Pearson
Edexcel

Pearson GCSE (2024) Spanish (9-1)

Vocabulary and grammar guide

Contents

Introduction

This guide contains everything you need to know about the vocabulary and grammar lists for the Pearson GCSE (2024) Spanish qualification. These are found in Appendix 1 and Appendix 2 of the [specification](#).

The vocabulary list was developed using a frequency-led approach in line with requirements set out by the Department for Education. It focuses heavily on the top 2000 most frequent words in *A frequency dictionary of Spanish: Core vocabulary for learners* (2nd Ed.) (Davies, M., & Davies, K. (2018); London: Routledge).

This posed a challenge in terms of selecting vocabulary around specific themes: many of the top 2000 most frequent words are, as one would expect, basic words that can be used in a wide range of contexts, such as common conjunctions, articles, pronouns, verbs etc., with relatively few words being thematically specific nouns and adjectives.

Nevertheless, we were determined to produce lists that met the needs and interests of learners, so early in the development process we conducted research with teachers and students from a range of schools across the country to understand the themes and topics from the 2016 qualification that they most enjoyed covering, as well as possible options for new subjects. We used this information to devise the list of thematic contexts and subjects in our 2024 specification and as a steer for where to allocate the approximately 180 (Foundation) and 250 (Higher) low-frequency words. More details about our decisions can be found in the next section: 'Vocabulary list compilation'.

The French and German vocabulary lists have also been developed using equivalent Routledge frequency dictionaries. There is significant overlap in the top 2000 most frequent words across the three languages, but they are not identical; this means that there is more divergence between the three vocabulary lists in this qualification than in the 2016 and prior qualifications.

Vocabulary list compilation

The vocabulary list was carefully compiled to meet a set of requirements laid out by the Department for Education. The 'core' list comprises the following:

- 1200 'base' items at Foundation tier, with an additional 500 items at Higher tier. An item is a single word in the target language which translates as either a single word or a phrase in English – for example, *adiós* ('goodbye') or *gracias* ('thank you') – or a phrase in the target language which translates as a single word in English – for example, *por favor* ('please').

- 20 cultural or geographical items: these include the names of cities, countries, continents, places of interest and festivals/events to be known for receptive and productive papers – for example, *Buenos Aires*, *Venezuela*, *Europa*, *la Tomatina*.

- 30 short phrases of up to five words each, whose English translations are also phrases and cannot be understood from their component parts – for example, *de nada* ('you are welcome').

This makes a total of up to 1250 items at Foundation tier, and 1750 at Higher tier.

The total number of entries in the vocabulary list in our specification is greater than 1750 at Higher tier. This is because any Foundation tier words with additional meanings at Higher tier are duplicated, with only the Higher tier meanings listed in the Higher tier section. In particular, this applies to verbs in the present tense, which have the additional translation of 'have/has been + [verb]ing' at Higher tier.

Words with different parts of speech

There are specific rules around how target-language words that exist in multiple parts of speech are counted as items within the list of 1200/1700 items:

- If a word on its own exists in more than one part of speech and we want students to know it in multiple parts of speech, each part of speech counts as a separate item in our list. For example, *demasiado* can be both an adjective ('too much, too many') and an adverb ('too much'); we decided that students should be able to understand it as both, so we have listed it twice in our list and it counts as two items towards the 1200/1700.

- Where a word is only listed under one of multiple possible parts of speech, students will only be expected to know it and we will only use it in exam papers as that one part of speech. For example, *lento* could be an adjective or an adverb with the meanings 'slow' and "slowly" respectively, but we have listed it only as an adjective and will only ever use it in its adjectival form.

- If a word's part of speech changes as a result of a 'function word' being added to it, such as a preposition, all parts of speech together count as only one item. For example, we have the noun *discapacidad* ('disability') in our vocabulary list; when this is preceded by the word *con*, it takes on the adjectival meaning 'disabled'. *Discapacidad* and *con discapacidad* together count as one item and are listed together in the vocabulary list.

2016 vs 2024 vocabulary lists: key differences

The compilation of the 2024 vocabulary list took a different approach to that of the 2016 list:

Irregular inflected forms

In the 2016 vocabulary list, inflected forms of adjectives tend to be listed together with their base form (for example, *rojo/a* for 'red'), and verbs are only listed in the infinitive with the expectation that all forms of these verbs would be known in all tenses required by the grammar content. This is not true of the 2024 vocabulary list.

The grammar list for the 2024 qualification is set out in Appendix 2 of the specification and explained in more detail in the 'Grammar list' section of this document below. It contains all of the rules for agreeing nouns and adjectives in gender and number, and for conjugating verbs, that students are expected to know.

a) Nouns and adjectives

Where the feminine and plural forms of a noun or adjective in our 2024 vocabulary list follow one of the regular patterns in the grammar list, we have listed only the masculine singular or the masculine and feminine singular in the vocabulary list. These and the plural forms together constitute one of the 1200/1700 items, and students will be expected to understand and produce the inflected forms. For example:

- *Amigo, amiga* ('friend'): students should also know *amigos* and *amigas*.

- *Europeo* ('European'): students should also know *europea*, *europeos* and *europeas*.

Where the feminine and/or plural forms do *not* fit one of the regular patterns in the grammar list or, in the case of adjectives, where different forms exist for use before and after a noun, the irregular forms are also explicitly listed in the vocabulary list on separate rows, and each listed form counts as a separate item towards the 1200/1700 total. For example:

- *Jefa, jefa*, *jefes*, *jefas* ('boss'/'bosses'): the two forms in bold are listed in the vocabulary list as separate items because the changing of final *-e* to final *-a* is not one of the rules in the grammar list, so the feminine singular form is irregular.

- *Buen, bueno*, *buena, buenos, buenas* ('good'): the two forms in bold, both masculine singular, are listed in the vocabulary list as separate items because the removal of final *-o* before nouns is not one of the rules to be learnt in the grammar list. The feminine singular and both plural forms will also be learnt but aren't listed as separate items because they follow a regular pattern.

Where an irregular form is not listed as a separate item in the vocabulary list, students will not be expected to know it and we will not use it in exam papers. For example, the plural of *blog* does not follow the rule for nouns ending in a consonant in the grammar list (add *-es*), as it only takes a final *-s*. We have not listed *blogs* as a separate item in our list, so we will not test it and students will not be required to know it.

b) Verbs

The verb conjugations and tenses that students will be expected to know at each tier are laid out in the grammar list and summarised in the 'Grammar list' section of this document below. It is to be noted that the requirements are limited to a select few conjugation patterns, which are exemplified by 'anchor' verbs.

If a verb in our vocabulary list follows one of these conjugation patterns completely, we have only listed the infinitive and students will be required to know all the relevant conjugated forms. The infinitive and all conjugated forms together constitute one item towards the 1200/1700 total.

If a verb has conjugated forms that don't fit with one of the patterns laid out in the grammar list and we require students to know the irregular forms, usually these irregular forms each count as a separate item in our vocabulary list and have been listed at the end of the verb section in the specification, in a subsection entitled 'Irregular inflected verb forms'.

Let's take the example of *dar* ('to give') to see what this means in practice. For this irregular verb, following the requirements set out by the Department for Education, students at Foundation tier are expected to know the following inflected forms: present tense (all forms); preterite (all forms); imperfect tense (singular forms only); imperfect continuous (singular forms only); past participle (for use in the perfect tense); future (singular forms only); conditional (singular forms only); imperative (second person singular only); and present participle (for use in the present continuous and imperfect continuous tenses). Higher tier students additionally required to know the plural forms of the imperfect, future and conditional and the second person plural imperative.

Table 1:

DAR	Foundation and Higher tier	Higher tier only
Present	doy das da damos dais dan	
Preterite	**di** **diste** **dio** **dimos** **disteis** **dieron**	
Imperfect	daba	dábamos

	dabas	dabais
		daban
Past participle (for perfect tense)	dado	
Future	daré	daremos
	darás	daréis
	dará	darán
Conditional	daría	daríamos
	darías	daríais
		darían
Imperative	¡da!	¡dad!
Present participle (for present and imperfect continuous)	dando	

As shown in the table, Foundation tier students will need to know 23 forms and Higher tier students 33 forms including the infinitive, but only the forms in bold count as items towards the 1200/1700 total: 8 forms at both tiers including the infinitive.

If a conjugated form doesn't fit one of the specified patterns and is not listed in the 'Irregular inflected verb forms' section of the vocabulary list in our specification, students are not expected to know it and it will not be tested.

The only exception to this is a specific set of verbs with irregular preterite, future and/or conditional stems. For these verbs, in accordance with Department for Education requirements, we have listed the first person singular form of the relevant tense as a separate item in our vocabulary list and students will be expected to be able to conjugate the rest of the tense.

To illustrate this, let's take the example of *saber* ('to know'):

Table 2:

SABER	Foundation and Higher tier	Higher tier only
Present	**sé**	
	sabes	
	sabe	
	sabemos	
	sabéis	
	saben	

Preterite	~~supe~~	
	~~supiste~~	
	~~supo~~	
	~~supimos~~	
	~~supisteis~~	
	~~supieron~~	
Imperfect	sabía	sabíamos
	sabías	sabíais
		sabían
Past participle	sabido	
Future		**sabré**
		sabrás
		sabrá
		sabremos
		sabréis
		sabrán
Conditional		**sabría**
		sabrías
		sabríamos
		sabríais
		sabrían
Imperative	¡sabe!	¡sabed!
Present participle	sabiendo	

This verb has an irregular stem in the preterite tense (*sup-*) and the future and conditional tenses (*sabr-*). The preterite stem is not included in the Department for Education's grammar requirements for the course and we chose not to include the preterite forms in our vocabulary list, so students will not be expected to know these and they will not be tested. By contrast, the future and conditional stem *is* included in the grammar requirements, so we have listed the first person singular of each tense as separate items in the vocabulary list (hence they are shown in bold above) and students will be expected to be able to conjugate these tenses in full.

Comprehensiveness

The new vocabulary list is designed to be comprehensive. Students will not be expected to understand or produce vocabulary that is not either in the list or a regular inflected form of a word in the list as per the grammar requirements (though they are welcome to use additional vocabulary in productive tasks if they so wish, and will receive equal credit for doing so correctly).

The English translations of words on the list are also comprehensive: if a particular meaning of a word is not given in the specification, students will not be expected to know that meaning. For example, they will only need to know the word *principio* with the meaning 'start, beginning', not 'principle'.

For this reason, the translations of some words – in particular the irregular inflected forms of common verbs such as *tener* – are lengthy, to ensure we have captured all the possible meanings we might need for use in exam papers.

Prior knowledge

Because the new vocabulary list is comprehensive, there is no expectation of prior knowledge: even basic vocabulary such as greetings, numbers and colours are listed as items.

Frequency

The compilation of the new vocabulary list was frequency-led, with the vast majority of words required to be taken from the top 2000 most frequent words in a large corpus of target-language texts. Given this, as well as the overall reduction in the total number of words versus the 2016 vocabulary list, we had some difficult decisions to make about which words to include in the list and which to exclude.

For example, we excluded 'purple' from our list of colours because it was not in the top 2000 most frequent words in the corpus and we did not deem it as useful as other low-frequency colours, which we included (*naranja*, *marron*, *castaño*).

We were also limited in the number of sports we could include in the list for the 'sports' subject, as these too were mostly low-frequency words (i.e. not within the top 2000 most frequent in the corpus). We chose a small number of 'core' sports common to the French, Spanish and German lists (football, tennis, swimming, cycling) and then added a few more to each language's list that we deemed culturally relevant for that language, such as *vóleibol* for Spanish.

We decided to tend towards the general over the specific where possible to maximise the range of subjects available in our vocabulary – for example, we have the word *carne* ('meat') in the list but have not included the names of different meats, so that we could instead include other food items: *chocolate*, *churros*, *pan*, etc.

Guiding principles: Diversity, Equity and Inclusion

Aside from the rules laid out by the Department for Education around vocabulary list compilation, we established some guiding principles for our vocabulary choices to ensure that, as far as possible, our lists don't favour the lifestyles, life experiences and aspirations of some students more than others. These are some of the decisions we took:

- **Religion** – we haven't included the names of any religions or religious festivals in our list. We do have the general words 'religion', 'religious' and 'faith'. All students are welcome to talk about their religious background in productive tasks, where appropriate, but will need to learn vocabulary pertaining to their specific religion if they wish to do so.

- **Family** – we have ensured there is a provision within the list to talk about a range of family set-ups, including words to talk about step-parents and step-siblings, and single-sex parents, so as not to favour the stereotypical nuclear family with a mother and a father.

- **School subjects** – we decided to only include the school subjects that all students taking this qualification will be studying: maths, English, science and Spanish. This is because we deemed it fairest for all students to have to learn the names of their other GCSE subjects as additional words outside of the vocab list if they wanted to talk about them in productive tasks. A few other school subjects do appear on the list, but only as a secondary meaning of words that we have included for use in other thematic contexts/subjects, e.g. *historia* ('story'/**'history'**).

- **Jobs** – we've tried to avoid any specific job titles, as those within the top 2000 most frequent words in the corpus we were using tended to be highly skilled roles (e.g. lawyer, engineer) which would only have served to reinforce a sense of elitism around MFL qualifications. We've therefore kept our vocabulary around future opportunities more general, with words like 'salary', 'boss', 'career' and 'university'. Any job titles that do appear in the list were primarily included for use in a different subject – for example, 'teacher' for the 'school' subject.

2016 to 2024 vocabulary comparisons

To help you prepare for delivery of the 2024 qualification, we are currently conducting an analysis of the differences between the 2016 (Edexcel and AQA) and 2024 (Edexcel) vocabulary lists, and will update this document once this is complete.

In our analysis, we will highlight the new vocabulary content in the 2024 specification, as well as the content from the 2016 specifications that has been removed. Given the reduction in the volume of vocabulary overall, the latter category will be larger than the former; this does not mean, however, that you are obliged to remove all such content from your teaching materials. Vocabulary from outside of the defined vocabulary list will not be wasted, as students may use this in productive tasks and will receive equal credit for doing so correctly.

If you wish to conduct your own analysis of the vocabulary content or start preparing resources tailored to the 2024 qualification, we have developed an interactive vocabulary tool to help you. Please see the final section of this document for more details.

Grammar list

The grammar content for this qualification is set out in Appendix 2 of the specification and is a comprehensive list of the grammatical rules that students will need to be able to apply to the vocabulary in the vocabulary list. It is not as extensive as the grammar content for the 2016 qualification: key differences are outlined below for each part of speech.

Nouns

There is no longer an automatic requirement for students to be able to agree *all* nouns in the vocabulary list in gender (where applicable) and number. There is a specific set of feminine and plural endings which must be learnt, and for any nouns that do not take these endings, students will only be required to know the feminine and/or plural forms if these are listed as separate items in the vocabulary list.

For example, *presidente* and *presidenta* are both listed in the vocabulary list because the ending change *-e > -a* for gender is not one of the patterns specified in the grammar list, but their plural forms *presidentes* and *presidentas* are not listed because their plural forms do follow one of the specified grammatical patterns for plural.

Adjectives

Agreement

As with nouns, there is now a specific set of rules for adjectival agreement that students will learn. For any adjectives that do not follow these rules, students will only be required to know the feminine and/or plural forms if these are listed as separate items in the vocabulary list.

For example, the addition of *-a* in the feminine to masculine adjectives ending in *-dor* is not part of the grammar requirements, so we have listed trabajador and trabajadora as separate entries in the vocabulary list. However, for the plural forms, the addition of *-es* to words ending in a consonant and *-s* to words ending in a vowel are both included in the grammar requirements, so we have not listed *trabajadores* and *trabajadoras* in the vocabulary list but students will be expected to know these forms.

Position

The requirement to learn long-form possessive adjectives (e.g. *mío*) has been removed from Foundation tier, while Higher tier students are now expected to know these receptively and productively.

The requirement to learn adjectives with neuter article 'lo' used as nouns has been removed from Foundation tier, while this now needs to be known receptively and productively at Higher tier .

Superlatives

The requirement to learn superlative adjectives (e.g. *la mejor*) has been removed from Foundation tier, but remains at Higher tier.

Adverbs

The requirement to learn superlative adverbial structures (e.g. *lo peor*) has been removed from Foundation tier, but remains at Higher tier.

Only Higher students will be expected to know the structures *antes de* + infinitive (e.g. *antes de ir*) and *después de* + infinitive (e.g. *después de venir*).

Articles

The requirements are broadly similar to the 2016 specification, but in the 2024 specification special attention is paid to the functions of definite and indefinite articles, including where their use or omission differs from English (e.g. *la educación es importante*).

Other determiners

The requirement to learn the demonstrative adjectives *aquel*, *aquella*, *aquellos* and *aquellas* has been removed from Foundation tier, but remains at Higher tier.

Pronouns

Direct and indirect object

Foundation tier students will now only be expected to know the direct (*me*, *te*, *lo*, *la*, *los*, *las*) and indirect (*me*, *te*, *le*, *les*) object pronouns in one- and two-verb constructions, but will now need to know these productively as well as receptively.

Higher tier students will continue to learn all direct and indirect object pronouns including *nos* and *os* in one- and two-verb constructions, receptively and productively.

Reflexive

Foundation tier students are no longer required to know the plural reflexive pronouns (nos, os, se); they will only learn the singular pronouns (me, te, se). Higher tier students will continue to learn all six pronouns and should know these with both reflexive ('to oneself') and reciprocal ('to each other') functions.

Relative

Students at Foundation tier will no longer be expected to have receptive knowledge of the relative pronouns *quien(es)* and *lo que* (invariable). They will still be tested at Higher tier, both productively and receptively.

Demonstrative

The requirement to learn the neuter demonstrative pronoun *aquello* has been removed from Foundation tier, but remains at Higher tier.

The pronouns *alguno* and *ninguno*, including their inflected forms for gender, will now need to be learnt at both tiers.

After prepositions

The use of emphatic pronouns *mí*, *ti*, *él*, *ella*, *usted*, *nosotros/as*, *vosotros/as*, *ellos/as* and *ustedes* after prepositions (e.g. *a mí*), as well as irregular forms *conmigo* and *contigo,* will now be assessed at Higher tier only.

Prepositions

The list of prepositions is broadly similar between the 2016 and 2024 qualifications but the 2024 specification provides more information on the contexts in which certain prepositions are to be learnt: for example, students at both tiers should know the use of personal *a* after some verbs (e.g. *conozco a su tía*) or the use of *sin* and *para* before infinitive forms of the verb (e.g. *para estudiar*, *sin salir*).

The short phrase *desde hace* no longer forms part of the grammar requirements at Foundation tier. The use of *desde hace* with the present tense to mean 'have been [doing] for [time period]' is a Higher tier-only construction.

Students need to be aware of examples where the preposition changes the meaning of a verb. These are listed in the vocabulary list (e.g. *llegar a* + infinitive at Foundation tier or *tratar de* at Higher tier).

Verbs

The grammatical rules around verbs in particular are more contained and rigidly defined, and there is no longer a requirement to know all conjugations for all tenses of all verbs in the vocabulary list. It is advised to pay close attention to the verbs sections of the grammar list in the specification.

Negation

Only Higher tier students are expected to know the following negative structures, with correct word order: *ya no*; *(no) tampoco*; *(no)…ni…*, including the use of *(no) ni…ni…* for emphasis.

Tenses

The overall number of tenses that students will learn has been reduced. Foundation tier students will no longer be expected to know the following:

- present subjunctive
- pluperfect

Higher tier students will no longer be expected to know the following:

- pluperfect
- imperfect subjunctive

For the perfect tense, whereas in the 2016 specification at Foundation tier only the most common verbs needed to be learnt, in the 2024 specification students are expected to know how to conjugate all verbs with regular past participles, as well as any with irregular past participles that are listed as separate entries in the vocabulary list (such as *hecho*).

There is no longer a distinction between receptive and productive knowledge: all tenses at each tier will now need to be known productively as well as receptively. At Foundation tier, this includes the following tenses which required receptive knowledge only in the 2016 specification:

- imperfect
- inflectional future

Foundation tier students will also now be expected to know the conditional for regular verbs and a handful of irregular verbs, whereas in the 2016 specification they were only required to know the verb *gustar*.

Persons of the verb

A key difference between the 2016 and 2024 specifications is that in the latter, students are only required to know certain persons of the verb in some tenses at each tier.

At Foundation tier, students will no longer be expected to know:

- the first, second or third person **plural** forms of any verb in the imperfect.

- the first, second or third person **plural** forms of verbs in the inflectional future, including regular verbs, the irregular verbs *tener*, *hacer*, *poder*, *poner*, and the form *habrá*.

- the first, second or third person **plural** forms of verbs in the conditional, including regular verbs, the irregular verbs *tener*, *hacer*, *poder*, *poner*, and the form *habría*.

- the **plural** and **negative** forms of the imperative. Only the second person singular affirmative form needs to be learnt.

- the first, second or third person **plural** forms of reflexive verbs.

At Higher tier, students will no longer be expected to know:

- the first, second or third person **plural** forms of verbs in the present subjunctive. Only a limited number of verbs now need to be known in the present subjunctive, and only the singular persons of the verb.
- the **negative** forms of the imperative. Only the second person singular and plural affirmative forms need to be learnt.

Passive voice

Only Higher tier students will be expected to learn the passive voice using *por* and will now need to know this productively as well as receptively.

Higher tier students will also be required to know the *se* + 3rd person singular or plural structure, e.g. *se vende pan, se venden huevos*.

Derivational morphology

The 2024 qualification diverges from the 2016 one in having paper-specific grammar requirements. There is a set of grammar rules using prefixes and suffixes that students at both tiers will be expected to know for the Reading paper only (though they are welcome to apply these rules in their answers to productive tasks if they so wish, and will receive equal credit for doing so correctly). They are called 'Derivational morphology' rules and appear under this title in their own section of the grammar list in the specification.

Applying these rules to words in our vocabulary list, in the Reading paper at both tiers we may:

- add -*ito*, -*ita* to nouns, only where the English meaning is "little" (e.g. *libro* ➜ *librito*; *hermana* ➜ *hermanita*).

- add -*ísimo*, -*ísima* to adjectives, or to adjectives with -*o*/-*a* removed, only where the English meaning is "very" (e.g. *facilísimo*).

- add -*able* to a verb stem to create an adjective, only where the English equivalent is "-able" (e.g. *reciclar* ➜ *reciclable*).

- add -*idad* to singular adjectives ending in a consonant or ending in a vowel with the final vowel removed to create a noun, only where the English equivalent is "-(i)ty" (e.g. *normal* ➜ *normalidad, público* ➜ *publicidad*).

- use adverbs that are created by adding -*mente* to singular invariable adjectives (e.g. *alegre* ➜ *alegremente*) or the singular feminine form of adjectives ending in -*o*/-*a* (e.g. *seria* ➜ *seriamente*), where the English equivalent ends in "-ly". (Any adverb listed as a separate item in the vocabulary list may be used in any of the papers.).

Applying the vocabulary list to our papers

In this section we explain how we have used the vocabulary list in each of our papers.

Paper 1: Speaking

The text in the target language in the Speaking paper comprises:

- the text to be read aloud in the read aloud task.

- the questions and follow-up phrases on the teacher card for the role play task.

- prompts and compulsory questions, as well as examples of non-compulsory questions, in the teacher instructions for the picture task.

These target-language texts are all written exclusively with vocabulary from the vocabulary list, or inflected forms of base words in the vocabulary list that are in line with the grammar requirements of the course. No words from outside of the vocabulary list will appear in this paper.

Candidates can access the full range of marks for this paper using only the words in the vocabulary list and any inflected forms covered by the grammar requirements in their responses. They are, however, free to learn and use words from outside of the vocabulary list that are relevant to their own lives and interests, and will receive equal credit for these if used correctly.

Paper 2: Listening

All comprehension passages in section A of this paper only contain words from the vocabulary list and inflected forms covered by the grammar requirements.

The dictation activity in section B includes words from outside of the vocabulary list to test candidates on their knowledge of sound-symbol correspondences. For more information, please see our Paper 2, Listening Teacher Guide that can be found on our 'Course materials' page, under 'Teaching and learning materials'.

For example, below is the Foundation tier dictation question from our Sample Assessment Materials (SAMs):

Question 12

You are going to hear someone talking about their friend.

Sentences 1, 2 and 3: Write down the missing words in the gaps provided.
In each gap you will write one word **in Spanish**.

Example: Soy una persona agradable.

1. Mi mejor amiga es optimista.
2. Pero a veces es soñadora.
3. Le gusta bastante la danza.

Sentences 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, **in Spanish**.

Example: Vive en el centro.

4. Tiene un perro blanco pequeño.
5. Pasamos mucho tiempo juntas.
6. Mañana vamos a un concierto.

Optimista, *soñadora* and *danza* are words from outside of the vocabulary list that we test in this question.

Paper 3: Reading

Most of the target-language content of this paper is written using words in the vocabulary list or inflected forms covered by the grammar requirements, but with a few concessions:

Derived forms

There is an additional set of grammatical requirements for the Reading paper that allows the use of 'derived' forms of words in the vocabulary list. These include:

- Adding *-ito*, *-ita* to nouns, only where the English meaning is "little" (e.g. *casita*). This means that even though only the base form (e.g. *casa*) is listed on the vocabulary list, any derived form following this pattern could be tested in the Reading paper.

- Adding *-ísimo*, *-ísima* to adjectives, or to adjectives with *-o*/*-a* removed, only where the English meaning is "very" (e.g. *contentísimo*, *baratísima*, *comodísimos*).

- Creating an adverb, with an English translation ending in -ly, by adding -mente to a singular invariable adjective or to the singular feminine form of an adjective ending in -*o*/-*a*. For example, *feliz*, *maravilloso* and *increíble* are in our vocabulary list at

Foundation tier; the equivalent adverbs *felizmente*, *maravillosamente* and *increíblemente* are not, but may be used in the Reading paper.

- Creating a noun, only where the English equivalent is –(i)ty, by adding -*idad* to singular adjectives ending in consonant or with the final vowel removed. For example, as the adjectives *positivo* and *diverso* have been listed for Foundation tier, the nouns *positividad* and *diversidad* may appear in the Reading exam at Foundation tier.

- Adding -*able* to a verb stem to create an adjective, where the English translation is also -able. For example, as the verbs *recomendar* (Foundation tier) and *desear* (Higher tier) are in the vocabulary list, the adjectives *recomendable* and *deseable* may appear in the Reading exam at the relevant tiers.

These rules may also be applied in reverse, i.e. if a 'derived' form is listed in our vocabulary list but the 'base' form is not, we may use the base form in the Reading paper. For example, we have *inmediatamente* in our vocabulary list, so *inmediato* may appear in the Reading paper.

Glossed words

Up to 2% of the total number of words in Higher tier or Foundation/Higher overlap comprehension passages can be words from outside of the vocabulary list. This 2% figure is calculated at question level, not on the paper as a whole. Any such words are glossed in English alongside the comprehension passage.

Cognates

In addition to the glossed words, up to 2% of the total number of words in any given comprehension passage can be cognates from outside of the vocabulary list, and these are not glossed. Again, this 2% figure is calculated at question level.

A cognate is defined in the subject content for this qualification as a "word 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". We have been conservative in applying this definition in the Sample Assessment Materials: for example, question 8 of the Foundation paper includes the word *fans* as a cognate.

The review continues to talk about the actor.

Este joven hispanohablante participó en su primer espectáculo a los siete años. Tiene muchos fans en las redes sociales pero no publica vídeos a menudo. También puedes verlo en una serie popular. Su personalidad es alegre y perfecta para la película. ¡Si ves a este hombre, te reirás!

Place names

Names of any places that do not appear in the 'cultural and geographical' words in our vocabulary list, and that are not easily understandable, may be used and glossed in the Reading paper. For example, we gloss Santiago in question 5 of our Foundation tier SAMs:

El transporte público en **Santiago*** ha mejorado mucho. Las estaciones están más limpias. Por el día, solo los coches eléctricos entran al centro de la ciudad.

Tenemos más autobuses y las personas que viajan con perros, como yo, podemos hacerlo muy fácilmente.

El precio de los billetes es barato y las personas con discapacidad no tienen que pagar. ¡Lo recomiendo!

*Santiago = the capital city of Chile (a Spanish-speaking country in South America)

There is no specified limit on the number of place names that may be glossed in this way, but as place names are used sparingly in our passages, very few are glossed in the SAMs.

Inference

The subject content for this qualification stipulates that candidates must be able to "infer, by using knowledge of the vocabulary and grammar specified for each tier, plausible meanings of single words from outside the Vocabulary List when they are embedded in the context of written sentences". We therefore have inference questions in our Reading papers that test words from outside of the vocabulary list.

This example from our Higher tier SAMs requires candidates to use the phrase *no paró de llover* and other clues from the surrounding sentence to deduce the correct meaning of *mojada* from the options provided.

Camping

4   Read this entry on a holiday forum.

¿Hotel o camping? Para nosotros era una decisión difícil porque nos gustan las ventajas de estar en un hotel. Finalmente, decidimos ir de camping porque queríamos disfrutar de la naturaleza. Los niños pasaron los dos primeros días al aire libre, corriendo por el campo.

Desafortunadamente, en los siguientes días, el tiempo cambió: hacía viento y no paró de llover. Tuvimos que volver a casa porque toda nuestra ropa estaba *mojada*.

(b)   Which of these is the best translation of the word *mojada*?

Put a cross ☒ in the correct box.

☐	**A**	stylish
☐	**B**	warm
☐	**C**	soaked

Paper 4: Writing

All tasks in the writing paper are written in English, but care has been taken to ensure that they target vocabulary on the list. All questions in this paper can be answered and candidates can access the full range of marks using only words from the vocabulary list and inflected forms covered by the grammar requirements. Candidates are, however, free to learn and use words from outside of the vocabulary list that are relevant to their own lives and interests, and will receive equal credit for these if used correctly.
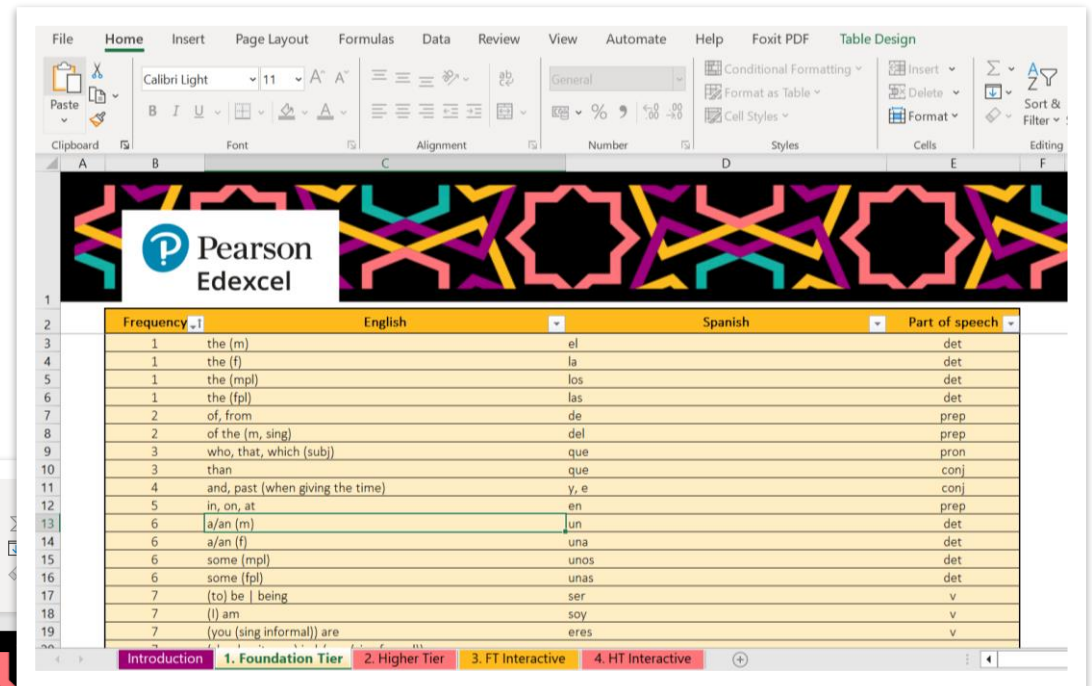
Interactive vocabulary tool

This qualification is vocabulary-driven rather than theme-driven. However, we know that teachers wish to continue planning and teaching course content around themes, so we have developed an interactive vocabulary tool that maps the words in the vocabulary list to the 20 subjects listed in our specification. This tool can be found on our 'Course materials' page, under 'Teaching and learning materials':
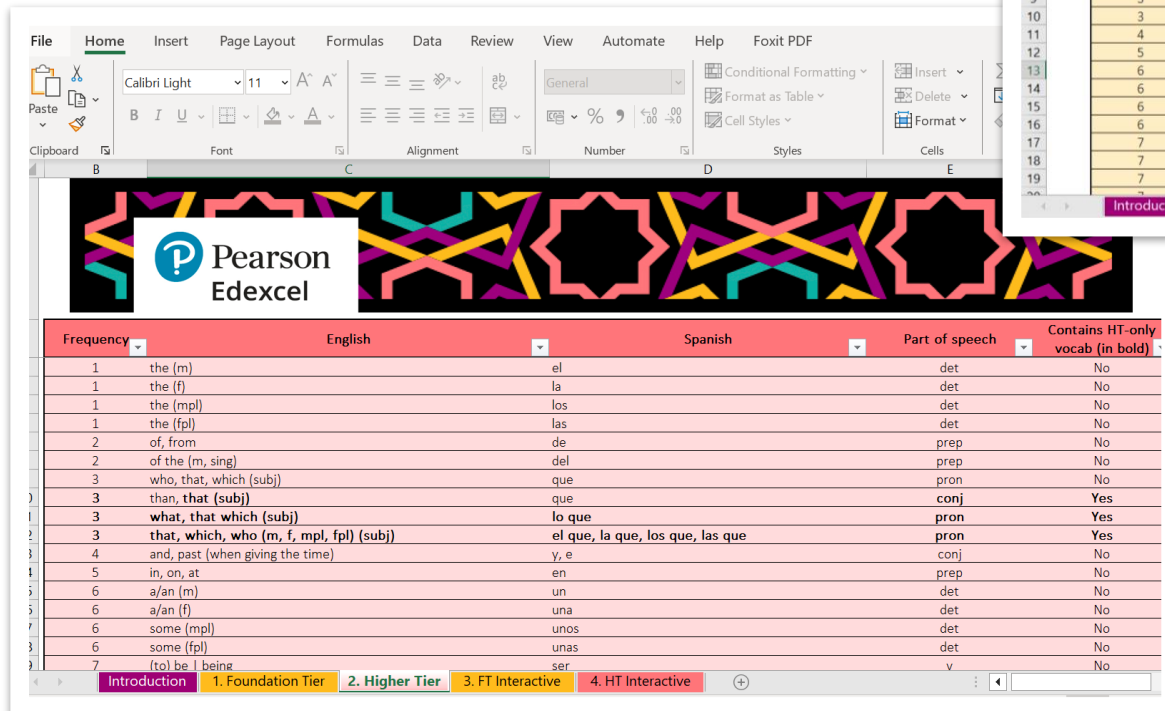
How to use

This resource contains an introduction tab explaining how to use the tool, plus four vocabulary tabs.

The first vocabulary tab lists the full Foundation tier vocabulary list, organised in frequency order.

The second tab lists the full Higher tier vocabulary list, which contains the Foundation vocabulary (sometimes with extra HT-only definitions) plus 500 additional words. All HT-only content is marked in **bold**.
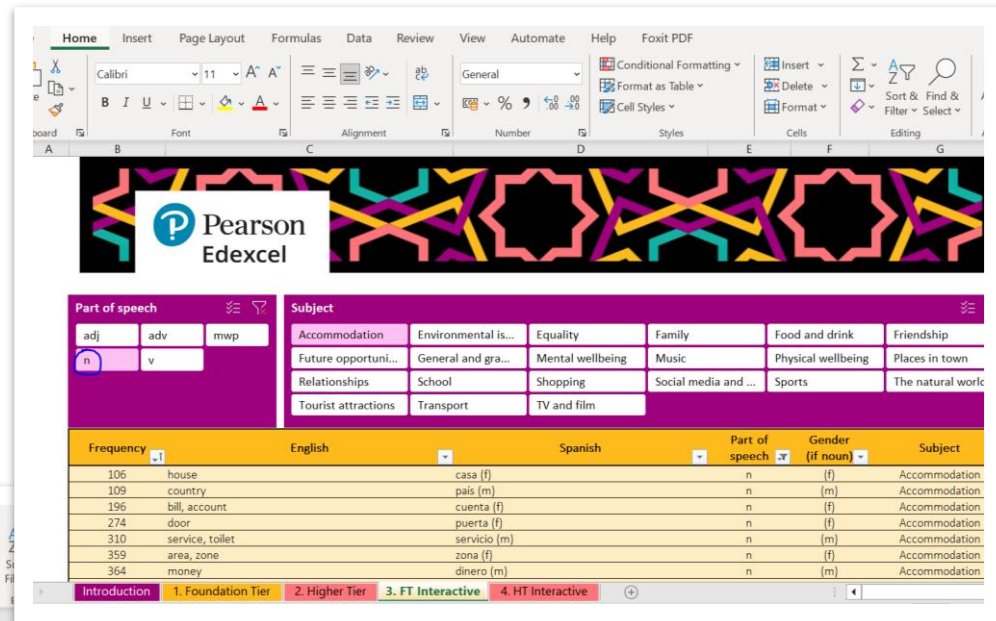
These two tabs are not editable.

The third and fourth tabs are the **interactive** tabs. They contain two sets of filters in the purple boxes at the top: one for parts of speech, and another for all of the subjects in the specification, plus a 'General and grammatical' category for words that are too general to be mapped to subjects.
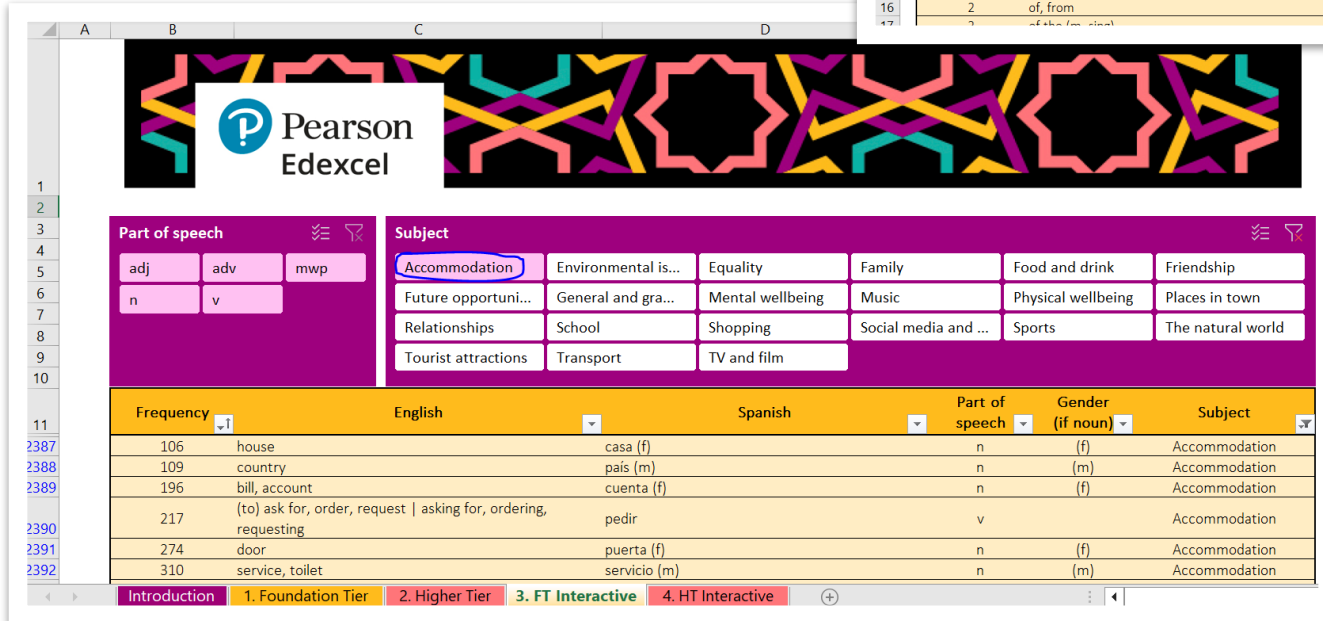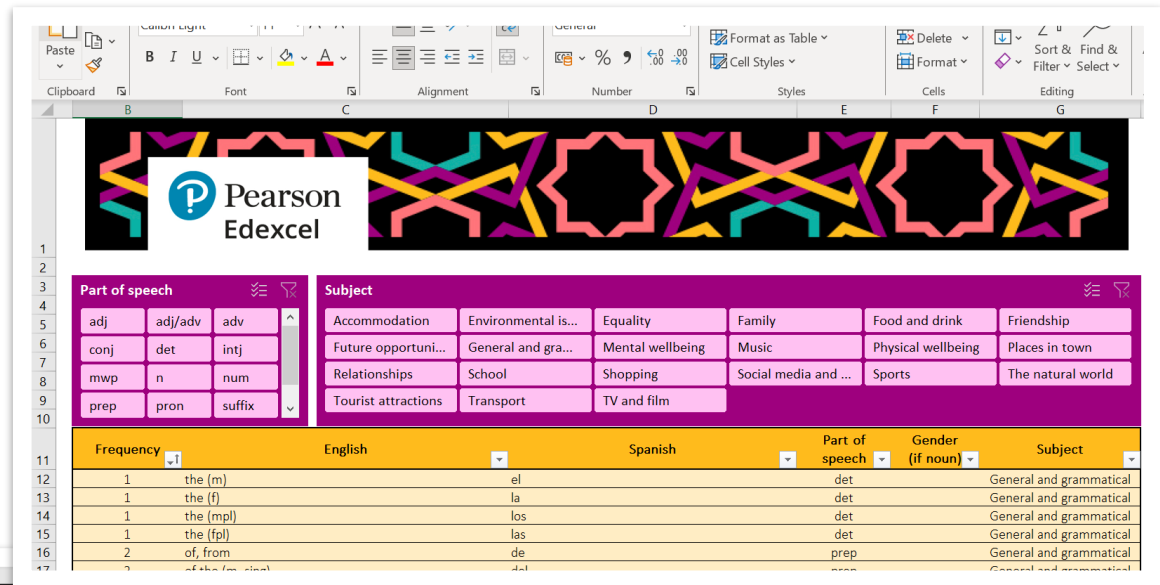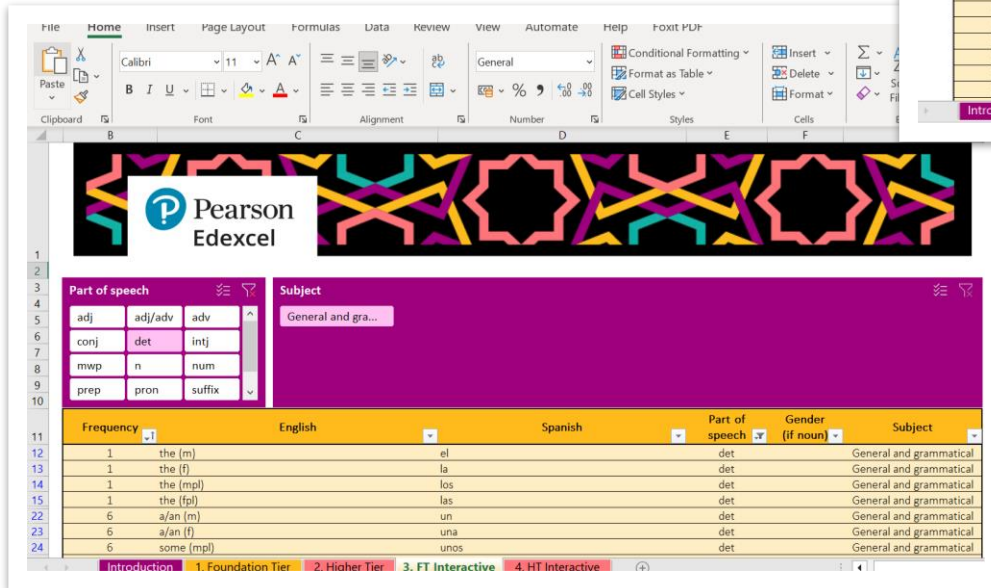
To see all the vocabulary mapped to a particular subject, simply click on that subject ('accommodation' in this example) and all irrelevant vocabulary will be filtered out.

Should you then wish to filter down further, by part of speech ('nouns' in this example), you can then click on the part of speech that you would like to see for your chosen subject.

Alternatively, you could start by selecting the part of speech and then narrow down by subject. Either way, **selecting an option in one filter narrows down the options in the other filter to only those containing your selection**. For example, if you were to choose 'det' ('determiner') for the part of speech, you would only be left with the 'General and grammatical' option in the subjects filter, because determiners are too general to be mapped to any specific subjects.

To **reset a filter**, click on the icon in the top right corner of the filter – the image of a funnel with a red cross.

To select more than one option in either of the filters, click on your first selection and then hold down the **ctrl** key while clicking on your other selections.
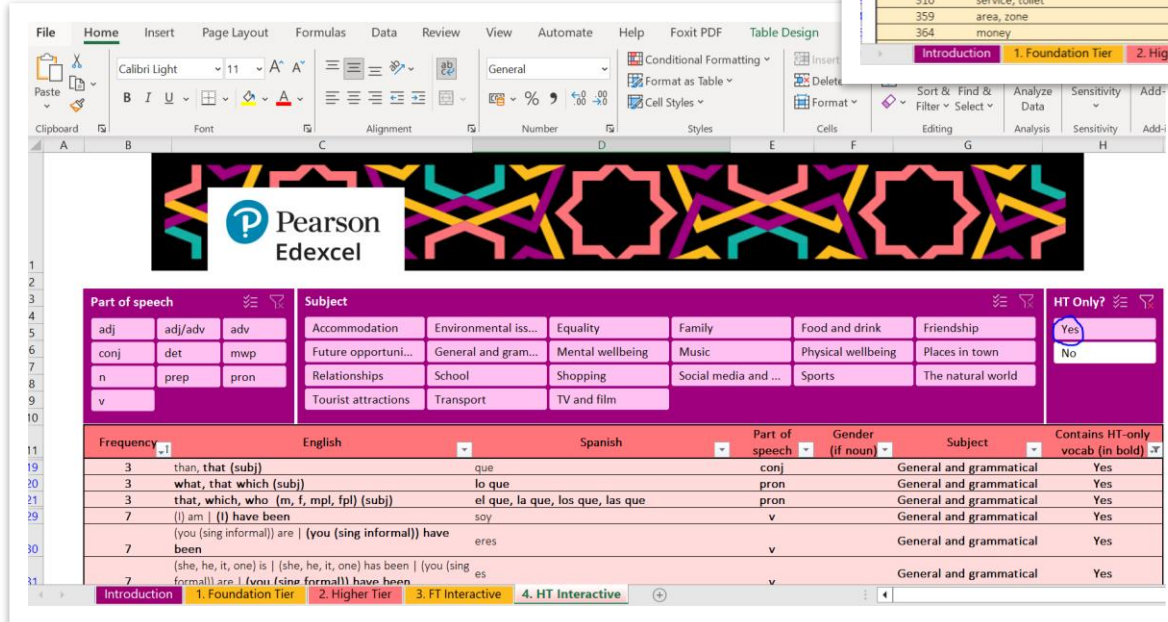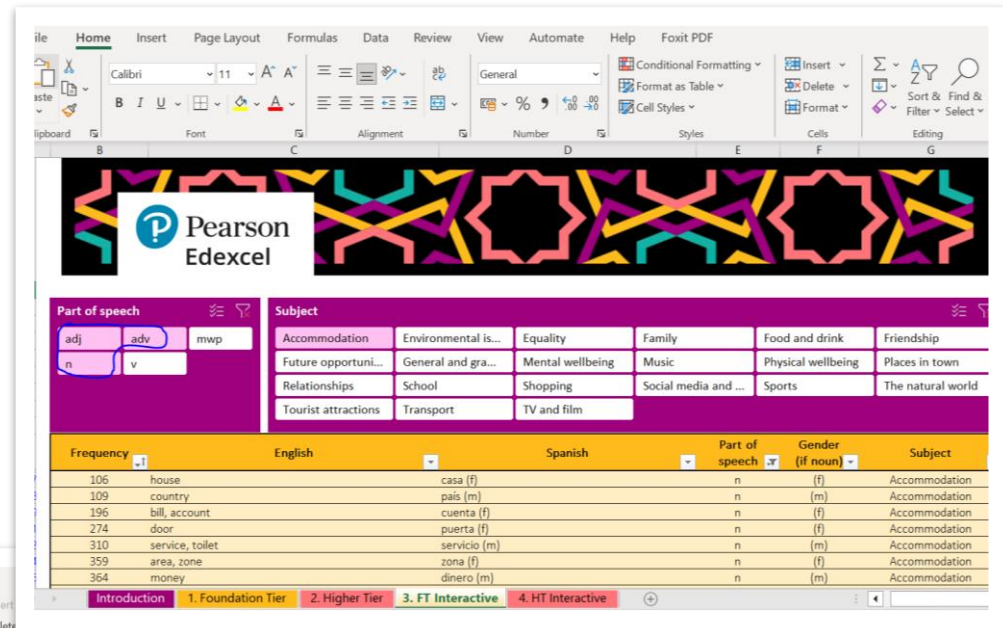
The fourth tab – the Higher interactive list – contains a third filter titled 'HT Only?'. Select 'Yes' in this filter to see all the items on the vocabulary list with HT-only content, marked in **bold**. Select 'No' to see only the vocabulary items that are identical at Foundation and Higher tier: this is **not** the entire Foundation tier list because some FT words have additional English translations that only HT students are required to know.

Course planning with this tool

This tool is purely intended as a starting point for your course planning: it does not reflect the organisation of the vocabulary in any coursebooks for this qualification, nor does it prescribe where the vocabulary will be used in exam papers.

It is important to note that the categorisation of vocabulary into subjects is highly subjective, and you may disagree with some of the categorisations in this tool. To make the tool as useful as possible, we have mapped as many of the words in the list as we could to subjects, rather than putting them in the 'General and grammatical' category; however, highly frequent words are by their very nature applicable to a wide range of contexts, and their links to some subjects may seem tenuous. You are not bound to teach the vocabulary in the subjects that they appear under in this spreadsheet – you are free to teach it under any subject you wish, or not under any subjects at all.