



Pearson  
Edexcel

**GCSE (9–1)**

# **SPANISH**

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## **Specification**

Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Spanish (1SP1)  
First teaching from September 2024 | first certification from 2026

Issue 1

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# 1 Introduction

## Why choose Pearson Edexcel GCSE Spanish?

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We have listened to feedback from all parts of the language community, including hundreds of teachers and students. We know that when you are teaching a language, you want your students' eyes to be opened to other cultures and for them to learn how to communicate about subjects that interest them. Like you, we are passionate about growing a love of languages. Our GCSE Spanish qualification is focused on the important ways that languages foster communication, broaden perspectives, introduce new cultures and develop students into global citizens.

**More than words** – our qualification promotes culture, communication and connection. From the design of our speaking tasks, where communication is privileged, through to the use of images to provide cultural context, we want students to understand that words are a springboard to discovering much more.

**Language learning for today's world** – we have carefully selected our vocabulary and assessment content to reflect and represent diverse student experiences, so that all students feel included and will be able to speak and write about the things that interest them most.

**Compassionate assessments in a clear and familiar structure** – our assessments are accessible and transparent, rooted in testing what students know and ensuring they can attempt the whole assessment confidently, with no surprises. We are committed to maintaining a sense of continuity with the separate assessment of the four skills, and a consistent assessment structure.

**Preparing for the future** – we know how much you value additional assessment material, and we are committed to providing additional content, including secure mock material. We will provide digital solutions to ease the administrative burden, and opportunities to be involved in innovative pilots for onscreen assessment pathways.

**Reliable and extensive support from switch to delivery** – our Switch Consultants will provide one to one support to make switching to our new qualification pain free. Once you are with us, our dedicated Subject Advisor is here to help with any of your queries and we will provide regular training opportunities for all our teachers.

## Qualification at a glance

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The qualification consists of:

- three externally-examined papers assessing separately listening, reading and writing
- one speaking assessment set by Pearson and conducted by a teacher.

All assessments are marked by Pearson.

All papers will sample the vocabulary and grammatical structures included in *Appendix 1: Vocabulary* and *Appendix 2: Grammar*. The focus for the content of questions and tasks will be drawn from the listed thematic contexts (see Thematic contexts section on pages 7–9).

Each paper is available at Foundation or Higher tier. **Students must be entered for a single tier across all papers.**

## **Paper 1: Speaking in Spanish (\*Paper code: 1SP1/1F and 1H)**

***Internally conducted and externally assessed:***

***Foundation tier: 7-9 minutes plus 15 minutes' preparation time; 50 marks***

***Higher tier: 10-12 minutes plus 15 minutes' preparation time; 50 marks***

***25% of the qualification***

Students are assessed on their ability to speak using clear and comprehensible language for a range of audiences and purposes, in different contexts, which are relevant to their current and future needs and interests. There are three consecutive tasks:

### **Task 1: Read aloud (12 marks)**

Read aloud a short text and undertake a short, unprepared interaction relating to the text. In the read aloud task itself students will be assessed on their pronunciation and in the short interaction that follows students will be assessed on their communication. The task card will be allocated by Pearson.

### **Task 2: Role play (10 marks)**

Undertake a transactional role play, in a setting taken from the defined list on pages 16–18. The task card will be allocated by Pearson.

### **Task 3: Picture task (12 marks) with conversation (16 marks)**

Students select their thematic context for Task 3 in advance of the assessment. Students select one option from a choice of two of the six thematic contexts. The two options will be randomly generated by Pearson. The task card will be allocated by Pearson.

Describe a picture stimulus, related to the selected thematic context. Students have a choice of two pictures on the stimulus card. Answer two compulsory questions related to the subject matter of the picture, then move on to a short unprepared conversation developed from the same thematic context.

## Paper 2: Listening and understanding in Spanish (\*Paper code: 1SP1/2F and 2H)

### ***Written examination:***

***Foundation tier: 45 minutes, including 5 minutes' reading time, 50 marks***

***Higher tier: 60 minutes, including 5 minutes' reading time, 50 marks***

### ***25% of the qualification***

Students are assessed on their understanding of standard spoken Spanish by one or more speakers, across a range of formal and informal contexts, and in familiar and unfamiliar settings.

### **Section A: Listening (40 marks)**

Students respond to multiple-choice, multiple-response and short-answer open response questions.

All questions are set in English and students produce all responses in English.

### **Section B: Dictation (10 marks)**

Students are assessed on their ability to transcribe spoken Spanish into written Spanish. They will be rewarded for their accuracy of spelling based on their knowledge and understanding of the sound symbol correspondences (SSCs) listed in the specification in *Appendix 2: Grammar*.



## **Paper 3: Reading and understanding in Spanish (\*Paper code: 1SP1/3F and 3H)**

### ***Written examination:***

***Foundation tier: 45 minutes, 50 marks***

***Higher tier: 60 minutes, 50 marks***

### ***25% of the qualification***

Students are assessed on their understanding of written Spanish across a range of formal and informal contexts, and in familiar and unfamiliar settings.

### **Section A: Reading and Understanding (40 marks)**

Students respond to multiple-choice, multiple-response and short-answer open response questions based on these texts.

All questions are set in English and students produce all responses in English.

### **Section B: Translation into English (10 marks)**

Students translate a passage from Spanish into English, with instructions in English.

## Paper 4: Writing in Spanish (\*Paper code: 1SP1/4F and 4H)

### **Written examination:**

**Foundation tier: 1 hour 15 minutes; 50 marks.**

**Higher tier: 1 hour 20 minutes; 50 marks.**

### **25% of the qualification**

Students are assessed on their ability to communicate effectively through writing in Spanish for different purposes and audiences. Students are required to produce responses of varying lengths and types to express ideas and opinions in Spanish. The instructions to students are in English.

#### Foundation Tier

- Question 1: picture-based task **(8 marks)**
- Question 2: one of two open-response questions, set in formal context **(14 marks)**
- Question 3: one of two open-response questions, set in informal context **(18 marks)**
- Question 4: translation into Spanish **(10 marks)**

#### Higher Tier

- Question 1: one of two open-response questions, set in informal context **(18 marks)**
- Question 2: one of two open-response questions, set in formal context **(22 marks)**
- Question 3: translation into Spanish **(10 marks)**

A recommended word count is specified for each open-response question.

\*See *Appendix 5: Codes* for a description of this code and all other codes relevant to this qualification.

## Our qualification approach

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Language is more than words.

Combining clear, concise and straightforward assessments with engaging, meaningful and relatable content, our new Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Spanish is fit for the future, equipping students for life and careers in a global setting.

### Thematic contexts

The vocabulary in this qualification enables students to communicate across a range of engaging and relatable thematic contexts, which are relevant to their current and future needs.

We asked students and teachers about the subjects that were meaningful and interesting to them, and selected the following six broad thematic contexts to provide a focus for the teaching and learning of the vocabulary and grammar listed:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

All the vocabulary listed in *Appendix 1* could be used fluidly across these thematic contexts.

Within our thematic contexts, students could use the specified vocabulary and grammar (*Appendices 1 and 2*) to listen to, read, speak and write about the following subjects:

family	friends	relationships	equality
physical well-being	mental well-being	food and drink	sports
places in town	shopping	transport	the natural world
environmental issues	social media and gaming	future opportunities (e.g. work, travel)	school
music	TV and film	accommodation	tourist attractions

This list of subjects is not exhaustive and is intended to support planning of teaching and learning.

Teachers could explore these subjects throughout the course and across different thematic contexts. For example, 'transport' could be considered when exploring the thematic context of 'Travel and Tourism' or 'My Neighbourhood'; 'food and drink' could be considered when exploring 'My personal world', 'Lifestyle and wellbeing' or 'Travel and tourism'.

Teachers could also choose to organise their teaching of the vocabulary content into alternative thematic contexts or no thematic contexts at all to meet their students' interests flexibly. Providing the full vocabulary and grammar content in *Appendices 1 and 2* is taught at each tier, your students will be able to access all our assessments.

## Thematic contexts in assessments

Our use of thematic contexts in assessments provides:

- meaningful and engaging content and scenarios for the question papers
- reassurance to students on the focus of the texts they will encounter in their assessments
- coverage of a range of vocabulary in assessments to ensure variety within each paper, across each paper in an exam series, and over time.

## Paper 1, Speaking in Spanish

- Each of the six read aloud cards, per tier, will reflect one of the thematic contexts.
- Each of the six role play cards, per tier, will reflect one of the transactional settings.
- Each of the eighteen picture cards will reflect one of the thematic contexts.
- Students will choose the thematic context for their picture task in advance of the assessment, from a choice of two, randomly generated by Pearson. The short conversation following the picture description will begin within the same pre-selected thematic context.
- Students are free to use vocabulary from anywhere across the specified vocabulary list in their spoken responses.
- Students may also use vocabulary from outside the vocabulary list in their spoken responses.

## Paper 2, Listening and Understanding in Spanish

- The contexts of the listening texts will be taken from any of the thematic contexts.
- Content of the listening texts will sample vocabulary across the qualification content.

## Paper 3, Reading and Understanding in Spanish

- The contexts of the reading texts will be taken from any of the thematic contexts.
- Content of the reading texts will sample vocabulary across the qualification content.

## Paper 4, Writing in Spanish

- Every exam series each of the writing tasks, per tier, will reflect one of the thematic contexts.
- Students are free to use vocabulary from anywhere across the specified vocabulary list in their written responses.
- Students may also use vocabulary from outside the vocabulary list in their written responses.

## Cultural Content and Inclusivity

Built on a foundation of inclusivity, accessibility and transparency we have created a student-centred qualification that caters to the needs of all students, regardless of their background, ability or reason for studying a language.

### Use of cultural settings

Language study gives opportunities to broaden students' cultural awareness and introduces them to new experiences. However, sometimes presumptions about shared cultural capital can prevent students from accessing the content.

#### Paper 1, Speaking assessments will:

- use relatable contexts that are likely to be within the range of students' own experiences
- use a finite range of settings for role plays (see Paper 1 Speaking in Spanish, Content), so that all students can be equally prepared for these scenarios.

#### Paper 2, Listening assessments will:

- use settings that are both familiar and unfamiliar, for wider cultural engagement
- provide any necessary information to support students' understanding of culturally unfamiliar settings in English, in rubrics.

#### Paper 3, Reading assessments will:

- use settings that are both familiar and unfamiliar, for wider cultural engagement
- include contextualising images to support students' understanding of culturally unfamiliar settings
- provide glossing for the names of towns, cities or countries that are not part of the vocabulary list.

#### Paper 4, Writing assessments will:

- set open-response questions in contexts that are realistic and familiar
- set tasks that draw on students' own thoughts and experiences to answer set bullet points

- avoid tasks that place a burden on student imagination to create responses
- avoid tasks that rely on student knowledge of international travel or settings.

## Use of names in assessments

Learning about the lives of people from across the target language speaking world is a way of bringing languages to life. However, sometimes the names of people can be unfamiliar and confusing for students in assessments.

Our assessments will:

- include only names from a defined list (see *Appendix 3*)
- allow students to become familiar with target language names in advance
- provide culturally relevant content.

Our assessments will not:

- include unfamiliar and potentially confusing names
- require students to learn names
- assess students on their knowledge of names.

## Use of gendered language

Learning a new language allows students to talk about themselves and their lives, as well as learning about the lives and experiences of others. However, for trans and non-binary students, the use of gendered language can present specific challenges.

Our assessments will:

- include the vocabulary for 'trans' and 'non-binary' on our vocabulary list (see *Appendix 1: Vocabulary*)
- recognise students' use of non-binary or gender-neutral pronouns when describing themselves or others in the speaking and writing papers
- recognise students' use of new adjectival endings according to their preferred way of identifying, or the use of gender-neutral pronouns with feminine or masculine agreement

- recognise students' use of gender-neutral nouns, whether indicated by adding punctuation, asterisks or using alternative spellings
- equally credit students' use of masculine, feminine or non-binary adjective agreements where used correctly and consistently
- equally credit students' use of non-binary pronouns where used correctly and consistently
- be marked anonymously, without any examiner awareness of students' gender.

## Support

If you would like to find out more about an LGBTQ+ inclusive MFL curriculum, Stonewall provides further support in their ['Creating an LGBTQ+ Inclusive Secondary Curriculum' resource](#). You can also find more support, along with specific examples of gender neutral language use in French, German and Spanish in our ['Gender, diversity and inclusion in languages qualifications'](#) video.



## 2 Subject content and assessment information

The Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Spanish allows students to develop their ability to communicate in Spanish in both speech and writing. They will study language within a variety of thematic contexts relevant to their age and interests and will develop a greater awareness of the culture of Spanish-speaking communities and countries.

Students will need to develop and use their knowledge and understanding of Spanish vocabulary and grammar progressively through their course of study. A list of words that students are expected to use and understand is included in *Appendix 1: Vocabulary list*. This list of words is comprehensive and makes no assumptions about vocabulary previously taught. Grammar requirements are contained in the grammar list in *Appendix 2: Grammar list*.

### Subject aims

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The aims of this qualification are to:

- provide a coherent, satisfying and worthwhile course of study.
- develop confidence in, and a positive attitude towards, Spanish and to recognise the importance of languages.
- provide a strong linguistic and cultural foundation for students who go on to study languages at a higher level post-16.
- develop students' ability and ambition to communicate independently in speech and writing with speakers of the language for authentic purposes.
- develop students' ability to communicate independently about subjects that are meaningful and interesting to them
- build students' confidence and broaden their horizons, enabling them to step beyond familiar cultural boundaries, develop new ways of seeing the world, and better understand relationships between the foreign language and the English language.
- enable students to become familiar with aspects of the contexts and cultures of the countries and communities where the language is spoken.

# Paper 1: Speaking in Spanish

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## Content

Speaking tasks will feature content that is relatable and accessible to all students.

Students will be assessed on their ability to:

- speak using clear and comprehensible language, for a range of audiences and purposes, and in formal and informal contexts, which are relevant to their current and future needs and interests.

Students will need to:

- apply the principles by which spelling represents sounds in standard or widely used forms of Spanish
- use clear and comprehensible pronunciation when speaking Spanish, demonstrating an understanding of sound symbol correspondences
- understand and respond to written language in speech by answering questions related to what they have read or seen
- recall and use language in different situations and be able to move between Spanish and English
- convey and elicit information by asking and answering questions
- use language to describe a visual stimulus, including specific required details
- give opinions
- develop conversation and discussion
- produce extended sequences of speech
- use a range of vocabulary and grammatical structures (from the prescribed lists) accurately, including some more complex forms appropriate to the level of study, with reference to past, present and future events.

## Assessment information

### Task 1 – Read aloud (12 marks)

- Students will:
- **read aloud a short passage** (8 marks) and
- **answer two straightforward questions** (4 marks) to elicit brief opinions based on the overall content of the passage, in a short interaction.

The **read aloud task assesses clear and comprehensible pronunciation** integrated with **an understanding of sound symbol correspondences**.

- The **short interaction** that follows **assesses communication only**.

Each assessment series, Pearson will provide six read aloud stimulus cards. Each card will take its focus from one of the six thematic contexts listed in the specification and will only use words selected from the full vocabulary list for each tier.

When responding to the two questions after the read aloud, students can draw upon any relevant vocabulary from the full vocabulary list, or beyond the list. The questions will be in the present tense at both tiers and will elicit likes / dislikes / opinions.

#### Assessment information:

For each read aloud, there is a student card and a teacher card:

#### Student card

The student card includes:

- instructions and a scenario in English,
- followed by a short text in Spanish, which the student will read aloud:
  - **Foundation tier: 35-40 words in 5 sentences**
  - **Higher tier: 50-55 words in 4 sentences**

The two straightforward questions for the short interaction do not appear on the student card, as they must be unprepared.

## Teacher card

The teacher card includes:

- instructions on how to conduct the task,
- a copy of the text to be read by the student, and
- two straightforward questions, which form the short unprepared interaction to follow the read aloud of the text.

## Task 2 – Role play (10 marks)

In the role play, students will be required to **give and receive information, answering and asking questions**. The students' interactions could include any of the following:

- make transactions (buying tickets, ordering food etc)
- make plans, appointments or reservations
- explain or give reasons
- describe
- express likes / dislikes / preferences / opinions
- ask for advice
- make a complaint or report a problem
- ask / talk about activities.

Role plays will be transactional in nature and will always be in one of the following settings:

- Café / restaurant
- Shop / market / shopping centre
- Hotel
- Train station
- Tourist information office
- Cinema / theatre / concert hall

- Campsite
- Leisure centre
- Doctor's surgery / hospital
- In town

**The role play assesses communication only** and has been designed so that students can respond to the prompts using vocabulary drawn from the vocabulary list.

Each assessment series, Pearson will provide six role play stimulus cards, which will use six different settings from the above list.

The role plays are all set in a formal context. Students are not required to use the formal register.

#### Assessment information:

- For each role play, there is a student card and teacher card:

#### Student card

The student card includes the role play setting taken from the list above, and instructions and prompts in English.

Foundation tier:

- The student card includes five bullet points, eliciting five utterances.
- Students need to **ask one question**.
- Students are required to speak only in the present tense or a familiar conditional tense where it is more natural to do so, e.g. 'me gustaría.'

Higher tier:

- The student cards include five bullet points, eliciting five utterances.
- Students need to **ask two questions**.
- Students are required to speak in the present tense or a familiar conditional tense where it is more natural to do so, e.g. 'me gustaría.'
- Students **respond to one question asked using a future timeframe**.

## Teacher card

The teacher cards contain instructions on how to conduct the role play and the exact questions to ask.

Each role play opens with an introduction from the teacher who then asks the first question.

### Task 3 – Picture task (28 marks)

- Students will be required to:
- **describe one picture** from a choice of two (8 marks)
- answer **two** unprepared questions related to the selected picture (4 marks)
- participate in **a conversation extending from the broader thematic context** (16 marks).

#### Picture description (12 marks):

- On the picture task card there will be two colour pictures and students will **choose one** of the colour pictures. They will be required to **produce an extended description**, focussing on the following compulsory details of the picture:
  - people
  - location
  - activity.

The teacher is provided with prompts to encourage students to address the compulsory bullet points. Students are not limited to describing these details and may develop their description as far as they are able in the recommended time.

The picture description has been designed so that students can respond to the stimulus using vocabulary drawn from the full vocabulary list.

Once the student has concluded the description, the teacher will ask **two compulsory questions relating to the subject matter of the picture**. Both questions will be about the student's own experiences / likes / dislikes / opinions. At Higher tier, the second question will be in the past tense. The questions do not appear on the student card as they must be unprepared.

## Broader conversation (16 marks):

The teacher should continue **a broader conversation extending from the thematic context** selected for this task. A compulsory starting subject for the conversation is given on the teacher card, along with example questions in the present, past and future tenses.

During the conversation, the teacher should ask a range of questions appropriate to the thematic context and the interests and experiences of the student, which enables students to:

- produce extended sequences of speech
- develop the conversation
- give and justify own thoughts and opinions
- refer to past, present and future events
- demonstrate the full range of their ability.

Teacher-examiners should endeavour to sustain a free-flowing conversation, in which they respond to what the candidate is saying. In the broader conversation, students can draw upon any relevant vocabulary from the full vocabulary list, or beyond the list.

Teacher-examiners should be mindful of the time requirement for the conversation element of this task and encourage candidates to produce sufficient responses to fill the recommended time.

## Assessment information

- **The description and conversation elements of the picture task assess communication and clarity (in response to the picture stimulus or teacher questions), and linguistic and grammatical accuracy.**
- **The two unprepared questions following the picture description assess communication only.**
- Each assessment series, Pearson will provide eighteen different sets of picture task stimulus cards for each tier, with each card relating to one of the six thematic contexts. There will be two pictures on each stimulus card.
- Two weeks in advance of the speaking assessment, students will select the thematic context for the picture task and conversation. They will select one thematic context from a choice of two, randomly generated by Pearson. This will inform the stimulus

card they receive for the picture task, and the read aloud and role play task cards will be randomly allocated accordingly by Pearson.

- For each picture task set, there is a student card and teacher card:

### Student card

The student card includes:

- **two colour pictures** from which students must **choose one** to describe.
- **three compulsory bullet points in English** to guide the description: the people, the location, the activity.
- guidance on the task.

### Teacher card

The teacher card includes:

- instructions on how to conduct this task.
- copies of the pictures with bullet point prompts as on the student card.
- intervention prompts to encourage the student to develop their picture description.
- two compulsory follow-on questions per picture, related to the subject matter of the picture
  - **Foundation tier:** the questions will both be in the present tense;
  - **Higher tier:** question 1 will be in present tense and question 2 will be in the past tense.
- guidance for the broader conversation, including a mandated starting subject for the conversation, and three suggested questions in different tenses / timeframes.



## General assessment information

First assessment: May/June 2026.

- Students complete the three tasks as detailed and in the order set out above.
- Assessment rubrics and information for students will be in English. The tasks must be completed in Spanish.
- Prior to the assessment, Pearson will provide instructions on the process for allocating stimulus cards. The allocation of cards for the read aloud, role play and picture task will be generated by the student's choice of thematic context for the picture task. The thematic context will be selected from a choice of two randomly generated by Pearson and offered to the student two weeks before the assessment. The allocation of cards is designed to ensure that the assessment experienced by each student samples a range of vocabulary from the specified vocabulary list in *Appendix 1: Vocabulary*.
- Assessments are conducted by centres within a five-week assessment period in April and May in any single year. Dates for the assessment period will be confirmed in the UK Information Manual at the start of each academic year. The assessment period will not always be continuous or be the same period each year, for example it will need to accommodate the Easter break which changes each year.
- The assessment materials provided by Pearson for all tasks may be accessed by the teacher no more than three working days before the assessment period. This is to enable the teacher to prepare for the assessment. The assessment materials in the pack must not be removed from the centre premises and should be securely stored in order to maintain confidentiality throughout the assessment period.
- Assessments are conducted by teachers. Complete, unedited recordings of all assessments must be submitted to Pearson via the online Learner Work Transfer (LWT) portal for external marking.
- Assessment timings are different for Foundation and Higher tiers to reflect the increased demand of the tasks. Students will be assessed on the quality of the responses they can produce within the maximum allocated time of 9 minutes for foundation and 12 minutes for higher. Teachers are expected to give students the opportunity to respond fully to all tasks.
- All assessments are marked against assessment criteria, which can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Spanish Sample Assessment Materials (SAMs)* document.

- Centres must have procedures in place to verify and confirm the identity of all students at the time of the assessment. Pearson will provide the format for this verification, which will be submitted digitally to Pearson.

## Foundation tier assessment time and marks

The total assessment for the three tasks is **7 to 9 minutes plus 15 minutes' preparation time.**

The assessment is worth 50 marks.

The assessment consists of three tasks which must be conducted in the following order:

- Task 1 – one read aloud with short interaction to follow, recommended to last between **1.5 to 2 minutes** for 12 marks
- Task 2 – one role play, recommended to last **1 to 1.5 minutes** for 10 marks
- Task 3 – one picture task, recommended to last **4.5 to 5.5 minutes** in total
  - the picture description with the two compulsory questions is recommended to last **1.5 to 2 minutes** for 12 marks, and
  - the broader conversation is recommended to last **3 to 3.5 minutes** for 16 marks.
  - The total number of marks for Task 3 is 28 marks.

## Higher tier assessment time and marks

The total assessment for the three tasks is **10 to 12 minutes plus 15 minutes' preparation time.**

The assessment is worth 50 marks.

The assessment consists of three tasks which must be conducted in the following order:

- Task 1 – one read aloud with short interaction to follow, recommended to last between **2 and 2.5 minutes** for 12 marks
- Task 2 – one role play, recommended to last **1 to 1.5 minutes** for 10 marks
- Task 3 – one picture task, recommended to last **7 to 8 minutes** in total
  - the picture description with the two compulsory questions is recommended to last **2 to 2.5 minutes** for 12 marks,

- the broader conversation is recommended to last **5 to 5.5 minutes** for 16 marks.
- The total number of marks for Task 3 is 28 marks.

## Preparation time

Students are allocated 15 minutes' preparation time, under supervised conditions, immediately prior to the assessment.

The purpose of the 15 minutes preparation time is to consider the text for the read aloud and the allocated stimuli for the role play and picture task.

**The final 1 minute of the preparation time should take place in the examination room, where students will be given the opportunity to practise the read aloud task out loud.** It is not compulsory for the student to read the full task out loud during this minute. Students may use this time to practise selected words / phrases / sentences or the entire text out loud or undertake any other appropriate preparation. The 1-minute preparation will not be assessed but **must** form part of the continuous recording of the assessment submitted to Pearson. The purpose of recording the preparation time is to ensure that no guidance or correction is provided to the student during this time.

During the 15 minute preparation time, students are permitted to make notes on an A4 sheet of paper. In addition, they can directly annotate the text for the read aloud in order to aid pronunciation during the task.

During the assessment, students can refer to notes and annotations. The notes should be for reference only. Stimulus material for each task should be handed to the teacher at the end of the task (i.e. directly after the read aloud passage, but before the short interaction; directly after the roleplay; at the end of the picture description). At the end of the examination, students must also return their notes to the teacher.

Any notes made during the preparation time must be kept securely by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.

Students cannot have access to a dictionary, or any other resource, during the preparation time.

## Sample assessment materials

A sample paper and mark scheme for this can be found in the Pearson Edexcel Level 1/Level 2 GCSE (9-1) *in Spanish Sample Assessment Materials (SAMs)* document.

## Paper 2: Listening and understanding in Spanish

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### Content

Students are assessed on their understanding of standard spoken Spanish in formal and informal contexts, and familiar and unfamiliar settings.

Students need to:

- identify and respond to key points, details and opinions
- recognise the relationship between past, present and future events
- undertake a short dictation in the target language, applying the principles by which spelling represents sounds in standard or widely used forms of Spanish.

This paper draws on the specified vocabulary (*Appendix 1*) and grammar (*Appendix 2*) and the focus of the passages will be taken from the thematic contexts listed in the specification (see [Thematic Contexts](#)).

Recordings have been created to reflect the following authentic listening scenarios:

- newflashes, newsclips, weather forecasts, public announcements, advertisements, monologues, conversations, podcasts, extracts of talks or presentations and short reports.

Students are presented with short and medium-length recorded scenarios involving one or more speakers.

Recordings will be spoken using standard Spanish at no faster than a moderate pace.

To avoid students confusing unfamiliar names of people with necessary vocabulary, we will only use names from the prescribed list in *Appendix 3*.

## Assessment information

- First assessment is in May/June 2026.
- The assessment is out of 50 marks.

### Section A: Listening Comprehension (40 marks)

All questions in this section are set in English, using the following question types: multiple choice, multiple response and short open response questions.

Students write their responses in English.

### Section B: Dictation (10 marks)

The instructions for this task are given in English. Students will listen to a passage of spoken Spanish and write their responses in Spanish.

- Students are allocated five minutes to read through the paper before the first extract of the recording starts. This gives students an opportunity to familiarise themselves with the length and the layout of the paper and to read the questions before hearing the first extract.
- **Each extract is played three times**, with appropriate pauses between individual sentences, after each extract, and before the next question or part question. This will allow students sufficient time to process information, write down their responses and read the next question or part question.
- Students must answer all questions.
- In Section A, there are four crossover questions between the Foundation Tier and the Higher Tier papers.
- Recordings are released as audio files via our Secure Download Service (SDS) prior to the examination.
- Dictionaries may not be used in the examination.

#### Foundation tier

- The duration of the assessment is **45 minutes, including 5 minutes of reading time**.
- The total word count of texts used in the paper ranges between 450 and 500 words.
- The question paper targets grades 1-5 and contains twelve questions in total.

## Higher tier

- The duration of the assessment is **60 minutes, including 5 minutes of reading time.**
- The total word count of texts used in the paper ranges between 700 and 850 words.
- The question papers targets grades 4 –9 and contains ten questions in total.

## Sample assessment materials

A sample paper and mark scheme for this can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Spanish Sample Assessment Materials (SAMs)* document.

## Paper 3: Reading and understanding in Spanish

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### Content

Students are assessed on their understanding of written Spanish across a range of genres and in both formal and informal contexts.

Students need to:

- identify and respond to key points, details and opinions
- recognise the relationship between past, present and future events
- infer meanings of two single words per tier (1 mark per word) that are not listed in *Appendix 1: Vocabulary*
- demonstrate an ability to transfer meaning accurately into English by translating from written Spanish into English.

This paper draws on the specified vocabulary (*Appendix 1*) and grammar (*Appendix 2*) and the focus of the passages will be taken from the thematic contexts listed in the specification (see Thematic Contexts).

Texts have been created to reflect the following authentic reading scenarios:

- blogs, internet forums, advertisements, tourist brochures, newspaper or magazine articles, emails, extracts from a diary or school project.

Texts for individual questions within the assessment vary in length, including both short and longer written passages.

Scenarios in the texts are set either at home or, more frequently, in a Spanish-speaking country, allowing students to develop appropriate cultural awareness and understanding. When specific cultural features are mentioned, we will include an image to ensure all students can have equal understanding of the cultural feature.

To avoid students confusing unfamiliar names of people with necessary vocabulary, we will only use names from the prescribed list in *Appendix 3*.

## Assessment information

- First assessment: May/June 2026.
- The assessment is out of 50 marks.

### Section A: Reading comprehension (40 marks)

All questions in this section are set in English, using the following question types: multiple choice, multiple response and short open response questions.

- Students write their responses in English for any open response questions.

### Section B: Translation (10 marks)

The instructions for this task are given in English. Students will translate from Spanish into English.

- Students must answer all questions from each of the two sections.
- In Section A, there are three crossover questions between the Foundation Tier and the Higher Tier papers.
- Dictionaries may not be used in the examination.

#### Foundation tier

- The assessment time is **45 minutes**.
- Section A, Reading Comprehension has **nine questions** set in English.
- Section B, Translation contains **five sentences** to translate from Spanish into English.
- The question paper targets grades 1-5.

#### Higher tier

- The assessment time is **60 minutes**.
- Section A, Reading Comprehension has **eight questions** set in English
- Section B, Translation of **one passage** from Spanish into English.
- The question paper targets grades 4-9.



## Sample assessment materials

A sample paper and mark scheme for this can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Spanish Sample Assessment Materials (SAMs)* document.

## Paper 4: Writing in Spanish

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### Content

Students are assessed on their ability to communicate effectively and with accuracy through writing in Spanish for a variety of purposes, in both formal and informal contexts, and for a range of audiences.

Students need to:

- write short texts, using language accurately to describe in response to simple and familiar stimuli
- produce clear and coherent texts of extended length to express ideas and opinions appropriately for different purposes and in different situations.
- make accurate use of a variety of vocabulary and grammatical structures (from the prescribed lists), including some more complex forms, to describe, narrate and explain with reference to past, present and future events
- move confidently between reading instructions in English and writing in Spanish
- translate sentences and short texts from English into Spanish to convey key messages accurately and to apply grammatical knowledge of language in context.

## Assessment information

- First assessment: May/June 2026.
- The assessment is out of 50 marks.

### Foundation tier assessment:

- The assessment time is **1 hour and 15 minutes**.

The paper consists of **four** questions:

- **three open-response questions**
- **one translation from English into Spanish.**

Students must answer all four questions. Questions 2 and 3 provide a choice of two options.

- **Question 1 (8 marks)** Picture-based task:
  - Students are asked to **write four short sentences** to describe a photo.
  - Assesses students on their ability to describe.
- **Question 2 (14 marks)** Open-response, **formal** context:
  - **Two options** from which students must **select one**.
  - Assesses students on their ability to give an opinion, present facts and use present and future timeframes.
  - Recommended word count: 40-50 words
- **Question 3 (18 marks)** Open-response, **informal** context:
  - **Two options** from which students must **select one**.
  - Assesses students on their ability to express and justify opinions, narrate, and express future plans, using a combination of present, past and future timeframes.
  - Recommended word count: 80-90 words
  - This question is common to the Higher tier Question 1.
- **Question 4 (10 marks)** Translation:
  - Students are required to translate **five sentences from English to Spanish**.
  - The sentences are ordered by increasing level of difficulty.

Higher tier assessment:

- The assessment time is **1 hour and 20 minutes**.
- The paper consists of **three** questions:
- **two open-response questions**
- **one translation from English into Spanish.**

Students must answer all three questions. Questions 1 and 2 provide a choice of two options.

- **Question 1 (18 marks)** Open-response, **informal** context:
  - **Two options** from which students must **select one**.
  - Assesses students on their ability to express and justify opinions, narrate and express future plans, using a combination of present, past and future timeframes.
  - Recommended word count: 80-90 words.
  - This question is common to the Foundation tier Question 3.
- **Question 2 (22 marks)** Open-response, **formal** context:
  - **Two options** from which students must **select one**.
  - Assesses students on their ability to express pros and cons, explain and narrate, using a combination of present, past and future timeframes.
  - Recommended word count: 130-150 words.
- **Question 3 (10 marks)** Translation:
  - Students are required to translate **a short paragraph from English into Spanish**.
  - The individual sentences are ordered by increasing level of difficulty.

Each question is linked to one of the thematic contexts listed in the specification.

Students can draw upon any relevant vocabulary from the full vocabulary list to complete their task.

- The assessment tasks feature general content that is familiar and accessible to a wide range of students, allowing students flexibility in their response.
- Students are required to produce responses of varying lengths and purposes in Spanish, in response to prompts in both informal and formal contexts.

- Recommended word counts are specified for each question, with the exception of Question 1 on the Foundation paper, which requires four short sentences, and the translation tasks. Students are rewarded for any relevant content and will not be penalised for writing more or fewer words than recommended. The length of each response required increases across the paper.
- Students are expected to address each bullet point in the open questions and develop their responses. The complexity of language elicited increases across the paper, with varied use of timeframes and language expected.
- Students will be assessed on both Communication and content, and Linguistic knowledge and accuracy in the open-response questions and translation, but only Communication and content in Question 1 of the Foundation tier paper.
- All assessments are marked against assessment criteria, set out in the Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Spanish *Sample Assessment Materials (SAMs)* document.
- The instructions to students are all in English.
- The use of dictionaries is not permitted.

## Sample assessment materials

A sample paper and mark scheme for this can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Spanish Sample Assessment Materials (SAMs)* document.

## Assessment Objectives

<b>Students must:</b>	<b>% in GCSE</b>
<b>AO1</b> Understand and respond to spoken language in speaking and in writing	35%
<b>AO2</b> Understand and respond to written language in speaking and in writing	45%
<b>AO3</b> Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification	20%
<b>Total</b>	<b>100%</b>

## Breakdown of Assessment Objectives

<b>Component</b>	<b>AO1 %</b>	<b>AO2 %</b>	<b>AO3 %</b>	<b>Total for all Assessment Objectives</b>
1: Speaking	15%	2%	8%	25%
2: Listening and understanding	20%	0%	5%	25%
3: Reading and understanding	0%	25%	0%	25%
4: Writing	0%	18%	7%	25%
<b>Total for GCSE</b>	<b>35%</b>	<b>45%</b>	<b>20%</b>	<b>100%</b>

# 3 Administration and general information

## Entries

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Details of how to enter students for the examinations for this qualification can be found in our *UK Information Manual*. A copy is made available to all examinations officers and is available on our website: [qualifications.pearson.com](https://qualifications.pearson.com)

## Discount code and performance tables

Centres should be aware that students who enter for more than one GCSE, or other Level 2 qualifications with the same discount code, will have only the grade for their 'first entry' counted for the purpose of the school and college performance tables (please see *Appendix 5: Codes*). For further information about what constitutes 'first entry' and full details of how this policy is applied, please refer to the DfE website: [www.gov.uk/government/organisations/department-for-education](https://www.gov.uk/government/organisations/department-for-education)

Students should be advised that if they take two GCSEs with the same discount code, the schools and colleges to which they wish to progress are likely to take the view that this achievement is equivalent to only one GCSE. The same view may be taken if students take two GCSEs or other Level 2 qualifications that have different discount codes but which have significant overlap of content. Before embarking on their programmes, students or their advisers who have any doubts about their subject combinations should check with the institution to which they wish to progress.

## Access arrangements, reasonable adjustments, special consideration and malpractice

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Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

## **Language of assessment**

Assessment of this qualification will be available in English. All student work must be in English except where students are specifically required to speak or write in Spanish as part of the speaking and writing assessments.

## **Access arrangements**

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability, without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

## **Reasonable adjustments**

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a person with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular person may be unique to that individual and therefore might not be in the list of available access arrangements.



Whether an adjustment will be considered reasonable will depend on a number of factors, including:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, or affects timeframes or the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

## Special consideration

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a student's ability to take an assessment or demonstrate their level of attainment in an assessment.

## Further information

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration, please refer to the JCQ website: [www.jcq.org.uk](http://www.jcq.org.uk).

## Malpractice

### Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in non-examined assessments discovered before the candidate has signed the declaration of authentication form does not need to be reported to Pearson.

Candidate malpractice found in non-examined assessments after the declaration of authenticity has been signed, and in examinations **must** be reported to Pearson on a *JCQ Form M1* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)). The form should be emailed to [candidatemalpractice@pearson.com](mailto:candidatemalpractice@pearson.com). Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report candidate malpractice constitutes staff or centre malpractice.

## Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2(a)* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)). The form, supporting documentation and as much information as possible should be emailed to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More detailed guidance on malpractice can be found in the latest version of the document *General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures*, available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice).

## Awarding and reporting

This qualification will be graded, awarded and certificated to comply with the requirements of Ofqual's General Conditions of Recognition.

This GCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade. Individual papers are not graded. For Foundation tier, grades 1–5 are available and for Higher tier, grades 4–9 are available, however if the mark achieved is a smaller number of marks below the 4/3 grade boundary, then a grade 3 may be awarded.

Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

The first certification opportunity for this qualification will be 2026.

## Student recruitment and progression

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Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

## Prior learning and other requirements

There are no prior learning or other requirements for this qualification. Because no vocabulary is specified for KS2 or KS3, the Vocabulary List proposed for GCSE must be comprehensive and should make no assumptions about vocabulary previously taught.

## Progression

The Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Spanish offers a suitable progression route as just as at Key Stages 2 and 3, these qualifications focus on the development of all four language skills, listening, speaking, reading and writing. Grammar and the mastering of linguistic features are key elements as is continually improving the accuracy of pronunciation.

The grammar and vocabulary lists illustrate the level required for this qualification. The broader range of thematic contexts promotes a clear progression in grammar and vocabulary from Key Stage 3 and will increase linguistic and cognitive demand.

Students will understand and respond to spoken and written language from a variety of authentic sources and will be able to write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.

This qualification offers a suitable progression route to GCE AS and GCE A Level in Spanish language. The integration of productive and receptive skills across the assessment objectives, replicates the approach that is used in the A level qualifications. At A level there is an additional assessment objective that focusses on cultural knowledge. In our GCSE we actively reference cultural aspects as relevant to the age group, allowing progression on to this aspect of the A level qualification.

In addition, the study of one language at GCSE can facilitate and help promote the learning of other languages. The qualification may also add to an individual's employability profile. Students will be able to apply their knowledge, skills and understanding to authentic, real-life contexts. They will develop transferable skills that support higher education study and the transition to employment, together with an understanding and appreciation of Spanish speaking countries and their cultures.

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# Appendix 1: Vocabulary

The following vocabulary list is the full vocabulary content that will be assessed by this qualification, in both receptive and productive tasks.

We have created a vocabulary list in collaboration with teachers and students which allows them to engage with subjects that they have told us are meaningful and interesting, as well as providing a strong linguistic and cultural foundation. The vocabulary list includes many of the basic and familiar words which you will already cover across key stage 3, as well as adding new and up-to-date content to reflect the diversity of our students and their diverse range of interests such as social equality, gaming, social media and the environment.

The vocabulary list comprises 1200 words to be used at both Foundation and Higher tier and an additional 500 words to be used at Higher tier only.

Our considerations when selecting the 500 words for Higher tier included:

- linguistic complexity (e.g. *decepcionante, comportamiento*)
- conceptual complexity (e.g. *proporcionar, concepto*)
- the grammatical requirements of the course at each tier (e.g. *acabar (de)* is required for Higher tier-only grammatical constructions)
- enrichment of Higher tier students' vocabulary, by providing synonyms or near-synonyms of words in the Foundation tier list. Where we have done this, we have placed at Foundation tier the word most likely to be familiar to students from previous study (e.g. Foundation *barato* vs Higher *económico*) or that is more similar to a common English term (e.g. Foundation *lengua* vs Higher *idioma*).

There are also 20 additional cultural or geographical words and 30 short phrases.

85% of the vocabulary, at each tier, is taken from the top 2000 most frequent words according to the corpus published by Routledge<sup>1</sup>.

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<sup>1</sup> Davies, M., & Davies, K. (2018). A frequency dictionary of Spanish: Core vocabulary for learners (2nd ed.). London: Routledge

## Reading assessments

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In our reading assessments, any vocabulary that is not listed below will be glossed and this will be no more than 2% of words in any text.

Additionally, up to 2% of words in any text can be cognates<sup>1</sup> which are not included in the vocabulary list below.

## Speaking and writing assessments

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In our speaking and writing assessments, we have designed the tasks so that they elicit vocabulary from the list below and full marks can be gained if students respond with vocabulary taken exclusively from the vocabulary listed. However, teachers and students should not feel limited to this vocabulary list and if they wish to supplement the list with additional vocabulary during teaching and learning, the use of any additional vocabulary in productive tasks will be equally rewarded.

---

<sup>1</sup> Cognates are words in which the substantial majority of letters are the same in English and the assessed language; they have the same meaning in both languages and any difference in spelling should not impede understanding for students entered for GCSE MFL (French, German, Spanish) qualifications. Examples of cognates in Spanish include 'bádminton', 'emoción' and 'biología'.



## Organisation of the vocabulary

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We have presented the vocabulary list in the way that will be the most useful and supportive to teachers to access the content and organise it for teaching needs.

We will also be providing the list in an interactive, editable format on our website.

We begin with a section on the **basic vocabulary** that you may expect to have already covered with students during KS3, if they have studied the language prior to this GCSE qualification. This section includes:

- greetings
- numbers
- days of the week
- months of the year
- seasons
- times of the day
- colours.

We then list the words we have selected for our allowance of:

- cultural and geographical words and
- short phrases.

The remainder of our vocabulary is then organised by grammatical function:

- articles and pronouns
- conjunctions
- prepositions
- adverbs
- adjectives
- nouns
- verbs.

This vocabulary is organised in alphabetical order by English. Some words have multiple English meanings listed; in these cases, students are required to know all of these meanings.

There are a small number of words for which more than one spelling is in common use, including words where an accent has become optional, e.g. *sólo/solo* (with the meaning 'only'). We have marked these words with a ^ in the vocabulary list. Although we have only used one spelling in the vocabulary list, we will accept both spelling options for these words in assessments.

## University of York MultiLingProfiler

During the development of our *Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Spanish Sample Assessment Materials (SAMs)*, we have been grateful to University of York for providing us with access to their MultiLingProfiler tool<sup>1</sup> to assist us with ensuring all our texts comply with the requirement set out in this *Appendix 1: Vocabulary* and *Appendix 2: Grammar*.

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<sup>1</sup> Finlayson, N., Marsden, E., & Anthony, L. (2022). MultiLingProfiler (Version 3) [Computer software]. University of York. <https://www.multilingprofiler.net/>

## Basic vocabulary

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### Foundation and Higher

Basic vocabulary: Foundation and Higher	
English	Spanish
hello, hi	hola
goodbye	adiós
please	por favor
thank you, thanks	gracias
OK (I agree), OK?	vale
Mr, sir	señor
Mrs, lady, madam	señora
no, not	no
(I am) sorry	perdón
-----	-----
zero	cero
one	uno
two	dos
three	tres
four	cuatro
five	cinco
six	seis
seven	siete
eight	ocho

**Basic vocabulary: Foundation and Higher**

<b>English</b>	<b>Spanish</b>
nine	nueve
ten	diez
eleven	once
twelve	doce
thirteen	trece
fourteen	catorce
fifteen	quince
sixteen	dieciséis
seventeen	diecisiete
eighteen	dieciocho
nineteen	diecinueve
twenty	veinte
twenty-one	veintiuno
thirty	treinta
forty	cuarenta
fifty	cincuenta
sixty	sesenta
seventy	setenta
eighty	ochenta
ninety	noventa
one hundred	cien(to)
one thousand	mil

**Basic vocabulary: Foundation and Higher**

English	Spanish
million	millón (m)
first (m) (pre-noun)	primer
first	primero
second	segundo
third (m)	tercero
third (m) (pre-noun)	tercer
fourth	cuarto
fifth	quinto
last, latest	último
-----	-----
Monday	lunes (m)
Tuesday	martes (m)
Wednesday	miércoles (m)
Thursday	jueves (m)
Friday	viernes (m)
Saturday	sábado (m)
Sunday	domingo (m)
January	enero
February	febrero
March	marzo
April	abril
May	mayo

**Basic vocabulary: Foundation and Higher**

<b>English</b>	<b>Spanish</b>
June	junio
July	julio
August	agosto
September	septiembre^
October	octubre
November	noviembre
December	diciembre
winter	invierno (m)
spring	primavera (f)
summer	verano (m)
autumn	otoño (m)
weekend	fin de semana (m)
week	semana (f)
month	mes (m)
year	año (m)
afternoon, evening	tarde (f)
day, daytime	día (m)
yesterday	ayer
today	hoy
tomorrow	mañana
noon, midday	mediodía (m)
end, ending, final	final (m)

**Basic vocabulary: Foundation and Higher**

English	Spanish
morning	mañana (f)
afternoon, evening	tarde (f)
night, evening	noche (f)
half past	y media (f)
hour, time (specific)	hora (f)
minute	minuto (m)
second (time measurement)	segundo (m)
start, beginning	comienzo (m)
time (once, twice...)	vez (f)
moment	momento (m)
-----	-----
black	negro
blue	azul
brown	marrón
colour	color (m)
green	verde
grey, gloomy	gris
orange	naranja
pink	rosa
red	rojo
white	blanco
yellow	amarillo

## Higher ONLY

<b>Basic vocabulary: Higher ONLY</b>	
<b>English</b>	<b>Spanish</b>
century	siglo (m)
start, beginning	principio (m)



## Cultural and geographical words

### Foundation and Higher

Cultural and geographical words: Foundation and Higher	
English	Spanish
Africa	África (f)
Asia	Asia (f)
Europe	Europa (f)
Latin America	América Latina (f), Latinoamérica (f)
Bolivia	Bolivia (f)
Ecuador	Ecuador (m)
Spain	España (f)
United Kingdom	Reino Unido (m)
Venezuela	Venezuela (f)
Balearic Islands	Islas Baleares (fpl)
Canary Islands	Islas Canarias (fpl)
Barcelona	Barcelona (f)
Buenos Aires	Buenos Aires (m)
Madrid	Madrid (m)
Medellín	Medellín (m)
Carnival	Carnaval (m)
Day of the Dead	El Día de los Muertos (m)
The Fallas festival	Las Fallas (de Valencia) (fpl)
New Year's Eve	Nochevieja (f)
Tomatina festival	La Tomatina (f)

## Short phrases

### Foundation and Higher

Short phrases: Foundation and Higher	
English	Spanish
enjoy your meal!	¡buen provecho!
good morning!; good afternoon, evening/night!	¡Buenos días!; ¡Buenas tardes/noches!
see you later / soon!	¡hasta luego / pronto!
What's wrong?, what's happened?, what's up?	¿Qué (te) pasa?
How are you?	¿Qué tal (estás/está)?
next to	al lado (de)
single ticket	billete de ida (m)
return ticket	billete de ida y vuelta (m)
you are welcome, not at all	de nada
from time to time	de vez en cuando
at the moment	en este momento
you must (general), one must	hay que
(to) go shopping	ir de compras
(to) go on holiday   going on holiday	ir(se) de vacaciones
I don't mind	me da igual
(I, you, she, he, it, you (sing formal)) would like (informal)	me/te/le gustaría
role model	modelo de conducta

<b>Short phrases: Foundation and Higher</b>	
<b>English</b>	<b>Spanish</b>
(to) get good / bad grades	sacar buenas / malas notas
you need (to) (general), one needs (to)	se necesita
you can (general), one can	se puede
as...as	tan...como
(to) look forward to I looking forward to, (to) be keen to I being keen to	tener ganas de

## Higher ONLY

<b>Short phrases: Higher only</b>	
<b>English</b>	<b>Spanish</b>
to have been + -ing + for + time	desde hace (+ present tense)
it's necessary (to)	hace falta (+ infinitive)
I feel like + -ing /noun	me apetece + inf. /noun
on one hand	por un lado
on the other hand	por otro lado
I am good/bad at (Spanish)	se me da bien/mal (el español)
it's worth it (to)	vale la pena (+ infinitive)
no longer, no more	ya no

# Articles and pronouns

## Foundation and Higher

Articles and pronouns: Foundation and Higher	
English	Spanish
(to) them (m, f) (indirect obj)	les
a/an (f)	una
a/an (m)	un
a/an, any (m)	alguno
a/an, any (m, before a noun)	algún
all, the whole (+ noun)	todo
everybody	todo el mundo (m)
everyone, all of them	todos
everything, all	todo
he (subj)	él
her, it (f) (obj)	la
him (m) (obj)   (to) him, (to) her, (to) it (indirect obj)	le
him, it (m) (obj)	lo
himself, herself, itself, oneself, yourself (formal) (reflex)	se
how much(?), how many(?)	(¿)cuánto(s)(?), (¿)cuánta(s)(?)
I (subj)	yo
me (obj)   (to) me (indirect obj)   myself (reflex)	me

<b>Articles and pronouns: Foundation and Higher</b>	
<b>English</b>	<b>Spanish</b>
no, not...any (m)	ninguno
no, not...any (m, before a noun)	ningún
nobody, no one, anybody (after negative verb), anyone (after negative verb)	nadie, (no) nadie
no-one, none, (a single) one (after negative verb), anyone (after negative verb)	ninguno, (no) ninguno
nothing, anything (after negative verb)	nada, (no) nada
one, some (of them) (for plural noun)	alguno
our	nuestro, nuestra, nuestros, nuestras
she (subj)	ella
some (fpl)	unas
some (mpl)	unos
someone	alguien
something	algo
that (nt)	eso
the (f)	la
the (fpl)	las
the (m)	el
the (mpl)	los
them (f) (obj)	las
them (m) (obj)	los
they (f) (subj)	ellas

Articles and pronouns: Foundation and Higher	
English	Spanish
they (m, mixed gender) (subj)	ellos
this (n)	esto
we (f) (subj)	nosotras
we (m, mixed gender) (subj)	nosotros
what(?)	(¿)qué(?)
which(?), what(?) (m,f)(pl)	(¿)cuál(es)(?)
who, that, which (subj)	que
who(?) (m,f)(pl)	(¿)quién(es)(?)
you (f) (pl informal) (subj)	vosotras
you (m, mixed gender) (pl informal) (subj)	vosotros
you (pl formal) (subj)	ustedes
you (sing formal) (subj)	usted
you (sing informal) (obj)   (to) you (sing informal) (indirect obj)   yourself (sing informal) (reflex)	te
you (sing informal) (subj)	tú
your (pl, informal)	vuestro, vuestra, vuestros, vuestras

## Higher ONLY

Articles and pronouns: Higher ONLY	
English	Spanish
(to) me (emph)	(a) mí
(to) you (sing informal) (emph)	(a) ti
he (subj)   (to) him, it (m) (emph)	él   (a) él
himself, herself, itself, oneself, yourself (formal) (reflex)   themselves (reflex)   yourselves (formal) (reflex)   (to) each other (recip)	se
his, hers, its, yours (formal possessor), their (m, f, mpl, fpl)	el suyo, la suya, los suyos, las suyas
mine (m, f, mpl, fpl)	el mío, la mía, los míos, las mías
ours	el nuestro, la nuestra, los nuestros, las nuestras
she (subj)   (to) her, it (f) (emph)	ella   (a) ella
that (m, f)	aquel, aquella
that (thing)	aquello
that, which, who (m, f, mpl, fpl) (subj)	el cual, la cual, los cuales, las cuales
that/those, which, who (m, f, mpl, fpl) (subj)	el que, la que, los que, las que
the (adjective, e.g. good) thing	lo (+ adjective, e.g. bueno)
the worst	el peor, la peor, los peores, las peores
the youngest	el menor, la menor, los menores, las menores
they (f) (subj)   (to) them (f) (emph)	ellas   (a) ellas
they (m, mixed gender) (subj)   (to) them (m, mixed gender) (emph)	ellos   (a) ellos

<b>Articles and pronouns: Higher ONLY</b>	
<b>English</b>	<b>Spanish</b>
those (m, f)	aquellos, aquellas
us (obj)   (to) us (indirect obj)   (to) ourselves (reflex)   (to) each other (recip)	nos
we (f) (subj)   (to) us (emph)	nosotras   (a) nosotras
we (m, mixed gender) (subj)   (to) us (emph)	nosotros   (a) nosotros
what, that which (subj)	lo que
who, whom	quien
with me	conmigo
with you (sing informal)	contigo
you (f) (pl informal) (subj)   (to) you (f) (pl informal) (emph)	vosotras   (a) vosotras
you (m, mixed gender) (pl informal) (subj)   (to) you (m, mixed gender) (pl informal) (emph)	vosotros   (a) vosotros
you (pl formal) (subj)   (a) you (pl formal) (emph)	ustedes   (a) ustedes
you (pl informal) (obj)   (to) you (pl informal) (indirect obj)   (to) yourselves (reflex)   (to) each other (recip)	os
you (sing formal) (subj)   (to) you (sing formal) (emph)	usted   (a) usted
yours (pl informal possessor)	el vuestro, la vuestra, los vuestros, las vuestras
yours (sing informal possessor) (m, f, mpl, fpl)	el tuyo, la tuya, los tuyos, las tuyas



# Conjunctions

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## Foundation and Higher

Conjunctions: Foundation and Higher	
English	Spanish
and, past (when giving the time)	y, e
because	porque
but	pero
if, whether	si
like, as	como
or	o, u
since	ya que
so, well, well then	pues
than	que
when	cuando
where	donde

## Higher ONLY

<b>Conjunctions: Higher ONLY</b>	
<b>English</b>	<b>Spanish</b>
although	aunque
given (that)	dado (que)
however, nevertheless	no obstante
however, nevertheless	sin embargo
nor, or (after negative verb)	(no) ni...(ni)...
neither...nor...	
but, rather	sino
so that, in order to	para que
that (subj)	que
therefore	por lo tanto
while, whereas	mientras

# Prepositions

## Foundation and Higher

Prepositions: Foundation and Higher	
English	Spanish
(to) the (m, sing)	al
above	encima (de)
against	(en) contra
between, among	entre
by, for, through, in, at, per	por
during	durante
except, minus	menos
for; in order to (+ verb)	para; para (+ infinitive)
from, since	desde
in, on, at	en
of the (m, sing)	del
of, from	de
on, on top of, about	sobre
to, at, away, on	a
under, underneath	bajo
underneath, below, under	debajo (de)
until, up to	hasta
with	con
without, without (+ -ing)	sin, sin (+ infinitive)

## Higher ONLY

Prepositions: Higher ONLY	
English	Spanish
according to	según
around, because of	por
despite, in spite of	a pesar de
due to	debido a
except for, but	salvo
through, across	través, a través de
toward, towards	hacia

# Adverbs

## Foundation and Higher

Adverbs: Foundation and Higher	
English	Spanish
a lot, much	mucho
abroad	al / en el extranjero
absolutely	absolutamente
after, afterwards	después (de)
already	ya
also	también
always, forever	siempre
badly	mal
before	antes
behind, at the back	detrás (de)
close, near	cerca (de)
completely	completamente
directly, straight away	directamente
downstairs, down, below	abajo
early	temprano
exactly	exactamente
far (away, off)	lejos (de)
finally	finalmente
(in) front (of)	delante (de)

<b>Adverbs: Foundation and Higher</b>	
<b>English</b>	<b>Spanish</b>
generally	generalmente
here	aquí
here	acá
how	cómo
immediately	inmediatamente
late	tarde
later, afterwards	luego
less; less (... than)	menos; menos (...que)
like this, like that	así
mainly, especially	especialmente
more; adj + -er (...than), more (...than)	más; más (...que)
never	nunca, (no) nunca
normally	normalmente
not much, little	(un) poco
now	ahora
of course	claro
often	a menudo
online	en línea
only	solamente
only, just	sólo^
out, outside, away; outside of, away from	fuera; fuera de
outdoors	al aire libre

<b>Adverbs: Foundation and Higher</b>	
<b>English</b>	<b>Spanish</b>
perfectly	perfectamente
probably, likely	probablemente
quickly	rápidamente
rather, quite, enough	bastante
really	realmente
recently	recientemente
simply	simplemente
sometimes	a veces
soon, early	pronto
still; not ... yet	todavía; no... todavía, todavía no....
surely, certainly	seguramente
then, so	entonces
there	ahí
there	allá
there, over there	allí
too much	demasiado
totally, completely	totalmente
truly	verdaderamente
unfortunately	desafortunadamente
upstairs, up there	arriba
very	muy
well, good	bien

<b>Adverbs: Foundation and Higher</b>	
<b>English</b>	<b>Spanish</b>
when	cuándo
where	dónde
why	por qué



## Higher ONLY

Adverbs: Higher ONLY	
English	Spanish
actually, in fact	de hecho
after, afterwards; after (+ -ing)	después; después de (+infinitive)
almost, nearly	casi
also, besides, as well	además
approximately	aproximadamente
around, approximately	alrededor (de)
before, beforehand; before (+ -ing)	antes; antes de (+ infinitive)
currently, at present	actualmente
everywhere	por todas partes
evidently, obviously	evidentemente
firstly	primero
including, even	incluso
indeed, of course	por supuesto
inside; within, inside	dentro; dentro de
neither, nor, either (after negative verb)	(no) tampoco
never	jamás
perhaps, maybe	quizá, quizás
so much	tanto
still, yet	aún

# Adjectives

This is the complete list of adjectives included in our vocabulary list, in their base form (usually masculine singular). Students should be able to agree in gender and number all of the adjectives in this list that follow one of the patterns laid out in the 'Adjectives' section of *Appendix 2: Grammar*. For any adjectives that do not follow one of those patterns, after the base form we have listed all the other forms students are expected to learn.

## Foundation and Higher

Adjectives: Foundation and Higher	
English	Spanish
a few, not much, not many	poco
active	activo
allergic	alérgico
alone	solo
angry	enfadado
Argentinian	argentino
bad	malo
bad (m) (pre-noun)	mal
beautiful	bello
beautiful, nice	bonito
better	mejor
big, great (m, f) (pre-noun)	gran
big, large (m, f) (post-noun)	grande
bisexual	bisexual
blonde, light (skin)	rubio

<b>Adjectives: Foundation and Higher</b>	
<b>English</b>	<b>Spanish</b>
blue	azul
bored, boring	aburrido
British	británico
calm, tranquil, relaxed	tranquilo
central	central
cheap	barato
chestnut brown	castaño
Chilean	chileno
classic, classical	clásico
clean	limpio
close, closely-related, nearby	cercano
closed	cerrado
cold	frío
Colombian	colombiano
comfortable	cómodo
common	común
complete, full	completo
constant	constante
cool	guay
Cuban	cubano
cultural	cultural
dangerous	peligroso

<b>Adjectives: Foundation and Higher</b>	
<b>English</b>	<b>Spanish</b>
dead	muerto
different	diferente
different	distinto
difficult	difícil
direct, straight	directo
dirty	sucio
diverse	diverso
double	doble
each, every	cada
easy	fácil
educational	educativo
elder, eldest, larger, main	mayor
electric	eléctrico
empty	vacío
English	inglés
enormous, vast	enorme
equal, same as	igual
essential	esencial
European	europeo
exact	exacto
excellent	excelente
exciting, touching, moving	emocionante

<b>Adjectives: Foundation and Higher</b>	
<b>English</b>	<b>Spanish</b>
expensive	caro
extraordinary	extraordinario
fair, just	justo
false	falso
familiar, of the family, family-sized	familiar
fast, quick	rápido
favourite	favorito
fifth	quinto
foreign	extranjero
former, antique, old	antiguo
free	gratuito
free, vacant	libre
funny, amusing	divertido
gay	gay
general	general
good	bueno
good (before masculine singular noun)	buen
half	medio
happy	feliz
happy, content	contento
hard, harsh	duro
hardworking	trabajador

<b>Adjectives: Foundation and Higher</b>	
<b>English</b>	<b>Spanish</b>
hardworking	trabajadora
healthy, wholesome	sano
his, her, its, one's, your (formal), their	su
historic	histórico
hot	caliente
ill, sick	enfermo
important	importante
impossible	imposible
included, inclusive of	incluido
incredible, unbelievable	increíble
independent	independiente
interesting	interesante
international	internacional
last, past	pasado
Latin	latino
lesbian	lesbiana
less, fewer; less (...than), fewer (...than)	menos; menos (...que)
light	ligero
lively, cheerful, happy	alegre
local	local
long	largo
lost	perdido

<b>Adjectives: Foundation and Higher</b>	
<b>English</b>	<b>Spanish</b>
main	principal
marvellous, wonderful	maravilloso
maximum	máximo
mental	mental
Mexican	mexicano, mejicano
minimum	mínimo
modern	moderno
much, many, a lot of	mucho
musical	musical
my	mi
national	nacional
natural	natural
necessary	necesario
negative	negativo
new	nuevo
next	próximo
next, following	siguiente
nice, kind, friendly	simpático
nice, pleasant	agradable
non-binary	no binario
normal, usual, regular	normal
old, aged	viejo

<b>Adjectives: Foundation and Higher</b>	
<b>English</b>	<b>Spanish</b>
open	abierto
orange	naranja
original	original
other, another	otro
own	propio
perfect	perfecto
personal	personal
Peruvian	peruano
physical	físico
poor	pobre
popular	popular
positive	positivo
possible	posible
private	privado
public	público
pure, clean	puro
real, royal	real
real, true	verdadero
recent	reciente
red-haired, ginger	pelirrojo
relaxing	relajante
religious	religioso



<b>Adjectives: Foundation and Higher</b>	
<b>English</b>	<b>Spanish</b>
responsible	responsable
sad, unhappy	triste
same	mismo
school	escolar
serious	serio
several	varios
short (height), low	bajo
short, brief	corto
simple, straightforward	simple
single (room, bed), individual	individual
sitting, seated	sentado
slow	lento
small, little, young	pequeño
social	social
Spanish	español
(Castilian) Spanish	castellano
Spanish-speaking	hispanohablante
special	especial
sports	deportivo
straight	heterosexual
strict	estricto
strong	fuerte

<b>Adjectives: Foundation and Higher</b>	
<b>English</b>	<b>Spanish</b>
sure, safe, secure	seguro
tall, high, loud	alto
tasty, rich	rico
terrible	terrible
that (f)	esa
that (m)	ese
these (m) (f)	estos, estas
third (m)	tercero
third (m) (pre-noun)	tercer
this (f)	esta
this (m)	este
those (m) (f)	esos, esas
tired, tiring	cansado
together	juntos
too much, too many	demasiado
traditional	tradicional
transgender	transgénero
typical	típico
unhealthy	malsano
unique, only	único
useful	útil
useless	inútil

<b>Adjectives: Foundation and Higher</b>	
<b>English</b>	<b>Spanish</b>
usual	habitual
vegan	vegano
vegetarian	vegetariano
well-known, famous	famoso
worse	peor
young	joven
younger, youngest	menor
your (sing, informal)	tu

## Higher ONLY

Adjectives: Higher ONLY	
English	Spanish
annoying	irritante
appropriate, adequate	adecuado
artistic	artístico
authentic	auténtico
balanced	equilibrado
beautiful	hermoso
beautiful	lindo
beautiful	precioso
both	ambos
brief, short	breve
capable, able	capaz
cheap, economic	económico
civil	civil
clear, light (in colour)	claro
climate	climático
complex, complicated	complejo
conscious, aware	consciente
contrary, opposite	contrario
current	actual
daily	diario
dark	oscuro

<b>Adjectives: Higher ONLY</b>	
<b>English</b>	<b>Spanish</b>
dark (hair), tanned (skin)	moreno
deep, profound	profundo
disappointing	decepcionante
distant	lejano
dry	seco
electronic	electrónico
enough	suficiente
entire, whole, complete	entero
essential	fundamental
fresh, cool, chilly	fresco
full, filled	lleno
global, world	mundial
heavy, boring, annoying	pesado
his, hers (m, f, mpl, fpl)   yours (formal) (m, f, mpl, fpl)   theirs (m, f, mpl, fpl)	suyo, suya, suyos, suyas
human	humano
inmense, huge, great	inmenso
known, well-known	conocido
large, wide, loose	amplio
legal	legal
loyal, faithful	fiel
medium-sized	mediano

<b>Adjectives: Higher ONLY</b>	
<b>English</b>	<b>Spanish</b>
mine (m, f, mpl, fpl)	mío, mía, míos, mías
multicultural	multicultural
nervous, anxious	nervioso
numerous	numeroso
obvious	evidente
optimistic	optimista
our	nuestro, nuestra, nuestros, nuestras
practical, convenient	práctico
previous, preceding	anterior
professional	profesional
proud	orgulloso
ready, clever	listo
renewable	renovable
serious, grave	grave
similar	similar
soft, gentle, mild	suave
sour	agrio
superior, higher, upper	superior
sustainable	sostenible
sweet	dulce
the best (m, f, mpl, fpl)	el mejor, la mejor, los mejores, las mejores

<b>Adjectives: Higher ONLY</b>	
<b>English</b>	<b>Spanish</b>
the oldest	el mayor, la mayor, los mayores, las mayores
tight	ajustado
twin	gemelo
universal	universal
university	universitario
unknown	desconocido
urban	urbano
virtual	virtual
wet, humid	húmedo
work, working, labour	laboral
yearly, annual	anual
yours (sing informal) (m, f, mpl, fpl)	tuyo, tuya, tuyos, tuyas

# Nouns

## Foundation and Higher

Nouns: Foundation and Higher	
English	Spanish
accident	accidente (m)
action	acción (f)
activity	actividad (f)
actor (m)	actor (m)
actress, actor (f)	actriz (f)
address, direction	dirección (f)
adult	adulto (m), adulta (f)
adults, the elderly	los mayores (mpl)
adventure	aventura (f)
affection, love	cariño (m)
afternoon nap, siesta	siesta (f)
afternoon snack	merienda (f)
age	edad (f)
agreement; in agreement	acuerdo (m); de acuerdo
air	aire (m)
airport	aeropuerto (m)
animal	animal (m)
application, app	aplicación (f)
appointment, date	cita (f)



<b>Nouns: Foundation and Higher</b>	
<b>English</b>	<b>Spanish</b>
area, zone	zona (f)
arm	brazo (m)
art	arte (m)
artist	artista (mf)
association	asociación (f)
attention	atención (f)
attitude	actitud (f)
aunt	tía (f)
autumn	otoño (m)
baby	bebé (mf)
back (body part)	espalda (f)
background	segundo plano (m)
(shopping) bag	bolsa (f)
band	banda (f)
bank, bench	banco (m)
bar	bar (m)
basketball	baloncesto (m)
bathroom, bath, swim	baño (m)
beach	playa (f)
bed	cama (f)
bicycle	bicicleta (f)
bill, account	cuenta (f)

<b>Nouns: Foundation and Higher</b>	
<b>English</b>	<b>Spanish</b>
birthday	cumpleaños (m)
blog	blog (m)
boat, ship	barco (m)
body	cuerpo (m)
book	libro (m)
boss, headteacher	director (m), directora (f)
boss, manager	jefe (mf)
boss, manager	jefa (f)
bottle	botella (f)
boy	chico (m)
boyfriend	novio (m)
brand, mark	marca (f)
bread	pan (m)
break, interval, rest	descanso (m)
breakfast	desayuno (m)
bridge	puente (m)
brother, sibling	hermano (m)
building	edificio (m)
burger, hamburger	hamburguesa (f)
bus	autobús (m), bus (m)
cake	pastel (m)
camera	cámara (f)
camping, camp site	camping (m)

<b>Nouns: Foundation and Higher</b>	
<b>English</b>	<b>Spanish</b>
capital city	capital (f)
car	coche (m)
card, credit card	tarjeta (f)
career, university degree, race	carrera (f)
castle	castillo (m)
cat	gato (m)
cause	causa (f)
centre, downtown	centro (m)
chair	silla (f)
change, exchange (money)	cambio (m)
channel, canal	canal (m)
character	personaje (m)
checkout, till, box	caja (f)
cheese	queso (m)
child, (young) boy	niño (m)
child, (young) girl	niña (f)
chips	patatas fritas (fpl)
chocolate	chocolate (m)
churros	churros (mpl)
cinema	cine (m)
city	ciudad (f)
classroom, class, lesson	clase (f)

<b>Nouns: Foundation and Higher</b>	
<b>English</b>	<b>Spanish</b>
climate	clima (m)
clothes	ropa (f)
cloud	nube (f)
club, society	club (m)
coast	costa (f)
coffee, café	café (m)
coin, currency	moneda (f)
cold	frío (m)
comment	comentario (m)
communication	comunicación (f)
community	comunidad (f)
company, firm	empresa (f)
company, firm	compañía (f)
competition, contest	competición (f)
(laptop) computer	ordenador (portátil) (m)
concert	concierto (m)
condition	condición (f)
contact	contacto (m)
content	contenido (m)
continent	continente (m)
conversation	conversación (f)
corner	esquina (f)

<b>Nouns: Foundation and Higher</b>	
<b>English</b>	<b>Spanish</b>
country	país (m)
countryside, field	campo (m)
cousin	primo (m), prima (f)
crisis	crisis (f)
culture	cultura (f)
customer	cliente (mf)
cycling	ciclismo (m)
dad	papá (m)
dance	baile (m)
danger	peligro (m)
data	datos (mpl)
date	fecha (f)
daughter, child	hija (f)
decision	decisión (f)
degree	grado (m)
dessert	postre (m)
destination	destino (m)
detail	detalle (m)
diet	dieta (f)
difference	diferencia (f)
difficulty, obstacle	dificultad (f)
dinner	cena (f)

<b>Nouns: Foundation and Higher</b>	
<b>English</b>	<b>Spanish</b>
disability; disabled	discapacidad (f); con discapacidad
distance	distancia (f)
doctor	doctor (m), doctora (f)
dog	perro (m)
dollar	dólar (m)
door	puerta (f)
drawing	dibujo (m)
dream, sleep	sueño (m)
dress	vestido (m)
drink, beverage	bebida (f)
drug	droga (f)
ear, hearing	oído (m)
earth, land, ground	tierra (f)
East	este (m)
education	educación (f)
effect	efecto (m)
egg	huevo (m)
email	correo electrónico (m)
end, ending; final	final (m); final (f)
energy	energía (f)
entrance, admission ticket	entrada (f)
environment	medio ambiente (m)^

<b>Nouns: Foundation and Higher</b>	
<b>English</b>	<b>Spanish</b>
equality	igualdad (f)
Euro	euro (m)
event	evento (m)
exam	examen (m)
example	ejemplo (m)
exercise	ejercicio (m)
exhibition, display	exposición (f)
experience	experiencia (f)
eyes	ojos (mpl)
face	cara (f)
fair, festival	feria (f)
family	familia (f)
fan	aficionado (m), aficionada (f)
fashion; fashionable	moda (f); a la moda, de moda
father, parent	padre (m)
favour; please	favor (m); por favor
fear	miedo (m)
festival	festival (m)
film	película (f)
finger	dedo (m)
fire	fuego (m)
fish	pescado (m)

<b>Nouns: Foundation and Higher</b>	
<b>English</b>	<b>Spanish</b>
flamenco (dance/music)	flamenco (m)
flat, apartment, floor	piso (m)
flight	vuelo (m)
flower	flor (f)
follower	seguidor (m), seguidora (f)
food, meal	comida (f)
foot; on foot, walking; standing	pie (m); a pie; de pie
football	fútbol (m)
foreground	primer plano (m)
friend	amigo (m), amiga (f)
fruit	fruta (f)
future	futuro (m)
game	juego (m)
games console	videoconsola (f)
garden	jardín (m)
gender, genre	género (m)
girl	chica (f)
girlfriend	novia (f)
glasses	gafas (fpl)
grandfather, grandparent	abuelo (m)
grandmother	abuela (f)
group, band	grupo (m)



<b>Nouns: Foundation and Higher</b>	
<b>English</b>	<b>Spanish</b>
hair	pelo (m)
half	mitad (f)
hand	mano (f)
hat	sombrero (m)
head	cabeza (f)
health	salud (f)
heart	corazón (m)
heat, warmth, hot	calor (m)
help	ayuda (f)
history, story	historia (f)
holidays	vacaciones (fpl)
homework, duties	deberes (mpl)
horse	caballo (m)
hospital	hospital (m)
hotel	hotel (m)
house	casa (f)
hunger, famine	hambre (f)
husband	marido (m)
ice cream	helado (m)
idea	idea (f)
identity	identidad (f)
image, picture	imagen (f)

<b>Nouns: Foundation and Higher</b>	
<b>English</b>	<b>Spanish</b>
importance, significance	importancia (f)
independence	independencia (f)
influence	influencia (f)
information	información (f)
instrument	instrumento (m)
Internet	Internet (m)
Internet, web	web (f)
island	isla (f)
jacket	chaqueta (f)
jumper	jersey (m)
key	llave (f)
kilometer	kilómetro (m)
kiss	beso (m)
kitchen, cuisine, cooking	cocina (f)
knee	rodilla (f)
lake	lago (m)
left	izquierda (f)
leg	pierna (f)
leisure activity, hobby	pasatiempo (m)
letter, lyrics	letra (f)
level	nivel (m)
library	biblioteca (f)

<b>Nouns: Foundation and Higher</b>	
<b>English</b>	<b>Spanish</b>
life	vida (f)
list	lista (f)
love	amor (m)
luck	suerte (f)
luggage	equipaje (m)
lunch	almuerzo (m)
magazine	revista (f)
main road	carretera (f)
majority	mayoría (f)
man	hombre (m)
map	mapa (m)
market	mercado (m)
match (sports), (political) party	partido (m)
maths	matemáticas (fpl)
meat	carne (f)
media, means	medios (mpl)
medicine, medication	medicina (f)
member	miembro (m)
menu, letter, (playing) card	carta (f)
message	mensaje (m)
metre, metro, underground	metro (m)
milk	leche (f)

<b>Nouns: Foundation and Higher</b>	
<b>English</b>	<b>Spanish</b>
mistake, error	error (m)
mobile phone	móvil (m)
model	modelo (mf)
money	dinero (m)
monument	monumento (m)
mother	madre (f)
mountain	montaña (f)
mouth	boca (f)
mum	mamá (f)
museum	museo (m)
music	música (f)
name	nombre (m)
nature	naturaleza (f)
neighbour	vecino (m), vecina (f)
neighbourhood, district	barrio (m)
network, net	red (f)
news	noticias (fpl)
newspaper	periódico (m)
noise	ruido (m)
North	norte (m)
nose	nariz (f)
notebook, workbook	cuaderno (m)

<b>Nouns: Foundation and Higher</b>	
<b>English</b>	<b>Spanish</b>
number, shoe size	número (m)
offer	oferta (f)
office	oficina (f)
old person	anciano (m), anciana (f)
omelette, (Latin America) corn pancake	tortilla (f)
opinion	opinión (f)
option, choice	opción (f)
paella	paella (f)
page	página (f)
painting	cuadro (m)
palace	palacio (m)
paper, role, part (movie, play)	papel (m)
park	parque (m)
part	parte (f)
party, bank holiday, festival	fiesta (f)
passion	pasión (f)
passport	pasaporte (m)
past	pasado (m)
pasta	pasta (f)
pen	bolígrafo (m)
people	gente (f)
person	persona (f)

<b>Nouns: Foundation and Higher</b>	
<b>English</b>	<b>Spanish</b>
personality	personalidad (f)
peso (currency)	peso (m)
pharmacy, chemist's	farmacia (f)
photo	foto (f)
place, site	sitio (m)
plan	plan (m)
plane	avión (m)
planet	planeta (m)
plastic	plástico (m)
player	jugador (m), jugadora (f)
playground, courtyard	patio (m)
pleasure, amusement	placer (m)
pleasure, taste	gusto (m)
pocket	bolsillo (m)
point, full stop, dot	punto (m)
police, police force, police officer	policía (mf)
pollution	polución (f)
pop	pop (m), música pop (f)
port, harbour	puerto (m)
possibility	posibilidad (f)
post office	correos (m), oficina de correos (f)
post, publication	publicación (f)

<b>Nouns: Foundation and Higher</b>	
<b>English</b>	<b>Spanish</b>
present	presente (m)
present, gift	regalo (m)
presentation, introduction	presentación (f)
president, chairperson	presidente (m)
president, chairperson	presidenta (f)
price	precio (m)
problem	problema (m)
project, plan	proyecto (m)
protection	protección (f)
province	provincia (f)
pupil, student	alumno (m), alumna (f)
quality	calidad (f)
quantity, amount	cantidad (f)
question	pregunta (f)
rabbit	conejo (m)
racism	racismo (m)
radio	radio (f)
reading	lectura (f)
reality	realidad (f)
reason, right, correct	razón (f)
recycling	reciclaje (m)
region	región (f)

<b>Nouns: Foundation and Higher</b>	
<b>English</b>	<b>Spanish</b>
relationship, relation	relación (f)
religion	religión (f)
resources	recursos (mpl)
respect	respeto (m)
responsibility	responsabilidad (f)
restaurant	restaurante (m)
result, outcome	resultado (m)
return	vuelta (f)
rhythm	ritmo (m)
rice	arroz (m)
right	derecho (m)
right, right hand	derecha (f)
risk	riesgo (m)
rock (music)	rock (m)
room, bedroom	habitación (f)
room, hall	sala (f)
room, bedroom, quarter	cuarto (m)
route	ruta (f)
rule	norma (f)
ruler, rule, regulation	regla (f)
salary, wage	salario (m)
sale	venta (f)



<b>Nouns: Foundation and Higher</b>	
<b>English</b>	<b>Spanish</b>
sandwich	bocadillo (m)
school	escuela (f)
school, high school	colegio (m)
school, high school, institute	instituto (m)
school year, course	curso (m)
science	ciencia (f), ciencias (fpl)
science fiction	ciencia ficción (f)
sea	mar (m)
season, station (train, bus...)	estación (f)
security, safety	seguridad (f)
series	serie (f)
service, toilet	servicio (m)
sexism	sexismo (m)
shame, sadness	pena (f)
shirt	camisa (f)
shoe	zapato (m)
shop, tent	tienda (f)
shopping centre	centro comercial (m)
shopping, purchase	compra(s) (f)
shoulder	hombro (m)
show (e.g. theatre)	espectáculo (m)

<b>Nouns: Foundation and Higher</b>	
<b>English</b>	<b>Spanish</b>
show (TV, radio), programme (activity, plan)	programa (m)
silence	silencio (m)
singer	cantante (mf)
sister	hermana (f)
situation	situación (f)
size of clothing	talla (f)
size, dimension	tamaño (m)
skirt	falda (f)
sky	cielo (m)
snow	nieve (f)
society	sociedad (f)
sock	calcetín (m)
solution	solución (f)
son, child	hijo (m)
song	canción (f)
south	sur (m)
souvenir, memory	recuerdo (m)
space	espacio (m)
sport	deporte (m)
square, place, vacancy	plaza (f)
stadium	estadio (m)

<b>Nouns: Foundation and Higher</b>	
<b>English</b>	<b>Spanish</b>
starter	entrante (m)
step-	-astro, -astra, -astros, -astras
stomach	estómago (m)
streaming	streaming (m)
street, road	calle (f)
student	estudiante (mf)
study	estudio (m)
style, elegance, manner	estilo (m)
subject	asignatura (f)
success	éxito (m)
sugar	azúcar (m)
summer	verano (m)
sun, sunny	sol (m)
supermarket	supermercado (m)
surprise	sorpresa (f)
swimming	natación (f)
swimming pool	piscina (f)
table, board	mesa (f)
tablet	tableta (f)
tapas	tapas (fpl)
tea	té (m)
teacher, professor	profesor (m), profesora (f)

<b>Nouns: Foundation and Higher</b>	
<b>English</b>	<b>Spanish</b>
team, equipment	equipo (m)
technology	tecnología (f)
(tele)phone	teléfono (m)
temperature	temperatura (f)
tennis	tenis (m)
terror, horror	terror (m)
text	texto (m)
theatre	teatro (m)
theme, topic	tema (m)
thing	cosa (f)
thirst	sed (f)
throat	garganta (f)
ticket (transport), note (money)	billete (m)
tie	corbata (f)
time, weather	tiempo (m)
tongue, language	lengua (f)
tooth	diente (m)
tourism	turismo (m)
tourist	turista (mf)
tradition	tradición (f)
train	tren (m)
trainers	zapatillas de deporte (fpl)

<b>Nouns: Foundation and Higher</b>	
<b>English</b>	<b>Spanish</b>
training, education	formación (f)
transport, transportation	transporte (m)
trip, journey, travel	viaje (m)
trousers	pantalones (mpl)
truth	verdad (f)
T-shirt	camiseta (f)
TV	tele(visión) (f)
type, kind, sort	tipo (m)
uncle	tío (m)
uniform	uniforme (m)
union	unión (f)
university	universidad (f)
use	uso (m)
vegetable	verdura (f)
version	versión (f)
victim, casualty	víctima (mf)
video	vídeo (m)^
view (over, of)	vista (a) (f)
village, town	pueblo (m)
violence	violencia (f)
virus	virus (m)
visit, guest at home	visita (f)

<b>Nouns: Foundation and Higher</b>	
<b>English</b>	<b>Spanish</b>
voice	voz (f)
volleyball	vóleibol (m)^
water	agua (f)
way	manera (f)
way, form, shape; fit, in shape	forma (f); en forma
West	oeste (m)
wheelchair	silla de ruedas (f)
wind, windy	viento (m)
window	ventana (f)
winter	invierno (m)
woman, wife	mujer (f)
wood, forest	bosque (m)
word	palabra (f)
work, job, school assignment	trabajo (m)
world	mundo (m)
writer	escritor (m), escritora (f)
young person	joven (mf)

## Higher ONLY

Nouns: Higher ONLY	
English	Spanish
a lot, pile	montón (m)
ability, capacity	capacidad (f)
access	acceso (m)
accommodation	alojamiento (m)
advance, progress	avance (m)
advantage, pro	ventaja (f)
advice	consejo (m)
agency	agencia (f)
agent, officer	agente (mf)
ally	aliado (m), aliada (f)
architecture	arquitectura (f)
arrival	llegada (f)
article	artículo (m)
aspect, appearance	aspecto (m)
athletics	atletismo (m)
atmosphere	ambiente (m)
background, bottom	fondo (m)
beauty	belleza (f)
behaviour	comportamiento (m)
being	ser (m)
benefit, profit	beneficio (m)

<b>Nouns: Higher ONLY</b>	
<b>English</b>	<b>Spanish</b>
bird	pájaro (m)
birth	nacimiento (m)
border, frontier	frontera (f)
business, store	negocio (m)
campaign	campana (f)
captain	capitán (m)
captain	capitana (f)
care, carefulness	cuidado (m)
cash	efectivo (m)
cause, because of	causa (f), a causa de
chain, channel	cadena (f)
characteristic, quality	característica (f)
citizen	ciudadano (m), ciudadana (f)
class test	prueba (f)
classmate, companion, colleague	compañero (m), compañera (f)
collection	colección (f)
comedy	comedia (f)
concept	concepto (m)
conclusion	conclusión (f)
confidence, trust	confianza (f)
conflict	conflicto (m)
consequence	consecuencia (f)



<b>Nouns: Higher ONLY</b>	
<b>English</b>	<b>Spanish</b>
control, test	control (m)
crime, offense	delito (m)
cup	copa (f)
damage, harm	daño (m)
deadline, instalment	plazo (m)
debate	debate (m)
decade	década (f)
design	diseño (m)
desire, wish	deseo (m)
development, progress	desarrollo (m)
device, apparatus	aparato (m)
disadvantage, con	desventaja (f)
discrimination	discriminación (f)
discussion, argument	discusión (f)
doctor	médico (m), médica (f)
documentary	documental (m)
doubt	duda (f)
drama	drama (m)
emergency	emergencia (f)
entrepreneur, manager, employer	empresario (m), empresaria (f)
exchange	intercambio (m)
exit, departure	salida (f)

<b>Nouns: Higher ONLY</b>	
<b>English</b>	<b>Spanish</b>
expert	experto (m), experta (f)
explanation	explicación (f)
expression	expresión (f)
facilities	instalaciones (fpl)
faith	fe (f)
feeling	sentimiento (m)
fever	fiebre (f)
fight	lucha (f)
figure	figura (f)
fish	pez (m)
flood	inundación (f)
food, nourishment	alimento (m)
fork	tenedor (m)
fountain	fuelle (f)
freedom	libertad (f)
frequency	frecuencia (f)
friendship	amistad (f)
generation	generación (f)
glass	vaso (m)
glass, pane	vidrio (m)
government	gobierno (m)
greeting, regards	saludo (m)

<b>Nouns: Higher ONLY</b>	
<b>English</b>	<b>Spanish</b>
gym	gimnasio (m)
habit, custom, tradition	costumbre (f)
hair	cabello (m)
happiness	felicidad (f)
headphones, earbuds	auriculares (mpl)
headscarf	pañuelo (m)
height	altura (f)
home	hogar (m)
humour	humor (m)
impression	impresión (f)
industry, factory	industria (f)
inhabitant	habitante (mf)
injury, wound	herida (f)
intention	intención (f)
interest	interés (m)
interview	entrevista (f)
job, employment	empleo (m)
joy, happiness	alegría (f)
justice, fairness	justicia (f)
knife	cuchillo (m)
knowledge	conocimiento (m)
lack (of), shortage	falta (de) (f)

<b>Nouns: Higher ONLY</b>	
<b>English</b>	<b>Spanish</b>
landscape	paisaje (m)
language (specific language)	idioma (m)
law	ley (f)
lift	ascensor (m)
light	luz (f)
line, row	fila (f)
loss, waste	pérdida (f)
map	plano (m)
material	material (m)
meeting, reunion	reunión (f)
memory	memoria (f)
mind	mente (f)
minority	minoría (f)
musical	musical (m)
novel	novela (f)
object	objeto (m)
objective, goal	objetivo (m)
occasion	ocasión (f)
opportunity, chance	oportunidad (f)
orchestra, dance band	orquesta (f)
outfit	conjunto (m)
outing, trip	excursión (f)

<b>Nouns: Higher ONLY</b>	
<b>English</b>	<b>Spanish</b>
owner, landlord	dueño (m), dueña (f)
pain, ache	dolor (m)
pair, couple	par (m)
parade	desfile (m)
partner, couple	pareja (f)
password	contraseña (f)
path, way, route	camino (m)
payment	pago (m)
peace	paz (f)
place	lugar (m)
plant, floor	planta (f)
plate, dish, course	plato (m)
play	obra (f)
police station	comisaría (f)
position, stall, stand, place	puesto (m)
power	poder (m)
practice	práctica (f)
pressure	presión (f)
pride	orgullo (m)
prize, reward	premio (m)
product	producto (m)
protest	manifestación (f)

<b>Nouns: Higher ONLY</b>	
<b>English</b>	<b>Spanish</b>
public, audience	público (m)
queue, glue	cola (f)
rain	lluvia (f)
reader	lector (m), lectora (f)
representation	representación (f)
review, criticism	crítica (f)
river	río (m)
rubbish, litter, junk	basura (f)
sales	rebajas (fpl)
sand	arena (f)
scientist	científico (m), científica (f)
screen	pantalla (f)
search	búsqueda (f)
season (period of time, TV, series, food...)	temporada (f)
sense, direction	sentido (m)
session	sesión (f)
sheet, leaf	hoja (f)
sign	signo (m)
sign (road sign)	señal (f)
skin, fur, leather	piel (f)
smell	olor (m)
smile	sonrisa (f)

<b>Nouns: Higher ONLY</b>	
<b>English</b>	<b>Spanish</b>
smoke	humo (m)
sound	sonido (m)
species, kind	especie (f)
spoon	cuchara (f)
stage	escenario (m)
star	estrella (f)
state, condition	estado (m)
suburb, outskirts	afueras (fpl)
suit, costume	traje (m)
suitcase	maleta (f)
surrounding area, vicinity	alrededores (mpl)
survey	encuesta (f)
task, job, homework, chore	tarea (f)
teaching	enseñanza (f)
threat	amenaza (f)
timetable, schedule	horario (m)
title, qualification	título (m)
trade, business (shop)	comercio (m)
traffic	tráfico (m)
tree	árbol (m)
user	usuario (m), usuaria (f)
valley	valle (m)
variety	variedad (f)

<b>Nouns: Higher ONLY</b>	
<b>English</b>	<b>Spanish</b>
vehicle	vehículo (m)
watch, clock	reloj (m)
youth	juventud (f)



## Verbs

Students are required to know the conjugated forms of these verbs following the regular patterns in the tenses outlined at each tier in the 'Verbs' section of *Appendix 2: Grammar*. They are also required to know some irregular inflected forms: where this is the case, we have marked the infinitive form with an asterisk (\*) and then set out the required irregular inflected forms, per tier, in separate tables below.

For infinitives, as well as for the present and imperfect tenses, students are expected to know both the English simple (e.g. infinitive *to do*; present *I do*; imperfect *I did, I used to do*) and English continuous (e.g. infinitive *to be doing*; present *I am doing*; imperfect *I was doing*) translations. We have only listed the English simple translations in the table below for simplicity.

### Foundation and Higher

Verbs: Foundation and Higher	
English	Spanish
to accept	aceptar
to act, perform	actuar
to adopt	adoptar
to affect	afectar
to answer	responder
to argue, discuss	discutir
to arrive; to manage to	llegar; llegar a + inf.
to ask	preguntar
to ask for, order, request	pedir
to be	estar*
to be	ser*
to be able to, can	poder*

<b>Verbs: Foundation and Higher</b>	
<b>English</b>	<b>Spanish</b>
to be... years old	tener ... años
to break	romper(se)*
to bring	traer*
to buy	comprar
to call, phone; to be called	llamar; llamarse
to cause	causar
to celebrate	celebrar
to change, exchange; to get changed	cambiar; cambiarse
to charge	cargar
to chat (online)	chatear
to choose	escoger
to clean	limpiar
to close, shut	cerrar
to come	venir*
to compare	comparar
to continue, carry on	continuar
to cook	cocinar
to cost	costar
to cross	cruzar
to cry	llorar
to cut (oneself)	cortar(se)
to dance	bailar

<b>Verbs: Foundation and Higher</b>	
<b>English</b>	<b>Spanish</b>
to decide	decidir
to depend (on)	depender (de)
to describe	describir
to deserve	merecer
to do, make	hacer*
to drink	beber
to eat	comer
to enjoy	disfrutar (de)
to enjoy oneself	divertirse
to enter, go in	entrar
to fall	caer(se)
to fight	luchar
to find; to run into, be located, feel	encontrar; encontrarse
to finish, end	terminar(se)
to follow, continue	seguir
to forbid, ban	prohibir
to forget	olvidar
to gather, meet	reunirse
to get married	casarse
to get off (mode of transport), go down, to download, lower, reduce	bajar
to get on (mode of transport), go up, upload, turn up (music)	subir

<b>Verbs: Foundation and Higher</b>	
<b>English</b>	<b>Spanish</b>
to get up	levantarse
to give back, return	devolver
to give	dar*
to go for a walk, ride	pasear
to go	ir*
to hate	odiar
to have (done something)	haber*
to have to, must	deber
to have; to have to, must	tener; tener que*
to hear	oír*
to help	ayudar
to hope, wait, expect	esperar
to hurt	doler
to improve	mejorar
to interest, be of interest	interesar
to invite	invitar
to know, meet, experience	conocer
to know (how to)	saber*
to last, take	durar
to laugh	reír(se)
to learn	aprender
to leave, allow; to stop + verb (-ing)	dejar; dejar de + inf.

<b>Verbs: Foundation and Higher</b>	
<b>English</b>	<b>Spanish</b>
to leave, depart, go out	salir*
to like, be pleasing to	gustar
to listen	escuchar
to live	vivir
to look, watch	mirar
to look for, search	buscar
to lose, waste, miss; to get lost	perder; perderse
to love	amar
to love	encantar
to matter	importar
to mean	significar
to meet up; to stay	quedar; quedarse
to move	mover(se)
to need	necesitar
to open	abrir*
to organise	organizar
to paint	pintar
to participate	participar
to pass	aprobar
to pay	pagar
to play (instrument), touch	tocar
to play	jugar (a)*

<b>Verbs: Foundation and Higher</b>	
<b>English</b>	<b>Spanish</b>
to post (on the Internet), publish	publicar
to practise	practicar
to prefer	preferir
to prepare; to prepare oneself, get ready	preparar; prepararse
to pronounce	pronunciar
to protect	proteger
to put (on); to get, become (+ adjective)	poner; ponerse*
to rain	llover
to read	leer*
to receive, welcome	recibir
to recognise, admit	reconocer
to recommend	recomendar
to recycle	reciclar
to reduce	reducir
to remember, remind	recordar
to rent, hire	alquilar
to repeat	repetir
to reserve, book	reservar
to respect	respetar
to rest	descansar
to return	volver*
to ride	montar

Verbs: Foundation and Higher	
English	Spanish
to run	correr
to save, rescue	salvar
to say, tell	decir*
to see, watch	ver*
to sell	vender
to send	mandar
to serve	servir
to share	compartir
to show	mostrar
to sing	cantar
to sit down	sentar(se)
to sleep; to fall asleep	dormir; dormirse
to smile	sonreír
to smoke	fumar
to snow	nevar
to speak	hablar
to spend (time), pass by, happen	pasar
to start, begin	comenzar
to stop; to stop + verb (-ing)	parar(se); parar de (+ infinitive)
to study	estudiar
to sunbathe	tomar el sol
to take, catch	coger

<b>Verbs: Foundation and Higher</b>	
<b>English</b>	<b>Spanish</b>
to take, have (drink, food)	tomar
to think (of/about)	pensar (de)
to think, believe	creer
to throw, pull	tirar
to travel	viajar
to try	intentar
to turn off, shut down, put out (e.g. a fire)	apagar
to understand	comprender
to use	usar
to visit	visitar
to wake up	despertar(se)
to walk	caminar
to want, love	querer*
to wash; to wash (oneself), have a wash	lavar; lavarse
to wear, carry, take, lead; to get on (with)	llevar; llevarse (con)
to wear, dress; to get dressed	vestir; vestirse
to win, earn	ganar
to work	trabajar
to work	funcionar
to write	escribir*
it is (+ weather noun or adjective); (two years) ago	hace; hace (dos años)



## Higher ONLY

Verbs: Higher ONLY	
English	Spanish
to accompany, go with	acompañar
to achieve, succeed, manage	lograr
to acquire, obtain, get	conseguir
to allow	permitir
to announce, advertise	anunciar
to annoy	molestar
to answer	contestar
to apply for, request	solicitar
to appreciate	apreciar
to assist (customer), serve	atender
to attend	asistir (a)
to attract	atraer
to avoid	evitar
to bathe; to have a bath, swim	bañar; bañarse
to be based (on)	basarse (en)
to be born	nacer
to be missing, lack	faltar
to be quiet, keep quiet	callarse
to be wrong, make a mistake	equivocarse
to begin, start	empezar
to belong	pertenecer

<b>Verbs: Higher ONLY</b>	
<b>English</b>	<b>Spanish</b>
to build	construir
to burn (oneself)	quemar(se)
to charge (money)	cobrar
to chat, talk	conversar
to check	comprobar
to choose	elegir
to communicate	comunicar(se)
to complain	quejarse
to connect (online)	conectarse (a Internet)
to consider	considerar
to consist (of)	consistir (en)
to continue, carry on; to continue to, still be + -ing	continuar; continuar + present participle
to convince, persuade	convencer
to cost, be worth	valer
to count, tell; to count on	contar; contar con
to create	crear
to criticise	criticar
to cross	atravesar
to dare	atreverse
to defend	defender
to delay, take long	tardar

<b>Verbs: Higher ONLY</b>	
<b>English</b>	<b>Spanish</b>
to deliver, to submit	entregar
to destroy	destruir
to develop	desarrollar
to disappear	desaparecer
to discover	descubrir*
to encourage, cheer up	animar
to ensure	asegurarse de
to exist	existir
to experience	experimentar
to explain	explicar
to express (oneself)	expresar(se)
to fall in love	enamorarse
to fight, argue	pelearse
to fill, fulfil	llenar
to finish; to have just + pp	acabar; acabar de (+ infinitive)
to fly	volar
to follow; to continue to, still be + -ing	seguir; seguir + present participle
to form; to train (as)	formar; formarse (en, como)
to give (as a present)	regalar
to go to bed	acostarse
to go; to leave	ir; irse (de)*
to grow up	crecer

<b>Verbs: Higher ONLY</b>	
<b>English</b>	<b>Spanish</b>
to hide	esconder(se)
to hug	abrazar
to identify (with)	identificarse (con)
to ignore, not know	ignorar
to imagine	imaginar(se)
to increase	aumentar
to inform	informar
to integrate	integrar(se)
to invent	inventar
to judge	juzgar
to jump; to break (rule), skip (class), jump (queue)	saltar; saltarse
to keep, store, save	guardar
to leave, go away	marcharse
to lend	prestar
to limit	limitar
to locate; to be located	situar; situarse
to look after, take care of	ocuparse (de)
to look after	cuidar (de)
to maintain, keep; to keep, stay	mantener; mantenerse
to meet, get together	juntarse
to mention	mencionar

<b>Verbs: Higher ONLY</b>	
<b>English</b>	<b>Spanish</b>
to notice	notar
to observe, watch	observar
to offer	ofrecer
to own, possess	poseer
to pick up, tidy up	recoger
to post (on the Internet), hang up	colgar
to present, introduce (someone); to introduce (oneself)	presentar; presentarse
to preserve, conserve	conservar
to produce	producir
to promise	prometer
to propose, suggest	proponer
to protest	manifestarse
to provide, supply	proporcionar
to pursue	perseguir
to put (into)	meter (en)
to reach	alcanzar
to record, film	grabar
to get (something) back; to recover, get better	recuperar; recuperarse
to reflect	reflejar
to refuse	negar(se a)
to regret, sense; to feel	sentir; sentirse

<b>Verbs: Higher ONLY</b>	
<b>English</b>	<b>Spanish</b>
to relate; to relate to, interact (with)	relacionar; relacionarse (con)
to relax	relajarse
to rely on	confiar en
to remember	acordarse (de)
to repair, resolve	arreglar
to replace, substitute	sustituir
to represent, play the role of	representar
to return	regresar
to save (money, time, energy)	ahorrar
to seem; to look like	parecer; parecerse a
to send	enviar
to separate, sort; to split up	separar; separarse
to shout	gritar
to sightsee	hacer turismo
to solve, resolve	resolver
to sound, ring	sonar
to spend (money)	gastar
to stay (accommodation)	alojarse
to steal, rob	robar
to suffer, be in pain	sufrir
to support	apoyar
to surprise	sorprender

<b>Verbs: Higher ONLY</b>	
<b>English</b>	<b>Spanish</b>
to survive	sobrevivir
to take advantage of, make the most of	aprovechar
to teach, show	enseñar
to thank	agradecer
to threaten	amenazar
to translate	traducir
to travel all over	recorrer
to treat; to be about; to try to + verb	tratar; tratarse (de/sobre); tratar de + inf.
to try, taste, try on	probar
to turn	girar
to understand	entender
to use	utilizar
to usually do	soler
to vote	votar
to walk	andar
to have been + -ing + for + time	llevar + time period + present participle
to wish	desear
to worry	preocupar(se) (de/por)
-----	-----
it's/is still to be (+ pp)	falta (+ inf.)
it's enough to + verb	basta + inf.

## Irregular inflected verb forms: Higher and Foundation

English	Spanish
<b>to be</b>	<b>estar</b>
(I) am	estoy
(you (sing informal)) are	estás
(she, he, it, one) is   (you (sing formal)) are	está
(they) are   (you (pl formal)) are	están
(I) was	estuve
(I, she, he, it, one) was   (I, she, he, it, one) used to be   (you (sing formal)) were   (you (sing formal)) used to be	estaba
(you (sing informal)) were   (you (sing informal)) used to be	estabas
<b>to be</b>	<b>ser</b>
(I) am	soy
(you (sing informal)) are	eres
(she, he, it, one) is   (you (sing formal)) are	es
(we) are	somos
(you (pl informal)) are	sois
(they) are   (you (pl formal)) are   it is (+ time)	son
(I) was	fui
(you (sing informal)) were	fuiste



English	Spanish
(she, he, it, one) was   (you (sing formal)) were	fue
(we) were	fuimos
(you (pl informal)) were	fuisteis
they were   (you (pl formal)) were	fueron
(I, she, he, it, one) was   (I, she, he, it, one) used to be   (you (sing formal)) were   (you (sing formal)) used to be	era
(you (sing informal)) were   (you (sing informal)) used to be	eras
Be...! (sing informal)	¡Sé...!
<b>to be able to, can</b>	<b>poder</b>
(I) was able to, could	pude
(I) will be able to   (I) am going to be able to	podré
(I) would be able to	podría
<b>to break</b>	<b>romper(se)</b>
broken	roto
<b>to bring</b>	<b>traer</b>
(I) brought	traje
<b>to come</b>	<b>venir</b>
(I) came	vine
Come! (sing informal)	¡Ven!
<b>to do, make</b>	<b>hacer</b>
(I) do, make	hago

English	Spanish
(I) did, made	hice
(she, he, it, one) did, made   (you (sing formal)) did, made	hizo
(I) will do, make   (I) am going to do, make	haré
(I) would do, make	haría
Do!, Make! (sing informal)	¡Haz!
done, made	hecho
<b>to give</b>	<b>dar</b>
(I) give	doy
(I) gave	di
(you (sing informal)) gave	diste
(she, he, it, one) gave   (you (sing formal)) gave	dio
(we) gave	dimos
(you (pl informal)) gave	disteis
(they) gave   (you (pl formal)) gave	dieron
<b>to go</b>	<b>ir</b>
(I) go	voy
(you (sing informal)) go	vas
(she, he, it, one) goes   (you (sing formal)) go	va
(we) go	vamos
(you (pl informal)) go	vais

English	Spanish
(they) go   (you (pl formal)) go	van
(I) went	fui
(you (sing informal)) went	fuiste
(she, he, it, one) went   (you (sing formal)) went	fue
(we) went	fuimos
(you (pl informal)) went	fuisteis
(they) went   (you (pl formal)) went	fueron
(I, she, he, it, one) used to go   (you (sing formal)) used to go	iba
(you (sing informal)) used to go	ibas
Go! (sing informal)	¡Ve!
<b>to have (done something)</b>	<b>haber</b>
(I) have (+pp)	he
(you (sing informal)) have (+pp)	has
(she, he, it, one) has (+pp)   (you (sing formal)) have (+pp)	ha
(we) have (+pp)	hemos
(you (pl informal)) have (+pp)	habéis
(they) have (+pp)   (you (pl formal)) have (+pp)	han
there is, there are	hay
there was   there were   there used to be	había
there will be   there is going to be	habrá

English	Spanish
there would be	habría
<b>to have; to have to, must</b>	<b>tener; tener que</b>
(I) have; (I) have to, must	tengo; tengo que
(you (sing informal)) have; (you (sing informal)) have to, must	tienes; tienes que
(she, he, it, one) has   (you (sing formal)) have; (she, he, it, one) has to, must   (you (sing formal)) have to, must	tiene; tiene que
(they) have   (you (pl formal)) have; (they) have to, must   (you (pl formal)) have to, must	tienen; tienen que
(I) had; (I) had to	tuve; tuve que
(I) had   (I) used to have   (she, he, it, one) had   (she, he, it, one) used to have   (you (sing formal)) had   (you (sing formal)) used to have; (I) had to   (I) used to have to   (she, he, it, one) had to   (she, he, it, one) used to have to   (you (sing formal)) had to   (you (sing formal)) used to have to	tenía; tenía que
(you (sing informal)) had   (you (sing informal)) used to have; (you (sing informal)) had to   (you (sing informal)) used to have to	tenías; tenías que
(I) will have   (I) am going to have; (I) will have to   (I) am going to have to	tendré; tendré que
(I) would have; (I) would have to	tendría; tendría que
Have! (sing informal)	¡Ten...!

English	Spanish
<b>to hear</b>	<b>oír</b>
(I) hear	oigo
(you (sing informal)) hear	oyes
(she, he, it, one) hears   (you (sing formal)) hears	oye
<b>to know (how to)</b>	<b>saber</b>
(I) know (how to)	sé
<b>to leave, depart, go out</b>	<b>salir</b>
Leave! (sing informal); Go out! (sing informal)	¡Sal!
<b>to open</b>	<b>abrir</b>
opened	abierto
<b>to play</b>	<b>jugar (a)</b>
(I) play	juego (a)
(you (sing informal)) play	juegas (a)
(she, he, it, one) plays   (you (sing formal)) play   Play! (you (sing informal))	juega (a), ¡juega (a)!
(they) play	juegan (a)
to put; to put (on), get, become	poner; ponerse
(I) put; (I) put (on), got, became	puse; me puse
(I) will put   (I) am going to put; (I) will put (on), get, become   (I) am going to put (on), get, become	pondré; me pondré
(I) would put; (I) would put (on), get, become	pondría; me pondría

English	Spanish
Put! (sing informal); Put on! (sing informal) put	¡Pon!; ¡Ponte! puesto
<b>to read</b>	<b>leer</b>
reading	leyendo
<b>to return</b>	<b>volver</b>
returned	vuelto
<b>to say, tell</b>	<b>decir</b>
(I) say, tell (I) said, told Say!, Tell! (sing informal) said, told	digo dije ¡Di! dicho
<b>to see, watch</b>	<b>ver</b>
(I) see, watch (I, she, he, it, one) used to see, watch   (you (sing formal)) used to see, watch (you (sing informal)) used to see, watch seen, watched	veo veía veías visto
<b>to want, love</b>	<b>querer</b>
(I) wanted, loved (I) would like (formal)	quise quisiera
<b>to write</b>	<b>escribir</b>
written	escrito

## Irregular inflected verb forms: Higher ONLY

English	Spanish
<b>to be</b>	<b>estar</b>
(I) have been	estoy
(you (sing informal)) have been	estás
(she, he, it, one) has been   (you (sing formal)) have been	está
(they) have been   (you (pl formal)) are   (you (pl formal)) have been	están
<b>to be</b>	<b>ser</b>
(I) have been	soy
(you (sing informal)) have been	eres
(she, he, it, one) has been   (you (sing formal)) have been	es
(we) have been	somos
(you (pl informal)) have been	sois
(they) have been   (you (pl formal)) have been	son
(I) am (subjunctive)   (she, he, it one) is (subjunctive)   (you (sing formal)) are (subjunctive)	sea
(you (sing informal)) are (subjunctive)	seas

English	Spanish
<b>to come</b>	<b>venir</b>
(I) will come   (I) am going to come	vendré
(I) would come	vendría
(I) come (subjunctive)   (she, he, it, one) comes (subjunctive)   (you (sing formal)) come (subjunctive)	venga
(you (sing informal)) come (subjunctive)	vengas
<b>to discover</b>	<b>descubrir</b>
discovered	descubierto
<b>to do, make</b>	<b>hacer</b>
(I) have been doing, making	hago
(I) do, make (subjunctive)   (she, he, it, one) does, makes (subjunctive)   (you (sing formal)) does, makes (subjunctive)	haga
(you (sing informal)) do, make (subjunctive)	hagas
<b>to fall</b>	<b>caer(se)</b>
(she, he, it, you (sing formal)) fell	(se) cayó
<b>to give</b>	<b>dar</b>
(I) have been giving	doy
<b>to go; to leave</b>	<b>ir; irse (de)</b>
(I) have been going; (I) leave   (I) have been leaving	voy; me voy (de)
(you (sing informal)) have been going; (you (sing informal)) leave   (you (sing informal)) have been leaving	vas; te vas (de)



English	Spanish
(she, he, it, one) has been going   (you (sing formal)) have been going; (she, he, it, one) leaves   (you (sing formal)) leave   (she, he, it, one) has been leaving   (you (sing formal)) have been leaving	va; se va (de)
(we) have been going; (we) leave   (we) have been leaving	vamos; nos vamos (de)
(you (pl informal)) have been going; (you (pl informal)) leave   (you (pl informal)) have been leaving	vais; os vais (de)
(they) have been going   (you (pl formal)) have been going; (they) leave   (you (pl formal)) leave   (they) have been leaving   (you (pl formal)) have been leaving	van; se van (de)
(I, she, he, it, one) used to leave   you (sing formal) used to leave	me iba (de), se iba (de)
(you (sing informal)) used to leave	te ibas (de)
(I) go (subjunctive)   (she, he, it, one) goes (subjunctive)   (you (sing formal)) go (subjunctive); (I) leave (subjunctive)   (she, he, it, one) leaves (subjunctive)   (you (sing formal)) leave (subjunctive)	vaya; me vaya (de), se vaya (de)
(you (sing informal)) go (subjunctive); (you (sing informal)) leave (subjunctive)	vayas; te vayas (de)
Leave! (sing informal)	¡Vete (de)!

English	Spanish
<b>to have; to have to, must</b>	<b>tener; tener que</b>
(I) have had   (I) have been having; (I) have had to   (I) have been having to	tengo; tengo que
(you (sing informal)) have had   (you (sing informal)) have been having; (you (sing informal)) have had to   (you (sing informal)) have been having to	tienes; tienes que
(she, he, it, one) has had   (she, he, it, one) has been having   (you (sing formal)) have had   (you (sing formal)) have been having; (she, he, it, one) has had to   (she, he, it, one) has been having to   (you (sing formal)) have had to   (you (sing formal)) have been having to	tiene; tiene que
(they) have had   (they) have been having   (you (pl formal)) have had   (you (pl formal)) have been having; (they) have had to   (they) have been having to   (you (pl formal)) have had to   (you (pl formal)) have been having to	tienen; tienen que
(I) have (subjunctive)   (she, he, it, one) has (subjunctive)   you (sing formal) have (subjunctive); (I) have to, must (subjunctive)   (she, he, it, one) has to, must (subjunctive)   you (sing formal) have to, must (subjunctive)	tenga; tenga que
(you (sing informal)) have (subjunctive); (you (sing informal)) have to, must (subjunctive)	tengas; tengas que

English	Spanish
<b>to hear</b>	<b>oír</b>
(I) have been hearing	oigo
(you (sing informal)) have been hearing	oyes
(she, he, it, one) has been hearing   (you (sing formal)) have been hearing	oye
<b>to know (how to)</b>	<b>saber</b>
(I) will know (how to)   (I) am going to know (how to)	sabré
(I) would know (how to)	sabría
<b>to leave, depart, go out</b>	<b>salir</b>
(I) will leave, go out   (I) am going to leave, go out	saldré
(I) would leave, go out	saldría
<b>to play</b>	<b>jugar (a)</b>
(I) have been playing	juego (a)
(you (sing informal)) have been playing	juegas (a)
(she, he, it, one) has been playing   (you (sing formal)) have been playing	juega (a)
<b>to say, to tell</b>	<b>decir</b>
(I) have been saying, telling	digo
(I) will say, tell   (I) am going to say, tell	diré
(I) would say, tell	diría
<b>to see, watch</b>	<b>ver</b>
(I) have been seeing, watching	veo

English	Spanish
<b>to want, love</b>	<b>querer</b>
(I) will want, love   (I) am going to want, love  (I) would want, love	querré  querría

# Appendix 2: Grammar

The following grammar list is the full grammar content that will be assessed by this qualification, in both receptive and productive tasks, at each tier.

## Nouns, pronouns and determiners

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Foundation + Higher	Higher only
<p><u>Forming feminine nouns</u></p> <ul style="list-style-type: none"><li>• -o → -a (e.g. <i>el vecino</i> → <i>la vecina</i>)</li><li>• Add -a to masculine nouns ending in -or (e.g. <i>el profesor</i> → <i>la profesora</i>)</li><li>• No change for nouns ending in -ante, -ente and -ista (e.g. <i>el/la estudiante</i>; <i>el/la artista</i>)</li><li>• Feminised forms of nouns with biological gender relating to jobs are in flux and will be shown appropriate tolerance, reflecting standard and widespread usage (e.g. <i>el jefe</i>, <i>la jefe/jefa</i>)</li></ul>	
<p><u>Forming plural nouns</u></p> <ul style="list-style-type: none"><li>• Add -s to nouns ending in a vowel (e.g. <i>el sitio</i> → <i>los sitios</i>)</li><li>• Add -es to nouns ending in a consonant (e.g. <i>el plan</i> → <i>los planes</i>)</li><li>• -z → -c and add -es to nouns ending in -z (e.g. <i>la nariz</i> → <i>las narices</i>)</li></ul>	

Foundation + Higher	Higher only
<ul style="list-style-type: none"> <li>• Add -es and drop the written accent for nouns ending in -(i)ón (e.g. <i>la competición</i> → <i>las competiciones</i>)</li> </ul>	
<p><u>Infinitives used as nouns</u></p> <p>Equivalent of -ing (gerund) in English (e.g. <i>hacer ejercicio es bueno para la salud</i>)</p> <p>Names of languages: add the article <i>el</i> before the masculine adjectives to form the noun (e.g. <i>inglés</i> → <i>(el) inglés</i>).</p> <p>Nouns of nationality: add the article before inflected forms of nationality adjectives listed in the vocabulary list (e.g. <i>el español, la española, los españoles, las españolas</i>).</p>	
<p><u>Determiners</u></p> <p><i>Articles</i></p> <ul style="list-style-type: none"> <li>• Agreement of definite and indefinite articles with nouns for gender and number (<i>el, la, los, las; un, una, unos, unas</i>)</li> <li>• Functions of definite and indefinite articles, including where their use or omission differs from English (e.g. <i>la educación es importante</i>)</li> <li>• Contraction of definite article <i>el</i> after prepositions <i>de</i> and <i>a</i> (e.g. <i>después del viaje; voy al colegio</i>)</li> </ul> <p><i>Other determiners</i></p> <ul style="list-style-type: none"> <li>• Demonstrative adjectives <i>este, esta, ese, esa</i> and plural forms <i>estos, esos, estas, esas</i>.</li> </ul>	<p><u>Determiners</u></p> <ul style="list-style-type: none"> <li>• Demonstrative adjectives <i>aquel, aquella, aquellos</i> and <i>aquellas</i>.</li> </ul>

Foundation + Higher	Higher only
<ul style="list-style-type: none"> <li>Indefinite adjectives (<i>cada, mismo, otro, todo, alguno*, ninguno*</i>)</li> </ul> <p>*Note, these are listed as determiners, so will not be used after nouns. Therefore, these specific 'base' forms will not be tested; however, their inflections <i>algún, alguna, algunos, algunas</i> and <i>ningún, ninguna, ningunos, ningunas</i> will be tested.</p> <ul style="list-style-type: none"> <li>Possessive adjectives (<i>mi, tu, su, nuestro, vuestro</i>)</li> </ul>	
<p><u>Pronouns</u></p> <ul style="list-style-type: none"> <li>Agreement and position of subject pronouns (<i>yo, tú, él, ella, usted, nosotros/as, vosotros/as, ellos/as, ustedes</i>) and invariable pronouns <i>algo</i> and <i>alguien</i></li> <li>Default omission of subject pronouns apart from contexts where overt use is appropriate (i.e. change of subject and for emphasis)</li> <li>Word order of direct object pronouns (<i>me, te, lo, la, los, las</i>) in one- and two-verb constructions (e.g. <i>lo leo, lo puedo leer, puedo leerlo, ¡léelo!</i>), in which only a single pronoun is used</li> <li>Word order of indirect object pronouns (<i>me, te, le, les</i>) in one- and two-verb constructions (e.g. <i>te doy, te quiero dar, quiero darte, ¡dame...!</i>), in which only a single pronoun is used</li> </ul>	<p><u>Pronouns</u></p> <ul style="list-style-type: none"> <li>Position of direct and indirect object pronouns <i>nos, os</i> in one- and two-verb constructions (e.g. <i>os veo, os puedo ver, puedo veros</i>) and plural reflexive pronouns (<i>nos, os, se</i>)</li> <li>Relative pronouns <i>lo que</i> (invariable); <i>el que, el cual</i> (and their inflected forms for gender and number) in subject relative clauses</li> <li>Relative clauses using <i>wh-</i> pronouns (<i>cuando, donde, que</i>)</li> <li>Possessive pronouns, with agreement for gender and number, for singular and plural possessors (<i>el mío, el tuyo, el suyo, el nuestro, el vuestro</i>)</li> <li>Neuter demonstrative pronoun (<i>aquello</i>)</li> </ul>

Foundation + Higher	Higher only
<ul style="list-style-type: none"> <li>• Word order of singular reflexive pronouns (<i>me, te, se</i>) in one- and two-verb constructions (e.g. <i>se prepara, se debe preparar, debe prepararse, ¡prepárate!</i>)</li> <li>• Interrogative pronouns (<i>cuál, cuánto, quién</i>) and their inflected forms for gender and number</li> <li>• Use of relative pronoun <i>que</i> in subject relative clauses</li> <li>• Neuter demonstrative pronouns (<i>esto, eso</i>)</li> <li>• Use of the pronouns <i>alguno</i> and <i>ninguno</i>, including their inflected forms for gender</li> </ul>	<ul style="list-style-type: none"> <li>• Use of pronouns after prepositions (<i>mí, ti, él, ella, usted, nosotros/as, vosotros/as, ellos/as, ustedes</i>), irregular forms (<i>conmigo, contigo</i>), and emphatic use of pronouns after 'a' (e.g. <i>a mí</i>)</li> <li>• Reflexive use of plural forms of pronouns, including with reciprocal function (e.g. <i>nos vemos, os entendéis</i>)</li> </ul>



# Verbs

Foundation + Higher	Higher only
<p><u>Negation</u></p> <p>Word order of verbal negation, with:</p> <ul style="list-style-type: none"> <li>• <i>no</i></li> <li>• <i>(no) nada</i></li> <li>• <i>(no) nunca</i></li> <li>• <i>(no) nadie</i></li> <li>• <i>(no) ninguno</i></li> </ul>	<p><u>Negation</u></p> <p>Word order of verbal negation, with:</p> <ul style="list-style-type: none"> <li>• <i>ya no</i></li> <li>• <i>(no) tampoco</i></li> <li>• <i>(no)...ni...</i></li> <li>• <i>(no) ni...ni...</i> (for emphasis)</li> </ul>
<p><u>Interrogatives</u></p> <p>Interrogatives expressed through:</p> <ul style="list-style-type: none"> <li>• intonation, including when using a question word (<i>qué, quién, cuándo, por qué, cómo, cuál, cuánto, dónde</i>)</li> <li>• question words + verb-subject word order, including where the overt subject is only sometimes required (e.g. <i>¿Dónde está (Diego)?; ¿Qué hace (la chica)?</i>)</li> </ul>	
	<p><u>Passive voice</u></p> <ul style="list-style-type: none"> <li>• <i>ser</i> + past participle + <i>por</i> (e.g. <i>la casa fue vendida por mi amigo</i>)</li> <li>• <i>se</i> + 3<sup>rd</sup> person singular or plural (e.g. <i>se vende pan; se venden huevos</i>)</li> </ul>

Foundation + Higher	Higher only
<p><u>Impersonal verbs</u></p> <ul style="list-style-type: none"> <li>• <i>hay</i></li> <li>• <i>hay que</i></li> <li>• <i>se puede / se necesita</i> to express the impersonal 'you' / 'one' (e.g. <i>se puede ir en autobús</i>)</li> <li>• <i>hace</i> + noun for weather expressions (e.g. <i>hace sol</i>)</li> </ul>	<p><u>Impersonal verbs</u></p> <ul style="list-style-type: none"> <li>• <i>parece</i></li> <li>• <i>basta</i></li> <li>• <i>falta</i></li> <li>• <i>hace falta</i></li> <li>• <i>vale la pena</i></li> </ul>
<p><u>Reflexive verbs</u></p> <p>1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> persons singular only, using reflexive pronouns <i>me, te, se</i> (e.g. <i>me lavo; te levantas; se pone</i>)</p>	
	<p><u>Periphrastic time expressions</u></p> <ul style="list-style-type: none"> <li>• <i>acabar de</i> + infinitive, to mean 'have just done + verb' (e.g. <i>acabo de hacer los deberes</i>)</li> <li>• <i>seguir</i> + present participle for ongoing actions in the present (e.g. <i>seguimos haciendo los deberes</i>)</li> <li>• <i>llevar</i> + time period + present participle for ongoing actions in the present (e.g. <i>llevas cinco minutos buscando tus gafas</i>)</li> </ul>
<p><u>Modal verbs</u></p> <p>1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> persons in singular and plural:</p> <ul style="list-style-type: none"> <li>• <i>deber</i> + infinitive</li> <li>• <i>poder</i> + infinitive</li> </ul>	

Foundation + Higher	Higher only
<ul style="list-style-type: none"> <li>• <i>querer</i> + infinitive</li> <li>• <i>saber</i> + infinitive</li> <li>• <i>tener que</i> + infinitive</li> </ul> <p>Two fixed phrases:</p> <ul style="list-style-type: none"> <li>• <i>quisiera</i> + infinitive</li> <li>• <i>me/te/le gustaría</i> + infinitive</li> </ul>	
<p><u>Interesar-type verbs</u></p> <p>These tend to occur in object-verb-subject word order (e.g. <i>me interesa este tema</i>)</p>	

## Verbs: Tenses

Foundation + Higher	Higher only
<p><u>Present</u></p> <p>Present indicative, as equivalent of:</p> <ul style="list-style-type: none"> <li>English simple (I walk)</li> <li>English continuous (I am walking)</li> </ul> <p>1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> persons <b>singular and plural</b> of:</p> <ul style="list-style-type: none"> <li>regular <i>-ar, -er, -ir</i> verbs</li> <li>verbs that follow one of the following five patterns:           <ul style="list-style-type: none"> <li><i>encontrar</i> (o→ue),</li> <li><i>pensar</i> (e→ie),</li> <li><i>pedir</i> (e→i),</li> <li><i>conocer</i> (c→zc),</li> <li><i>poner</i> (add -g to 1st person singular)</li> </ul> </li> <li><i>estar</i></li> <li><i>hacer</i></li> <li><i>ir</i></li> <li><i>ser</i></li> <li><i>tener</i> (including use of <i>tener</i> + noun where the English equivalent is 'be + adjective' (e.g. <i>tengo frío, Alejandro tiene hambre</i>)</li> </ul>	<p><u>Present</u></p> <p>Present tense with <i>desde hace</i>, as equivalent of 'have been + ing for x time' (e.g. <i>vivimos en esta casa desde hace un año</i>)</p> <p><i>Spelling changes</i></p> <p>Some verb forms change the spelling in their stems to preserve pronunciation:</p> <ul style="list-style-type: none"> <li>first person <i>g</i> → <i>j</i> (e.g. <i>coger</i> → <i>cojo</i>)</li> </ul>

Foundation + Higher	Higher only
<p><u>Present continuous</u></p> <p>Present tense of <i>estar</i> + present participle, as equivalent of the English 'be + -ing' (e.g. <i>estoy comiendo</i>)</p> <p>1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> persons <b>singular and plural</b> present tense forms of <i>estar</i> + present participle formation, including:</p> <ul style="list-style-type: none"> <li>• regular present participles: <ul style="list-style-type: none"> <li>○ <i>-ar stem + ando</i> (e.g. <i>mirando</i>)</li> <li>○ <i>-er / -ir stem + iendo</i> (e.g. <i>comiendo, viviendo</i>)</li> </ul> </li> <li>• spelling changes for verbs whose stems end in a vowel (e.g. <i>leer</i> → <b>leyendo</b>) and for verbs in the <i>pedir</i> cluster (e.g. <i>pedir</i> → <b>pidiendo</b>)</li> </ul>	
<p><u>Perfect</u></p> <p><i>haber</i> + past participle, as equivalent of: English present perfect (e.g. <i>he comido</i>: I have eaten)</p> <p>1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> persons <b>singular and plural</b> of <i>haber</i> + past participle formation, including:</p> <ul style="list-style-type: none"> <li>• regular past participles: <ul style="list-style-type: none"> <li>○ <i>-ar stem + ado</i> (e.g. <i>trabajado</i>)</li> <li>○ <i>-er / -ir stem + ido</i> (e.g. <i>perdido, preferido</i>)</li> </ul> </li> <li>• irregular past participles (e.g. <i>visto, hecho</i>)</li> </ul>	

Foundation + Higher	Higher only
<p><u>Preterite</u></p> <p>To refer to events occurring at a specific time in the past, as equivalent of English simple past (e.g. <i>ayer compré un vestido nuevo</i>).</p> <p>1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> persons <b>singular and plural</b> of:</p> <ul style="list-style-type: none"> <li>• regular <i>-ar, -er</i> and <i>-ir</i> verbs</li> <li>• irregular forms of <i>ir, ser, dar, tener, poder, hacer, venir, estar, poner, querer, decir, traer</i> and <i>hacer</i> (including verbs with prefixes that follow the same pattern)</li> </ul>	<p><u>Preterite</u></p> <p><i>Spelling changes</i></p> <p>Some verb forms change the spelling in their stems to preserve pronunciation:</p> <ul style="list-style-type: none"> <li>• first person c → qu (e.g. <i>significar</i> → <i>signifiqué</i>)</li> <li>• first person z → c (e.g. <i>utilizar</i> → <i>utilicé</i>)</li> <li>• first person g → gu (e.g. <i>jugar</i> → <i>jugué</i>)</li> <li>• third person: addition of y (e.g. <i>leer</i> → <i>leyó</i>; <i>creer</i> → <i>creyeron</i>)</li> </ul> <p>Preterite stem changes in 3<sup>rd</sup> person singular and plural for <i>-ir</i> verbs, where the verbs are part of an anchor group in the present tense:</p> <ul style="list-style-type: none"> <li>• o → u (e.g. <i>dormir</i> → <i>durmió, durmieron</i>)</li> <li>• e → i (e.g. <i>preferir</i> → <i>prefirió, prefirieron</i>)</li> </ul>
<p><u>Imperfect</u></p> <p>To describe actions in the past that are:</p> <ul style="list-style-type: none"> <li>• habitual (I used to walk)</li> <li>• continuous (I was walking)</li> </ul> <p>1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> persons <b>singular only</b> of:</p> <ul style="list-style-type: none"> <li>• regular <i>-ar, -er</i> and <i>-ir</i> verbs (e.g. <i>trabajaba; comías; vivía</i>)</li> <li>• <i>ser</i></li> <li>• <i>ir</i></li> <li>• <i>ver</i></li> </ul>	<p><u>Imperfect</u></p> <p>1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> persons <b>singular and plural</b> of:</p> <ul style="list-style-type: none"> <li>• regular <i>-ar, -er</i> and <i>-ir</i> verbs</li> <li>• <i>ser</i></li> <li>• <i>ir</i></li> <li>• <i>ver</i></li> </ul>

Foundation + Higher	Higher only
<p><u>Imperfect continuous</u></p> <p>Imperfect tense of <i>estar</i> + present participle, as equivalent of English 'be + -ing' (e.g. <i>estaba comiendo</i>)</p> <p>1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> persons <b>singular only</b>.</p>	
<p><u>Periphrastic future</u></p> <p><i>ir a</i> + infinitive, as equivalent of:</p> <ul style="list-style-type: none"> <li>• 'will' + verb (I will walk)</li> <li>• 'be going to' + verb (I am going to walk)</li> </ul> <p>1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> persons <b>singular and plural</b></p>	
<p><u>Inflectional future</u></p> <p>1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> persons <b>singular only</b> of:</p> <ul style="list-style-type: none"> <li>• regular <i>-ar</i>, <i>-er</i> and <i>-ir</i> verbs (e.g. <i>trabajaré</i>, <i>comerás</i>, <i>vivirá</i>)</li> <li>• <i>tener</i></li> <li>• <i>hacer</i></li> <li>• <i>poder</i></li> <li>• <i>poner</i></li> </ul> <p>3<sup>rd</sup> person singular only:</p> <ul style="list-style-type: none"> <li>• <i>habrá</i> (there will be)</li> </ul>	<p><u>Inflectional future</u></p> <p>1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> persons <b>singular and plural</b> of:</p> <ul style="list-style-type: none"> <li>• regular <i>-ar</i>, <i>-er</i> and <i>-ir</i> verbs</li> <li>• <i>tener</i></li> <li>• <i>hacer</i></li> <li>• <i>poder</i></li> <li>• <i>poner</i></li> <li>• <i>saber</i></li> <li>• <i>querer</i></li> <li>• <i>venir</i></li> <li>• <i>decir</i></li> <li>• <i>salir</i></li> </ul>

Foundation + Higher	Higher only
	3 <sup>rd</sup> person <b>singular only</b> : <ul style="list-style-type: none"> <li>• <i>habrá</i></li> </ul>
<u>Conditional</u> 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> persons <b>singular only</b> of: <ul style="list-style-type: none"> <li>• regular <i>-ar, -er</i> and <i>-ir</i> verbs (e.g. <i>trabajaría, comería, viviría</i>)</li> <li>• <i>tener</i></li> <li>• <i>hacer</i></li> <li>• <i>poder</i></li> <li>• <i>poner</i></li> </ul> 3 <sup>rd</sup> person singular only: <ul style="list-style-type: none"> <li>• <i>habría</i> (there would be)</li> </ul>	<u>Conditional</u> 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> persons <b>singular and plural</b> of: <ul style="list-style-type: none"> <li>• regular <i>-ar, -er</i> and <i>-ir</i> verbs</li> <li>• <i>tener</i></li> <li>• <i>hacer</i></li> <li>• <i>poder</i></li> <li>• <i>poner</i></li> <li>• <i>saber</i></li> <li>• <i>querer</i></li> <li>• <i>venir</i></li> <li>• <i>decir</i></li> <li>• <i>salir</i></li> </ul> 3 <sup>rd</sup> person singular only: <ul style="list-style-type: none"> <li>• <i>habría</i></li> </ul>
<u>Imperative</u> Affirmative forms only, not negative forms. 2 <sup>nd</sup> person <b>singular only</b> of: <ul style="list-style-type: none"> <li>• regular <i>-ar, -er</i> and <i>-ir</i> verbs (e.g. <i>¡trabaja!, ¡come!, ¡vive!</i>)</li> <li>• <i>ser</i></li> <li>• <i>ir</i></li> </ul>	<u>Imperative</u> Affirmative forms only, not negative forms. 2 <sup>nd</sup> person <b>singular and plural</b> of: <ul style="list-style-type: none"> <li>• regular <i>-ar, -er</i> and <i>-ir</i> verbs</li> <li>• <i>ser</i></li> <li>• <i>ir</i></li> </ul>



Foundation + Higher	Higher only
<ul style="list-style-type: none"> <li>• <i>tener</i></li> <li>• <i>venir</i></li> <li>• <i>hacer</i></li> <li>• <i>dar</i></li> <li>• <i>poner</i></li> <li>• <i>salir</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>tener</i></li> <li>• <i>venir</i></li> <li>• <i>hacer</i></li> <li>• <i>dar</i></li> <li>• <i>poner</i></li> <li>• <i>salir</i></li> </ul>
	<p><u>Present subjunctive</u></p> <p>1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> persons <b>singular only</b> of:</p> <ul style="list-style-type: none"> <li>• <i>hacer</i></li> <li>• <i>ser</i></li> <li>• <i>ir</i></li> <li>• <i>venir</i></li> <li>• <i>tener</i></li> </ul> <p>Functions and contexts of use:</p> <ul style="list-style-type: none"> <li>• future after the conjunction of time <i>cuando</i> (e.g. <i>cuando vengas a mi casa</i>)</li> <li>• after verbs of wishing, command, request, and emotion (e.g. <i>él quiere que seas responsable</i>)</li> <li>• after the conjunction <i>que</i> (e.g. <i>me gusta que hagas los deberes</i>)</li> <li>• to express purpose after <i>para que</i> (e.g. <i>te ayudo para que tengas tiempo para ir al cine</i>)</li> </ul>

## Adjectives and adjectival phrases

Foundation + Higher	Higher only
<p><u>Agreement in gender</u></p> <ul style="list-style-type: none"> <li>-o → -a (e.g. <i>viejo</i> → <i>vieja</i>)</li> <li>No change with adjectives ending in -e, -z or -ista in the masculine singular (e.g. <i>verde, feliz</i>)</li> </ul>	
<p><u>Agreement in number</u></p> <ul style="list-style-type: none"> <li>Add final -s after a vowel (e.g. <i>viejo</i> → <i>viej</i><b>s</b>)</li> <li>-z → -ces (e.g. <i>feliz</i> → <i>felic</i><b>es</b>)</li> <li>Highly frequent patterns of adjectives for nationality ending in consonant, e.g.:               <ul style="list-style-type: none"> <li><i>francés, francesa, franceses</i> (no accent), <i>francesas</i> (no accent)</li> <li><i>español, española, españoles, españolas</i></li> </ul> </li> <li>Add -es after adjectives ending in a consonant (e.g. <i>social</i> → <i>social</i><b>es</b>)</li> </ul>	
<p><u>Position</u></p> <ul style="list-style-type: none"> <li>Mostly after nouns</li> <li><i>Algún, ningún, primer, segundo, tercer, buen, mal</i> and <i>gran</i> before nouns</li> <li>Before or after nouns for adjectives whose meaning depends on their position (e.g. <i>único, pobre, viejo</i>)</li> </ul>	<p><u>Position</u></p> <ul style="list-style-type: none"> <li>Singular and plural possessive adjectives after verbs (e.g. <i>esta casa es mía / tuya / nuestra</i>)</li> </ul>

Foundation + Higher	Higher only
	Adjectives with the neuter article <i>lo</i> used as nouns (e.g. <i>lo bueno</i> )
Regular comparative adjectival structures (e.g. <i>más...que</i> , <i>menos...que</i> ) and irregular forms (e.g. <i>mejor</i> , <i>peor</i> )	Regular superlative adjectival structures and irregular forms (e.g. <i>el mejor</i> , <i>la peor</i> , <i>los peores</i> )

## Adverbs and adverbial phrases

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Foundation + Higher	Higher only
Position of adverbs of time (e.g. <i>temprano</i> ), manner (e.g. <i>solamente</i> ), place (e.g. <i>aquí</i> )	
Regular comparative adverbial structures (e.g. <i>más...que / de</i> , <i>menos...que / de</i> , <i>tan...como</i> ) and irregular forms (e.g. <i>mejor</i> , <i>peor</i> )	Regular and irregular superlative adverbial structures

## Prepositions

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Foundation + Higher	Higher only
Use of the personal <i>a</i> (e.g. <i>conozco a María</i> )	
<i>De</i> to indicate possession (e.g. <i>la casa de Marta</i> )	
<i>Para</i> + infinitive (e.g. <i>para ver</i> )	<i>Antes de</i> + infinitive (e.g. <i>antes de ir</i> )

Foundation + Higher	Higher only
<i>Sin</i> + infinitive (e.g. <i>sin parar</i> )	<i>Después de</i> + infinitive (e.g. <i>después de venir</i> )
Prepositions as needed in certain verb phrases before an infinitive or noun (e.g. <i>disfruto de las vacaciones</i> ) as well as cases where the preposition changes or adds to the meaning of the verb (e.g. <i>llegar</i> 'to arrive'; <i>llegar a</i> 'to manage to')	Syntax of prepositions in questions (e.g. <i>¿Con quién hablas?</i> )

## Derivational morphology

These grammar rules are only required for the Reading exam, as derived forms of any base words listed in our vocabulary list, or base words for any derived forms in our vocabulary list, may appear in the Reading exam.

Foundation + Higher	Higher only
<p><u>Suffixes</u></p> <ul style="list-style-type: none"> <li>• Adding <i>-ito / -ita</i> to nouns, or to nouns with <i>-o / -a</i> removed, only where the English meaning is 'little' (e.g. <i>librito</i>) or implies endearment (e.g. <i>hermanita</i>)</li> <li>• Adding <i>-ísimo / -ísima</i> to adjectives, or to adjectives with <i>-o / -a</i> removed, only where the English meaning is 'very' (e.g. <i>facilísimo; durísimo</i>)</li> <li>• Adverbs created by adding <i>-mente</i> to singular invariable adjectives (e.g. <i>alegre → alegremente</i>) or the singular feminine form of adjectives ending in <i>-o / -a</i> (e.g. <i>cómoda → cómodamente</i>), only where the English equivalent is '-ly'</li> <li>• Nouns created by adding <i>-idad</i> to singular adjectives ending in a consonant (e.g. <i>nacional → nacionalidad</i>) or with the final vowel removed (e.g. <i>público → publicidad</i>), only where the English equivalent is '(i)ty'</li> <li>• Adjectives created by adding <i>-able</i> to a verb stem, only where the English equivalent is '-able' (e.g. <i>comparar → comparable</i>)</li> </ul>	

## Sound-symbol correspondences (SSCs)

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The list which follows specifies key differences in sound-symbol correspondences (SSCs) between Spanish and English which students will need to learn at GCSE to be able to read out loud (Read aloud task in Paper 1, Speaking) and transcribe (Dictation task in Paper 2, Listening) with sufficient accuracy at this level, along with an example word from our vocabulary list containing the SSC. It is not an exhaustive list of all the SSCs in the Spanish language. Where a letter or combination of letters is pronounced (or a sound spelt) in approximately the same way in Spanish as in English, it is not listed.

The use of hyphens indicates the position of the letters in a word, when position is relevant to the sound: xx- (at the beginning of a word); -xx- (in the middle of a word); -xx (at the end of a word).

Sound-symbol correspondence	Example
a	para
o	no
e	este
i	mil
u	uno
ll	llevar
ch	escuchar
ca	cara
co	comer
cu	película
cu + vowel	cuando
ce	centro
ci	gracias
z	cabeza

Sound-symbol correspondence	Example
que	porque
qui	equipo
ga	llegar
go	amigo
gu	gustar
ge	gente
gi	colegio
gue	hamburguesa
gui	alguien
j	viejo
ñ	año
v	vida
-r- / -r	hora / pensar
rr / r- / -r- (after n, l or s)	perro / realidad / sonreír
silent h	hacer

## Stress patterns (Higher Tier ONLY)

The list which follows specifies key spelling rules determined by the position of stress, which Higher tier students are required to learn.

When reading words aloud in Spanish:

Stress pattern	Example
Stress any vowel that has a written accent.	<b>r</b> ápido <b>ú</b> til trans <b>gé</b> nero
Stress the second-to-last syllable for any word ending in a vowel, 'n' or 's'...  ...unless there is a written accent.	proble <b>ma</b> ex <b>a</b> men nos <b>o</b> tros  ma <b>má</b> televi <b>si</b> ón des <b>pu</b> és
Stress the final syllable in all other words	sa <b>lir</b> az <b>ul</b> responsabili <b>dad</b>



When transcribing Spanish, only write an accent on the stressed vowel for:

Stress pattern	Example
Words with stress on a final syllable ending in a vowel, 'n' or 's'	<p><b>así</b></p> <p>cora<b>zón</b></p> <p>ing<b>lés</b></p>
Words with stress on the second-to-last syllable for a word ending in any consonant other than 'n' or 's'	<p><b>fá</b>cil</p> <p><b>dó</b>lar</p> <p>az<b>ú</b>car</p>
All words with stress on the third-to-last syllable	<p><b>nú</b>mero</p> <p>pel<b>í</b>cula</p>

## Appendix 3: Names of people used in assessments

Assessments in this qualification will only use names taken from the following list, which is representative of the most popular Spanish names in Spain and across the Spanish speaking world, in the current GCSE level age group, as well as some names for older adults.

We hope students will all become familiar with these names during the course of teaching, so that all students come to the exams with the same knowledge and understanding. By committing to only use these names in our assessments, we aim to remove a barrier to understanding and avoid possible confusion over whether a proper noun is referring to a person or place. Ideally, if all students are familiar with these names before starting an assessment, all their comprehension focus can be on understanding the assessed content of the paper.

<b>14-16-year-old girls' names</b>	<b>14-16-year-old boys' names</b>	<b>14-16-year-old names used by both boys and girls</b>
Alba	Alejandro	Álex, Alex
Amira	Antonio	Cris
Ana	Daniel	Dani
Andrea	David	Gaby
Carla	Diego	Sasha
Carmen	Emilio	Toni
Elena	Hugo	
Fátima	Iván	
Indra	Jalil	
Julia	Javier	
Karima	Jorge	

<b>14-16-year-old girls' names</b>	<b>14-16-year-old boys' names</b>	<b>14-16-year-old names used by both boys and girls</b>
Leya	Juan	
Lola	Lin	
Luisa	Luis	
María	Malek	
Marta	Manuel	
Monika	Marcos	
Nadia	Mario	
Natalia	Miguel	
Paula	Nadim	
Pilar	Omar	
Sara	Raúl	
Sofía	Vicente	

<b>Adult male names</b>	<b>Adult female names</b>
Nicolas (Nico)	Dolores
Sebastian	Rosalía

# Appendix 4: Transferable skills

## The need for transferable skills

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In recent years, higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as ‘the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.’<sup>[1]</sup>

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council’s (NRC) framework as the most evidence-based and robust skills framework. We adapted the framework slightly to include the Program for International Student Assessment (PISA) ICT Literacy and Collaborative Problem Solving (CPS) Skills.

The adapted National Research Council’s framework of skills involves:<sup>[2]</sup>

### Cognitive skills

- **Non-routine problem solving** – expert thinking, metacognition, creativity.
- **Systems thinking** – decision making and reasoning.
- **Critical thinking** – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.
- **ICT literacy** – access, manage, integrate, evaluate, construct and communicate.<sup>[3]</sup>

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<sup>[1]</sup> OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

<sup>[2]</sup> Koenig J A, National Research Council – *Assessing 21st Century Skills: Summary of a Workshop* (National Academies Press, 2011)

<sup>[3]</sup> PISA – *The PISA Framework for Assessment of ICT Literacy* (2011)

## Interpersonal skills

- **Communication** – active listening, oral communication, written communication, assertive communication and non-verbal communication.
- **Relationship-building skills** – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.
- **Collaborative problem solving** – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

## Intrapersonal skills

- **Adaptability** – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.
- **Self-management and self-development** – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.

Transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace, and are important in the teaching and learning of this qualification. We will provide teaching and learning materials, developed with stakeholders, to support our qualifications.

# Appendix 5: Codes

Type of code	Use of code	Code
Discount codes	<p>Every qualification eligible for performance tables is assigned a discount code indicating the subject area to which it belongs.</p> <p>Discount codes are published by DfE in the RAISEonline library (<a href="http://www.raiseonline.org">www.raiseonline.org</a>)</p>	FKS
Regulated Qualifications Framework (RQF) codes	<p>Each qualification title is allocated an Ofqual Regulated Qualifications Framework (RQF) code.</p> <p>The RQF code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96 and on the LARA as being eligible for 16–18 and 19+ funding, and is to be used for all qualification funding purposes. The QN will appear on students' final certification documentation.</p>	<p>The QN for this qualification is:</p> <p>610/3469/1</p>
Subject codes	<p>The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students' qualifications.</p>	GCSE –1SP1
Paper/Component codes	<p>These codes are provided for reference purposes. Students do not need to be entered for individual components/papers.</p>	<p>Non-examination assessment: Paper 1: 1SP1/1F and 1H            Paper 2: 1SP1/2F and 2H            Paper 3: 1SP1/3F and 3H            Paper 4: 1SP1/4F and 4H</p>



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