



## Syllabus

# Cambridge IGCSE™

## Hindi as a Second Language 0549

Use this syllabus for exams in 2026.

Exams are available in the November series.

Exams are also available in the March series in India.

This syllabus is **not** available in all administrative zones.

Please check the syllabus page at [www.cambridgeinternational.org/0549](http://www.cambridgeinternational.org/0549) to see if this syllabus is available in your administrative zone.



---

## Why choose Cambridge International?

---

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

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

Our programmes and qualifications set the global standard for international education. They are created by subject experts, are rooted in academic rigour and reflect the latest educational research. They provide a strong platform for learners to progress from one stage to the next, and are well supported by teaching and learning resources. Learn more about our research at [www.cambridgeassessment.org.uk/our-research/](http://www.cambridgeassessment.org.uk/our-research/)

We believe education works best when curriculum, teaching, learning and assessment are closely aligned. Our programmes develop deep knowledge, conceptual understanding and higher-order thinking skills, to prepare students for their future. Together with schools, we develop Cambridge learners who are confident, responsible, reflective, innovative and engaged – equipped for success in the modern world.

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

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

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

### Quality management



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

---

# Contents

---

<b>Why choose Cambridge International? .....</b>	<b>2</b>
<b>1 Why choose this syllabus? .....</b>	<b>4</b>
<b>2 Syllabus overview .....</b>	<b>7</b>
Aims	7
Content overview	8
Assessment overview	9
Assessment objectives	10
<b>3 Subject content .....</b>	<b>12</b>
<b>4 Details of the assessment .....</b>	<b>14</b>
Paper 1 – Reading and Writing	14
Paper 2 – Listening	15
Component 3 Speaking (optional)	16
<b>5 What else you need to know .....</b>	<b>24</b>
Before you start	24
Making entries	25
Accessibility and equality	26
After the exam	27
How students and teachers can use the grades	27
Changes to this syllabus for 2026	28



## **Important: Changes to this syllabus**

The latest syllabus is version 1, published September 2023. There are no significant changes which affect teaching.

Any textbooks endorsed to support the syllabus for examination from 2023 are still suitable for use with this syllabus.

# 1 Why choose this syllabus?

## Key benefits

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

Students can choose from 70 subjects in any combination – it is taught by over 5000 schools in 150 countries.

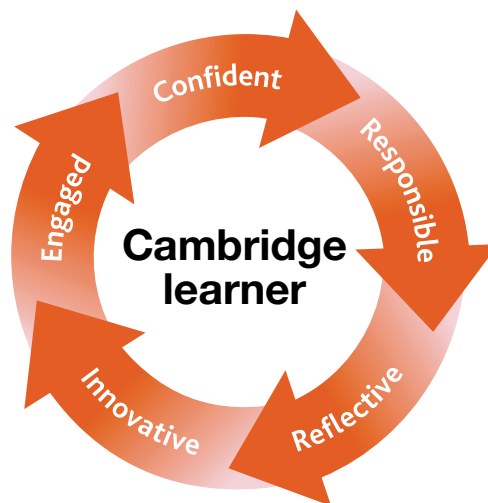
Our programmes promote a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment.

Cambridge IGCSE Hindi as a Second Language is accepted by universities and employers as proof of knowledge and understanding of Hindi as a Second Language.

The Cambridge IGCSE Hindi as a Second Language syllabus encourages learners to develop an understanding of a wide range of social registers and styles, and to learn to communicate appropriately.

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

Our approach in Cambridge IGCSE Hindi as a Second Language encourages learners to be:



**School feedback:** ‘The strength of Cambridge IGCSE qualifications is internationally recognised and has provided an international pathway for our students to continue their studies around the world.’

**Feedback from:** Gary Tan, Head of Schools and CEO, Raffles Group of Schools, Indonesia

## International recognition and acceptance

Our expertise in curriculum, teaching and learning, and assessment is the basis for the recognition of our programmes and qualifications around the world. The combination of knowledge and skills in Cambridge IGCSE Hindi as a Second Language gives learners a solid foundation for further study. Candidates who achieve grades A\* to C are well prepared to follow a wide range of courses including Cambridge International AS & A Level Hindi or the equivalent.

Cambridge IGCSEs are accepted and valued by leading universities and employers around the world as evidence of academic achievement. Cambridge students can be confident that their qualifications will be understood and valued throughout their education and career, in their home country and internationally. Many universities require a combination of Cambridge International AS & A Levels and Cambridge IGCSEs or equivalent to meet their entry requirements.

UK ENIC, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Cambridge IGCSE and found it to be comparable to the standard of the GCSE in the UK. This means students can be confident that their Cambridge IGCSE qualifications are accepted as equivalent to UK GCSEs by leading universities worldwide.

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

**School feedback:** ‘Cambridge IGCSE is one of the most sought-after and recognised qualifications in the world. It is very popular in Egypt because it provides the perfect preparation for success at advanced level programmes.’

**Feedback from:** Managing Director of British School of Egypt BSE

## Supporting teachers

We believe education is most effective when curriculum, teaching and learning, and assessment are closely aligned. We provide a wide range of resources, detailed guidance, innovative training and targeted professional development so that you can give your students the best possible preparation for Cambridge IGCSE. To find out which resources are available for each syllabus go to our School Support Hub.

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

Find out more at [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)

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

Sign up for email notifications about changes to syllabuses, including new and revised products and services, at [www.cambridgeinternational.org/syllabusupdates](http://www.cambridgeinternational.org/syllabusupdates)

Syllabuses and specimen materials represent the final authority on the content and structure of all of our assessments.

## Professional development

Find the next step on your professional development journey.

- Introductory Professional Development – An introduction to Cambridge programmes and qualifications.
- Extension Professional Development – Develop your understanding of Cambridge programmes and qualifications to build confidence in your delivery.
- Enrichment Professional Development – Transform your approach to teaching with our Enrichment workshops.
- Cambridge Professional Development Qualifications (PDQs) – Practice-based programmes that transform professional learning for practising teachers. Available at Certificate and Diploma level.

Find out more at:

[www.cambridgeinternational.org/support-and-training-for-schools/professional-development/](http://www.cambridgeinternational.org/support-and-training-for-schools/professional-development/)



### Supporting exams officers

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

Find out more at: [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

---

## 2 Syllabus overview


---

### Aims

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

The aims are to enable students to:

- develop the ability to use Hindi effectively for the purpose of practical communication
- form a sound base for the skills required for further study or employment using Hindi as the medium
- develop an awareness of the nature of language and language-learning skills
- encourage learners' use of the expanding body of new vocabulary in Hindi
- promote learners' personal development.



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

## Content overview

Cambridge IGCSE Hindi as a Second Language offers learners the opportunity to develop practical communication skills in listening, speaking, reading and writing. In both written and spoken Hindi, learners will be able to follow factual information as well as abstract ideas, select relevant details, and understand what is directly stated or implied.

Learners will be encouraged to respond effectively to a variety of stimuli. They will be able to express their viewpoints with a degree of accuracy and clarity, in spoken and written form, in order to meet the needs of the given purpose and target audience. This will enable learners to become independent users of Hindi in a range of contexts.



## Assessment overview

All candidates take two components. Candidates will be eligible for grades A\* to G.

Centres can choose to enter candidates for an optional third component: Component 3 Speaking. Component 3 is internally marked and externally moderated.

Marks for Component 3 do not contribute to the overall qualification grade: this component is separately endorsed. Where candidates perform to an appropriate standard, certificates record separately a grade from 1 (high) to 5 (low) for Speaking.

All candidates take:		and:	
<b>Paper 1</b>	2 hours	<b>Paper 2</b>	Approx. 35–45 minutes
Reading and Writing	67%	Listening	33%
60 marks		30 marks	
Written examination consisting of six exercises that test a range of reading and writing skills. Types of task include: short answer questions, multiple matching, note-making, summary writing, functional writing and extended writing		Written examination consisting of four exercises that test listening skills. Candidates listen to recordings of short and longer spoken texts. Types of task include: short answer questions, gap-fill sentences, information correction and multiple-choice questions	
Externally assessed		Externally assessed	

and candidates can choose to take:	
<b>Component 3</b>	Approx. 10–12 minutes
Speaking	Separately endorsed
60 marks	
The speaking test consists of three parts: candidates give a two- to three-minute presentation, followed by a short discussion with the examiner about the presentation, followed by a short conversation with the examiner about general topics	
Internally assessed and externally moderated	

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

Check the timetable at [www.cambridgeinternational.org/timetables](http://www.cambridgeinternational.org/timetables) for the test date window for Component 3.

Check the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples) for submission information, forms and deadlines for Component 3.

## Assessment objectives

The assessment objectives (AOs) are:

### AO1 Reading

- R1 identify and select relevant information
- R2 understand ideas, opinions and attitudes
- R3 show understanding of the connections between ideas, opinions and attitudes
- R4 understand what is implied but not directly stated, e.g. gist, writer's purpose, intention and feelings

### AO2 Writing

- W1 communicate information/ideas/opinions clearly, accurately and effectively
- W2 organise ideas into coherent paragraphs using a range of appropriate linking devices
- W3 use a range of grammatical structures and vocabulary accurately and effectively
- W4 show control of punctuation and spelling
- W5 use appropriate register and style/format for the given purpose and audience

### AO3 Listening

- L1 identify and select relevant information
- L2 understand ideas, opinions and attitudes
- L3 show understanding of the connections between ideas, opinions and attitudes
- L4 understand what is implied but not directly stated, e.g. gist, speaker's purpose, intention and feelings

### AO4 Speaking

- S1 communicate ideas/opinions clearly, accurately and effectively
- S2 develop responses and link ideas using a range of appropriate linking devices
- S3 use a range of grammatical structures and vocabulary accurately and effectively
- S4 show control of pronunciation and intonation patterns
- S5 engage in a conversation and contribute effectively to help move the conversation forward

## Weighting for assessment objectives

The approximate weightings allocated to each of the assessment objectives (AOs) are summarised below.

### Assessment objectives as a percentage of the qualification

Assessment objective	Weighting in IGCSE %
AO1 Reading	33
AO2 Writing	33
AO3 Listening	33
AO4 Speaking	Separately endorsed
Total	100

### Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %		
	Paper 1	Paper 2	Paper 3
AO1 Reading	50	0	0
AO2 Writing	50	0	0
AO3 Listening	0	100	0
AO4 Speaking	0	0	100
Total	100	100	100

---

## 3 Subject content

---

This syllabus gives you the flexibility to design a course that will interest, challenge and engage your learners. Where appropriate you are responsible for selecting texts, topics, subject contexts, resources and examples to support your learners' study. These should be appropriate for the learners' age, cultural background and learning context as well as complying with your school policies and local legal requirements.

The skills covered in the syllabus are outlined below.

### 1 Reading

- understand public notices and signs (including timetables and advertisements)
- identify and select correct details from simple texts
- select and organise relevant information from a range of texts that are likely to be within the experience of young people and reflecting the interests of people from varied cultural backgrounds, such as blogs, brochures, emails, forms, imaginative writing, letters, magazines, newspapers and webpages
- identify some ideas, opinions and attitudes in a range of texts
- understand what is implied but not directly stated within a text, such as gist, opinion, writer's purpose and intention
- identify the important points or themes within an extended piece of writing
- draw conclusions from an extended text and recognise connections between related ideas within a text

### 2 Writing

- communicate factual information, ideas and arguments in short and extended writing tasks in appropriate and accurate Hindi
- respond to a written stimulus and use appropriate register and style/format for the given purpose and audience, such as a summary, an informal letter/email, an article, a report or review
- use a range of grammatical structures, punctuation and vocabulary
- express opinions and use appropriate register/style
- select and organise information and ideas into coherent paragraphs and use a range of linking devices

### 3 Listening

- understand factual information and ideas from a range of sources, such as a recorded phone message, news or weather report, travel broadcast, interview, dialogue, memoir or telephone conversation
- identify relevant information and select correct details from a range of sources
- identify ideas, opinions and attitudes from a range of sources and understand the connections between them
- show some awareness of what is implied but not directly stated, such as gist, purpose and intention

#### **4 Speaking (optional)**

- communicate factual information, ideas and arguments
- use a range of appropriate vocabulary and grammatical structures using suitable pronunciation and intonation
- organise and link ideas with a range of appropriate linking devices
- give a short, clear presentation without a script on a chosen topic
- demonstrate competence in a range of speech activities, such as respond to questions on topics within a defined range (for example, past and present schooling, future plans and current affairs)
- take part in a conversation and demonstrate flexibility in dealing with new ideas and other speakers' responses
- show a sense of audience

---

## 4 Details of the assessment

---

### Paper 1 – Reading and Writing

Written paper, 2 hours, 60 marks

**All questions and responses will be in Hindi.**

Candidates should attempt **all** questions.

For all parts of this paper, candidates write their answers in spaces provided in a question paper booklet. Dictionaries may **not** be used in the examination.

The question paper has six exercises:

**Exercise 1** – Short answer questions: candidates read a short text printed in the question paper and answer a series of questions that test their skimming and gist-reading skills and require short answers of a single word or phrase. The text will be one of the following types: advertisement, brochure, leaflet, guide, report, manual, instructions, newspaper/magazine article.

Assessment objectives: R1, R2, R3, R4

Total marks: 8

**Exercise 2** – Multiple matching: candidates read a series of short paragraphs followed by a series of sentences, then match each sentence to one of the paragraphs.

Assessment objectives: R1, R2, R3

Total marks: 9

**Exercise 3** – Note-making: candidates read a longer text printed in the question paper and make brief notes under a number of supplied headings.

Assessment objectives: R1, R2, R3, R4

Total marks: 9

**Exercise 4** – Summary: candidates write a paragraph-length summary (of no more than 100 words) about an aspect or aspects of the text in exercise 3. Candidates should use their own words as far as possible.

Assessment objectives: R2, R3, W1, W2, W3, W4, W5

Total marks: 10

**Exercise 5** – Writing exercise: candidates write a short piece of functional prose such as an email, of approximately 120 words. A stimulus of short prompts and/or pictures will be printed in the question paper. A purpose, format and audience for the writing will be specified.

Assessment objectives: W1, W2, W3, W4, W5

Total marks: 8

**Exercise 6** – Extended writing exercise: candidates write a longer piece of continuous prose, of approximately 200 words. A stimulus of short prompts will be printed in the question paper. A purpose, format and audience for the writing will be specified.

Assessment objectives: W1, W2, W3, W4, W5

Total marks: 16

## Paper 2 – Listening

Written paper, approximately 35–45 minutes, 30 marks

**All questions and responses will be in Hindi.**

Candidates should attempt **all** questions.

For all parts of this paper, candidates write their answers in spaces provided in a question paper booklet. Dictionaries may **not** be used in the examination.

Each exercise tests listening comprehension of spoken material (e.g. dialogues, interviews, conversations, news items, public announcements, talks) provided as audio material files that will be played in the examination room. Candidates hear the spoken material for each exercise twice and appropriate pauses are included on the recording to allow candidates time to read the questions and write their answers.

The audio material is controlled by the invigilator of the examination, not the candidate(s). Centres should check the *Cambridge Handbook* for the year candidates are taking the assessment for information on when the audio materials will be available and how to access the materials [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

Teachers/invigilators should consult the relevant sections of the *Cambridge Handbook* for details about room, equipment, checking the audio material in advance and guidance on ensuring that candidates can hear the recording clearly.

The question paper has four exercises:

**Exercise 1** – Short answer questions: candidates hear a series of short spoken texts (e.g. travel announcement, recorded phone message, brief dialogue) and write short answers in response to six questions.

Assessment objectives: L1, L2

Total marks: 6

**Exercise 2** – Gap-fill sentences: candidates hear a longer spoken text (e.g. conversation, interview, monologue, formal talk) and complete gaps in notes/sentences printed in the question paper.

Assessment objectives: L1, L2

Total marks: 8

**Exercise 3** – Information correction: candidates hear a longer spoken text (e.g. conversation, interview, monologue, talk) and correct information in notes printed in the question paper.

Assessment objectives: L2, L3, L4

Total marks: 8

**Exercise 4** – Multiple-choice questions: candidates hear a discussion between two speakers and answer multiple-choice comprehension questions.

Assessment objectives: L1, L2, L3, L4

Total marks: 8

## Component 3 Speaking (optional)

Speaking test, approximately 10–12 minutes, 60 marks

The Speaking test is an optional component and is separately endorsed with grades of 1 (high) to 5 (low).

There is no question paper for the Speaking test. **The test will be conducted and assessed in Hindi.** The test must be recorded for **all** candidates.

Dictionaries may **not** be taken into the test.

Speaking tests take place before the main examination series (see the timetable for the relevant series). A teacher/examiner at the centre assesses candidates using the Speaking assessment criteria grid (see pages 16–18). After the tests, the centre must send the final marks, a recorded sample of the candidates' performances and completed forms for external moderation to Cambridge International before the advertised deadline.

### Administration of the Speaking test

Further information about the administration of speaking tests is provided in the *Cambridge Handbook* for the relevant year of assessment at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide). The forms for completion, information, dates and methods of submission of the speaking test marks, and sample size requirements are available from [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples). Further guidance is supplied in the *Guidance for the administration of the Speaking test* document, which is also available from our website.

### Internal moderation

If more than one teacher in your centre is marking internal assessments, you must make arrangements to moderate or standardise your teachers' marking so that all candidates are assessed to a common standard.

You can find further information on the process of internal moderation on the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)

You should record the internally moderated marks for all candidates on the Working Mark Sheet and submit these marks to Cambridge International according to the instructions set out in the *Cambridge Handbook* for the relevant year of assessment.

### External moderation

Cambridge International will externally moderate all internally assessed components.

- You must submit the marks of all candidates to Cambridge International.
- You must also submit the marked work of a sample of candidates to Cambridge International.

The sample you submit to Cambridge International should include examples of the marking of each teacher. The samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples) explains how the sample will be selected.

The samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples) also provides details of how to submit the marks and work.

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



## Structure of the Speaking test

There are three parts to the test:

### Part 1

A two- to three-minute presentation by the candidate on a chosen topic.

The topic of the presentation should be chosen by the candidate and must reflect an aspect, or aspects, of life in an Hindi-speaking community or Hindi-speaking culture.

**Note:** A written copy of the presentation is **not** allowed.

Candidates may prepare a single 'cue card' in Hindi to bring into the examination room. This should be no larger than a postcard, and could contain a maximum of five headings to remind candidates of the points they wish to make. Candidates may also bring in a limited quantity of illustrative material (no more than three or four items), which may include maps, diagrams, statistics and pictures but must not provide additional written support for their presentation.

Assessment objectives: S1, S2, S3, S4, S5

20 marks

Teachers/examiners use Speaking assessment criteria – Part 1 Presentation.

### Part 2

A three- to four-minute discussion with the examiner, using spontaneous questions about the presentation. The teacher/examiner should encourage full responses by giving candidates the opportunity to explain and justify their opinions. Candidates are expected to give natural replies to questions.

Assessment objectives: S1, S2, S3, S4, S5

20 marks

Teachers/examiners use Speaking assessment criteria – Part 2 Topic conversation.

### Part 3

A three- to four-minute conversation with the teacher/examiner covering two or three general topics (see pages 14–15). The teacher/examiner should encourage full responses by giving candidates the opportunity to explain and justify their opinions. Candidates are expected to give natural replies to questions.

Assessment objectives: S1, S2, S3, S4, S5

20 marks

Teachers/examiners use Speaking assessment criteria – Part 3 General conversation.

## Topics for Part 3 of the Speaking test

At least two topics will be covered in the general conversation: one from Areas A–B and one from Areas C–E. The candidate will not know in advance which topics will be covered by the teacher/examiner.

Topics must be chosen that do not overlap with the content of the candidate's presentation.

Area	Topics	Examples of the depth and scope in which areas should be covered in the general conversation section	
A Everyday activities	<b>Home life and school</b>	Examples of possible areas of discussion are: how you help in the house, school discipline, or the dangers of smoking.	
	Home life		A1
	School routine		A2
	Eating and drinking		A3
	Health and fitness	A4	
B Personal and social life	<b>Self, family and personal relationships</b>	Examples of possible areas of discussion are: responsibilities of having younger siblings, or the advantages and disadvantages of tourism for your country.	
	Self, family, personal relationships		B1
	Everyday life		B2
	Eating out		B3
	<b>Holidays</b>		
	Holidays, school holidays and public holidays	B4	
C The world around us	<b>Home town and local area</b>	Examples of possible areas of discussion are: the advantages and disadvantages of living in the country or in a town.	
	Home town and geographical surroundings		C1
	Clothes		C2
	Shopping		C3
	Public services, local customs, etc.	C4	
	<b>Natural and man-made environment</b>		
	Weather	C5	
	Finding the way	C6	
	<b>People, places and customs</b>		
	Meeting and greeting phrases	C7	
	Travel and transport	C8	
Famous sites and famous cities	C9		
Animals	C10		
Festivals	C11		

Area	Topics	Examples of the depth and scope in which areas should be covered in the general conversation section
D The world of work	<p><b>Continuing education</b> Further education and training D1</p> <p><b>Careers and employment</b> Future career plans D2 Employment D3</p>	Examples of possible areas of discussion are: the advantages and disadvantages of going to university, going to work or having a gap year straight after school.
E The international world	<p><b>Tourism at home and abroad</b> Holiday travel and transport (see also C8) E1 Geographical surroundings (see also C1) E2</p> <p><b>Life in other countries</b> Weather (see also C5) E3 Places and customs E4 Food and drink (see also A3) E5 Meeting people (see also C7) E6</p>	Examples of possible areas of discussion are: the value of travel for young people.

## Speaking assessment criteria grid

### Guidance for examiners

You must award marks positively. In order to ensure that you reward what a candidate can do rather than penalise mistakes or omissions examiners should start at the bottom of the mark scheme and work upwards through the descriptors when awarding marks.

You should adopt a 'best-fit' approach for each of the assessment criteria. You must select the set of descriptors provided in the mark scheme that most closely describes the quality of the work being marked. As you work upwards through the mark scheme, you will eventually arrive at a set of descriptors that fits the candidate's performance. When you reach this point, check the descriptors in the level above to confirm whether or not there is just enough evidence to award a mark in the higher level.

To select the most appropriate mark within each set of descriptors, you should use the following guidance:

- If most of the descriptors fit the work, then award the top mark in the level.
- If there is just enough evidence (and you had perhaps been considering the level below), then the lowest mark in the level will be awarded.

	<b>Content and Presentation</b> Knowledge of facts, ability to express opinion and raise issues for discussion	<b>Vocabulary, Pronunciation and Intonation</b>	<b>Structures</b>
	<b>9–10 marks</b>	<b>5 marks</b>	<b>5 marks</b>
<b>Level 5</b>	<ul style="list-style-type: none"> <li>• Full and well organised coverage of the topic</li> <li>• Ideas and opinions included as well as factual points</li> <li>• Lively presentation that sustains examiner's interest fully</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a wide range of precise vocabulary generally accurately</li> <li>• Pronunciation and intonation are clear</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a variety of complex structures</li> <li>• Generally accurate</li> </ul>
	<b>7–8 marks</b>	<b>4 marks</b>	<b>4 marks</b>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>• Good coverage and sound organisation of the topic</li> <li>• Makes relevant factual points with some ideas and opinions</li> <li>• Clear presentation that sustains examiner's interest</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a sufficient range of vocabulary, which sometimes lacks precision</li> <li>• Vocabulary errors do not impede communication</li> <li>• Pronunciation and intonation are generally clear</li> </ul>	<ul style="list-style-type: none"> <li>• Uses some complex structures and a range of simple structures</li> <li>• Errors do not impede communication</li> </ul>

	<b>Content and Presentation</b> Knowledge of facts, ability to express opinion and raise issues for discussion	<b>Vocabulary, Pronunciation and Intonation</b>	<b>Structures</b>
	<b>5–6 marks</b>	<b>3 marks</b>	<b>3 marks</b>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>• Adequate coverage of the topic, generally organised</li> <li>• Includes some factual points with few ideas or opinions</li> <li>• Presentation is slow and somewhat stilted though examiner's interest is generally sustained</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a limited range of vocabulary, and hesitates when going beyond simplicity</li> <li>• Vocabulary lacks precision, but errors do not usually impede communication</li> <li>• Pronunciation and intonation sometimes lack clarity but communication is not impeded</li> </ul>	<ul style="list-style-type: none"> <li>• Generally uses simple structures accurately</li> <li>• Errors occur when complex structures are attempted</li> <li>• Any errors in simple structures do not impede communication</li> </ul>
	<b>3–4 marks</b>	<b>2 marks</b>	<b>2 marks</b>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>• Thin coverage of the topic, lacking organisation</li> <li>• Few ideas or opinions</li> <li>• Mostly coherent but weak presentation that sometimes does not follow a logical sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a very limited range of vocabulary which is sometimes inadequate to convey even simple ideas</li> <li>• Pauses frequently</li> <li>• Vocabulary errors often impede communication</li> <li>• Pronunciation and intonation cause some communication difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• Generally uses very simple structures, such as single-word responses</li> <li>• Errors often occur and some impede communication</li> </ul>
	<b>1–2 marks</b>	<b>1 mark</b>	<b>1 mark</b>
<b>Level 1</b>	<ul style="list-style-type: none"> <li>• Very thin and often irrelevant coverage</li> <li>• Very little factual information, only vague ideas and opinions</li> <li>• Incoherent presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Uses enough words to convey only very short pieces of information</li> <li>• Pronunciation and intonation cause frequent communication difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• Uses only very simple structures</li> <li>• Errors often impede communication</li> </ul>
	<b>0 marks</b>	<b>0 marks</b>	<b>0 marks</b>
	<ul style="list-style-type: none"> <li>• No rewardable content</li> </ul>	<ul style="list-style-type: none"> <li>• No rewardable content</li> </ul>	<ul style="list-style-type: none"> <li>• No rewardable content</li> </ul>

Part 2: Topic conversation (Total: 20 marks) and Part 3: General conversation (Total 20 marks)

This grid is used for both Parts 2 and 3 and should be applied separately for each part.

	<b>Comprehension and Responsiveness</b>	<b>Vocabulary, Pronunciation and Intonation</b>	<b>Structures</b>
	<b>9–10 marks</b>	<b>5 marks</b>	<b>5 marks</b>
<b>Level 5</b>	<ul style="list-style-type: none"> <li>No problems of comprehension</li> <li>Responses are natural and spontaneous even to unexpected questions and to changes in direction of the conversation</li> <li>Able to present and defend a point of view</li> <li>Shows sustained ability to initiate and maintain conversation and to contribute at some length</li> </ul>	<ul style="list-style-type: none"> <li>Uses a wide range of precise vocabulary generally accurately</li> <li>Pronunciation and intonation are clear</li> </ul>	<ul style="list-style-type: none"> <li>Uses a variety of complex structures</li> <li>Generally accurate</li> </ul>
	<b>7–8 marks</b>	<b>4 marks</b>	<b>4 marks</b>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>Few problems of comprehension</li> <li>Responds thoughtfully, and copes reasonably well with unexpected questions and with changes in direction of the conversation</li> <li>Reasonably forthcoming but tends to follow examiner's lead</li> <li>Responds relevantly and at length to questions which makes frequent prompting unnecessary</li> </ul>	<ul style="list-style-type: none"> <li>Uses a sufficient range of vocabulary, which sometimes lacks precision</li> <li>Vocabulary errors do not impede communication</li> <li>Pronunciation and intonation are generally clear</li> </ul>	<ul style="list-style-type: none"> <li>Uses some complex structures and a range of simple structures</li> <li>Errors do not impede communication</li> </ul>

	<b>Comprehension and Responsiveness</b>	<b>Vocabulary, Pronunciation and Intonation</b>	<b>Structures</b>
	<b>5–6 marks</b>	<b>3 marks</b>	<b>3 marks</b>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>Understands discussion around basic situations and concepts, but has difficulty with more complex ideas</li> <li>Some delay in response</li> <li>Needs prompting and encouragement to develop topics but attempts to keep the conversation going</li> <li>May rely heavily on seemingly prepared responses</li> </ul>	<ul style="list-style-type: none"> <li>Uses a limited range of vocabulary but hesitates when going beyond simple structures</li> <li>Vocabulary lacks precision, but errors do not usually impede communication</li> <li>Pronunciation and intonation sometimes lack clarity but communication is not impeded</li> </ul>	<ul style="list-style-type: none"> <li>Generally uses simple structures accurately</li> <li>Errors occur when complex structures are attempted</li> <li>Any errors in simple structures do not impede communication</li> </ul>
	<b>3–4 marks</b>	<b>2 marks</b>	<b>2 marks</b>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>Generally has difficulty understanding</li> <li>Responses to questions raised on the majority of topics are limited and brief</li> <li>Needs prompting and encouragement to go beyond single word responses</li> </ul>	<ul style="list-style-type: none"> <li>Uses a very limited range of vocabulary which is sometimes inadequate to convey even simple ideas</li> <li>Pauses frequently</li> <li>Vocabulary errors often impede communication</li> <li>Pronunciation and intonation cause some communication difficulties</li> </ul>	<ul style="list-style-type: none"> <li>Generally uses very simple structures, such as single-word responses</li> <li>Errors often occur and some impede communication</li> </ul>
	<b>1–2 marks</b>	<b>1 mark</b>	<b>1 mark</b>
<b>Level 1</b>	<ul style="list-style-type: none"> <li>Severe problems of comprehension</li> <li>Very marked hesitation. Limited responsiveness</li> <li>Responses are so brief and imprecise that little is communicated</li> </ul>	<ul style="list-style-type: none"> <li>Uses enough words to convey only very short pieces of information</li> <li>Conversation is limited and confused</li> <li>Pronunciation and intonation cause frequent communication difficulties</li> </ul>	<ul style="list-style-type: none"> <li>Uses only very simple structures</li> <li>Errors often impede communication</li> </ul>
	<b>0 marks</b>	<b>0 marks</b>	<b>0 marks</b>
	<ul style="list-style-type: none"> <li>No rewardable content</li> </ul>	<ul style="list-style-type: none"> <li>No rewardable content</li> </ul>	<ul style="list-style-type: none"> <li>No rewardable content</li> </ul>

---

## 5 What else you need to know

---

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

### Before you start

#### Previous study

We recommend that learners starting this course should have studied a broad curriculum such as the Cambridge Lower Secondary programme or equivalent national educational framework.

#### Guided learning hours

We design Cambridge IGCSE syllabuses to require about 130 guided learning hours for each subject. This is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to each school and the learners' previous experience of the subject.

#### Availability and timetables

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable. Find your administrative zone at [www.cambridgeinternational.org/adminzone](http://www.cambridgeinternational.org/adminzone). This syllabus is **not** available in all administrative zones. To find out about availability check the syllabus page at [www.cambridgeinternational.org/0549](http://www.cambridgeinternational.org/0549)

You can view the timetable for your administrative zone at [www.cambridgeinternational.org/timetables](http://www.cambridgeinternational.org/timetables)

You can enter candidates in the November exam series. If your school is in India, you can also enter your candidates in the March exam series.

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

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

#### Combining with other syllabuses

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

- syllabuses with the same title at the same level.

Cambridge IGCSE, Cambridge IGCSE (9–1) and Cambridge O Level syllabuses are at the same level.

#### Group awards: Cambridge ICE

Cambridge ICE (International Certificate of Education) is a group award for Cambridge IGCSE. It encourages schools to offer a broad and balanced curriculum by recognising the achievements of learners who pass exams in a range of different subjects.

Learn more about Cambridge ICE at [www.cambridgeinternational.org/cambridgeice](http://www.cambridgeinternational.org/cambridgeice)



## Making entries

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

## Audio materials

You should check the *Cambridge Handbook* for the year candidates are taking the assessment for information on when the audio materials will be available and how to access the materials

**[www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)**

## Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as administrative zones. We allocate all Cambridge schools to an administrative zone determined by their location. Each zone has a specific timetable.

Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

## Support for exams officers

We know how important exams officers are to the successful running of exams. We provide them with the support they need to make entries on time. Your exams officer will find this support, and guidance for all other phases of the Cambridge Exams Cycle, at **[www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)**

## Retakes and carrying forward marks

Candidates can retake the whole qualification as many times as they want to. Information on retake entries is at **[www.cambridgeinternational.org/retakes](http://www.cambridgeinternational.org/retakes)**

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

To confirm what entry options are available for this syllabus, refer to the *Cambridge Guide to Making Entries* for the relevant series. Regulations for carrying forward component marks can be found in the *Cambridge Handbook* for the relevant year of assessment at **[www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)**

## Language

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

## Accessibility and equality

### Syllabus and assessment design

At Cambridge International, we work to avoid direct or indirect discrimination in our syllabuses and assessment materials. We aim to maximise inclusivity for candidates of all national, cultural or social backgrounds and candidates with protected characteristics, which include special educational needs and disability, religion and belief, and characteristics related to gender and identity. We also aim to make our materials as accessible as possible by using accessible language and applying accessible design principles. This gives all candidates the fairest possible opportunity to demonstrate their knowledge, skills and understanding and helps to minimise the requirement to make reasonable adjustments during the assessment process.

### Access arrangements

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

#### Important:

Requested access arrangements should be based on evidence of the candidate's barrier to assessment and should also reflect their normal way of working at school. This is explained in the *Cambridge Handbook* [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

- For Cambridge International to approve an access arrangement, we will need to agree that it constitutes a reasonable adjustment, involves reasonable cost and timeframe and does not affect the security and integrity of the assessment.
- Availability of access arrangements should be checked by centres at the start of the course. Details of our standard access arrangements and modified question papers are available in the *Cambridge Handbook* [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)
- Please contact us at the start of the course to find out if we are able to approve an arrangement that is not included in the list of standard access arrangements.
- Candidates who cannot access parts of the assessment may be able to receive an award based on the parts they have completed.

[Some access arrangements are not allowed in this syllabus because they affect the assessment objectives:

- candidates must **not** use voice-activated software to dictate their written work
- candidates must **not** use word processing technology which uses word prediction and/or phrase prompting including spell check and grammar check
- candidates must **not** use human readers.]

[Please note that we cannot provide Braille papers for this syllabus. We can only provide Braille papers for languages which use the Roman alphabet.]

## After the exam

### Grading and reporting

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

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

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

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

These letters do not appear on the certificate.

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

## How students and teachers can use the grades

Assessment at Cambridge IGCSE has two purposes:

- 1 to measure learning and achievement  
The assessment confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus.
- 2 to show likely future success  
The outcomes help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful.  
The outcomes help students choose the most suitable course or career.

## Changes to this syllabus for 2026

The syllabus has been updated. This is version 1, published September 2023.

**You must read the whole syllabus before planning your teaching programme.** We review our syllabuses regularly to make sure they continue to meet the needs of our schools. In updating this syllabus, we have made it easier for teachers and students to understand, keeping the familiar features that teachers and schools value.

Any textbooks endorsed to support the syllabus for examination from 2023 are still suitable for use with this syllabus.



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

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

We are committed to making our documents accessible in accordance with the WCAG 2.1 Standard. We are always looking to improve the accessibility of our documents. If you find any problems or you think we are not meeting accessibility requirements, contact us at **info@cambridgeinternational.org** with the subject heading: Digital accessibility. If you need this document in a different format, contact us and supply your name, email address and requirements and we will respond within 15 working days.

Cambridge Assessment International Education, The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA, United Kingdom  
t: +44 (0)1223 553554      email: info@cambridgeinternational.org      www.cambridgeinternational.org