

delay/delayed

direction

driver

ferry

flight

journey

map

motorcycle

passenger

plane

platform

railway

(return / one way) ticket

tourist

tourist information office

train

tram

trip

visit

Travel and transport – Verbs and expressions

to arrive

to be/get lost

to cross (the road/street)

to depart/leave

to drive

to fly

to get in / out of

to get on / get off

to go hiking

to go straight ahead

to go travelling

to park

to take the bus

to travel by bus/train

to turn

to walk

B Personal and social life**Greetings**

Good morning / good afternoon / good evening!

Goodbye

Hello/Hi!

How are you? I'm (not) well.

How's it going?

I have to go.

Nice to meet you.

Pardon?

See you later/tomorrow.

Sorry / excuse me

Thank you, but I can't. Let's do it another day.

Thank you

Welcome!

Why don't we...? / Shall we...?

Exclamations/interjections

How annoying!

How interesting!

How nice!

What a shame! / What a pity!

continued

B Personal and social life continued**Invitations**

to accept an invitation

to invite

to turn down/refuse an invitation

Would you like to (go to the cinema)?

Family members and relationships

adult

aunt

baby

boy

boyfriend

child

childhood

cousin

daughter

divorced

elderly

family

father/dad

first name

friend

girl

girlfriend

granddaughter

grandfather/granddad/grandpa

grandmother/grandma/granny

grandparent

grandson

guy

husband

man

marriage

married

mother/mum

neighbour

nephew

niece

older/younger brother

older/younger sister

parent

partner

continued

Family members and relationships continued

relative

single

single father

single mother

son

stepfather/stepdad

stepmother/stepmum

surname

teenager

twin

uncle

wedding

wife

woman

Family members and relationships – Verbs and expressions

to be born

to be pregnant

to call / be called

to die

to grow

to grow up

to live

to marry

to spell (your name)

Physical appearance

beautiful

blonde

curly

dark

fair

fat

good-looking

handsome

long

old

poor

pretty

short

continued

B Personal and social life continued**Family members and relationships – Verbs and expressions** continued

slim

straight

tall

thin

ugly

young

Character and mood

active

angry

bored

crazy

curious

excited

exhausted

famous

funny

greedy

happy

important

intelligent

interesting

lazy

nice

pleasant

polite

quiet

rude

sad

satisfied

sensible

serious

tired

unhappy

unpleasant

worried

Character and mood – Verbs and expressions

to be in a good/bad mood

to cry

to get annoyed/angry

to hug

to kiss

to laugh

to like/love

to smile

At home – Rooms and furniture

balcony

bathroom

ceiling

dining room

door

floor

furniture

garage

hall

study

stairs

wall

window

At home – Bathroom

bath

comb

hairbrush

mirror

shampoo

shower

soap

tap

toilet

toothbrush

towel

continued

B Personal and social life continued**Bathroom – Verbs and expressions**

to brush teeth
to brush/comb hair
to have a bath
to have a shower
to wash your face

At home – Living room

armchair
carpet
chair
chest of drawers
living room / lounge
picture
rug
shelf (s) / shelves (pl)
sofa
table

At home – Kitchen

bottle
box
kitchen
sink
tin

Kitchen – Verbs and expressions

to boil
to chop
to cook
to cut
to freeze
to fry
to get lunch/dinner ready
to grill/barbecue
to roast

At home – Bedroom

bed
bedroom
blanket
closet/wardrobe

continued

At home – Bedroom continued

cupboard
duvet
lamp
pillow
sheet

Bedroom – Verbs and expressions

to be sleepy/tired
to go to bed
to get up
to lie down
to rest
to sleep
to wake up

At home – Household tasks

to clean
to cook
to do the laundry
to do the washing
to do the washing up
to iron
to lay/clear the table
to sew
to take the rubbish out
to tidy up / clean the house

At home – Garden

flower
(back/front) garden
gate
path
plant
tree
wall

Garden – Verbs and expressions

to do some gardening
to grow vegetables
to plant

continued

B Personal and social life continued**At home – Household appliances**

air conditioning
barbecue
battery
charger
cooker
dishwasher
electricity
freezer
fridge
gas
heating
iron
microwave
oven
plug
radio
speaker
telephone
television/TV
washing machine
watch/alarm clock

Household appliances – Verbs and expressions

to break
to open/close
to phone/call/ring / to make a phone call
to push/pull

Colours

black
blue
brown
dark
gold
green
grey
light
orange
pink
purple

continued

Colours continued

red
silver
white
yellow

Clothing and accessories

backpack
bag
belt
boots
button
cap
clothes
coat
dress
earring
fashion
glasses
(a pair of) gloves
hat
jacket
jeans
jewellery

jumper/sweater
kit
necklace
pocket
purse
raincoat
ring
sandals
scarf
shirt
(a pair of) shoes
shorts
skirt
(a pair of) socks
suit
sunglasses
swimming costume/trunks

continued

B Personal and social life continued**Clothing and accessories** continued

tie
tights
trainers
trousers
T-shirt
umbrella
uniform
watch

Clothing and accessories – Verbs and expressions

It fits / doesn't fit.
It is casual.
It is smart.
It is too loose/tight.
The trousers are comfortable.
to get dressed/undressed
to put on
to take off
to try on
to wear
What size?

Leisure – Leisure activities

to go fishing
to go to a concert
to go to a music festival
to go to the theatre
to listen to (pop/classical/rock) music
to listen to music on headphones
to watch TV / a thriller / a romantic film / a comedy

Leisure – Hobbies

climbing
drawing
painting
singing
to play the drums
to play the flute
to play the guitar
to play the piano
to play the trumpet

continued

Leisure – Hobbies continued

to play the violin
to play the clarinet
to write a poem / short story

Leisure – Sport

ball
bat
bicycle
champion
equipment
fan/supporter
football pitch
game/match
goal
golf course
medal
prize
(badminton/tennis) racket
(hockey) stick
team
tennis court
trainer/coach

Sport – Verbs and expressions

to do athletics
to do gymnastics
to do yoga
to go cycling
to go jogging
to go running
to go sailing
to go skateboarding
to go skating
to go skiing
to go snowboarding
to go surfing
to go swimming
to play badminton
to play baseball
to play basketball
to play cricket

continued

B Personal and social life continued**Sport – Verbs and expressions** continued

to play football

to play golf

to play hockey

to play rugby

to play table tennis

to play tennis

to play volleyball

to ride a bicycle/horse

to score a goal

to take photos

to win a competition/race

to win a medal

C The world around us**People and places – Continents**

Africa

America, (North/South/Central) America

Antarctica

Asia

Australia

Europe

The Arctic

People and places – Countries and nationalities

Candidate's own nationality + country of residence

Candidate's own language + any other language(s) studied

People and places – Cardinal points

north

south

east

west

Nature and environment

air

beach

branch

climate

continued

C The world around us continued**Nature and the environment** continued

coast

desert

dust

earth

environment

farming

forest

grass

hill

island

lake

landscape

moon

mountain

nature

pollution

recycle/recycling

region

river

sand

sea

sea shore

shade

shadow

sky

star

stick

stone

sun

top

underground

view

volcano

waterfall

wave

wood

world

continued

C The world around us continued**Nature and environment – Climate and weather**

climate change

cloud

cold

degree

fog

heat

humid

ice

lightning

night

rain

snow

storm

sunshine

thunder

weather

weather conditions

weather forecast

wind

Nature and environment – Animals

animal

bear

bird

cat

chicken

cow

dinosaur

dog

duck

elephant

fish

fly

horse

insect

lion

monkey

mouse

pet

rabbit

rat

continued

Nature and environment – Animals continued

sheep

snake

spider

tiger

Communication and technology – The digital world

advert/advertisement

app/application

blog (post)

blogger

(group) chat

computer

digital camera

document

DVD

file

folder

game

information

internet

keyboard

laptop

list

mail

memory (stick)

menu

(text) message

mobile phone

mouse

news

online

online safety

page

password

PC

photograph

printer

program

screen

selfie

social media

continued

C The world around us continued**Communication and technology – The digital world** continued

software

speaker

tablet

touch-screen

video

website

wi-fi

The digital world – Verbs and expressions

to make a call

to click

to copy

to download

to email

to fill in

to find

go online

to post online

to save

to send

to upload

Communication and technology – Documents and texts

article

bill

book

brochure

certificate

comic

form

guidebook

letter

magazine

newspaper

note

notebook

passport

postcard

ticket

The built environment – Buildings and services

apartment/flat

building

bus station

café

cathedral

castle

cinema

clinic

coffee shop

college

entrance

exit

factory

farm

garage

ground floor

gym

hospital

hotel

house/home

library

lift/elevator

museum

office

petrol station

police station

post office

restaurant

school

service station

sports centre

stadium

swimming pool

theatre

train station

university

zoo

continued

C The world around us continued**The built environment – Urban areas**

airport
 bridge
 bus stop
 car park
 corner
 metro/underground
 motorway
 neighbourhood
 pedestrian crossing
 place
 playground
 roundabout
 square
 street/road
 town/city
 traffic
 traffic lights
 village

The built environment – Shops and shopping

bakery
 bank
 bill
 bookshop
 butcher
 cash
 change
 changing room
 cheap
 closed
 coin
 credit card
 customer
 expensive
 kiosk
 market
 on sale
 open
 price
 receipt

continued

The built environment – Shops and shopping continued

sales
 shop/store
 supermarket
 waiter/waitress

Shops and shopping – Verbs and expressions

How much does it cost?
 to buy
 to complain
 to get a refund
 to go shopping
 to pay
 to rent (a bike)
 to sell
 to spend money

Shops and shopping – Mass and units

centimetre
 gram
 kilogram
 kilometre
 litre
 metre

Shops and shopping – Size

big
 enormous
 large
 long
 medium size
 short
 small
 tall
 tiny

Shops and shopping – Shapes

circle (n.), round (adj.)
 square (n.), square (adj.)
 triangle (n.), triangular (adj.)

continued

C The world around us continued**Shops and shopping – Materials**

cotton
glass
gold
leather
metal
paper
plastic
silver
stone
wood
wool

D The world of work**Education – Educational institutions**

nursery
primary school
private school
secondary school
university

Education – Places and people

canteen
course
department
director
education
school year
schoolyard/playground
student
subject
teacher

Education – In the classroom

(black/white/interactive) board
bell
book
desk
dictionary
eraser
notebook

continued

D The world of work continued**Education – In the classroom** continued

notice
(sheet of) paper
pen
pencil
pencil case
poster
ruler

Education – School subjects

art
biology
chemistry
computer science / IT
drama
geography
history
languages
maths
music
physical education / PE
physics
religious education / RE
science
sport

Education – Studies

break
class (group of students)
classmate
exam/test
example
exercise
homework
lesson
mark
project
question
result
school report
term
timetable

continued

D The world of work continued**Studies – Verbs and expressions**

to answer
to ask (questions)
to experiment
to explain
to fail
to know
to pass
to practise
to read
to revise
to study
to take notes
to understand
to write

Work – Professions and careers

actor
architect
artist
baker
boss
builder
businessman/businesswoman
chef
cleaner
cook
(bus/taxi) driver
engineer
farmer
firefighter
flight attendant
guide
hairdresser
lawyer
manager
mechanic
nurse
photographer
pilot
police officer

continued

Work – Professions and careers continued

postman/woman
receptionist
salesperson
secretary
shop assistant
singer
soldier
teacher
vet
waiter/waitress

Work – Workplace

business
company
employee
employer
job
office
salary
work

Workplace – Verbs and expressions

to be unemployed
to earn
to find/search for a job
to get a job
to get promoted
to go on holiday
to retire

E The international world**Culture and celebrations**

birthday
to celebrate
church
festival
fireworks
mosque
New Year
public holiday

continued

E The international world continued

Culture and celebrations continued

religion

special occasion

synagogue

temple

wedding anniversary

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

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.

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. 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/0772

You can view the timetable for your administrative zone at 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:

- Cambridge IGCSE First Language (0500)
- Cambridge IGCSE (9–1) First Language (0990)
- Cambridge IGCSE English as a Second Language (0510/0511)
- Cambridge IGCSE (9–1) English as a Second Language (0993/0991)
- Cambridge IGCSE English as a Second Language (Core) (Egypt) (0465)
- Cambridge O Level English Language (Brunei) (1120)
- Cambridge O Level English Language (1123)
- Cambridge IGCSE English (as an Additional Language) (0472)
- 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.

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

Centres should check the *Cambridge Handbook* for the year candidates are taking the assessment for information on when the audio material will be available and how to access the materials

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**

Retakes and carrying forward marks

Candidates can retake the whole qualification as many times as they want to. Learn more about retake entries, including definitions and information on entry deadlines, at **www.cambridgeinternational.org/retakes**

Candidates cannot resubmit, in whole or in part, coursework or 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**

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

Language

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

Accessibility and equality

Syllabus and assessment design

At Cambridge we recognise that our candidates have highly diverse linguistic, cultural and socio-economic 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 apply accessible design principles to make our syllabuses and assessment materials as accessible and inclusive as possible. This includes reviewing the accessibility of language, layout, contexts and visual content. 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. 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. Our access arrangement regulations can be found in section 1.3 of the *Cambridge Handbook* www.cambridgeinternational.org/eoguide

Applying for access arrangements

- Details of our standard access arrangements and modified question papers are available in section 1.3 of the *Cambridge Handbook* www.cambridgeinternational.org/eoguide
- Centres are expected to check the availability of access arrangements and modified question papers at the start of the course. Check the *Cambridge Handbook*, the assessment objectives listed in the syllabus document and, where applicable, any access arrangement restrictions listed in the syllabus document.
- Contact us at the start of the course to find out if we can approve an access arrangement that is not listed in the *Cambridge Handbook*.
- All applications should be made by the deadlines published in the *Cambridge Handbook*.

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 processing technology which uses word prediction and/or phrase prompting including spell check and grammar check
- candidates must **not** use a human reader.

After the exam

Grading and reporting

Grades 9, 8, 7, 6, 5, 4, 3, 2 or 1 indicate the standard a candidate achieved at Cambridge IGCSE.

9 is the highest and 1 is the lowest. 'Ungraded' means that the candidate's performance did not meet the standard required for grade 1. 'Ungraded' is reported on the statement of results but not on the certificate.

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

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

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 2029 and 2030

The syllabus has been updated. This is version 1, published September 2026.

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.

There are no significant changes which affect teaching.

Any textbooks endorsed to support the syllabus for examination from 2023 are still suitable for use with this syllabus.



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

With a Customer Services team available 24 hours a day, 6 days a week, and dedicated regional teams supporting schools in 160 countries, we understand your local context and are here to guide you so you can provide your learners with everything they need to prepare for Cambridge IGCSE.

Quality management

We are 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 3 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at www.cambridgeinternational.org/about-us/our-standards/



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

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

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

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