



**Cambridge Assessment
International Education**

Syllabus

Cambridge IGCSE™

First Language Spanish 0502

Use this syllabus for exams in 2025, 2026 and 2027.
Exams are available in the June and November series.

español

Version 1

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

**Cambridge
Pathway** 

Why choose Cambridge International?

Cambridge International prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of Cambridge University Press & Assessment, which is a department of the University of Cambridge.

Our Cambridge Pathway gives students a clear path for educational success from age 5 to 19. Schools can shape the curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them the skills they need for life, so they can achieve at school, university and work.

Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for learners to progress from one stage to the next, and are well supported by teaching and learning resources.

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

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

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

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

Quality management



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

Contents

Why choose Cambridge International?	2
1 Why choose this syllabus?	4
2 Syllabus overview	7
Aims	7
Content overview	8
Assessment overview	9
Assessment objectives	10
3 Subject content	12
4 Details of the assessment	14
Paper 1 – Reading	14
Paper 2 – Directed Writing and Composition	16
Component 3 – Speaking and Listening Test	17
5 What else you need to know	23
Before you start	23
Making entries	24
Accessibility and equality	24
After the exam	25
How students and teachers can use the grades	26
Grade descriptions	26
Changes to this syllabus for 2025, 2026 and 2027	27



Important: Changes to this syllabus

The latest syllabus is version 1, published September 2022. There are no significant changes which affect teaching.

Any textbooks endorsed to support the syllabus for examination from 2022 are still suitable for use with this syllabus.

1 Why choose this syllabus?

Key benefits

Cambridge IGCSE is the world's most popular international qualification for 14 to 16 year olds, although it can be taken by students of other ages. It is tried, tested and trusted.

Students can choose from 70 subjects in any combination – it is taught by over 4500 schools in over 140 countries.

Our programmes balance a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment.

Cambridge IGCSE First Language Spanish is designed for learners whose mother tongue is Spanish. The course allows learners to:

- develop the ability to communicate clearly, accurately and effectively when speaking and writing
- learn how to use a wide range of vocabulary, and the correct grammar, spelling and punctuation
- develop a personal style and an awareness of the audience.

Learners are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which Spanish can be used. Cambridge IGCSE First Language Spanish also develops more general analysis and communication skills such as inference, and the ability to order facts and present opinions effectively.

Our approach in Cambridge IGCSE First Language Spanish encourages learners to be:

confident, in communicating, evaluating and challenging interpretations, opinions and ideas, drawing on a wide range of effective vocabulary and knowledge of linguistic conventions

responsible, evaluating the effect of choices they and others make as speakers and writers

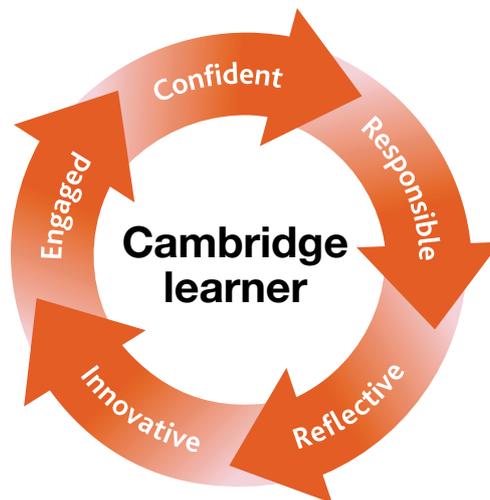
reflective, considering critically drafts of their own work, to identify and understand the ways in which they might edit and refine their responses

innovative, experimenting with a range of expression, developing and adapting their own personal style as speakers and writers to suit audience, form and purpose

engaged, taking inspiration from, and being interested in, the varieties of spoken and written language around them; reading critically, both independently and with others.

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 International Group of Schools, Indonesia



International recognition and acceptance

Our expertise in curriculum, teaching and learning, and assessment is the basis for the recognition of our programmes and qualifications around the world. The combination of knowledge and skills in Cambridge IGCSE First Language Spanish gives learners a solid foundation for further study.

Cambridge IGCSEs are accepted and valued by leading universities and employers around the world as evidence of academic achievement. Many universities require a combination of Cambridge International AS & A Levels and Cambridge IGCSEs or equivalent to meet their entry requirements.

UK NARIC*, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Cambridge IGCSE and found it to be comparable to the standard of 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.

* Due to the United Kingdom leaving the European Union, the UK NARIC national recognition agency function was re-titled as UK ENIC on 1 March 2021, operated and managed by Ecctis Limited. From 1 March 2021, international benchmarking findings are published under the Ecctis name.

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 provide a wide range of resources, detailed guidance, innovative training and professional development so that you can give your students the best possible preparation for Cambridge IGCSE. To find out which resources are available for each syllabus go to our School Support Hub.

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

Find out more at www.cambridgeinternational.org/support

Support for Cambridge IGCSE			
Planning and preparation <ul style="list-style-type: none"> Schemes of work Specimen papers Syllabuses Teacher guides 	Teaching and assessment <ul style="list-style-type: none"> Endorsed resources Online forums Support for coursework and speaking tests 	Learning and revision <ul style="list-style-type: none"> Example candidate responses Past papers and mark schemes Specimen paper answers 	Results <ul style="list-style-type: none"> Candidate Results Service Principal examiner reports for teachers Results Analysis

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

Professional development

We support teachers through:

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

Find out more at www.cambridgeinternational.org/events

- Cambridge Professional Development Qualifications

Find out more at www.cambridgeinternational.org/profdev



Supporting exams officers

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

Find out more at: www.cambridgeinternational.org/eoguide

2 Syllabus overview

Aims

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

The aims are to enable students to:

- read a wide range of texts, fluently and with good understanding, enjoying and appreciating a variety of language
- read critically and use knowledge gained from wide reading to inform and improve their own writing
- write accurately and effectively, using Spanish appropriately
- work with information and with ideas in language by developing skills of evaluation, analysis, use and inference
- listen to, understand, and use spoken language effectively
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions.



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

Content overview

Cambridge IGCSE First Language Spanish offers candidates the opportunity to respond with understanding to a rich array of reading texts during the course as a whole. Candidates will use these texts to inform and inspire their own writing, and will write in a range of text types for different purposes and audiences.

Candidates who take Component 3 will develop both their speaking and their listening skills, delivering a presentation, responding to questions and engaging in conversations.

Candidates are encouraged to become appreciative and critical readers, writers, speakers and listeners.

Assessment overview

All candidates take two papers, Paper 1 and Paper 2. Component 3 is optional and assesses speaking and listening skills. This component is separately endorsed and marks will not contribute to the candidate's overall grade. Candidates will be eligible for grades A* to G.

All candidates take:

Paper 1	2 hours
Reading	50%
80 marks	
Structured and extended writing questions	
Questions will be based on three reading texts	
Externally assessed	

and:

Paper 2	2 hours
Directed Writing and Composition	50%
80 marks	
Extended writing question and a composition task	
Externally assessed	

Candidates also take:

Component 3	Approx. 10–12 minutes
Speaking and Listening Test	
40 marks	Separately endorsed
Individual Talk and Conversation	
Internally assessed and externally moderated	

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

Assessment objectives

The assessment objectives (AOs) are:

AO1 Reading

Candidates will be assessed on their ability to:

- R1 demonstrate understanding of explicit meanings
- R2 demonstrate understanding of implicit meanings and attitudes
- R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text
- R4 demonstrate understanding of how writers achieve effects and influence readers
- R5 select and use information for specific purposes.

AO2 Writing

Candidates will be assessed on their ability to:

- W1 articulate experience and express what is thought, felt and imagined
- W2 organise and structure ideas and opinions for deliberate effect
- W3 use a range of vocabulary and sentence structures appropriate to context
- W4 use register appropriate to context
- W5 make accurate use of spelling, punctuation and grammar.

AO3 Speaking and Listening

Candidates will be assessed on their ability to:

- SL1 articulate experience and express what is thought, felt and imagined
- SL2 present facts, ideas and opinions in a cohesive order which sustains the audience's interest
- SL3 communicate clearly and purposefully using fluent language
- SL4 use register appropriate to context
- SL5 listen and respond appropriately in conversation.

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 Reading	50
AO2 Writing	50
AO3 Speaking and Listening	Separately endorsed
Total	100

Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %		
	Paper 1	Paper 2	Component 3
AO1 Reading	80	20	0
AO2 Writing	20	80	0
AO3 Speaking and Listening	0	0	100
Total	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 texts, topics, subject contexts, resources and examples to support your learners' study. These should be appropriate for the learners' age, cultural background and learning context as well as complying with your school policies and local legal requirements.

The skills covered in the syllabus are outlined below.

Reading

- Demonstrate understanding of written texts, and of the words and phrases within them.
- Summarise and use material for a specific context.
- Develop, analyse and evaluate facts, ideas and opinions.
- Demonstrate understanding of how writers achieve their effects and influence readers.
- Select appropriate information for specific purposes.
- Recognise and respond to linguistic devices, figurative language and imagery.

In developing reading skills, candidates should engage with a range of genres and text types from the twentieth and/or twenty-first centuries, including literature, fiction and non-fiction, and other forms of writing, such as discursive essays, reviews and articles. This study should include focus on writers' use of language and style and the ways in which writers achieve effects and influence readers. Candidates should study how influence may include fact, ideas, perspectives, opinions and bias.

Writing

- Express what is thought, felt and imagined.
- Organise and convey facts, ideas and opinions effectively.
- Demonstrate a varied vocabulary appropriate to the context.
- Demonstrate an effective use of sentence structures.
- Demonstrate an understanding of audience, purpose and form.
- Demonstrate accuracy in spelling, punctuation and grammar.

As developing writers themselves, candidates should be introduced to a range of writing skills, including the ability to create and compose texts with a variety of forms and purposes, e.g. descriptive, narrative, discursive, argumentative and persuasive. This study should include focus on the following text types: letter, report, article, journal, speech, interview and summary.

Speaking and Listening

- Describe and reflect on experience, and express what is thought, felt and imagined.
- Organise and convey facts, ideas and opinions effectively.
- Understand and convey complex ideas.
- Communicate with clarity, focus and purpose.
- Communicate appropriately for the context.
- Engage appropriately in conversation.

Candidates should explore a range of speaking and listening skills, including the ability to participate in engaging conversations and to respond spontaneously to questions and prompts. This study should include focus on presentation skills in employing and organising content, and language devices, such as irony, tone and emphasis.

4 Details of the assessment

Paper 1 – Reading

Written paper, 2 hours, 80 marks

Candidates answer four compulsory questions on three texts which may be on a similar topic. Candidates write all their answers in the space provided on the question paper.

Text A and Text B will be 700–750 words in length and Text C will be 500–650 words in length. Candidates should spend approximately 15 minutes reading the texts.

The texts will be printed on the question paper insert.

Dictionaries may **not** be used.

Question 1 Comprehension (15 marks)

Question 1 requires candidates to respond to Text A.

Candidates respond to a series of sub-questions. These include short answers testing understanding of both explicit and implicit meanings.

This question tests the following reading assessment objectives (15 marks):

- R1 demonstrate understanding of explicit meanings
- R2 demonstrate understanding of implicit meanings and attitudes
- R5 select and use information for specific purposes.

Question 2 Summary task (15 marks)

Question 2 requires candidates to respond to Text B.

Candidates answer a selective summary task in their own words. Candidates write their summary as continuous writing of no more than 120 words.

This question tests the following reading assessment objectives (10 marks):

- R1 demonstrate understanding of explicit meanings
- R2 demonstrate understanding of implicit meanings and attitudes
- R5 select and use information for specific purposes.

This question also tests the following writing assessment objectives (5 marks):

- W2 organise and structure ideas and opinions for deliberate effect
- W3 use a range of vocabulary and sentence structures appropriate to context
- W5 make accurate use of spelling, punctuation and grammar.

Question 3 Short-answer questions and language task (25 marks)

Question 3 requires candidates to respond to Text C.

Short answer questions: candidates respond to a series of sub-questions which require answers of different lengths.

This question tests the following reading assessment objectives (10 marks):

- R1 demonstrate understanding of explicit meanings
- R2 demonstrate understanding of implicit meanings and attitudes
- R4 demonstrate understanding of how writers achieve effects and influence readers.

Language task: candidates write about 200–300 words.

This question tests the following reading assessment objectives (15 marks):

- R2 demonstrate understanding of implicit meanings and attitudes
- R4 demonstrate understanding of how writers achieve effects and influence readers
- R5 select and use information for specific purposes.

Question 4 Extended response to reading (25 marks)

Question 4 requires candidates to respond to Text C.

Candidates write about 250–350 words, responding in one of the following text types: letter, report, journal, speech, interview and article.

This question tests the following reading assessment objectives (15 marks):

- R1 demonstrate understanding of explicit meanings
- R2 demonstrate understanding of implicit meanings and attitudes
- R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text
- R5 select and use information for specific purposes.

This question also tests the following writing assessment objectives (10 marks):

- W1 articulate experience and express what is thought, felt and imagined
- W2 organise and structure ideas and opinions for deliberate effect
- W3 use a range of vocabulary and sentence structures appropriate to context
- W4 use register appropriate to context
- W5 make accurate use of spelling, punctuation and grammar.

Paper 2 – Directed Writing and Composition

Written paper, 2 hours, 80 marks

Candidates answer two questions, one from each section.

The texts will be printed on the question paper insert.

Dictionaries may **not** be used.

Section A Directed Writing (40 marks)

Candidates answer one compulsory question on one or two texts totalling 650–750 words in length.

Candidates use, develop and evaluate the information in the text(s) to create a discursive/argumentative/persuasive speech, letter or article.

Candidates write about 250–350 words.

This question tests the following writing assessment objectives (25 marks):

- W1 articulate experience and express what is thought, felt and imagined
- W2 organise and structure ideas and opinions for deliberate effect
- W3 use a range of vocabulary and sentence structures appropriate to context
- W4 use register appropriate to context
- W5 make accurate use of spelling, punctuation and grammar.

This question also tests the following reading assessment objectives (15 marks):

- R1 demonstrate understanding of explicit meanings
- R2 demonstrate understanding of implicit meanings and attitudes
- R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text
- R5 select and use information for specific purposes.

Section B Composition (40 marks)

Candidates answer one question from a choice of four titles: two descriptive and two narrative.

Candidates use the title to develop and write a composition.

Candidates write about 350–450 words.

This question tests the following writing assessment objectives (40 marks):

- W1 articulate experience and express what is thought, felt and imagined
- W2 organise and structure ideas and opinions for deliberate effect
- W3 use a range of vocabulary and sentence structures appropriate to context
- W5 make accurate use of spelling, punctuation and grammar.

Component 3 – Speaking and Listening Test

Individual Talk and Conversation, approximately 10–12 minutes in total, 40 marks

This component is separately endorsed with grades of 1 (high) to 5 (low). Marks for Component 3 do **not** contribute to a candidate's overall grade.

Teachers must treat this component as a non-coursework speaking test and must read this information in conjunction with the relevant sections of the *Cambridge Handbook*.

There are two parts to the Speaking and Listening Test. In Part 1, candidates present an individual talk. In Part 2, candidates engage in a conversation with the teacher/examiner on their chosen topic.

There is no question paper for the test. The test must be taken within the Speaking and Listening Test window. You should record all candidates. Candidates must only take the Speaking and Listening Test **once** and both parts of the test **must** be recorded as one.

Part 1 Individual Talk (3–4 minutes) (20 marks)

The candidate talks for about 3–4 minutes on a single topic or theme which they have selected before the test. The candidate talks about a topic of particular interest, for example, about the candidate's reactions to meeting a famous person or about a recent film, which would include suggestions as to why others would also like it.

Candidates need to show that they are able to prepare and organise material, are aware of audience, and can select and employ a range of language devices. Candidates are encouraged to make presentations which are lively, perhaps by incorporating more creative presentational styles, such as taking up a 'voice' or presenting a dramatic monologue.

There is no question paper and each candidate chooses their own subject with guidance from their teacher. Teachers should advise on the suitability of topics or themes, but must **not** be involved in the preparation of material for the Individual Talk. The interaction is between the candidate and the teacher only, although the class may be present as an audience.

Candidates may bring one 'cue card' (about postcard size) into the examination room, to remind them of the main points they wish to make. The cue card should contain a list of key points, not continuous sentences. Candidates may write their points on one side of the cue card only. Candidates may also use a limited quantity of illustrative material, which may include maps, diagrams, statistics and pictures. Reading from, or reliance on, a script or extended notes is **not** allowed. Recitation of a memorised script is unlikely to be successful. The cue card and illustrative material must be retained by centres until six months after publication of results. The cue card and illustrative material must be labelled with the candidate's name and number.

The talk should be continuous. If absolutely necessary the teacher/examiner may prompt a candidate who is finding it difficult to continue within the advised time of 3–4 minutes. Teachers/examiners should interrupt to ask questions, and begin Part 2, if the candidate shows no sign of finishing after 4½ minutes.

Dictionaries may be used to prepare the Individual Talk, but they may **not** be taken into the test.

This part of the test is to be assessed using the level descriptions in Table A on page 20.

The Individual Talk tests the following speaking and listening assessment objectives (20 marks):

SL1 articulate experience and express what is thought, felt and imagined

SL2 present facts, ideas and opinions in a cohesive order which sustains the audience's interest

SL3 communicate clearly and purposefully using fluent language

SL4 use register appropriate to context.

Part 2 Conversation (7–8 minutes) (20 marks)

Dictionaries may **not** be used in the test.

The Individual Talk leads into a conversation with the teacher/examiner about the candidate's chosen topic. For example, an account of meeting a famous person could be developed into a discussion of wider issues such as the nature and role of 'celebrity' and media intrusion; a talk about a film could be developed into a discussion of wider issues such as censorship, popular culture and the film industry.

Candidates should be encouraged to consider how a conversation might develop around their chosen topic; if they cannot think of six questions they **could** be asked, the topic is unlikely to be easy to discuss.

During the Individual Talk, teachers/examiners are likely to make notes in order to help them ask appropriate questions.

Candidates must be prepared to supply additional factual material where appropriate and to express and defend a point of view. In order to give the candidate every opportunity, questions should be open, such as 'tell me more about...!', 'why?' and 'how?', rather than closed questions which may be answered by 'yes/no'. Candidates should not be made to feel embarrassed about expressing viewpoints that are not those of the teacher/examiner. The teacher/examiner may wish to ask questions about those views, but these questions must not be judgemental.

The teacher/examiner should normally allow 7–8 minutes for each candidate. If a candidate 'dries up' after a few minutes, teachers/examiners should be ready to explore another aspect of the topic or theme; they should keep trying to make conversation so that the candidate is given every opportunity to demonstrate their ability. Questions should be rephrased (rather than repeated) in an attempt to continue the dialogue.

Teachers/examiners should beware of talking too much and of candidates being given credit for what the teacher/examiner has actually said. Candidates are responsible for showing that they can converse adequately; at the same time the teacher/examiner must make sure the candidate is given every opportunity to converse by following up any opening given.

This part of the test is to be assessed using the level descriptions in Table B on pages 21 and 22.

The Conversation tests the following speaking and listening assessment objectives (20 marks):

SL1 articulate experience and express what is thought, felt and imagined

SL2 present facts, ideas and opinions in a cohesive order which sustains the audience's interest

SL3 communicate clearly and purposefully using fluent language

SL4 use register appropriate to context

SL5 listen and respond appropriately in conversation.

Recording and submitting candidates' marks and work

Please refer to the samples database at www.cambridgeinternational.org/samples for information, dates and methods of submission of candidates' marks and work.

You should record candidates' marks for Component 3 Speaking and Listening Test on the Oral Examination Summary Form which you should download each year from the samples database at www.cambridgeinternational.org/samples. The database will ask you for the syllabus code (i.e. 0502), after which it will take you to the correct forms. 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.

External moderation

Cambridge International will externally moderate this internally assessed component.

- 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 also provides details of how to submit the marks and work.

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

Authenticity and avoidance of plagiarism

It is the centre's responsibility to make sure all assessed work is the candidate's original work. If plans and first drafts are completed under teacher supervision, you can be sure of the authenticity of the final test. You should not correct or edit draft work. A general discussion on the progress of the work is a natural part of the teacher–candidate relationship, as it is for other parts of the course.

A candidate taking someone else's work or ideas and passing them off as his or her own is an example of plagiarism. It is your responsibility as a teacher to prevent plagiarism from happening and to detect it if it does happen. For more information, search for 'Preventing plagiarism – guidance for teachers' on our website at www.cambridgeinternational.org

Marking instructions

The teacher must mark each candidate's test out of a total of 40, in line with the level descriptions. The total mark for the test is divided into 20 marks for Speaking in Part 1 (Individual Talk), and 10 marks for Speaking and 10 marks for Listening in Part 2 (Conversation).

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

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

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

Table A: Level descriptions for Component 3, Part 1 – Individual Talk (20 marks)

This table assesses SL1, SL2, SL3 and SL4

Level	Marks	Description
5	17–20	<ul style="list-style-type: none"> • Talk articulates experience and expresses thought, feelings and imagination. • Presentation shows excellent cohesive order and fully engages the audience. • Communicates clearly and fluently using a wide range of linguistic devices (e.g. tone, irony, emphasis) with purpose. • Register is fully appropriate to context.
4	13–16	<ul style="list-style-type: none"> • Talk mainly articulates experience and mainly expresses thought, feelings and imagination. • Presentation shows good cohesive order and mostly engages the audience. • Communicates clearly and mostly fluently using a range of linguistic devices (e.g. tone, irony, emphasis) with purpose. • Register is mainly appropriate to context.
3	9–12	<ul style="list-style-type: none"> • Talk sometimes articulates experience and sometimes expresses thought, feelings and imagination. • Presentation shows some cohesive order with some attempt to engage the audience. • Communicates clearly and fluently some of the time using some linguistic devices (e.g. tone, irony, emphasis) with purpose. • Register is sometimes appropriate to context.
2	5–8	<ul style="list-style-type: none"> • Talk is often inarticulate and shows limited expression of thought, feelings and imagination. • Presentation lacks cohesive order in places with little attempt to engage the audience. • Communicates in a limited way using a limited range of linguistic devices (e.g. tone, irony, emphasis). • Register is limited within the context shown.
1	1–4	<ul style="list-style-type: none"> • Limited or no expression of thought, feelings and imagination. • Presentation shows no cohesive order with no attempt to engage the audience. • No clear communication, lack of fluency with no linguistic devices. • Little or no register within the context shown.
0	0	<ul style="list-style-type: none"> • Does not meet the above criteria.

Table B: Level descriptions for Component 3, Part 2 – Conversation (20 marks)

For Part 2, record separate marks for speaking and for listening. This table assesses SL1, SL2, SL3, SL4 and SL5.

Speaking			Listening		
Level	Marks	Description	Level	Marks	Description
5	9–10	<ul style="list-style-type: none"> Expresses and extends the subject matter and elicits responses from the listener; speaks on equal terms with the listener. Communicates clearly and fluently using a wide range of linguistic devices (e.g. tone, irony, emphasis) with purpose; register is fully appropriate to context. 	5	9–10	<ul style="list-style-type: none"> The conversation is natural, fluent and sustained by the candidate throughout. Responds fully to questions and develops prompts; deals confidently and sometimes enthusiastically with alterations in the direction of the conversation.
4	7–8	<ul style="list-style-type: none"> Expresses the subject matter to the listener in an organised and competent way; sometimes speaks on equal terms with the listener. Communicates clearly and mostly fluently using a range of linguistic devices (e.g. tone, irony, emphasis) with purpose; register is mainly appropriate to context. 	4	7–8	<ul style="list-style-type: none"> The conversation is sustained throughout, and is sometimes led by the candidate. Responds consistently, appropriately and in detail to questions and prompts; deals appropriately with alterations in the direction of the conversation.
3	5–6	<ul style="list-style-type: none"> Expresses the subject matter to the listener adequately and with some organisation; the listener is generally but not always prominent. Communicates clearly and fluently some of the time using some linguistic devices (e.g. tone, irony, emphasis) with purpose; register is sometimes appropriate to context. 	3	5–6	<ul style="list-style-type: none"> The conversation is sustained and the candidate engages in the conversation throughout. Responds to questions adequately but deals less effectively with prompts; deals adequately with alterations in the direction of the conversation.

Speaking			Listening		
Level	Marks	Description	Level	Marks	Description
2	3–4	<ul style="list-style-type: none"> Expresses the subject matter with some linking of ideas, although organisation is inconsistent; the listener is in full control of the conversation. Communicates in a limited way using a limited range of linguistic devices (e.g. tone, irony, emphasis); register is limited within the context shown. 	2	3–4	<ul style="list-style-type: none"> The conversation is sustained by the listener's questions. Responds in a basic way to questions and struggles to develop prompts; does not respond to alterations in the direction of the conversation.
1	1–2	<ul style="list-style-type: none"> Expresses simple facts and ideas with generally unsuccessful attempts at organisation; does not engage in a two-way conversation. No clear communication, lack of fluency with no linguistic devices; little or no register within the context shown. 	1	1–2	<ul style="list-style-type: none"> A two-way conversation is not successfully maintained. Responds in a simple way or is unable to respond to questions or prompts; does not recognise alterations in the direction of the conversation.
0	0	<ul style="list-style-type: none"> Does not meet the above criteria. 	0	0	<ul style="list-style-type: none"> Does not meet the above criteria.

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 a level in Spanish equivalent to First Language competence.

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 learner's previous experience of the subject.

Availability and timetables

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable.

You can view the timetable for your administrative zone at www.cambridgeinternational.org/timetables

You can enter candidates in the June and November exam series.

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

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

Combining with other syllabuses

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

- Cambridge IGCSE Spanish (0530)
- Cambridge IGCSE Spanish (9–1) (7160)
- 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 allows schools to offer a broad and balanced curriculum by recognising the achievements of learners who pass exams in a range of different subjects.

Learn more about Cambridge ICE at www.cambridgeinternational.org/cambridgeice

Making entries

Exams officers are responsible for submitting entries to Cambridge International. We encourage them to work closely with you to make sure they enter the right number of candidates for the right combination of syllabus components. Entry option codes and instructions for submitting entries are in the *Cambridge Guide to Making Entries*. Your exams officer has a copy of this guide.

Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as administrative zones. We allocate all Cambridge schools to 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 your entries on time. Your exams officer will find this support, and guidance for all other phases of the Cambridge Exams Cycle, at www.cambridgeinternational.org/eoguide

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

Candidates cannot resubmit, in whole or in part, speaking tests from a previous series for remarking.

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

Language

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

Accessibility and equality

Syllabus and assessment design

Cambridge International works to avoid direct or indirect discrimination. We develop and design syllabuses and assessment materials to maximise inclusivity for candidates of all national, cultural or social backgrounds and candidates with protected characteristics; these protected characteristics include special educational needs and disability, religion and belief, and characteristics related to gender and identity. In addition, the language and layout used are designed to make our materials as accessible as possible. This gives all candidates the fairest possible opportunity to demonstrate their knowledge, skills and understanding and helps to minimise the requirement to make reasonable adjustments during the assessment process.

Access arrangements

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

Important:

- Requested access arrangements should be based on evidence of the candidate’s barrier to assessment and should also reflect their normal way of working at school; this is in line with the *Cambridge Handbook* www.cambridgeinternational.org/eoguide
- For Cambridge International to approve an access arrangement, we will need to agree that it constitutes a reasonable adjustment, involves reasonable cost and timeframe and does not affect the security and integrity of the assessment.
- Availability of access arrangements should be checked by centres at the start of the course. Details of our standard access arrangements and modified question papers are available in the *Cambridge Handbook* www.cambridgeinternational.org/eoguide
- Please contact us at the start of the course to find out if we are able to approve an arrangement that is not included in the list of standard access arrangements.
- Candidates who cannot access parts of the assessment may be able to receive an award based on the parts they have completed.
- Some access arrangements are not allowed in this syllabus because they affect the assessment objectives:
 - candidates are not allowed to use voice-activated software to dictate their written work
 - candidates are not allowed to use word processing technology which uses word prediction and/or phrase prompting
 - candidates are not allowed to use human readers.

After the exam

Grading and reporting

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

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

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

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

These letters do not appear on the certificate.

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

How students and teachers can use the grades

Assessment at Cambridge IGCSE has two purposes:

- 1 to measure learning and achievement

The assessment confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus, to the levels described in the grade descriptions.

- 2 to show likely future success

The outcomes help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful.

The outcomes help students choose the most suitable course or career.

Grade descriptions

Grade descriptions are provided to give an indication of the standards of achievement candidates awarded particular grades are likely to show. Weakness in one aspect of the examination may be balanced by a better performance in some other aspect.

Grade descriptions for Cambridge IGCSE First Language Spanish will be published after the first assessment of the syllabus in 2022.

Changes to this syllabus for 2025, 2026 and 2027

The syllabus has been updated. This is version 1, published September 2022.

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.

Any textbooks endorsed to support the syllabus for examination from 2022 are still suitable for use with this syllabus.



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

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

We are committed to making our documents accessible in accordance with the WCAG 2.1 Standard. We 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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