

International GCSE

Spanish

(9269) Specification

AD



For teaching from September 2023 onwards

For exams May/June 2025 onwards

For teaching and examination outside
the United Kingdom

Contents

| | | |
|----------|---|-----------|
| 1 | Introduction | 5 |
| 1.1 | Why choose OxfordAQA International GCSEs? | 5 |
| 1.2 | Why choose our International GCSE Spanish? | 5 |
| 1.3 | Recognition | 5 |
| 1.4 | The Oxford International Programme learner attributes | 6 |
| 1.5 | Support and resources to help you teach | 7 |
| 2 | Specification at a glance | 8 |
| 2.1 | Subject content | 8 |
| 2.2 | Assessments | 9 |
| 3 | Subject content | 10 |
| 3.1 | Themes | 10 |
| 3.2 | Scope of study | 11 |
| 3.3 | Grammar | 13 |
| 3.4 | Vocabulary | 16 |
| 4 | Scheme of assessment | 68 |
| 4.1 | Aims and learning outcomes | 68 |
| 4.2 | Assessment Objectives | 69 |
| 4.3 | Assessment weightings | 69 |
| 4.4 | Paper 1: Listening | 70 |
| 4.5 | Paper 2: Speaking | 70 |
| 4.6 | Paper 3: Reading | 71 |
| 4.7 | Paper 4: Writing | 72 |
| 4.8 | Assessment criteria | 73 |
| 5 | General administration | 82 |
| 5.1 | Entries and codes | 82 |
| 5.2 | Overlaps with other qualifications | 82 |
| 5.3 | Awarding grades and reporting results | 82 |
| 5.4 | Resits | 82 |

| | | |
|----------|--|-----------|
| 5.5 | Previous learning and prerequisites | 83 |
| 5.6 | Access to assessment: equality and inclusion | 83 |
| 5.7 | Working with OxfordAQA for the first time | 83 |
| 5.8 | Private candidates | 83 |
| 6 | Appendix: Communication strategies | 84 |
| 6.1 | Strategies for understanding | 84 |
| 6.2 | Strategies for production | 87 |

Are you using the latest version of this specification?

- You will always find the most up-to-date version of this specification on our website at oxfordaqa.com/9269
- We will write to you if there are significant changes to the specification.

Subject Content

Subject Level Guidance

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1 Introduction

1.1 Why choose OxfordAQA International GCSEs?

Our international qualifications enable schools that follow a British curriculum to benefit from the best education expertise in the United Kingdom (UK).

Our International GCSEs offer the same rigour and high quality as GCSEs in the UK and are relevant and appealing to students worldwide. They reflect a deep understanding of the needs of teachers and schools around the globe and are brought to you by Oxford University Press and AQA, the UK's leading awarding body.

Providing valid and reliable assessments, these qualifications are based on over 100 years of experience, academic research and international best practice. They reflect the latest changes to the British system, enabling students to progress to higher education with up-to-date qualifications.

You can find out about OxfordAQA at oxfordaqa.com

1.2 Why choose our International GCSE Spanish?

We have worked closely with teachers to develop a relevant, engaging and up-to-date Spanish specification to inspire, motivate and challenge all students regardless of their academic ability.

Particular care has been taken to make the language used in question papers as accessible as possible and suitable for those students for whom English is not their first language. UK English spellings will be used in examination papers. British idiosyncratic terms however, will be avoided to aid students' understanding.

Our objective is to enable students of all abilities to develop their Spanish language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.

We're passionate about the benefits that learning a language can bring. We strongly believe in languages as a skill for life and something students should enjoy and find rewarding.

We know you want a specification which you can enjoy teaching, and one which expands your students' cultural knowledge whilst developing their language skills.

We are confident our assessments will deliver the right results for your students. We want to help you to attract students of all abilities to languages and to deliver the assessments and results you and your students deserve.

Our specification offers students a firm foundation of the knowledge and skills required for further study and future employment.

You can find out about all our International GCSE Spanish qualifications at oxfordaqa.com/9269

1.3 Recognition

OxfordAQA meet the needs of international students. They are an international alternative and comparable in standard to the Ofqual regulated qualifications offered in the UK. Our qualifications have been independently benchmarked by UK ENIC, the UK national agency for providing expert opinion on qualifications worldwide. They have confirmed they can be considered 'comparable to the overall GCE A-level and GCSE standard offered in the UK'.

To read their report and see the latest list of universities who have stated they accept these international qualifications, visit oxfordaqa.com/recognition

1.4 The Oxford International Programme learner attributes

In order to equip students with the skills they need for success both now and in the future, we have worked with Oxford University Press to create the Oxford International Programme. This combines the Oxford International Curriculum with OxfordAQA qualifications, creating an integrated offer for international schools, from Early Years to A-level.

At its core we have introduced the Oxford International Programme learner attributes – the skills and competencies that enable our students to thrive academically, socially and personally.

The learner attributes, alongside our focus on demonstrating higher order critical thinking skills, ensure that students are equipped to get the grades that will take them places, and build the skills they need to be successful when they get there.



1.5 Support and resources to help you teach

We know that support and resources are vital for your teaching and that you have limited time to find or develop good quality materials. That's why we've worked with experienced teachers to provide resources that will help you confidently plan, teach and prepare for exams.

Teaching resources

You will have access to:

- sample schemes of work to help you plan your course with confidence
- training and support to help you deliver our qualifications
- command words with exemplars.

Preparing for exams

You will have access to the support you need to prepare for our exams, including:

- specimen papers and mark schemes
- exemplar student answers with examiner commentaries.

Analyse your students' results with Enhanced Results Analysis (ERA)

After the first examination series, you can use this tool to see which questions were the most challenging, how the results compare to previous years and where your students need to improve. ERA, our free online results analysis tool, will help you see where to focus your teaching.

Information about results, including maintaining standards over time, grade boundaries and our post-results services, will be available on our website in preparation for the first examination series.

Help and support

Visit our website for information, guidance, support and resources at oxfordaqa.com/9269

You can contact the subject team directly at info@oxfordaqa.com or call us on +44 (0)161 696 5995 (option 1 and then 1 again).

Please note: We aim to respond to all email enquiries within two working days.

Our UK office hours are Monday to Friday, 8am – 5pm.

2 Specification at a glance

The title of the qualification is:

- OxfordAQA International GCSE Spanish.

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

The guided learning hours (GLH) for this qualification are 120–140. This figure is for guidance only and may vary according to local practice and the learner's prior experience of the subject.

2.1 Subject content

Core content

Students study all of the following themes on which the assessments are based.

Theme 1: Identity and culture (page 10)

Theme 2: Local, national, international and global areas of interest (page 11)

Theme 3: Current and future study and employment (page 11)

2.2 Assessments

| <table border="1"> <thead> <tr> <th style="background-color: #002060; color: white;">Paper 1: Listening</th> </tr> </thead> <tbody> <tr> <td> <p>What's assessed</p> <p>Understanding and responding to different types of spoken language</p> </td> </tr> <tr> <td> <p>How it's assessed</p> <p>Written exam: 50 minutes</p> <p>40 marks</p> <p>25% of GCSE</p> <p>(The exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)</p> </td> </tr> <tr> <td> <p>Questions</p> <p>Section A – 32 marks. Questions in English, to be answered in English or non-verbally</p> <p>Section B – 8 marks. Questions in Spanish, to be answered in Spanish or non-verbally</p> </td> </tr> </tbody> </table> | Paper 1: Listening | <p>What's assessed</p> <p>Understanding and responding to different types of spoken language</p> | <p>How it's assessed</p> <p>Written exam: 50 minutes</p> <p>40 marks</p> <p>25% of GCSE</p> <p>(The exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)</p> | <p>Questions</p> <p>Section A – 32 marks. Questions in English, to be answered in English or non-verbally</p> <p>Section B – 8 marks. Questions in Spanish, to be answered in Spanish or non-verbally</p> | + | <table border="1"> <thead> <tr> <th style="background-color: #002060; color: white;">Paper 2: Speaking</th> </tr> </thead> <tbody> <tr> <td> <p>What's assessed</p> <p>Communicating and interacting effectively in speech for a variety of purposes</p> </td> </tr> <tr> <td> <p>How it's assessed</p> <p>Non-exam assessment</p> <p>10 minutes + 10 minutes preparation time</p> <p>40 marks</p> <p>25% of GCSE</p> </td> </tr> <tr> <td> <p>Questions</p> <p>Photo card – 15 marks. 3-5 minutes</p> <p>General conversation – 25 marks. 5-7 minutes</p> </td> </tr> </tbody> </table> | Paper 2: Speaking | <p>What's assessed</p> <p>Communicating and interacting effectively in speech for a variety of purposes</p> | <p>How it's assessed</p> <p>Non-exam assessment</p> <p>10 minutes + 10 minutes preparation time</p> <p>40 marks</p> <p>25% of GCSE</p> | <p>Questions</p> <p>Photo card – 15 marks. 3-5 minutes</p> <p>General conversation – 25 marks. 5-7 minutes</p> |
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3 Subject content

3.1 Themes

The specification covers three distinct themes. These themes apply to all examination papers.

Students are expected to understand and provide information, ideas and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where Spanish is spoken.

3.1.1 Theme one: Identity and culture

Theme one covers the following three topics with related sub-topics shown as bullet points:

Topic 1: Me, my family, friends and people I know

- Relationships with family
- Relationships with friends and people I know

Topic 2: Technology in everyday life

- Social media
- Mobile technology

Topic 3: Free-time activities

- Music
- Cinema and TV
- Sport
- Customs and festivals

3.1.2 Theme two: Local, national, international and global areas of interest

Theme two covers the following four topics with related sub-topics shown as bullet points, where applicable:

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

- Charity/voluntary work
- Healthy/unhealthy living

Topic 3: Global issues

- The environment
- Poverty

Topic 4: Travel and tourism

3.1.3 Theme three: Current and future study and employment

Theme three covers the following four topics:

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

3.2 Scope of study

3.2.1 Listening: understand and respond to spoken language

Students are expected to be able to:

- demonstrate general and specific understanding of different types of spoken language
- follow and understand clear standard speech using familiar language across a range of specified contexts
- identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events
- deduce meaning from a variety of short and longer spoken texts, involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of contemporary and cultural themes
- recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged, as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions.

3.2.2 Speaking: communicate and interact in speech

Students are expected to be able to:

- communicate and interact effectively in speech for a variety of purposes across a range of specified contexts
- take part in a short conversation, asking and answering questions, and exchanging opinions
- convey information and narrate events coherently and confidently, using and adapting language for new purposes
- speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate
- initiate and develop conversations and discussion, producing extended sequences of speech
- make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events
- make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view
- use accurate pronunciation and intonation to be understood by a native speaker.

3.2.3 Reading: understand and respond to written language

Students are expected to be able to:

- understand and respond to different types of written language
- understand general and specific details within texts using high frequency familiar language across a range of contexts
- identify the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language, recognising the relationship between past, present and future events
- deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes
- recognise and respond to key information, important themes and ideas in more extended written text and authentic sources
- demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate
- translate a short passage from Spanish into English.

3.2.4 Writing: communicate in writing

Students are expected to be able to:

- communicate effectively in writing for a variety of purposes across a range of specified contexts
- write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information
- produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings
- make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events
- manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for

new purposes, including using appropriate style and register

- make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince
- translate sentences and short texts from English into Spanish to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

3.3 Grammar

The grammar requirements for International GCSE are set out below.

International GCSE students will be expected to have acquired knowledge and understanding of Spanish grammar during their course. In the exam they will be required to apply their knowledge and understanding, drawing from the following lists. The examples in brackets are indicative, not exclusive. For structures marked (R), only receptive knowledge is required.

Students will be expected to develop and use their knowledge and understanding of this grammar progressively throughout their course.

3.3.1 Nouns

gender

singular and plural forms

3.3.2 Articles

definite and indefinite

lo plus adjective

3.3.3 Adjectives

agreement

position

comparative and superlative: including regular and *mayor, menor, mejor, peor*

demonstrative (*este, ese, aquel*)

indefinite (*cada, otro, todo, mismo, alguno*)

possessive, short form (*mi*)

possessive, long form (*mío*)

interrogative (*cuánto, qué*)

relative (*cuyo*)

3.3.4 Adverbs

formation

comparative and superlative

interrogative (*cómo, cuándo, dónde*)

adverbs of time and place (*aquí, allí, ahora, ya*)

common adverbial phrases

3.3.5 Quantifiers/intensifiers

(*muy, bastante, demasiado, poco, mucho*)

3.3.6 Pronouns

subject

object

position and order of object pronouns

reflexive

relative: all uses including *quien, lo que, el que, cual*

disjunctive (*conmigo, para mí*)

demonstrative (*éste, ése, aquél, esto, eso, aquello*)

indefinite (*algo, alguien*)

interrogative (*cuál, qué, quién*)

possessive (*el mío, la mía*)

3.3.7 Verbs

regular and irregular verbs, including reflexive verbs

all persons of the verb, singular and plural

modes of address: *tú* and *usted*

radical-changing verbs

negative forms

interrogative forms

reflexive constructions (*se puede, se necesita, se habla*)

uses of *ser* and *estar*

Tenses:

- present indicative
- present continuous
- preterite
- imperfect: in weather expressions with *estar, hacer*
- imperfect

- imperfect continuous
- immediate future
- future
- perfect
- conditional
- passive voice (R)
- pluperfect
- gerund
- imperative: common forms including negative
- subjunctive, present in exclamatory phrases (*¡Viva! ¡Dígame!*)
- present subjunctive: imperative, affirmation and negation, future after conjunctions of time (*cuando*), after verbs of wishing, command, request, emotion, to express purpose (*para que*)
- subjunctive, imperfect: *quisiera*
- imperfect subjunctive (R).
- impersonal verbs: most common only.

3.3.8 Prepositions

common, including personal *a*

por and *para*

3.3.9 Conjunctions

common, including *y*, *pero*, *o*, *porque*, *como*, *cuando*

3.3.10 Number, quantity and dates

3.3.11 Time

use of *desde hace* with present tense

use of *desde hace* with imperfect tense (R).

3.4 Vocabulary

The minimum core vocabulary lists are primarily intended as a guide for teachers to assist in the planning of schemes of work.

The assessment tasks will require students to understand and respond to common or familiar words and/or forms of words that are not on the vocabulary list.

Vocabulary listed under a particular theme should be considered transferable, as appropriate, to the other themes.

Students will be expected to be familiar with feminine forms of nouns/adjectives where these are not given.

3.4.1 Rubrics and instructions

The following is a guide to the sort of rubrics and instructions which will be used in Section B of the Listening and Reading exams. The list is indicative, not exclusive.

| Spanish | English |
|---|---|
| Completa/Rellena la tabla/el texto/el espacio blanco en español . | Complete/Fill in the table/the text/the blank space in Spanish . |
| Completa la frase/las frases... | Complete the phrase(s)/sentence(s)... |
| Contesta a las preguntas en español. | Answer the questions in Spanish . |
| Da (dos) detalles... | Give (two) details... |
| Empareja... | Match... |
| Escribe la(s) letra(s) correcta(s) en cada casilla. | Write the correct letter(s) in each box. |
| Escribe la letra correcta/el número correcto en la casilla. | Write the correct letter/number in the box. |
| Escribe todos los detalles. | Write all the details/Give full details. |
| Escoge... | Choose... |
| Escucha la descripción/la opinión/la entrevista/las noticias... | Listen to the description/the opinion/the interview/the news... |
| Indica... | Indicate... |
| Indica las...frases verdaderas. | Indicate the ...true phrases/sentences. |
| Lee el texto / el artículo / la lista de actividades / la lista de instrucciones / la información. | Read the text/the article/the list of activities/the list of instructions/the information. |
| Lee lo que dicen... | Read what they say... |
| Menciona una ventaja/desventaja... | Mention one advantage/disadvantage... |
| No es necesario escribir con frases completas. | It is not necessary to write in full sentences. |
| Escribe: P si la opinión es positiva N si la opinión es negativa P+N si la opinión es positiva y negativa | Write : P if the opinion is positive N if the opinion is negative P+N if the opinion is positive and negative |
| Puedes escribir la misma letra más de una vez. | You can use the same letter more than once. |
| ¿Quién...? | Who...? |
| Responde a las dos partes de la pregunta. | Answer both parts of the question. |
| Selecciona/Escoge el párrafo... | Select/Choose the paragraph... |

The following is a guide to the sort of rubrics and instructions which will be used in the Writing exam. The list is indicative, not exclusive.

| Spanish | English |
|---|--|
| Escribe aproximadamente 90 palabras en español . Responde a todos los aspectos de la pregunta. | Write approximately 90 words in Spanish . Write something about each bullet point. |
| Escribe aproximadamente 150 palabras en español . Responde a los dos aspectos de la pregunta. | Write approximately 150 words in Spanish . Write something about both bullet points. |
| Escribe cuatro frases en español que describan la foto. | Write four sentences in Spanish about the photo. |
| Escríbele sobre... | Write to them about... |
| Escríbele una carta/un email. | Write a letter/email to them. |
| Menciona... | Mention... |

3.4.2 General vocabulary

Students will be expected to use and understand the general vocabulary listed below. This vocabulary is not restricted to specific settings and can occur in any of the themes listed in the specification.

3.4.2.1 Comparisons

| Spanish | English |
|------------------------|--------------------------------------|
| bastante | sufficient, enough, quite |
| comparar | to compare |
| demasiado | too, too much |
| igual que | same as |
| más (que) | more (than) |
| mayor | main, major, larger, bigger, greater |
| mayoría, la | most, majority |
| mejor | better, best |
| menor | smaller, less, least |
| menos (que) | less (than) |
| mismo | same |
| muy | very |
| parecido a | like, similar to |
| peor | worse, worst |
| poco (eg poco ruidoso) | not very |
| tan ... como | as ... as |
| tanto ... como | as much ... as |

Students will also be expected to know comparatives and superlatives of the above adjectives and adverbs.

3.4.2.2 Conjunctions

| Spanish | English |
|------------|----------------------|
| a pesar de | in spite of, despite |

| Spanish | English |
|----------------|----------------------------|
| así que | so, therefore |
| aun (si) | even (if) |
| aunque | although, (even) though |
| como | as, since |
| cuando | when |
| incluso | even |
| mientras (que) | while, meanwhile |
| o/u | or |
| pero | but |
| por eso | for that reason, therefore |
| por lo tanto | therefore |
| porque | because |
| pues | then, since |
| si | if |
| sin embargo | however |
| tal vez | maybe, perhaps |
| también | also |
| ya (que) | as, since |

3.4.2.3 Connectives

| Spanish | English |
|------------------------------|-----------------------------------|
| además | moreover, besides |
| aparte de | apart from |
| claro que | of course |
| dado que | given that |
| es decir | in other words, that is to say |
| por un lado/por otro lado | on the one hand/on the other hand |
| por una parte/por otra parte | on the one hand/on the other hand |
| sin duda | obviously, certainly |

3.4.2.4 Prepositions

| Spanish | English |
|---------|----------|
| a | to, at |
| de | from, of |
| en | in |
| hacia | towards |
| hasta | until |
| para | for |

| Spanish | English |
|---------|---------------------------|
| por | through, by, in, for, per |
| según | according to |
| sin | without |

3.4.2.5 Negatives

| Spanish | English |
|---------|----------------------------|
| jamás | never |
| ni...ni | neither ... nor |
| nada | nothing |
| nadie | nobody |
| ninguno | none, no-one |
| nunca | never |
| sino | but, except |
| tampoco | neither/not ... either ... |
| ya no | not any more |

3.4.2.6 Important verbs

| Spanish | English |
|------------------------|---------------------------------|
| acabar de + infinitive | to have just (done something) |
| comenzar | to begin |
| continuar | to continue |
| dar | to give |
| darse cuenta (de) | to realise |
| deber | must, have to |
| decidir | to decide |
| dejar de | to stop (doing something) |
| echar | to throw |
| empezar | to begin |
| estar | to be |
| hace(n) falta | to need, to be necessary |
| hacer | to do, to make |
| hacerse | to become |
| hay | there is, there are |
| hay que | one must, one has to |
| ir | to go |
| ir a + infinitive | (to be) going to (do something) |
| irse | to go away, to leave |
| necesitar | to need |

| Spanish | English |
|------------------------|---|
| ocurrir | to happen |
| pasar | to happen, to go through, to spend (time) |
| poder | to be able, can |
| poner | to put |
| ponerse a | to start doing something |
| querer | to want, to love |
| quisiera | I'd like |
| saber | to know (a fact, how to do something) |
| seguir | to continue, to follow |
| ser | to be |
| soler | to regularly do something |
| tener | to have, to own |
| tener lugar | to take place |
| tener que + infinitive | to have to (do something) |
| volver a + infinitive | to do (something) again |
| volverse | to become |

3.4.2.7 Alphabet and accents

Students should be familiar with the Spanish alphabet and should be able to spell words and names.

3.4.2.8 Numbers

All cardinal numbers 0–1,000 and the word for 1,000,000 (un millón) Ordinal numbers first-tenth (primero-décimo).

Other number expressions

| Spanish | English |
|-------------|--------------|
| docena, una | dozen |
| número, el | number |
| par, un | pair, couple |
| unos (diez) | about (10) |

3.4.2.9 Asking questions

| Spanish | English |
|---------------|----------------|
| ¿(a)dónde? | where? |
| ¿cómo? | how? |
| ¿cuál(es)? | which? |
| ¿cuándo? | when? |
| ¿cuánto? | how much? |
| ¿cuántos ...? | how many? |
| ¿de dónde? | where from? |
| ¿de quién? | whose? |
| ¿por dónde? | through where? |
| ¿por qué? | why? |
| ¿qué? | what? |
| ¿quién? | who? |

Common questions

| Spanish | English |
|--------------------------|--------------------------------|
| ¿a qué hora? | at what time? |
| ¿cuánto cuesta(n)? | how much does it/do they cost? |
| ¿cuánto es? | how much is it? |
| ¿cuánto vale(n)? | how much does it/do they cost? |
| ¿cuántos años tiene(s)? | how old are you? |
| ¿de qué color? | what colour? |
| ¿para/por cuánto tiempo? | for how long? |
| ¿qué día? | what day? |
| ¿qué fecha? | what date? |
| ¿qué hora es? | what time is it? |

3.4.2.10 Greetings and exclamations

| Spanish | English |
|----------------------|-------------------------------|
| ¡Basta ya! | That's enough! |
| ¡Bienvenido! | Welcome! |
| ¡Buen viaje! | Have a good trip! |
| ¡Buena suerte! | Good luck! |
| ¡Claro! | Of course! |
| ¡Cuidado! | Careful! Watch out! |
| ¡Enhorabuena! | Congratulations! |
| ¡Felices vacaciones! | Have a good holiday! |
| ¡Felicidades! | Best wishes! Congratulations! |

| Spanish | English |
|-----------------------|--------------------------------------|
| ¡Felicitaciones! | Congratulations! |
| ¡Ojo! | Watch out! Careful! |
| ¡Qué (+ adjective)! | How ...! |
| ¡Qué (+ noun)! | What a ...! |
| ¡Que lo pase(s) bien! | Have a good time! |
| ¡Qué va! | Come on! Rubbish! Nonsense! |
| ¡Socorro! | Help! |
| ¿Cómo está(s)? | How are you? |
| ¿De veras? | Really? |
| ¿Qué hay? | What's happening? What's the matter? |
| ¿Qué pasa? | What's happening? What's the matter? |
| ¿Qué tal? | How are you? How's ...? |
| con permiso | excuse me |
| de nada | you're welcome/don't mention it |
| encantado | pleased to meet you |
| hasta el (lunes) | till/see you (Monday) |
| hasta luego | see you later |
| hasta mañana | see you tomorrow |
| hasta pronto | see you soon |
| lo siento | I'm sorry |
| mucho gusto | pleased to meet you |
| perdón | sorry |
| perdone | sorry |
| por favor | please |
| saludar | to greet, to say hello |
| saludos | regards, greetings |
| vale | ok |

3.4.2.11 Opinions

| Spanish | English |
|------------|----------------------|
| aburrido | boring, bored |
| afortunado | lucky |
| agradable | pleasant |
| antiguo | old |
| apropiado | correct, appropriate |
| barato | cheap |
| bonito | pretty |

| Spanish | English |
|----------------|--------------------------------|
| bueno | good |
| calidad, la | quality |
| caro | expensive |
| decepcionado | disappointed |
| decepcionante | disappointing |
| desagradable | unpleasant |
| desventaja, la | disadvantage |
| distinto | different |
| divertido | amusing, entertaining |
| duro | hard |
| emocionante | exciting, thrilling, moving |
| encantador | charming |
| entretenido | entertaining, amusing |
| espléndido | fantastic, great, terrific |
| estupendo | fantastic, marvellous |
| fácil | easy |
| fatal | awful, fatal |
| fenomenal | great, fantastic |
| feo | ugly |
| genial | brilliant, great |
| guay | cool |
| hermoso | beautiful |
| horroroso | horrible |
| impresionante | impressive, striking |
| increíble | incredible |
| inseguro | unsafe, uncertain |
| inútil | useless |
| malo | bad |
| maravilloso | marvellous |
| nuevo | new |
| precioso | precious, beautiful |
| profundo | deep, profound |
| raro | strange, rare |
| seguro | safe, certain |
| sencillo | simple, plain, straightforward |
| sorprendido | surprised |

| Spanish | English |
|--------------------|---|
| tonto | silly |
| tranquilo | peaceful, quiet |
| único | unique, only, single |
| útil | useful |
| ventaja, la | advantage |
| viejo | old |
| aburrirse | to get bored |
| adorar | to adore, to love |
| alegrar | to cheer up |
| alegrarse (de) | to be happy about |
| apreciar | to appreciate |
| aprovechar | to make the most |
| aprovecharse (de) | to take advantage (of) |
| creer | to believe |
| dar igual | to be all the same, to make no difference |
| decepcionar | to disappoint |
| decir | to say |
| desear | to wish |
| disfrutar | to enjoy |
| divertirse | to have a good time |
| dudar | to doubt |
| encantar | to delight |
| esperar | to hope |
| estar de acuerdo | to agree |
| estar a favor | to be in favour of |
| estar en contra | to be against |
| estar harto de | to be fed up of |
| fastidiar | to annoy, to bother |
| interesar(se) | to interest, to be interested in |
| odiar | to hate |
| opinar | to think, to give an opinion |
| parecer | to seem |
| pasarlo bien/mal | to have a good/bad time |
| pensar | to think |
| ponerse de acuerdo | to agree |
| preferir | to prefer |

| Spanish | English |
|---------------|-------------------------|
| quedar en | to agree |
| querer decir | to mean |
| razón, una | reason |
| reconocer | to recognise |
| sentir(se) | to feel |
| tener razón | to be right |
| valer la pena | to be worth the trouble |

3.4.2.12 Expressions of time

The seasons

| Spanish | English |
|---------------|---------|
| estación, la | season |
| invierno, el | winter |
| otoño, el | autumn |
| primavera, la | spring |
| verano, el | summer |

Other time expressions

| Spanish | English |
|-----------------------|--------------------------|
| a diario | daily, everyday |
| a eso de ... | at about ... |
| a fines de ... | at/to the end of ... |
| a mediados de ... | around the middle of ... |
| a menudo | often |
| a partir de | from |
| a veces | sometimes |
| ahora | now, nowadays |
| al mismo tiempo | at the same time |
| algunas veces | sometimes |
| anoche | last night |
| año, el | year |
| antes (de) | before |
| ayer | yesterday |
| breve | brief, short |
| cada (...) días/horas | every (...) days/hours |
| casi | nearly |
| de momento | at the moment, right now |
| de nuevo | again |

| Spanish | English |
|----------------------------|---------------------------------|
| de repente | suddenly |
| de vez en cuando | now and then, from time to time |
| dentro de (...) días/horas | within (...) days/hours |
| desde | since |
| desde hace | since |
| despacio | slowly |
| después (de) | after, afterwards |
| día, el | day |
| durante | during |
| durar | to last |
| en seguida/enseguida | straightaway |
| entonces | then |
| esta noche | tonight |
| fecha, la | date |
| fin de semana, el | weekend |
| hace (+ time) | it's been ... |
| hoy | today |
| lento | slow |
| los lunes etc | Mondays etc |
| luego | then, afterwards |
| mañana | tomorrow |
| mañana, la | morning |
| mes, el | month |
| mientras tanto | meanwhile |
| mucho tiempo | a long time |
| noche, la | night |
| otra vez | again |
| pasado, el | past |
| pasado (adj) | past |
| pasado mañana | day after tomorrow |
| pocas veces | seldom, a few times |
| por año etc | per year etc |
| por fin | at last |
| por lo general | generally |
| porvenir, el | future |
| principio, al | beginning (at the) |

| Spanish | English |
|------------------------|-----------------------|
| pronto | soon |
| próximo | next |
| que viene (el mes etc) | next (month etc) |
| quince días | fortnight |
| rato, el | while, short time |
| semana, la | week |
| siempre | always |
| siglo, el | century |
| siguiente | next, following |
| sobre | on, around |
| solo | only |
| tardar | to take time |
| tarde | late |
| tarde, la | afternoon, evening |
| temporada, la | period, spell, season |
| temprano | early |
| tener prisa | to be in a hurry |
| tiempo, el | time |
| todas (las semanas) | every (week) |
| todavía | still, yet |
| todos (los días/meses) | every (day/month) |
| último | last |
| vez, una | once |
| veces, dos/tres etc | twice, three times |

3.4.2.13 Location and distance

| Spanish | English |
|----------------|------------------|
| a un paso (de) | a few steps away |
| abajo (de) | under, below |
| afuera (de) | outside |
| ahí | there |
| aislado | isolated |
| al final (de) | at the end of |
| allá | over there |
| allí | over there |
| alrededor (de) | around |
| aquí | here |

| Spanish | English |
|-----------------------|----------------------------|
| arriba (de) | above, on top (of) |
| atrás | behind |
| cerca (de) | near |
| cercano | nearby |
| contra | against |
| debajo (de) | under |
| delante (de) | in front of |
| dentro (de) | inside |
| derecha, a la _ | on the right, to the right |
| derecho, (todo _) | straight ahead |
| detrás (de) | behind |
| en/por todas partes | everywhere |
| en las afueras | in the outskirts |
| encima (de) | above, on top, overhead |
| enfrente (de) | opposite |
| entre | between |
| este, el | east |
| fondo, en el/al | at the back, at the bottom |
| fuera (de) | outside |
| izquierda, a la _ | on the left, to the left |
| lado, al _ (de) | next to |
| lejano | far away, distant, remote |
| lejos (de) | far (from) |
| lugar, el | place |
| medio (de), en (el) _ | in the middle of |
| norte, el | north |
| oeste, el | west |
| sitio, el | place |
| sur, el | south |
| todo recto | straight ahead |
| estar situado | to be situated |
| encontrarse | to be situated |

3.4.2.14 Colours

| Spanish | English |
|-------------|----------------|
| claro | light |
| color, el | colour |
| morado | purple, violet |
| oscuro | dark |
| pálido | pale |
| rosa/rosado | pink |
| vivo | vivid, bright |

3.4.2.15 Weights and measures

| Spanish | English |
|--------------|------------|
| alcanzar | to reach |
| alto | tall, high |
| altura, la | height |
| ancho | wide |
| ancho, el | width |
| bajo | low, short |
| bolsa, la | bag |
| bote, el | jar |
| caja, la | box |
| cantidad, la | quantity |
| cartón, el | carton |
| cuarto, un | quarter |
| delgado | slim, thin |
| estrecho | narrow |
| gordo | fat |
| grueso | thick |
| lata, la | tin |
| lleno | full |
| mediano | medium |
| medida, la | measure |
| medio | half |
| mitad, la | half |
| pedazo, el | piece |
| peso, el | weight |
| poco, un | little |
| ración, la | portion |

| Spanish | English |
|------------|----------------|
| talla, la | size (clothes) |
| tamaño, el | size |
| trozo, el | piece |
| vacío | empty |
| bastar | to be enough |
| medir | to measure |
| pesar | to weigh |

3.4.2.16 Shape

| Spanish | English |
|-----------|---------|
| cuadrado | square |
| forma, la | shape |
| redondo | round |

2.4.2.17 Weather

| Spanish | English |
|-----------------|---------------------------|
| buen/mal tiempo | good/bad weather |
| caliente | hot |
| caluroso | hot, warm |
| chubasco, el | shower |
| cielo, el | sky |
| clima, el | climate |
| despejado | clear (skies) |
| estable | stable, steady, unchanged |
| fresco | fresh |
| grado, el | degree |
| hielo, el | ice |
| húmedo | humid |
| lluvia, la | rain |
| niebla, la | fog |
| nieve, la | snow |
| nube, la | cloud |
| nublado/nuboso | cloudy |
| pronóstico, el | forecast |
| relámpago, el | lightning |
| seco | dry |
| sombra, la | shade, shadow |
| templado | mild, temperate |

| Spanish | English |
|-------------------------|-----------------------|
| tiempo, el | weather |
| tormenta, la | storm |
| tormentoso | stormy |
| trueno, el | thunder |
| viento, el | wind |
| hacer (frío, calor etc) | to be (cold, hot etc) |
| helar | to freeze |
| llover | to rain |
| mojar(se) | to get wet |
| nevar | to snow |
| tener (calor, frío) | to feel (hot, cold..) |

3.4.2.18 Access

| Spanish | English |
|-----------|-------------------|
| abierto | open |
| abrir | to open |
| cerrado | closed |
| cerrar | to close |
| gratis | free (of charge) |
| gratuito | free (of charge) |
| libre | free; unoccupied |
| ocupado | engaged; occupied |
| permitir | to allow |
| prohibido | forbidden |
| prohibir | to forbid, to ban |

3.4.2.19 Correctness

| Spanish | English |
|-------------|---------------------|
| cierto | certain, sure, true |
| equivocado | wrong |
| falta, la | error |
| mal | badly |
| mentira, la | lie, untruth |
| mentiroso | liar |
| razón, la | reason |
| verdad, la | truth |
| verdadero | true |
| corregir | to correct |

| Spanish | English |
|------------------|--------------------------------|
| estar equivocado | to make a mistake, to be wrong |
| mentir | to tell a lie |
| tener razón | to be right |

3.4.2.20 Materials

| Spanish | English |
|--------------|------------------|
| algodón, el | cotton |
| cerámica, la | pottery |
| cristal, el | glass, crystal |
| cuero, el | leather |
| lana, la | wool |
| madera, la | wood |
| oro, el | gold |
| papel, el | paper |
| piel, la | leather, skin |
| plata, la | silver |
| seda, la | silk |
| tela, la | fabric, material |
| vidrio, el | glass |

3.4.2.21 Common abbreviations

| Spanish | English |
|-------------------------|--------------------|
| Sr (señor) | Mr |
| Sra (señora) | Mrs |
| Srta (señorita) | Miss |
| Sta (santa) | St |
| c/ (calle) | street |
| 1º/primero (2º, 3º etc) | 1st (2nd, 3rd etc) |
| 1ª/primera (2ª, 3ª etc) | 1st (2nd, 3rd etc) |
| Dr (doctor) | Dr |
| Dra (doctora) | Dr |
| AVE, el | high-speed train |
| Renfe/RENFE | Spanish railways |
| IVA | VAT |
| Avda (avenida) | avenue |
| EEUU (Estados Unidos) | USA |

3.4.3 Theme-based vocabulary

3.4.3.1 Identity and culture

Me, my family, friends and people I know

| Spanish | English |
|-----------------|--|
| abuelo, el | grandfather |
| adolescente | adolescent |
| adolescente, el | teenager |
| alegre | happy |
| amable | kind |
| amistoso | friendly |
| amor, el | love |
| anciano | (very) old |
| anciano, el | old person |
| animado | lively |
| antipático | unpleasant |
| apellido, el | last name |
| aspecto, el | appearance, looks |
| barba, la | beard |
| bebé, el | baby |
| besar | to kiss |
| beso, el | kiss |
| bigote, el | moustache |
| calvo | bald |
| cara, la | face |
| cariño, el | affection |
| cariñoso | affectionate, tender |
| casado | married |
| casarse | to get married |
| castaño | chestnut, brown |
| compañero, el | friend, mate |
| comprender | to understand |
| comprensión, la | understanding |
| comprensivo | understanding |
| conocer | to know, be familiar with, get to know |
| consejo, el | advice |
| corto | short |
| cuidar | to look after |

| Spanish | English |
|-------------------------|-------------------------|
| cumplir años | to have a birthday |
| dar las gracias | to thank |
| dar un paseo/una vuelta | to go for a stroll/ride |
| débil | weak |
| deportivo | sporty |
| discutir | to discuss |
| disputa, la | argument |
| echar de menos | to miss someone |
| edad, la | age |
| egoísta | selfish |
| encontrar(se) | to meet with someone |
| fastidiar | to annoy, to bother |
| felicidad, la | happiness |
| feliz | happy |
| fiesta, la | party, festival |
| formal | polite |
| fuerte | strong |
| gafas, las | glasses |
| gente, la | people |
| gracioso | funny |
| guapo | good-looking |
| hablador | talkative |
| hermanastro, el | stepbrother |
| hijo (único), el | (only) child |
| hijos, los | children |
| hombre, el | man |
| honrado | honest |
| invitado, el | guest |
| joven | young |
| joven, el | young person |
| jubilado | retired |
| jubilado, el | OAP, pensioner |
| jubilarse | to retire |
| juntos | together |
| juventud, la | youth, young people |
| largo | long |

| Spanish | English |
|-----------------------|-------------------------------------|
| liso | straight (hair) |
| llamarse | to be called |
| llevarse bien/mal con | to get on (well/badly) with someone |
| loco | mad |
| madrastra, la | stepmother |
| maduro | mature |
| maleducado | rude |
| marido, el | husband |
| matrimonio, el | marriage, married couple |
| mayor | older |
| miembro, el | member |
| molestar | to bother |
| moreno | dark (-haired, -skinned) |
| mujer, la | wife, woman |
| nacer | to be born |
| nacido | born |
| nacimiento, el | birth |
| nieto, el | grandchild |
| niño, el | child |
| nombre, el | name |
| novio, el | boyfriend |
| ocio, el | free time, leisure |
| ojo, el | eye |
| oreja, la | ear |
| padraastro, el | stepfather |
| parientes, los | relatives |
| pasear | to go for a walk |
| paseo, el | outing, stroll, walk |
| pecas, las | freckles |
| pelea, la | fight |
| pelear(se) | to fight |
| pelirrojo | red-haired |
| pelo, el | hair |
| perdonar | to forgive |
| perezoso | lazy, idle |
| primo, el | cousin |

| Spanish | English |
|--------------------------|--------------------------------|
| recuerdo, el | memory |
| reírse | to laugh |
| reunión, la | get-together |
| rico | wealthy |
| rizado | curly |
| romper | to break |
| roto | broken |
| rubio | blonde |
| sala de fiestas, la | dance hall, nightclub |
| salida, la | outing |
| salir | to go out |
| sentido del humor, el | sense of humour |
| sentimiento, el | feeling |
| serio | serious, responsible |
| simpático | kind, nice, pleasant |
| solo | alone |
| sonreírse | to smile |
| tener ganas | to feel like |
| tener...años | to be...years old |
| tiempo libre, el | free time |
| tío, el | uncle |
| travieso | naughty, mischievous |
| triste | sad |
| valiente | brave, bold |
| vecino, el | neighbour |
| acoger | to receive, to welcome |
| aconsejar | to advise |
| acordar | to agree on |
| agradecer | to thank |
| aguantar | to bear, to put up with |
| anillo, el | ring |
| apodo, el | nickname |
| atrevido | cheeky, insolent, bold, daring |
| avaro | mean, miserly |
| barrera generacional, la | generation gap |
| callado | quiet, reserved |

| Spanish | English |
|--------------------|---|
| celoso | jealous |
| cobarde | coward |
| confianza, la | trust |
| confiar | to trust |
| cortés | polite |
| cuidadoso | careful |
| demás, los | other people |
| despedir(se) | to say goodbye |
| disculpar(se) | to apologise |
| educado | polite |
| gemelo, el | twin |
| género, el | gender |
| glotón | greedy |
| hogar, el | home |
| huérfano, el | orphan |
| llorar | to cry |
| muchacho, el | lad |
| ocuparse de | to look after |
| orgullosa | proud |
| parecerse a | to look like |
| relacionarse con | to make contact with, to get on with (people) |
| seguro de sí mismo | self-assured |
| sensible | sensitive |
| sobrino, el | nephew |
| torpe | clumsy |
| tratarse (de, con) | to treat each other, to have dealings with |
| vago | idle, lazy |
| viudo, el | widower |

Technology in everyday life

| Spanish | English |
|-------------|------------------|
| acceder | to access |
| archivo, el | file |
| arroba | @ |
| borrar | to erase, delete |
| buzón, el | mail box |
| cargar | load |

| Spanish | English |
|--------------------------|---------------------------------------|
| colgar | to put (photos on social media, etc.) |
| correo basura, el | spam |
| correo electrónico, el | email |
| crear | to create |
| descargar | to download |
| disco duro, el | hard drive |
| enviar | to send |
| funcionar | to work, to function |
| grabar | to record, to burn (a disk) |
| guardar | to save |
| hablar | to speak, talk |
| mandar | to send |
| mensaje (de texto), el | text (message) |
| (teléfono) móvil, el | mobile phone |
| muro, el | wall |
| navegar | to surf |
| ordenador, el | computer |
| pantalla, la | screen |
| periódico (digital), el | (digital) newspaper |
| portátil, el (ordenador) | laptop |
| publicar | to publish |
| punto | dot, full stop |
| puntocom | .com |
| ratón, el | mouse |
| recibir | to receive |
| red, la | network, internet |
| red social, la | social network |
| revista (digital), la | (digital) magazine, (e-magazine) |
| riesgo, el | risk |
| sala de chat, la | chat room |
| teclado, el | keyboard |
| videojuego, el | video game |
| adjuntar | to attach |
| buscador, el | search engine |
| contraseña, la | password |
| desactivar | to block (screen) |

| Spanish | English |
|---------------------------|---------------|
| guión, el | hyphen |
| guión bajo, el | underscore |
| herramienta, la | tool |
| inalámbrico | wireless |
| internauta, el | Internet user |
| marcador, el | bookmark |
| navegador, el | browser |
| portada, la | homepage |
| reproductor, el | widget |
| servidor de seguridad, el | firewall |
| usuario, el | user |

Free-time activities

| Spanish | English |
|----------------------------|----------------------------|
| artista, el | artist |
| actriz, la | actress |
| aficionado, el | fond of/keen on/enthusiast |
| al aire libre | outdoors |
| alimento, el | foodstuff |
| alpinismo, el | mountain climbing |
| andar | to walk |
| Año Nuevo, el | New Year |
| anuncio (publicitario), el | advert |
| apto | suitable |
| arroz, el | rice |
| atún, el | tuna |
| azúcar, el (la) | sugar |
| bailar | to dance |
| baile, el | dancing |
| baloncesto, el | basketball |
| barra (de pan), la | (bread) loaf |
| batería, la | drums |
| beber | to drink |
| bebida, la | drink |
| bicicleta/bici, la | bicycle, bike |
| billar, el | billiards |
| campeón, el | winner, champion |

| Spanish | English |
|----------------------------|-------------------------------|
| campeonato, el | championship |
| canción, la | song |
| cantante, el | singer |
| cantar | to sing |
| caramelo, el | boiled sweet |
| carne, la | meat |
| castañuelas, las | castanets |
| cena, la | dinner |
| cenar | to have the evening meal |
| ciencia ficción, la | science fiction |
| cocina, la | cuisine, cooking |
| cocinar | to cook |
| col, la | cabbage |
| comer | to eat |
| comida (basura/rápida), la | junk/fast food |
| comida, la | meal, lunch |
| concurso, el | contest, competition |
| copa, la | cup, trophy |
| correr | to run |
| corrida, la | bullfight |
| costumbre, la | custom, way |
| cuenta, la | bill |
| deporte, el | sport |
| deportista | sporty |
| deportista, el/la | sports person |
| desayunar | to have breakfast |
| desayuno, el | breakfast |
| Día de los Muertos, el | All Souls' Day |
| Día de Reyes, el | Epiphany, 6 January |
| día festivo, el | public holiday |
| dibujos animados, los | cartoons |
| diversión, la | pastime, hobby, entertainment |
| divertir(se) | to have a good time |
| documental, el | documentary |
| dulce | sweet |
| elegir | to choose |

| Spanish | English |
|-----------------------------|----------------------|
| en directo | live |
| entrada, la | ticket |
| equipo, el | team, equipment |
| equitación, la | horse riding |
| escoger | to choose |
| espectáculo, el | Show |
| estadio, el | stadium |
| estrella, la | star |
| feria, la | fair |
| fiesta, la | festival |
| filete, el | steak |
| fresa, la | strawberry |
| frito | fried |
| galleta, la | biscuit |
| monopatín, el | skateboard |
| montar (a caballo, en bici) | to ride (horse/bike) |
| nada más | nothing else |
| nadar | to swim |
| naranja, la | orange |
| nata, la | cream |
| ganar | to win |
| gol, el | goal |
| grasa, la | fat |
| guisantes, los | peas |
| hielo, el | ice |
| historia, la | story |
| huevo, el | egg |
| incluido | included |
| judías verdes, las | string beans |
| juego, el | game, fun, amusement |
| Juegos Olímpicos, los | Olympic Games |
| jugador, el | player |
| jugar | to play |
| juguete, el | toy |
| leche, la | milk |
| lechuga, la | lettuce |

| Spanish | English |
|----------------------|--------------------------------|
| legumbres, las | vegetables, pulses |
| letra, la | words (of song) |
| mantequilla, la | butter |
| manzana, la | apple |
| marcar (un gol) | to score (a goal) |
| natación, la | swimming |
| Navidad | Christmas |
| Nochebuena | Christmas Eve |
| Nochevieja | 31 December |
| noticias, las | news |
| Papá Noel | Father Christmas |
| papel, el | role |
| partido, el | match |
| Pascua, la | Easter |
| pastel, el | cake, pie |
| patata, la | potato |
| patinaje, el | skating |
| patinar | to skate |
| pedir | to order, ask for |
| película, la | film |
| pelota, la | ball |
| pera, la | pear |
| perder | to lose |
| perrito caliente, el | hot dog |
| pesca, la | fishing |
| pescado, el | fish |
| pescar | to fish |
| picante | spicy |
| pimienta, la | pepper |
| pimiento, el | green pepper |
| piña, la | pineapple |
| pista de hielo, la | ice rink |
| pista, la | track, court, run, slope, rink |
| plátano, el | banana |
| plato, el | dish |
| policíaco | police (adj) |

| Spanish | English |
|---------------------|---------------------------------------|
| pollo, el | chicken |
| postre, el | dessert |
| probar | to taste, to try |
| quedar | to meet |
| queso, el | cheese |
| Reyes Magos, los | the Three Kings |
| rico | tasty |
| sal, la | salt |
| salado | salty |
| salsa, la | sauce |
| santo, el | saint's day |
| Semana Santa, la | Easter week |
| ser aficionado a | to be very keen on/fond of (activity) |
| servicios, los | toilets |
| sopa, la | soup |
| tapas, las | nibbles, bar snacks |
| taquilla, la | box office |
| té, el | tea |
| telenovela, la | soap opera |
| tener suerte | to be lucky |
| tocar | to play (an instrument), to touch |
| tomar | to have, to take |
| Tomatina, la | tomato throwing festival |
| torero, el | bullfighter |
| torneo, el | tournament |
| toro, el | bull |
| tortilla, la | omelette |
| tostada, la | toast |
| traer | to bring |
| uvas, las | grapes |
| vela, la | sail, sailing |
| verduras, las | vegetables |
| zanahoria, la | carrot |
| zumo (de fruta), el | (fruit) juice |
| actuación, la | performance, role |
| alimentación, la | food, nourishment |

| Spanish | English |
|-------------------------|--|
| apetecer | to fancy, to feel like |
| banda sonora, la | soundtrack |
| bandera, la | flag |
| carrera, la | race |
| deportes de riesgo, los | adventure sports |
| Día de los Inocentes | 28 December (equivalent of April Fools' Day) |
| disfraz, el | fancy dress |
| disfrazarse de | to dress up as |
| fecha patria, la | national day to commemorate historic event |
| función, la | show, performance |
| grabación, la | recording |
| gaucho, el | cowboy |
| hacer cola | to queue |
| hervido | boiled |
| mariachi, el | Mexican musician |
| melocotón, el | peach |
| muñeca, la | doll |
| paso, el | statue paraded at Easter |
| piragüismo, el | canoeing |
| premio, el | prize |
| propina, la | tip |
| selección, la | team, side |
| socio, el | member |
| trama, la | plot |
| villancico, el | Christmas carol |

3.4.3.2 Local, national, international and global areas of interest

Home, town, neighbourhood and region

| Spanish | English |
|-------------------|------------------|
| a mitad de precio | half price |
| abrigo, el | coat |
| afueras, las | outskirts |
| ahorrar | to save |
| alfombra, la | carpet |
| alquilado | rented |
| alquilar | to rent, to hire |
| alquiler, el | rent |

| Spanish | English |
|---------------------------|-----------------------|
| anuncio, el | advert, announcement |
| aparcamiento, el | parking |
| árbol, el | tree |
| armario, el | wardrobe, cupboard |
| arreglar | to tidy; to fix |
| ascensor, el | lift, elevator |
| aseo, el | bathroom, WC |
| ayuntamiento, el | town hall |
| bajar | to go down |
| bañador, el | swimming costume |
| baño, el | bathroom; bath |
| barrio, el | neighbourhood |
| biblioteca, la | library |
| billete, el | banknote |
| blusa, la | blouse |
| bolera, la | bowling alley |
| bolso, el | handbag |
| bosque, el | forest, woods |
| botas, las | boots |
| caja, la | till |
| calcetines, los | socks |
| calefacción, la | heating |
| calle, la | street |
| cama, la | bed |
| cambio, el | change, exchange |
| camisa, la | shirt |
| camiseta, la | T-shirt |
| campo, el | countryside, grounds |
| cancha (de tenis etc), la | court |
| carnicería, la | butcher's |
| casa (adosada), la | house (semi-detached) |
| céntimo, el | cent |
| centro comercial, el | shopping centre |
| centro, el | centre, down town |
| césped, el | lawn |
| chalet/chalé, el | bungalow, house |

| Spanish | English |
|---------------------------|--------------------------------|
| chandal, el | tracksuit |
| cine, el | cinema |
| cinturón, el | belt |
| ciudad, la | City |
| club (de jóvenes etc), el | (youth) club |
| cocina, la | cooker; kitchen |
| collar, el | necklace |
| comedor, el | dining room |
| comisaría, la | police station |
| cómodo | comfortable, convenient, handy |
| compartir | to share |
| comprar | to buy |
| compras, las | shopping |
| construir | to build |
| contar | to count, to tell/recount |
| corbata, la | tie |
| Correos | Post Office |
| cortar | to cut, to mow |
| cortina, la | curtain |
| cosa, la | thing |
| costar | to be difficult/hard |
| cuarto de baño, el | bathroom |
| dar a | to look onto |
| deber | to owe |
| descuento, el | discount |
| devolver | to return |
| dinero, el | money |
| dirección, la | address |
| dormitorio, el | bedroom |
| ducha, la | shower |
| edificio, el | building |
| entrada, la | entrance |
| entrar | to go in, to enter |
| escalera, la | stairs |
| espacio, el | space |
| estanco, el | tobacconist's |

| Spanish | English |
|------------------------|---------------------------------|
| estante, el | shelf |
| estantería, la | shelves |
| estar de moda | to be in fashion |
| fábrica, la | factory |
| falda, la | skirt |
| flor, la | flower |
| fregadero, el | kitchen sink |
| gastar | to spend money, to use (energy) |
| gorra, la | cap |
| grandes almacenes, los | department store |
| granja, la | farm |
| guantes, los | gloves |
| habitación, la | room |
| habitante, el | inhabitant |
| hacer cola | to queue |
| hacer la(s) compra(s) | to do the shopping |
| iglesia, la | church |
| joyería, la | jeweller's |
| juguetería, la | toy shop |
| lado, el | side |
| lago, el | lake |
| lavabo, el | washbasin |
| lavadora, la | washing machine |
| lavaplatos, el | dishwasher |
| lavar | to wash |
| libra (esterlina), la | pound (sterling) |
| librería, la | bookcase |
| librería, la | bookshop |
| limpio | clean |
| llave, la | key |
| llevar (puesto) | to wear |
| luz, la | light |
| maquillaje, el | make-up |
| máquina, la | machine |
| mercado, el | market |
| mesa, la | table |

| Spanish | English |
|---------------------|-------------------------|
| mezquita, la | mosque |
| microondas, el | microwave oven |
| moda, la | fashion |
| monedero, el | purse |
| mostrar | to show |
| muebles, los | furniture |
| museo, el | museum |
| nevera, la | fridge |
| paga, la | pocket money |
| pagar | to pay |
| panadería, la | bakery |
| papelera, la | wastepaper basket |
| papelería, la | stationery shop |
| paraguas, el | umbrella |
| pared, la | wall |
| parque infantil, el | playground |
| pasillo, el | corridor |
| pastelería, la | pastry shop |
| peluquería, la | hairdresser's |
| pendientes, los | earrings |
| pescadería, la | fish monger's |
| pintado | painted |
| piso, el | floor, flat |
| planta baja, la | ground floor |
| planta, la | floor |
| planta, la | plant |
| plaza de toros, la | bull ring |
| plaza, la | square |
| población, la | population |
| polideportivo, el | sports centre |
| ponerse | to put on (clothes) |
| precio, el | price |
| propio | own |
| pueblo, el | village, people, nation |
| puente, el | bridge |
| puerta, la | door |

| Spanish | English |
|----------------------------|---------------------------|
| puerto, el | port, harbour |
| rebajar | to reduce (price, weight) |
| rebajas, las | sales |
| recibo, el | receipt |
| regalar | to give a present |
| regalo, el | present, gift |
| reloj, el | watch |
| repartir | to deliver |
| río, el | river |
| ropa (de marca), la | (designer) clothes |
| ruido, el | noise |
| ruidoso | noisy |
| salón, el | lounge |
| sentarse | to sit down |
| sierra, la | mountain range |
| silla, la | chair |
| sillón, el | armchair |
| subir | to go up |
| suelo, el | floor |
| sugerir | to suggest |
| talla, la | size (clothes) |
| tarjeta de crédito, la | credit card |
| teatro, el | theatre |
| terrace, la | terrace |
| tienda de comestibles, la | grocery store |
| tienda de ropa, la | clothes shop |
| tienda, la | shop |
| vaqueros, los | jeans |
| vendedor, el | sales assistant |
| vender | to sell |
| venta, la | sale |
| ventana, la | window |
| vestido, el | dress |
| vestirse | to get dressed, to dress |
| zapatería, la | shoe shop |
| zapatillas de deporte, las | trainers |

| Spanish | English |
|-------------------------|----------------------------------|
| zapatos, los | shoes |
| zona peatonal, la | pedestrian zone/area |
| aldea, la | village |
| bufanda, la | scarf |
| butaca, la | armchair |
| cazadora, la | (leather) jacket |
| comunidad, la | community |
| concurrido | busy, crowded |
| de lujo | luxury |
| domicilio, el | address, home |
| electrodomésticos, los | (electrical) appliances |
| en efectivo | cash |
| enseñar | to show |
| espejo, el | mirror |
| esquina, la | corner |
| horno, el | oven |
| manta, la | blanket |
| moqueta, la | fitted carpet |
| mudarse (de casa) | to move house |
| negocio, el | business |
| paisaje, el | landscape, scenery |
| panty, el | tights |
| persianas, las | shutters, venetian blinds |
| probarse | to try on |
| rebeca, la | cardigan |
| reembolso, el | refund |
| reparto a domicilio, el | home delivery |
| semáforo, el | traffic lights |
| sótano, el | basement, cellar |
| sudadera, la | sweatshirt |
| surtido, el | range, supply, stock |
| tamaño, el | size |
| vestíbulo, el | entrance hall, lobby, foyer |
| vivienda, la | dwelling, housing, accommodation |

Social issues

| Spanish | English |
|------------------------|--------------------------|
| acostarse | to go to bed |
| activo | active |
| caer(se) | to fall down |
| cansado | tired, tiring |
| cansar(se) | to get tired |
| contribuir | to contribute |
| corazón, el | heart |
| cuerpo, el | body |
| despertarse | to wake up |
| doler | to hurt |
| dolor, el | pain, ache |
| dormir(se) | to sleep; to fall asleep |
| ejercicio (físico), el | (physical) exercise |
| encontrarse bien/mal | to feel well/ill |
| enfermedad, la | illness |
| enfermo | ill |
| entrenamiento, el | training |
| entrenar(se) | to train |
| equilibrado | balanced |
| estar bien / mal | to be well/ill |
| estar en forma | to be fit |
| estrés, el | stress |
| estresante | stressing, stressful |
| evitar | to avoid |
| formar parte | to be part of |
| humo, el | smoke |
| levantarse | to get up |
| malsano | unhealthy |
| mantenerse en forma | to keep fit/in shape |
| mejorar(se) | to get better |
| morir | to die |
| muerto | dead |
| necesidad, la | need |
| obra benéfica, la | charity |
| oler | to smell |

| Spanish | English |
|--------------------------------|--|
| olor, el | smell |
| organización benéfica, la | charitable organisation |
| organizar | to organise |
| participación, la | participation, taking part |
| poco sano | not healthy |
| posibilidad, la | possibility |
| propósito, el | aim, purpose, objective |
| pulmones, los | lungs |
| residencia (para ancianos), la | old people's home |
| respirar | to breathe |
| salud, la | health |
| saludable | healthy |
| sano | healthy, wholesome |
| tener dolor (de) ... | to have a pain (in) ... |
| tener sueño | to feel sleepy |
| tentación, la | temptation |
| tienda con fines benéficos, la | charity shop |
| tienda solidaria, la | charity shop |
| vida, la | life |
| vivo | alive |
| voluntario | voluntary |
| voluntario, el | volunteer |
| advertir | to warn |
| asco, el | disgust |
| asqueroso | disgusting |
| ataque cardíaco, el | heart attack |
| aviso, el | warning, notice |
| cerebro, el | brain |
| dedicar(se) | to do, to go in for, to devote oneself |
| dolor de oídos, el | earache |
| esfuerzo, el | effort |
| hacer daño | to injure, to harm |
| hígado, el | liver |
| ONG, la | NGO (non-governmental organisation) |
| primeros auxilios, los | first aid |
| propósito, el | aim, purpose, objective |

| Spanish | English |
|---------------|----------------------|
| provocar | to cause, to provoke |
| respiratorio | respiratory |
| sobrepeso, el | overweight, obesity |

Global issues

| Spanish | English |
|----------------------|--------------------------------|
| aumentar | to increase |
| basura, la | rubbish, garbage |
| belleza, la | beauty |
| beneficiar | to benefit |
| cambio climático, el | climate change |
| campana, la | campaign |
| cartón, el | cardboard |
| combustible, el | fuel |
| contaminación, la | pollution |
| contaminado | polluted |
| contenedor, el | container |
| culpa, la | fault, blame, guilt |
| cultivar | to till, to grow, to cultivate |
| cultivo, el | crop |
| dañar | to harm, to damage |
| daño, el | harm, damage |
| derechos, los | rights |
| desaparecer | to disappear |
| desarrollo, el | development |
| ducharse | to have a shower |
| encender | to turn on (lights, TV etc) |
| encuesta, la | poll, survey |
| escaso | scarce, meagre |
| extranjero, el | foreigner |
| falta, la | lack |
| faltar | to be missing |
| fuego, el | fire |
| gobierno, el | government |
| grave | serious |
| injusto | unjust, unfair |
| inquietante | worrying, disturbing |

| Spanish | English |
|-------------------------|-----------------------------------|
| inquietar(se) | to worry, to upset oneself |
| justo | just, fair |
| ladrón, el | thief |
| ley, la | law |
| libertad, la | liberty, freedom |
| luchar | to fight, to struggle |
| malgastar | to waste, to misuse, to squander |
| matar | to kill |
| medio ambiente, el | environment |
| medioambiental | environmental |
| mundial | global, world-wide |
| mundo, el | world |
| naturaleza, la | nature |
| necesitados, los | needy people |
| pájaro, el | bird |
| peligro, el | danger |
| peligroso | dangerous |
| petróleo, el | oil |
| pila, la | battery |
| pobre | poor |
| pobreza, la | poverty |
| preocupación, la | worry, anxiety |
| preocupado | worried, anxious |
| preocupante | worrying |
| productos químicos, los | chemicals |
| proteger | to protect |
| químico (adj) | chemical |
| recargable | rechargeable |
| reciclaje, el | recycling |
| reciclar | to recycle |
| recoger | to collect, to gather, to pick up |
| recurso, el | resource |
| renovable | renewable |
| reutilizar | to reuse |
| robar | to steal |
| robo, el | theft, burglary |

| Spanish | English |
|--------------------------|--|
| salvar | to save |
| solucionar | to solve, to resolve |
| sucio | dirty |
| Tierra, la | Earth |
| tirar | to throw (away) |
| utilizar | to use |
| ventaja, la | advantage |
| violencia, la | violence |
| agotar | to exhaust, use up |
| agujero, el | hole |
| amenazar | to threaten |
| apagar | to turn off (lights, etc) |
| arruinar | to ruin, to destroy |
| atasco, el | traffic jam |
| aumento, el | increase |
| beneficio, el | benefit |
| calentamiento global, el | global warming |
| capa de ozono, la | ozone layer |
| combatir | to fight, to combat |
| cometer | to commit |
| consumo, el | consumption |
| desechos, los | rubbish, waste |
| desigualdad, la | inequality |
| desperdicio, el | waste, rubbish, squandering |
| echar la culpa | to blame |
| efecto invernadero, el | greenhouse effect |
| ensuciar | to make dirty, to soil, to make a mess |
| envase, el | wrapping, packaging, container |
| escasez, la | shortage, want, lack |
| estropear | to ruin, to spoil |
| gamberro, el | hooligan, lout, troublemaker |
| gases de escape, los | exhaust fumes |
| huracán, el | hurricane |
| igualdad, la | equality |
| incendio, el | fire |
| inundación, la | flood |

| Spanish | English |
|------------------|-------------------------|
| lluvia ácida, la | acid rain |
| marea negra, la | oil spill |
| multa, la | fine |
| nocivo | harmful |
| petrolero, el | oil tanker |
| prejuicio, el | prejudice |
| residuos, los | refuse, waste, rubbish |
| selva, la | jungle, tropical forest |
| sequía, la | drought |
| testigo, el | witness |
| vertedero, el | rubbish dump, tip |

Travel and tourism

| Spanish | English |
|--------------------------------------|------------------------------|
| a mano derecha/izquierda | on the right-/left-hand side |
| a pie | on foot, walking |
| aeropuerto, el | airport |
| agencia (de viajes), la | travel agent's |
| aire acondicionado, el | air-conditioning |
| albergue juvenil, el | youth hostel |
| alemán | German |
| alojamiento, el | accommodation |
| alojarse | to lodge, to stay |
| ambiente, el | atmosphere |
| andén, el | platform |
| aparcar | to park |
| asiento, el | seat |
| autocar, el | Coach |
| autopista, la | motorway |
| avión, el | airplane, aeroplane |
| bañarse | to bathe, to swim |
| barco, el | boat |
| billete (de ida/de ida y vuelta), el | (single/return) ticket |
| buscar | to look for |
| cama de matrimonio, la | double bed |
| cambiar | to change |
| caminar | to walk |

| Spanish | English |
|------------------------------------|---------------------------|
| camino, el | path, route |
| camping, el | camp site, camping |
| Canarias, las Islas | Canary Islands |
| carnet de conducir, el | driving licence |
| carnet de identidad, el | identity card |
| carnet, el | pass; card |
| carretera, la | highway |
| coche, el | car |
| coger | to take, to catch |
| conducir | to drive, to lead |
| conductor, el | driver |
| consigna, la | left luggage office |
| costa, la | coast |
| crema solar, la | suncream |
| crucero, el | cruise |
| cruzar | to cross |
| deportes acuáticos, los | water sports |
| descansar | to rest |
| descanso, el | rest, pause |
| dirección, la | management |
| disponible | available |
| doblar | to turn |
| equipaje, el | luggage |
| España | Spain |
| español | Spanish |
| esperar | to wait |
| esquí, el | skiing |
| esquiar | to ski |
| estación (de autobuses/trenes), la | (bus/coach/train) station |
| estación de servicio, la | service station |
| Estados Unidos, los | United States |
| estar de vacaciones | to be on holiday |
| Europa | Europe |
| europeo | European |
| excursión, la | trip, excursion |
| extranjero (en el _, al _) | abroad |

| Spanish | English |
|-----------------------------------|---------------------------------------|
| ferrocarril, el | railways |
| ficha, la | registration form |
| folleto, el | leaflet, pamphlet |
| francés | French |
| gasolina (sin plomo), la | (unleaded) petrol |
| guía, el | guide |
| guía, la | guidebook |
| habitación (doble/individual), la | (single/double) room |
| informar(se) | to find out |
| inglés | English |
| instalaciones, las | facilities |
| isla, la | island |
| latinoamericano | Latin-American |
| libre | available |
| llegada, la | arrival |
| llegar | to arrive |
| llevar | to take |
| maleta, la | suitcase |
| máquina (de fotos), la | camera |
| mar, el | sea |
| media pensión | half board |
| Mediterráneo, el | Mediterranean Sea |
| metro, el | underground |
| montaña, la | mountain |
| país, el | country |
| papel higiénico, el | toilet paper |
| parada, la | stop |
| parador, el | state owned hotel (in Spain) |
| parar | to stop |
| parque de atracciones, el | fairground, funfair |
| parque temático, el | theme park |
| pasajero, el | passenger |
| pasar | to spend time; to go through; to pass |
| paso subterráneo, el | underpass, subway |
| pensión completa | full board |
| pensión, la | boarding house |

| Spanish | English |
|-------------------------|---------------------|
| perder | to lose; to miss |
| perderse | to get lost |
| permiso de conducir, el | driving licence |
| playa, la | beach |
| postal, la | postcard |
| quedarse | to stay |
| recepción, la | reception |
| recordar | to remember |
| recuerdo, el | souvenir |
| regresar | to go back |
| regreso, el | return |
| relajarse | to relax |
| reserva, la | reservation |
| reservar | to book, to reserve |
| retraso, el | delay |
| sacar (fotos) | to take photos |
| saco de dormir, el | sleeping bag |
| sala de espera, la | waiting room |
| salida, la | exit |
| señal, la | sign, signal |
| sitio, el | space, room |
| sitio, el | place, site |
| sudamericano | South American |
| taquilla, la | ticket office |
| tardar | to take time |
| tarjeta, la | card, postcard |
| tienda, la | tent |
| tomar el sol | to sunbathe |
| torcer | to turn |
| tranvía, el | tram |
| vacaciones, las | holidays |
| venir | to come |
| ver | to see |
| vía, la | track, lane |
| viajar | to travel |
| viaje, el | trip, journey |

| Spanish | English |
|---------------------------|------------------------------------|
| viajero, el | traveller |
| vista, la | view |
| volver | to return |
| vuelo, el | flight |
| abanico, el | fan |
| aduana, la | customs |
| avería, la | breakdown, fault |
| averiado | broken down |
| bonobús, el | bus pass |
| broncearse | to get a tan |
| camión, el | lorry |
| casco, el | helmet |
| castellano | Castilian, Spanish spoken in Spain |
| cinturón de seguridad, el | seat belt |
| cruce, el | crossroads, intersection |
| decepcionar | to disappoint |
| detener(se) | to stop |
| DNI | ID card |
| hacer transbordo | to change, to transfer |
| insolación, la | sunstroke |
| motor, el | engine |
| queja, la | complaint |
| quejarse | to complain |
| rueda, la | wheel |
| sombrilla, la | sunshade, parasol |

3.4.3.3 Current and future study and employment

My studies

| Spanish | English |
|--------------------------|------------------|
| alemán, el | German |
| arte dramático, el | drama |
| asignatura, la | school subject |
| ciencias económicas, las | economics |
| ciencias, las | science |
| cocina, la | food technology |
| comercio, el | business studies |
| dibujo, el | drawing/art |

| Spanish | English |
|--------------------------|-------------------------|
| director, el | head teacher, principal |
| enseñar | to teach |
| español, el | Spanish |
| francés, el | French |
| gimnasia, la | gymnastics |
| idioma, el | language |
| informática, la | IT |
| inglés, el | English |
| lengua, la | language, tongue |
| nota, la | mark |
| química, la | chemistry |
| sacar buenas/malas notas | to get good/bad marks |
| taller, el | workshop |
| tarea, la | task/homework |
| trabajador | hard working |
| trabajos manuales, los | handicrafts |
| atento | attentive |
| optar | to choose, to opt for |
| optativo | optional |
| riguroso | severe, harsh |
| sencillo | simple, easy |

Life at school/college

| Spanish | English |
|------------------|-----------------------------------|
| agenda, la | diary |
| alumno, el | pupil, student |
| aprender | to learn |
| aprobar | to approve, to pass (an exam) |
| apuntes, los | notes |
| aula (f), el | schoolroom |
| ausente | absent |
| ayuda, la | help |
| ayudar | to help |
| bachillerato, el | school leaving exam/baccalaureate |
| biología, la | biology |
| bolígrafo, el | pen |
| callar(se) | to shut up |

| Spanish | English |
|-------------------------|-----------------------------|
| campo de deportes, el | sports field |
| colegio, el | school |
| comportamiento, el | behaviour |
| comportarse | to behave |
| conducta, la | behaviour, conduct |
| contestar | to answer |
| charlar | to chat |
| chicle, el | chewing gum |
| deberes, los | homework |
| desobediente | disobedient |
| dibujar | to draw |
| diseñar | to design |
| educativo | educational |
| entender | to understand |
| escribir | to write |
| escuela, la | school |
| estuche, el | pencil case |
| evaluación, la | assessment |
| examen, el | examination |
| éxito, el | success |
| explicación, la | explanation |
| explicar | to explain |
| falta, la | mistake; absence |
| faltar | to be absent |
| fracasar | to fail |
| fracaso, el | failure |
| gimnasio, el | gymnasium |
| horario, el | timetable |
| instituto, el | secondary school, institute |
| intercambio, el | exchange |
| lápices de colores, los | colour pencils |
| lección, la | lesson |
| leer | to read |
| letra, la | letter of the alphabet |
| levantar la mano | to put your hand up |
| libro, el | book |

| Spanish | English |
|-------------------------|-------------------------------------|
| masculino | masculine |
| mirar | to look |
| mochila, la | rucksack, school bag |
| molestar | to annoy, to bother |
| nivel, el | level |
| obligatorio | compulsory |
| oír | to listen, to hear |
| olvidar | to forget |
| página, la | page |
| palabra, la | word |
| pasar (la) lista | to call the register |
| permiso, el | permission |
| pizarra interactiva, la | smart board |
| pregunta, la | question |
| preguntar | to ask a question |
| privado | private |
| prometer | to promise, to show promise |
| prueba, la | test, proof |
| recreo, el | break, recess, playtime, recreation |
| regla, la | rule, ruler |
| repartir | to hand out |
| repasar | to revise |
| respuesta, la | answer |
| resumen, el | summary |
| reunión, la | meeting |
| rutina, la | routine |
| sala de profesores, la | staffroom |
| salón de actos, el | hall, assembly room |
| sobresaliente | outstanding |
| suspender | to fail (exam/subject) |
| tema, el | topic, theme |
| tener miedo | to be afraid |
| terminar | to finish |
| trabajo, el | work |
| trimestre, el | (school) term, three month period |
| vestuarios, los | changing rooms |

| Spanish | English |
|------------------|------------------------------|
| apoyar | to support, to back, to help |
| apoyo, el | help, support, backing |
| carpeta, la | folder, file |
| castigar | to punish |
| castigo, el | punishment |
| despacho, el | office |
| enseñanza, la | teaching, education |
| entregar | to hand in |
| esforzarse | to make an effort |
| golpear | to hit |
| intimidación, la | bullying |
| lectura, la | reading |
| pedir prestado | to borrow |
| tijeras, las | scissors |
| traducir | to translate |

Education post-16

| Spanish | English |
|-------------------------------|---|
| a tiempo completo | full time |
| a tiempo parcial | part time |
| aprendiz, el | apprentice |
| aprendizaje, el | apprenticeship, training, learning |
| calificado | competent, skilled, qualified |
| carrera, la | career; profession |
| comienzo, el | beginning, start |
| conocimientos, los | knowledge |
| conseguir | to get, to achieve |
| dejar | to leave |
| esperar | to hope; to expect |
| experiencia laboral, la | work experience |
| tomarse un año libre/sabático | to take a gap year |
| útil | useful |
| academia, la | academy, school post-16 (for certain careers) |
| derecho, el | law (at university) |
| formación (profesional), la | vocational training |
| lograr | to achieve |
| perspectiva, la | prospects, outlook, future developments |

Jobs, career choices and ambitions

| Spanish | English |
|---------------------------------|--------------------------------|
| ama de casa, el (f) | housewife |
| bombero, el | firefighter |
| cajero, el | bank-teller, cashier |
| camarero, el | waiter |
| carnicero, el | butcher |
| carta, la | letter |
| cita, la | appointment |
| cocinero, el | cook |
| comerciante, el | merchant, retailer, shop owner |
| comercio, el | commerce, trade |
| contrato, el | contract |
| correo, el | post, mail |
| dependiente, el | shop assistant |
| ejecutivo, el | executive, officer |
| electricista, el | electrician |
| empleado, el | employee, worker |
| empleo, el | job, employment |
| empresa, la | company |
| encontrar | to find |
| enfermero, el | nurse |
| entrevista, la | interview |
| escritor, el | writer |
| estar en paro | to be unemployed |
| ganar | to earn |
| hombre de negocios, el | businessman |
| horas de trabajo flexibles, las | flexitime |
| ingeniero, el | engineer (civil/mechanical) |
| jardinero, el | gardener |
| jefe, el | boss |
| laboral | working |
| línea, la | line |
| llamada, la | call |
| llamar por teléfono | to telephone |
| llegar a ser | to become |
| militar, el | serviceman, soldier |

| Spanish | English |
|-----------------|------------------------------|
| objetivo, el | aim, objective |
| obrero, el | workman |
| obtener | to get, to obtain |
| panadero, el | baker |
| parado | unemployed |
| paro, el | unemployment |
| peluquero, el | hairdresser |
| periodismo, el | journalism |
| periodista, el | journalist |
| pintor, el | painter, artist |
| policía, el | police officer |
| pronto | ready |
| sello, el | stamp |
| sobre, el | envelope |
| soldado, el | soldier |
| teletrabajo, el | work from home |
| título, el | university degree |
| trabajador, el | worker |
| trabajar | to work |
| traductor, el | translator |
| triunfar | to triumph, to succeed |
| universidad, la | university |
| veterinario, el | veterinary surgeon |
| abogado, el | lawyer, solicitor |
| albañil, el | brick-layer, building worker |
| azafata, la | flight attendant |
| bombero, el | firefighter |
| camionero, el | lorry driver |
| carpintero, el | joiner, carpenter |
| cartero, el | postman |
| contable, el | accountant |
| ejército, el | army |
| encargado, el | person in charge |
| encargarse (de) | to be in charge of |
| estar en huelga | to be on strike |
| expectativa, la | hope, prospect |

| Spanish | English |
|---------------|----------------------|
| gerente, el | manager |
| granjero, el | farmer |
| probar | to have a go, to try |
| rellenar | to fill in |
| solicitar | to apply |
| solicitud, la | (job) application |
| sueldo, el | wages, salary |

4 Scheme of assessment

Find mark schemes, and specimen papers for new courses, on our website at oxfordaqa.com/9269

This is a linear qualification. In order to achieve the award, students must complete all assessments at the end of the course and in the same series.

Our International GCSE exams and certification for this specification are available for the first time in May/June 2025 and then every May/June and November for the life of the specification.

All materials are available in English only.

Our GCSE exams in Spanish include questions that allow students to demonstrate their ability to:

- draw together their knowledge, skills and understanding from across the full course of study
- provide extended responses.

4.1 Aims and learning outcomes

Courses based on this specification should encourage students to develop their ability and ambition to communicate with native speakers in speech and writing. The study of Spanish should also broaden their horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

Courses based on this specification should enable students to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic spoken and written material, adapted and abridged, as appropriate
- develop awareness and understanding of the culture and identity of the countries and communities where Spanish is spoken
- make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language learning skills both for immediate use and prepare them for further language study in school, higher education or employment
- develop language strategies, including repair strategies.

4.2 Assessment Objectives

The exams will measure how students have achieved the following assessment objectives.

- AO1: Listening – understand and respond to different types of spoken language.
- AO2: Speaking – communicate and interact effectively in speech.
- AO3: Reading – understand and respond to different types of written language.
- AO4: Writing – communicate in writing.

4.2.1 Assessment Objective weightings

| Assessment Objectives (AOs) | Component weightings (approx. %) | | | | Overall weighting of AOs (approx. %) |
|-------------------------------------|----------------------------------|-------------------|------------------|------------------|--------------------------------------|
| | Paper 1: Listening | Paper 2: Speaking | Paper 3: Reading | Paper 4: Writing | |
| AO1 (Listening) | 25 | | | | 25 |
| AO2 (Speaking) | | 25 | | | 25 |
| AO3 (Reading) | | | 25 | | 25 |
| AO4 (Writing) | | | | 25 | 25 |
| Overall weighting of components (%) | 25 | 25 | 25 | 25 | 100 |

4.3 Assessment weightings

The marks awarded on the papers will be scaled to meet the weighting of the components. Students' final marks will be calculated by adding together the scaled marks for each component. Grade boundaries will be set using this total scaled mark. The scaling and total scaled marks are shown in the table below.

| Component | Maximum raw mark | Scaling factor | Maximum scaled mark |
|---------------------|------------------|----------------|---------------------|
| Paper 1 (Listening) | 40 | x3/2 | 60 |
| Paper 2 (Speaking) | 40 | x3/2 | 60 |
| Paper 3 (Reading) | 60 | x1 | 60 |
| Paper 4 (Writing) | 60 | x1 | 60 |
| Total scaled mark: | | | 240 |

4.4 Paper 1: Listening

40 marks; 50 minutes (including 5 minutes' reading time)

- The test will be studio recorded using native speakers speaking Castilian in clearly articulated, standard speech at near normal speed.
- The recording will be provided to schools in an appropriate audio format at the same time as the dispatch of the question papers.
- Different types of spoken language will be used, using familiar language across a range of contemporary and cultural themes.
- Students will be given five minutes' reading time at the beginning of the test to give them time to read the questions.
- An example will be provided in the question paper only where it is necessary to indicate to students how a particular question should be answered.
- Each item will be heard twice and pauses for students to answer will be built into the test.
- Students will be allowed to make notes at any time during the test.
- Access to dictionaries is not permitted at any time during the test.

In Section A, students' understanding of spoken language will be tested by a range of question types in English, requiring non-verbal responses or responses in English. In Section B, students' comprehension will be tested by a range of question types in Spanish, requiring non-verbal responses or responses in Spanish.

The responses will be assessed according to a detailed mark scheme; the appropriate mark(s) will be awarded if the student has satisfactorily communicated their understanding, even though the response may contain some errors in the quality of language used.

The test will consist of a variety of short and longer spoken pieces of language, involving some more complex language later in the test. This will not place an undue burden on memory at any time.

Students will be required to identify the overall message, key points, details and opinions from items such as announcements, short conversations, instructions, news bulletins and telephone messages, together with some material which will be longer and will include reference to the relationship between past, present and future events. These items will include authentic sources, suitably adapted and abridged. They will also be required to deduce meaning from more abstract material, including short narratives. They will hear more extended spoken text where they will recognise and respond to key information, themes and ideas by answering questions, extracting information and evaluating and drawing conclusions.

See the Listening test assessment criteria (page 73).

4.5 Paper 2: Speaking

40 marks. Students will attend one session of 10 minutes (and supervised preparation time of 10 minutes).

A window of up to five weeks will be timetabled for the test, during which schools will be free to test their students at any time. The window will be timetabled to run in April and May. The teacher may open the speaking test materials up to three working days in advance of the first day of the specified test period in order to prepare for conducting the tests. The Teacher's booklet will contain a Speaking test sequence chart which will show which Photo card each student must be allocated and which themes will be covered in the General conversation part of the test.

Detailed instructions for the teacher will be issued prior to the test period.

The confidentiality of the test materials must be strictly maintained prior to and during the period of the tests.

Access to dictionaries is not permitted at any time during the test or the supervised preparation time.

Instructions for the test are in English. All questions are in Spanish.

Students will be allowed to make notes, on an Additional answer sheet, during their supervised preparation time and take them into the exam room to use during the test. There is no restriction on the number of words or the material (eg conjugated verbs) which the notes may contain. They must hand the notes in to the teacher-examiner immediately before the General conversation part of the test. The notes must be stored under secure conditions until results day, after which they must be disposed of.

The test is conducted and audio-recorded by the teacher and marked by OxfordAQA.

4.5.1 Photo card (15 marks)

Students will discuss one Photo card (approximately three to five minutes). Teachers will ask five prescribed questions based on the Photo card. Three of these five questions will be printed on the student's card.

4.5.2 General conversation (25 marks)

The teacher will conduct a conversation based on the two themes which have not been covered on the Photo card (between five and seven minutes). A similar amount of time should be spent on each theme. The student will choose the first theme; the second theme is the remaining theme which has not been covered in the Photo card part of the test. This ensures that aspects of all three themes are covered in the Speaking test.

The General conversation allows the student to take part in a conversation. The student will also convey information and narrate events coherently and confidently and use and adapt language for new purposes. They will be able to speak spontaneously, responding to unexpected questions, points of view or situations and sustain communication by using repair strategies. They will initiate and develop conversations and discussion to produce extended sequences of speech. They will make creative and more complex use of language, as appropriate, to express and justify their own thoughts and points of view.

Both parts of the test will allow students to demonstrate appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events. They will also allow students to use accurate pronunciation and intonation so as to be understood by a native speaker.

See the Speaking test assessment criteria (page 73).

4.6 Paper 3: Reading

60 marks; 1 hour 15 minutes

- Different types of written language will be used, including relevant personal communication, public information and factual texts.
- An example will be provided in the question paper only where it is necessary to indicate to students how a particular question should be answered.
- Access to dictionaries is not permitted at any time during the test.

In Section A, students' understanding of written language will be tested by a range of question types in English, requiring non-verbal responses or responses in English. In Section B, students' comprehension will be tested by a range of question types in Spanish, requiring non-verbal responses or responses in Spanish. In Section C, there will be a translation from Spanish into English (a minimum of 50 words).

Responses will be assessed according to a detailed mark scheme; the appropriate mark(s) will be awarded if the student has satisfactorily communicated their understanding, even though the response may contain some errors in the quality of language used.

The test will consist of a variety of short and longer written texts, involving some more complex language later in the test.

Students will be required to identify the overall message, key points, details and opinions from items such as instructions, public notices and advertisements, together with some material which will be longer, such as extracts from brochures, guides, letters, newspapers, magazines, email and websites. These will include reference to the relationship between past, present and future events. These items will include authentic sources, suitably adapted and abridged.

Students will also be required to deduce meaning from a variety of written texts, including some unfamiliar language and short narratives. They will be presented with longer texts where they will be required to recognise and respond to key information, themes and ideas. They will demonstrate understanding by being able to scan for particular information, organise and present relevant details. They will draw inferences and recognise implicit meaning.

See the Reading test assessment criteria (page 76).

4.7 Paper 4: Writing

60 marks; 1 hour 15 minutes

Students are required to write in Spanish.

- Access to dictionaries is not permitted at any time during the test.
- All instructions are in English. All questions are in Spanish.

4.7.1 Question 1 (8 marks)

A message which demonstrates students' ability to write short sentences using familiar language in a familiar context.

4.7.2 Question 2 (16 marks)

A structured writing task which demonstrates students' ability to produce clear and coherent text of extended length, to present facts and express ideas and opinions. They also make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events. They are required to manipulate the language, using and adapting a variety of structures and vocabulary, using appropriate style and register. The requirement to use formal or informal address will vary year on year.

Students are expected to write approximately 90 words but, provided the tasks set are completed, the number of words is not important.

4.7.3 Question 3 (12 marks)

A translation from English into Spanish, requiring a minimum of 50 words. This demonstrates students' ability to convey key messages accurately and to apply grammatical knowledge of language and structures.

4.7.4 Question 4 (24 marks)

An open-ended writing task which demonstrates their ability to make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince. They should use appropriate style and register. The requirement to use formal or informal address will vary year on year.

Students are expected to write approximately 150 words but, provided the tasks set are completed, the number of words is not important. They choose either Question 4.1 or 4.2.

See the Writing test assessment criteria (page 76).

4.8 Assessment criteria

4.8.1 Listening

See the mark scheme published each year for details of how marks are awarded for this question paper.

4.8.2 Speaking

Marks will be allocated in the following way:

| | Communication | Knowledge and use of language | Pronunciation and intonation | Spontaneity and fluency | Total |
|--------------|---------------|-------------------------------|------------------------------|-------------------------|-----------|
| Photo card | 10 | 5 | - | - | 15 |
| Conversation | 10 | 5 | 5 | 5 | 25 |
| Total | 20 | 10 | 5 | 5 | 40 |

Part 1: Photo card (15 marks)

The student's responses to the five questions are assessed for Communication and Knowledge and use of language, as specified in the criteria below.

Communication

| Level | Mark | Communication |
|-------|------|--|
| 5 | 9-10 | The speaker replies to all questions clearly and develops most answers. They give and explain an opinion. |
| 4 | 7-8 | The speaker replies to all or nearly all questions clearly and develops some answers. They give and explain an opinion. |
| 3 | 5-6 | The speaker gives understandable replies to most questions and develops at least one answer. They give an opinion. |
| 2 | 3-4 | The speaker gives understandable replies to most questions but they may be short and/or repetitive. More prompts are used to obtain a response. |
| 1 | 1-2 | The speaker replies to some questions but the answers are likely to be short and/or repetitive. The speaker is clearly reliant on the prompts in order to respond. |
| | 0 | Communication does not meet the standard required for Level 1. |

Knowledge and use of language

| Mark | Knowledge and use of language |
|------|---|
| 5 | Very good knowledge and use of language. |
| 4 | Good knowledge and use of language. |
| 3 | Reasonable knowledge and use of language. |
| 2 | Limited knowledge and use of language. |
| 1 | Poor knowledge and use of language. |
| 0 | No language produced is worthy of credit |

Notes

- (a) At least one question on each Photo card asks students to give and explain an opinion.
- (b) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

Part 2: General conversation (25 marks)

The General conversation is based on the two themes not covered in the Photo card. The conversation should last between five and seven minutes. It is assessed for Communication, Knowledge and use of language, Pronunciation and intonation and Spontaneity and fluency, as specified in the criteria below.

A zero score for Communication means that the mark in the other three categories must also be zero but, apart from that, the Communication mark does not limit the marks in the other categories.

Communication

| Level | Mark | Communication |
|-------|------|--|
| 5 | 9-10 | A speaker who consistently develops responses in extended sequences of speech. Narrates events coherently when asked to do so. Conveys information clearly at all times, giving and explaining opinions convincingly. |
| 4 | 7-8 | A speaker who regularly develops responses in extended sequences of speech. Usually narrates events when asked to do so. Almost always conveys information clearly, giving and explaining opinions. |
| 3 | 5-6 | A speaker who develops some responses in extended sequences of speech. Sometimes narrates events when asked to do so. Usually conveys information clearly, giving and often explaining opinions. |
| 2 | 3-4 | A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, some of which are explained. |
| 1 | 1-2 | A speaker who tends to give quite short responses, but with occasional attempts at longer responses. They have only limited success in narrating events. There may be a few occasions when they are unable to answer successfully or where responses are very unclear. Gives opinions. |
| | 0 | Communication does not reach the standard required for Level 1. |

Knowledge and use of language

| Level | Mark | Knowledge and use of language |
|-------|------|---|
| 5 | 5 | Excellent language with a wide variety of linguistic structures and a wide range of vocabulary. References to past and future, as well as present, events are made confidently. Generally a high level of accuracy though minor errors may occur. |
| 4 | 4 | Very good language with some variety of linguistic structures and a range of vocabulary. References to past and future, as well as present, events are generally successful. Minor errors likely when complex structures and/or vocabulary are attempted. |
| 3 | 3 | Good language with some attempts at more complex structures and vocabulary which are usually successful. References to past and future, as well as present, events are made and are sometimes successful. There may be minor errors and occasional more serious ones, but they do not impede communication. |
| 2 | 2 | Reasonable language which uses simple structures and vocabulary and may occasionally be repetitive. Attempts to make reference to past or future events may have only limited success. Errors may occasionally impede communication. |
| 1 | 1 | Basic language which uses simple structures, a limited vocabulary range and may often be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors which regularly impede communication. |
| | 0 | The language does not meet the standard required for Level 1. |

Pronunciation and intonation

| Level | Mark | Pronunciation and intonation |
|-------|------|---|
| 5 | 5 | Consistently good pronunciation and intonation throughout. |
| 4 | 4 | Good pronunciation and intonation with only occasional lapses in more challenging language. |
| 3 | 3 | Pronunciation is generally understandable with some sustained intonation. |
| 2 | 2 | Pronunciation is usually understandable with a little intonation; comprehension is sometimes delayed. |
| 1 | 1 | Pronunciation and intonation are occasionally understandable; comprehension is difficult at times. |
| | 0 | Pronunciation and intonation do not reach the standard required for Level 1. |

Spontaneity and fluency

| Level | Mark | Spontaneity and fluency |
|-------|------|---|
| 5 | 5 | Excellent exchange in which the speaker reacts naturally to the questions asked and has an air of spontaneity. Responds promptly and speaks with some fluency, though not necessarily with that of a native speaker. |
| 4 | 4 | Very good exchange in which the speaker usually reacts naturally to the questions asked and is often spontaneous. Usually responds promptly and there is some flow of language. |
| 3 | 3 | Good exchange in which the speaker sometimes reacts naturally to the questions asked, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions but the delivery generally has a reasonable pace. |
| 2 | 2 | Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times. |
| 1 | 1 | Basic exchange in which the speaker shows no spontaneity and relies heavily on pre-learnt responses. There are frequent and sometimes long hesitations. Slow delivery means that the conversation is disjointed and lacks any flow. |
| | 0 | Spontaneity and fluency do not reach the standard required for Level 1. |

Notes

Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, this will not have a negative impact on the overall mark, unless it happens regularly and affects fluency.

4.8.3 Reading

See the mark scheme published each year for details of how marks are awarded for this question paper.

4.8.4 Writing

Marks will be allocated in the following way:

| | Communication | Content | Quality of language | Range of language | Accuracy | Conveying key messages | Application of grammatical knowledge of language and structures | Total |
|--------------|---------------|-----------|---------------------|-------------------|----------|------------------------|---|-----------|
| Question 1 | 8 | | | | | | | 8 |
| Question 2 | | 10 | 6 | | | | | 16 |
| Question 3 | | | | | | 6 | 6 | 12 |
| Question 4 | | 12 | | 8 | 4 | | | 24 |
| Total | 8 | 22 | 6 | 8 | 4 | 6 | 6 | 60 |

Question 1 (8 marks)

Students are required to write four sentences. Each sentence is marked according to the following criteria.

| Mark | Communication |
|------|---|
| 2 | The relevant message is clearly communicated. |
| 1 | The message is relevant but has some ambiguity and causes a delay in communication. |
| 0 | The message is irrelevant or cannot be understood. |

Question 2 (16 marks)

There are four compulsory bullet points, assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The student is expected to produce approximately 90 words over the whole question. The number of words expected is approximate; examiners will mark all work produced by the student.

Content

| Level | Mark | Response |
|-------|------|--|
| 5 | 9–10 | A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed. |
| 4 | 7–8 | A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed. |
| 3 | 5–6 | A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed. |
| 2 | 3–4 | A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed. |
| 1 | 1–2 | A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed. |
| | 0 | The content does not meet the standard required for Level 1. |

Notes

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

Quality of language

| Level | Mark | Response |
|-------|------|--|
| 3 | 5–6 | A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate. |
| 2 | 3–4 | Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate. |
| 1 | 1–2 | The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register. |
| | 0 | The language produced does not meet the standard required for Level 1. |

Notes

- (a) A major error is one which seriously affects communication.
- (b) A mark of zero for Content automatically results in a mark of zero for Quality of language. Apart from that, the Content mark does not limit the mark for Quality of language.

Question 3 (12 marks)

The translation is assessed for Conveying key messages (6 marks) and Application of grammatical knowledge of language and structures (6 marks), as specified in the criteria below.

Conveying key messages

| Level | Marks | Response |
|-------|-------|---------------------------------------|
| 6 | 6 | All key messages are conveyed. |
| 5 | 5 | Nearly all key messages are conveyed. |
| 4 | 4 | Most key messages are conveyed. |
| 3 | 3 | Some key messages are conveyed. |
| 2 | 2 | Few key messages are conveyed. |
| 1 | 1 | Very few key messages are conveyed. |
| | 0 | No key messages are conveyed. |

The translation is divided into 12 key messages. A tick will be awarded for each key message that is communicated, despite any minor inaccuracies. The total number of ticks awarded equates to a mark according to this table:

| Total ticks | Mark |
|-------------|------|
| 12 | 6 |
| 10/11 | 5 |
| 7/8/9 | 4 |
| 5/6 | 3 |
| 3/4 | 2 |
| 1/2 | 1 |
| 0 | 0 |

When deciding on whether a key message is conveyed, you should ask yourself the question: 'Would a native speaker understand the target language version without reference to the original English?' If the answer is 'yes', award a tick.

Application of grammatical knowledge of language and structures

| Level | Marks | Response |
|-------|-------|---|
| 3 | 5-6 | Good knowledge of vocabulary and structures; highly accurate. |
| 2 | 3-4 | Reasonable knowledge of vocabulary and structures; generally more accurate than inaccurate. |
| 1 | 1-2 | Limited knowledge of vocabulary and structures; highly inaccurate. |
| | 0 | The language produced does not meet the standard required for Level 1. |

Notes

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

Question 4 (24 marks)

There are two compulsory bullet points, assessed for Content (12 marks), Range of language (8 marks) and Accuracy (4 marks), as specified in the criteria below.

The student is expected to produce approximately 150 words over the whole question. The number of words expected is approximate; examiners will mark all work produced by the student.

Content

| Level | Marks | Response |
|-------|-------|---|
| 4 | 10-12 | A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Opinions are expressed and justified. |
| 3 | 7-9 | A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified. |
| 2 | 4-6 | A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed. |
| 1 | 1-3 | A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be expressed. |
| | 0 | The content does not meet the standard required for Level 1. |

Notes

There may be some imbalance in the coverage of the two compulsory bullet points but, provided at least some coverage of both bullet points is evident, students will have access to full marks where the other criteria are met.

Range of language

| Level | Marks | Response |
|-------|-------|--|
| 4 | 7-8 | Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate. |
| 3 | 5-6 | Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate. |
| 2 | 3-4 | Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate. |
| 1 | 1-2 | Little variety of appropriate vocabulary. Structures are likely to be short and simple. Little or no awareness of style and register. |
| | 0 | The range of language produced does not meet the standard required for a mark. |

Notes

- (a) A major error is one which seriously affects communication.
- (b) A mark of zero for Content automatically results in a mark of zero for Range of language. Apart from that, the Content mark does not limit the mark for Range of language.

Accuracy

| Level | Marks | Response |
|-------|-------|---|
| 4 | 4 | Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct. |
| 3 | 3 | Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct. |
| 2 | 2 | More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct. |
| 1 | 1 | There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations. |
| | 0 | The content does not meet the standard required for Level 1. |

Notes

A mark of zero for Content automatically results in a mark of zero for Accuracy. Apart from that, the Content mark does not limit the mark for Accuracy

5 General administration

We are committed to delivering assessments of the highest quality and have developed practices and procedures that support this aim. To ensure that all students have a fair experience, we have worked with other awarding bodies in England to develop best practice for maintaining the integrity of exams. This is published through the Joint Council for Qualifications (JCQ). We will maintain the same high standard through their use for OxfordAQA.

More information on all aspects of administration is available at oxfordaqa.com/exams-admin

For any immediate enquiries please contact info@oxfordaqa.com

Please note: We aim to respond to all email enquiries within two working days.

Our UK office hours are Monday to Friday, 8am – 5pm local time.

5.1 Entries and codes

You only need to make one entry for each qualification – this will cover all the question papers and certification.

| Qualification title | OxfordAQA entry code |
|--------------------------------------|----------------------|
| OxfordAQA International GCSE Spanish | 9269 |

Please check the current version of the Entry Codes book and the latest information about making entries on oxfordaqa.com/exams-admin

Exams will be available May/June and in November.

5.2 Overlaps with other qualifications

This specification overlaps with the AQA UK GCSE Spanish (8698).

5.3 Awarding grades and reporting results

In line with UK GCSEs, this qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the best grade. Students who fail to reach the minimum standard for grade 1 will be recorded as U (unclassified) and will not receive a qualification certificate.

To find out more about the new grading system, visit our website at oxfordaqa.com

5.4 Resits

Students can retake the whole qualification as many times as they wish. This is a traditional linear specification, individual components cannot be resat.

You only need to make one entry for each qualification – this will cover all the question papers and certification.

5.5 Previous learning and prerequisites

There are no previous learning requirements. Any requirements for entry to a course based on this specification are at the discretion of schools.

5.6 Access to assessment: equality and inclusion

Our general qualifications are designed to prepare students for a wide range of occupations and further study whilst assessing a wide range of competences.

The subject criteria have been assessed to ensure they test specific competences. The skills or knowledge required do not disadvantage particular groups of students.

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5.7 Working with OxfordAQA for the first time

You will need to apply to become an OxfordAQA centre to offer our specifications to your students. Find out how at oxfordaqa.com/centreapprovals

5.8 Private candidates

Centres may accept private candidates for examined units/components only with the prior agreement of OxfordAQA. If you are an approved OxfordAQA centre and wish to accept private candidates, please contact OxfordAQA at: info@oxfordaqa.com

It is expected that students undertaking this specification will sit the speaking paper. Centres accepting private candidates must ensure they have carried out this minimum requirement.

Private candidates may also enter for examined only units/components via the British Council; please contact your local British Council office for details.

6 Appendix: Communication strategies

Whilst it is useful for students to concentrate on a core of key language for any given topic, it is impossible to predict all the linguistic elements they might meet when reading and listening to authentic Spanish, or which they themselves might need to use. For this reason, the student will need to develop communication strategies as part of the teaching and learning process, which will greatly increase their ability to cope successfully with unknown words.

There are two main types of strategy: those that relate to understanding (reading and listening) and those that relate to production (speaking and writing).

6.1 Strategies for understanding

6.1.1 Ignoring words which are not needed

Many tasks contain words which are not essential for an understanding of the main points of the text. What is important in the text is often presented more than once, in different ways: the student may not understand a point in one form of words and understand it fully in another.

6.1.2 Using the visual and verbal context

The skilled reader can find many clues about the purpose and content of a text from a study of the layout, the title, the length, the typeface and any related pictures.

When reading and listening, students can learn to infer the meaning of new words from the verbal context. For example, someone who did not know the word *camioneta* might be able, after some appropriate practice, to deduce from the following context that it is some sort of vehicle: *La camioneta salió de la carretera y chocó con un árbol.*

6.1.3 Making use of grammatical markers and categories

Students will be helped to master all these strategies if, when reading and listening, they learn to use such clues as the plural forms of nouns and verbs, the way verbs change to form tenses, word order and other such features to help them recognise to which category (verb, noun, adjective etc) an unknown word belongs. This can be a considerable help in making intelligent guesses about the meaning of the word.

6.1.4 Making use of the social and cultural context

Another aid to the drawing of correct inferences is for students to bear in mind that there are regularities in the real world which make it possible to anticipate what people may say or write about it. The ability to predict occurrences in the real world makes it possible to anticipate words, and their meaning, in a given context. This is one reason why it is important for a Spanish course to develop awareness and understanding of countries and communities where Spanish is spoken.

For example, the student who knows that the *Día de Reyes* is the 6 January will be able to deduce from *día 5 de enero, víspera de Reyes* that *víspera* means 'the eve of' or 'the day before'.

6.1.5 Using common patterns within Spanish

Knowledge of the following patterns of word formation in Spanish can help to understand a text.

- *-ito/-ita* and *-illo/-illa* endings used to form diminutives (eg *casa – casita, gato – gatito, mesa – mesilla*)
- *-ón/ona* suffix used to form augmentatives (eg *cuchara – cucharón, mujer – mujerona*)
- *-mente* suffix used to form adverbs (eg *rápido – rápidamente, total – totalmente*)
- *re-* prefix (eg *leer – releer, crear – recrear*)
- *-ero/-era* endings and *ería* ending (eg *reloj – relojero, fruta – frutero – frutería*)
- *des-* and *in-* *im-* prefixes (eg *hacer – deshacer, conocido – desconocido, correcto – incorrecto, posible – imposible*)
- *-able* ending applied to verbs (eg *imaginar – imaginable, admirar – admirable*)
- *-ión* and *-ción* endings applied to verbs (eg *producir – producción, animar – animación*)
- *-oso/-osa* ending applied to nouns (eg *montaña – montañoso, ruido – ruidoso, lluvia – lluvioso*)
- *-dor/-dora* ending applied to verbs to form nouns and adjectives (eg *hablar – hablador, trabajar – trabajador*)
- *-eza, -dad* and *-ura* endings applied to adjectives (eg *limpio – limpieza, pobre – pobreza, sucio – suciedad, honesto – honestidad, hermoso – hermosura, loco – locura*)
- Compound words (eg *abrelatas, abrebotellas*)
- *-ante* and *-iente* endings applied to verbs (eg *protestar – protestante, corresponder – correspondiente*).

6.1.6 Using cognates and near-cognates

A few 'false friends' (eg *largo, sensible, actual*) make it necessary to use this strategy with care and in collaboration with the strategy of using the visual and verbal context above. However, for each 'false friend' there are very many 'good friends' of which anglophone learners of Spanish can make good use. These fall into two main categories: cognates and near-cognates.

Cognates

There are very many words which have exactly the same form, and essentially the same meaning, in Spanish and in English (eg *animal, horrible, central, principal*). When such words occur in context, students can be expected to understand them in English and Spanish.

Near-cognates

Students will also be expected to understand words which meet the above criteria but which differ slightly in their written form in Spanish, usually by the addition of one or more accents and/or the omission of a letter (eg *confusión, explosión, oficial*).

6.1.7 Using common patterns between Spanish and English

There are thousands of words in Spanish which, although not having exactly the same form as the English word, can easily be understood with the application of a few, simple rules. When words which can be understood using the rules below occur in context, students will be expected to understand them.

| Pattern | Examples |
|--|---|
| The Spanish word adds an -o (and sometimes an accent) or changes a final '-e' in English to an -o | <i>aspecto, automático, económico, activo, decisivo</i> |
| The Spanish word adds an -a (and sometimes an accent) | <i>lista, idiota</i> |
| Words ending in '-ist' in English often end in -ista in Spanish | <i>pianista, artista</i> |
| Spanish changes a final '-e' to an -a | <i>medicina</i> |
| The Spanish word adds an -e | <i>aire, arte</i> |
| Words which end in -ía or -ia in Spanish and '-y' in English | <i>biología, economía, tragedia</i> |
| Words which end in -or in Spanish and '-our' in English | <i>honor, vigor, labor</i> |
| Verbs which add -ar, -er or -ir in the infinitive in Spanish or change a final '-e' in English to one of these endings | <i>admirar, confirmar, reservar, servir</i> |
| Verbs which end with -ar in the infinitive in Spanish and with '-ate' in English | <i>decorar, cultivar, activar</i> |
| Words which, in addition to the points above, have minor spelling changes between English and Spanish to accord with the Spanish phonetic system of spelling | <i>filosofía, psicología, gráfico, fotografía, cuestión</i> |
| Words in which t in Spanish corresponds to 'th' in English | <i>teatro, catedral, auténtico, autor</i> |
| Spanish adverbs ending in -mente which end with '-ly' in English | <i>completamente, especialmente, generalmente</i> |
| Words which end in -oso/-osa in Spanish and '-ous' in English | <i>fabuloso, religioso, furioso</i> |
| Words where '-tion' in English is replaced by -ción in Spanish | <i>acción, inspección, integración</i> |
| Words ending in -ante or -iente in Spanish corresponding to English '-ant' and '-ent' | <i>restaurante, correspondiente, deficiente</i> |
| Words where '-nce' in English becomes -ncia in Spanish | <i>evidencia, vigilancia, inteligencia, ocurrencia</i> |
| Words where an intervocalic -d- in Spanish is replaced by '-t-' in English | <i>senador, ecuador, operador, maduro</i> |
| The English word adds an extra letter or letters | <i>cine, clima, militar, avance</i> |
| The Spanish word adds an epenthetic e- before words beginning with 's' + consonant | <i>esnob, especial, estéreo</i> |
| Words where a single vowel in English is replaced by a diphthong in Spanish | <i>sentimiento, compartimiento, puerto</i> |

Strategies such as those outlined above will generally be more easily applied in reading than in listening, as reading offers more opportunities to slow down, look at unknown items at some leisure and study the context. However, the general strategies for understanding listed above can be used successfully in listening to Spanish.

In order to hear accurately, students should have the relationship between the spoken and written language brought to their attention. Words which **look** the same in Spanish and English may **sound** different and conversely, words with similar sounds may be written very differently in the two languages. For example, the Spanish word *circuito* looks very similar to its English counterpart (circuit) but is pronounced quite differently while *rosbif* sounds very like the English phrase from which it is derived

(roast beef) but looks very different when written down.

6.2 Strategies for production

Research and experience show that people who communicate effectively in a foreign language tend to make good use of systematic efficient verbal and non-verbal strategies to get meaning across, in spite of their imperfect command of the language.

Individual students may fail to learn – or forget – language items required by some tests, or they may wish to attempt to go beyond the demands of the specification in completing the task set. In these circumstances, the following strategies can prove useful. They fall into two main categories: non-verbal and verbal.

6.2.1 Non-verbal strategies

Pointing and demonstration

This may be accompanied by some appropriate language (eg "Así..." "¿Qué es?" "Me duele aquí").

Expression and gesture

This may be accompanied, where appropriate, with sounds (eg "¡Ay!" which, with appropriate intonation, facial expression and gestures, can convey such attitudes and functions as pain, surprise, anger, fear, pleasure and admiration).

Mime

This can be accompanied by appropriate sounds and language and can sometimes help communication to be maintained when it might otherwise break down (eg "¿Le puedo ayudar?" with a suitable mime if one has forgotten the words for the relevant action). This strategy has obvious limitations in a speaking test which is recorded and assessed on the basis of the recording.

Drawing

This can be an efficient strategy with some tasks (especially written) and can convey both attitude and information (eg a diagram showing how to get from one point, such as a station, to another, for instance a home).

6.2.2 Verbal strategies

Using a word which refers to a similar item

Using a word which refers to a similar item to the one the speaker/writer wishes to refer to, but for which they have forgotten the word (eg *cuarto* for *dormitorio*, *flor* for *rosa*, *taza* for *vaso*). This is not always effective and its use would be assessed according to its effectiveness in a particular context.

Description of physical properties

This can be used to refer to something when the name has been forgotten (eg "Es de cuero... La fruta amarilla... Esa cosa que está en la mesa..."). The physical properties refer to colour, size, material, position and shape. The use of this strategy in an exam would be assessed according to its communicative effectiveness.

Requests for help

These may include requests for rewording (eg "¿Cómo se dice.....en español?" "¿Qué quiere decir eso en inglés?") and questions; which make no reference to English (eg "¿Cómo se llama esto en español?" "¿Cómo se escribe?") as well as requests which may improve the student's chances of understanding (eg "¿Quiere repetir?" "Quiere hablar más despacio?"). It is clearly preferable to use such requests for help than for communication to collapse and their use will be assessed according to the context. When requests for help with specific problems occur, the teacher should maintain the role of a sympathetic native speaker and help accordingly. The teacher should avoid taking over from the student and carrying out the tasks set.

Simplification

This is when a student avoids the use of a form of which they are unsure (eg "Es necesario que me vaya") by using a form

they find simpler (eg *"Tengo que irme"*). When such simple forms are used correctly and appropriately they will be rewarded accordingly. Correct and appropriate use of more complex forms will also be rewarded.

A systematic use of simplified forms may reduce error, facilitate communication and increase fluency but, if overused, this strategy may result in learners failing to make full use of their capabilities.

Paraphrase

This is where the student uses words and messages in acceptable Spanish, avoiding the use of words which they have forgotten (eg *"No está casada"* for *"Es soltera"*, *"es el padre de mi madre"* for *"es mi abuelo"*). When used well, this strategy communicates the message effectively to a sympathetic native speaker and such use in an exam would be assessed accordingly.

Reference to specific features

Reference to specific features (eg *"El animal con las orejas largas."* *"El hombre que lleva el uniforme marrón."*) is often quite effective and its use would be assessed accordingly in an exam.

Reference to the function of an object

Reference to the function of an object and the actions that can be performed with it (eg *"La cosa que se utiliza para abrir una botella."* *"Sirve para secar las manos"*) is a commonly used strategy which is usually effective in communicative terms.

Word coinage

Another strategy sometimes used by language learners is word coinage, the creation of words based either on English or Spanish words. This strategy usually produces words which do not exist in Spanish or which, if they do exist, have a different meaning from the one intended. The use of this strategy is rarely effective in promoting communication and students would be well advised to use it only if all other strategies fail.

Topic avoidance

Another commonly used strategy is topic avoidance, when the student avoids or abandons a topic because of inability to deal with it. Use of this strategy in the exam will not allow the student to be given full credit. Use of it in a learning situation will reduce opportunities for the development or expansion of the student's repertoire. It is a strategy which should be discouraged. A basic condition for communication strategies to have a potential learning effect is that they are governed by achievement, rather than avoidance behaviour.

Evidence suggests that the availability of a range of strategies such as those outlined above, and flexibility in their use, represent an important advantage in overall communicative effectiveness. It also appears that the most effective strategies demand some linguistic proficiency and that the more proficient speakers are also better at using communication strategies effectively.

The development of such strategies cannot be seen as encouragement not to develop linguistic knowledge. Strategic competence is not a substitute for vocabulary learning, but a useful supplement. All language users make use of communication strategies, even in their first language, and really successful strategies usually pass unnoticed. They are an important part of the teaching and learning process.

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