

# Syllabus

Cambridge IGCSE™

First Language Spanish 0502

Use this syllabus for exams in 2022, 2023 and 2024.

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## Why choose Cambridge International?

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

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

Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for 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 1000 schools in 160 countries prepare for their future with the Cambridge Pathway.

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

Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA



### Quality management

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

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# Contents

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1 Why choose this syllabus? .....	2.....
2 Syllabus overview .....	5.....
Aims	5
Content overview	5
Assessment overview	6
Assessment objectives	7
3 Subject content .....	9.....
4 Details of the assessment .....	10.....
Paper 1 – Reading	10
Paper 2 – Directed Writing and Composition	12
Component 3 – Speaking and Listening Test	13
5 What else you need to know .....	19.....
Before you start	19
Making entries	20
After the exam	21
How students and teachers can use the grades	21
Grade descriptions	21
Changes to this syllabus for 2022, 2023 and 2024	22

## Changes to this syllabus



The latest syllabus is version 2, published January 2020. For information about changes to this syllabus for 2022, 2023 and 2024, go to page 22.

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# 1 Why choose this syllabus?

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## 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 4700 schools in 150 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:

- x develop the ability to communicate clearly, accurately and effectively when speaking and writing
- x learn how to use a wide range of vocabulary, and the correct grammar, spelling and punctuation
- x 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:

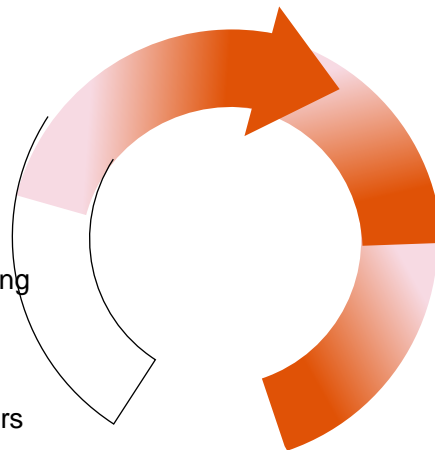
**confident**, in communicating, evaluating and challenging interpretations, opinions and ideas, drawing on a wide range of effective vocabulary and knowledge of linguistic conventions

**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.



**'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.'**

Gary Tan, Head of Schools and CEO, Rafes 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 GCSE in the UK. This means students can be confident that their Cambridge IGCSE qualifications are accepted as equivalent to UK GCSEs by leading universities worldwide.

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



Cambridge Assessment International Education is an education organisation and politically neutral. The content 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.

‘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.’

Managing Director of British School in Egypt BSE

## Supporting teachers

We provide a wide range of practical resources, detailed guidance, and innovative training and professional development so that you can give your students the best possible preparation for Cambridge IGCSE.

### Exam preparation resources

- xQuestion papers
- xMark schemes
- xExample candidate responses to understand what examiners are looking for at key grades
- xExaminer reports to improve future teaching

### Training

- xIntroductory – face-to-face or online
- xExtension – face-to-face or online
- xEnrichment – face-to-face or online
- x

### Community

You can find useful information, as well as share your ideas and experiences with other teachers, on our social media channels and community forums.

Find out more at  
[www.cambridgeinternational.org/social-media](http://www.cambridgeinternational.org/social-media)

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## 2 Syllabus overview

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### Aims

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

The aims are to enable students to:

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

### 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.



#### Support for Cambridge IGCSE First Language Spanish

The School Support Hub is our secure online site for Cambridge teachers where you can find the resources you need to deliver our programmes, including schemes of work, past papers, mark schemes and examiner reports. You can also keep up to date with your subject and the global Cambridge community through our online discussion forums.

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

## Assessment overview

All candidates take two papers, Paper 1 and Paper 2. Component 3 is optional and assesses speaking and listening





## 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

The skills covered in the syllabus are outlined below.

### Reading

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

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

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

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## 4 Details of the assessment

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### 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.





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 appropriate 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 17 and 18.

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 appropriate language

SL4 use register appropriate to context

SL5 listen and respond appropriately in conversation.





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:

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

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



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## 5 What else you need to know

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

### Before you start

Previous study

## 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. Exams officers have a copy of this guide. To keep

## After the exam

### Grading and reporting

## Changes to this syllabus for 2022, 2023 and 2024

The syllabus has been updated. This is version 2, published February 2020.

The syllabus was reviewed and revised for first examination in 2022. Version 1 of the syllabus was published September 2019.

You are strongly advised to read the whole syllabus before planning your teaching programme.

Changes to syllabus content	<p>Changes to version 2 of the syllabus, published February 2020</p> <ul style="list-style-type: none"> <li>x A typographical error was made on page 13 of the syllabus in the details of the Speaking and Listening test. The sentence has been corrected and now states: 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.</li> </ul> <p>Changes to version 1 of the syllabus, published September 2019</p> <p>Aims and assessment objectives</p> <ul style="list-style-type: none"> <li>x The syllabus aims and assessment objectives have been refreshed and updated.</li> <li>x The wording of the assessment objectives has been revised to make them more concise. The newly worded assessment objectives test the same knowledge and skills as previously.</li> </ul> <p>Subject content</p> <ul style="list-style-type: none"> <li>x The syllabus content has been reworded for clarity and to provide further guidance to teachers.</li> <li>x Administrative information for Component 3 (Speaking and Listening Test) has been updated. Teachers must also refer to the Cambridge Handbook.</li> </ul>
Changes to assessment (including changes to specimen papers)	<p>Changes to version 1 of the syllabus, published September 2019</p> <ul style="list-style-type: none"> <li>x Tiering has been removed from the qualification. This means that there is now only one Reading paper and this will be accessible to all candidates. At syllabus level all candidates now have access to grades A*–G.</li> <li>x The Coursework Portfolio Component (formerly Component 4) has been removed from the qualification.</li> <li>x All candidates now take Paper 1 (Reading) and Paper 2 (Directed Writing and Composition). Component 3 (Speaking and Listening Test) is optional.</li> </ul> <p>Paper 1</p> <ul style="list-style-type: none"> <li>x The style and format of the questions in Paper 1 (Reading) will be familiar to teachers and candidates. Candidates will answer four compulsory questions. The questions will be based on three texts which will be provided in an insert. Questions 1 and 3 will have part questions.</li> </ul>

continued



Changes to assessment  
(including changes to specimen  
papers) continued

Paper 1 continued

- x The number of marks for Paper 1 (Reading) has increased to 80 and the duration of the paper is 2 hours.
- x We have increased the number of marks to allow candidates to show us more clearly what they can do and to differentiate more effectively.

Paper 2

- x The style and format of questions in Paper 2 (Directed Writing and Composition) are unchanged. However, the number of marks for the paper has increased to 80.
- x We have increased the number of marks to allow candidates to show us more clearly what they can do and to differentiate more effectively.

Component 3

- x Component 3 (Speaking and Listening Test) is optional and separately endorsed and does not contribute to a candidate's overall grade.
- x The style and format of the Speaking and Listening Test remains unchanged, except Part 2 is now called 'Conversation' and the total marks have increased to 40.

Mark schemes

- x The format and layout of the mark schemes have been updated. The level descriptions have been updated for clarity and to reflect the changes in assessment structure and mark allocation.

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



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

