Cambridge Assessment International Education

Syllabus

Cambridge IGCSE™

Latin 0480

Use this syllabus for exams in 2026, 2027 and 2028.
Exams are available in the June series.

This syllabus is **not** available in all administrative zones.
Please check the syllabus page at **www.cambridgeinternational.org/0480** to see if this syllabus is available in your administrative zone.

Version 2

For the purposes of screen readers, any mention in this document of Cambridge IGCSE refers to Cambridge International General Certificate of Secondary Education.

Cambridge Pathway

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/**

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.

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School feedback: 'We think the Cambridge curriculum is superb preparation for university.'

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

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Important: Changes to this syllabus

For information about changes to this syllabus for 2026, 2027 and 2028, go to page 37.

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 Latin is accepted by universities and employers worldwide as proof of knowledge and understanding of Latin language and literature.

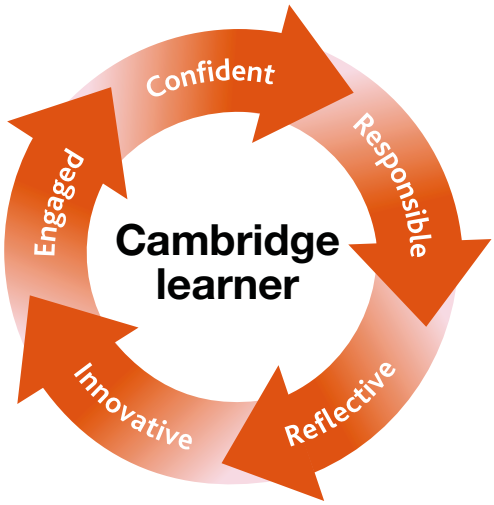
This Latin syllabus aims to develop learners' ability to understand Latin vocabulary, morphology and syntax, and to read, understand and appreciate some of the best of Latin literature.

Learners will develop an analytical approach to language and be better equipped to compare the structures of Latin with those of other languages, as well as be able to recognise the impact of Latin on modern English. The course also encourages learners to develop an appreciation of literature, in terms of both its content and style, and of its social and historical context.

Cambridge IGCSE Latin enables learners to gain:

- the ability to translate and understand Latin, and to relate the linguistic structures and vocabulary of Latin to other languages, including English
- an appreciation of some of the literature which forms much of the foundation of the Western tradition
- an interest in, and enthusiasm for, learning about the past
- the ability to present clear, logical arguments which are well supported by evidence.

Our approach in Cambridge IGCSE Latin 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 Latin 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 Classical Studies.

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**

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**

Support for Cambridge IGCSE			
Planning and preparation • Syllabuses • Schemes of work • Specimen Question Papers and Mark Schemes • Teacher guides	**Teaching and assessment** • Endorsed resources • Online forums • Resource Plus	**Learning and revision** • Example candidate responses • Past papers and mark schemes • Specimen paper answers • Test Maker	**Results** • Candidate Results Service • Principal examiner reports for teachers • Results Analysis

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

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Find out more at:
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**

2 Syllabus overview

Aims

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

The aims are to enable students to develop:

- an understanding of the Latin language
- the ability to read, understand, appreciate and respond to some Latin literature
- an understanding of some of the elements of Roman civilisation
- an analytical approach to language by seeing English in relation to a language of very different structure and by observing the influence of Latin on English
- an awareness of the motives and attitudes of people of a different time and culture, while considering the legacy of Rome to the modern world
- a greater understanding of a range of aesthetic, ethical, linguistic, political, religious and social issues
- an excellent foundation of knowledge for advanced study.

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

The Cambridge IGCSE Latin syllabus places equal emphasis on the study of the Latin language and the study of Latin prose and verse literature in its social and historical context. No particular course is specified for this syllabus.

Assessment overview

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

All candidates take:

Paper 1 1 hour 30 minutes
Language 50%
160 marks

- There are two sections in this paper.
- In Section A, candidates translate a passage of Latin prose into English.
- In Section B, candidates answer comprehension questions on a passage of Latin prose and give four English words which derive from given Latin words.

Externally assessed

and:

Paper 2 1 hour 30 minutes
Literature 50%
80 marks

- Candidates answer questions on the prescribed texts.
- Questions test comprehension, translation, scansion and appreciation of the literature.

Externally assessed

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

Assessment objectives

The assessment objectives (AOs) are:

AO1 Linguistic knowledge with understanding

To pass Cambridge IGCSE Latin, candidates should be able to:

- express, according to context, the meaning of linguistic elements (vocabulary, morphology and syntax)
- express, according to context, the meaning of Latin sentences written in Latin word order
- translate a passage of Latin into English
- understand the details and general meaning of a passage of Latin
- give English words which derive from given Latin words.

AO2 Literary knowledge with understanding

To pass Cambridge IGCSE Latin, candidates should be able to:

- describe character, action and context
- select details from the text
- explain meanings and references
- translate a portion of the text
- explain matters relating to the social and historical context
- scan two lines of hexameter verse.

AO3 Literary criticism with personal response

To pass Cambridge IGCSE Latin, candidates should be able to:

- analyse and evaluate style, tone and metre (where appropriate)
- select evidence to make judgements on the social and historical context
- make a reasoned personal response to the literature.

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 Linguistic knowledge with understanding	50
AO2 Literary knowledge with understanding	25–30
AO3 Literary criticism with personal response	20–25
Total	100

Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %	
	Paper 1	Paper 2
AO1 Linguistic knowledge with understanding	100	0
AO2 Literary knowledge with understanding	0	50–60
AO3 Literary criticism with personal response	0	40–50
Total	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 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.

Paper 1 – Language

Vocabulary

A detailed vocabulary list is available in section 4.

Morphology

Nouns	the five declensions and irregular nouns from the vocabulary list.
Adjectives	of first, second and third declension.
Comparison of adjectives	all regular examples, including those in *-ilis*; irregular adjectives *bonus*, *malus*, *magnus*, *parvus*, *multus*, *pauci*.
Adverbs and comparison of adverbs	all adverbial equivalents of regular adjectives and the irregular adjectives given above; also *diu*, *prope*, *saepe*.
Pronouns (etc.)	*ego*, *tu*, *nos*, *vos*, *is*, *se*, *hic*, *ille*, *idem*, *ipse*, *iste*, *qui*, *quidam*, *quis*, *aliquis*, *quisque*, *nullus*, *solus*, *totus*, *alius*, *alter*, *uter*.
Verbs	all parts of regular and irregular verbs, including deponent, semi-deponent and defective verbs *odi*, *coepi*, *memini*, but only *inquit* from *inquam*; common compounds, e.g. *transeo* = *trans* + *eo*.
Prepositions	(a) those with the accusative: *ad*, *ante*, *apud*, *circum*, *contra*, *extra*, *inter*, *intra*, *ob*, *per*, *post*, *praeter*, *prope*, *propter*, *trans*; (b) those with the ablative: *a* (*ab*), *cum*, *de*, *e* (*ex*), *pro*, *sine*; (c) those with the accusative and the ablative: *in*, *sub*, *super*.
Numerals	cardinal: 1 to 100, 500, 1000; ordinal: 1st to 10th.

Syntax

- Case usage
- Agent and instrument
- Expressions of place, time and space
- Expressions of price and value
- Verbs used with dative and ablative
- Ablative absolute
- Partitive genitive
- Verbs used with prolative infinitive
- Gerunds and gerundives
- Direct questions, including -ne, nonne, num and interrogative pronouns, adjectives and adverbs
- Direct command (2nd person)
- Prohibitions using noli, nolite
- Indirect statement
- Indirect command with prolative infinitive
- Conditional clauses with the indicative
- Common impersonal verbs
- Causal clauses with indicative (quod, quia, quoniam)
- Temporal clauses with indicative (including dum with the present)
- Concessive clauses with indicative (quamquam, etiamsi)
- Comparison clauses with indicative
- Indirect command with ut and ne
- Indirect question
- Purpose and result clauses
- Clauses of fearing
- Conditional sentences with subjunctive
- Causal clauses with subjunctive
- Temporal clauses with subjunctive
- Concessive clauses with subjunctive (quamvis, licet, cum, etiamsi)

Paper 2 – Literature

The prescribed texts for 2026, 2027 and 2028 are listed below.

Verse

Virgil, *Aeneid* Book 11, lines 532–596 (*velocem interea ... turbine corpus*), lines 648–698 (*at medias ... ora cerebro*) and lines 768–831 (*forte sacer ... sub umbras*).

No particular edition is specified as availability differs widely between countries.

Prose

Two Centuries of Roman Prose, eds. E C Kennedy and A R Davis (Bristol Classical Press, 1972 (later editions are also available) or Bloomsbury Publishing, 1998)

Sallust, *Caesar and Cato Compared*. Chapter 11, Catiline 53, 6 and 54. (BCP, pages 100–106.)

Pliny, *Convalescence of a Sick Slave*. Chapter 15(b), (5, 19). (BCP, pages 122–124.)

Tacitus, *A Murder Ship Miscarries*. Chapter 16, *Annals* XIV, 3–5. (BCP, pages 124–131.)

4 Details of the assessment

Paper 1 – Language

Written paper, 1 hour 30 minutes, 160 marks

Candidates must answer both Section A and Section B.

In Section A, candidates translate into English a passage of Latin prose. The translation passage will be approximately 120 words in length. Candidates are expected to render the translation passage into sensible English and not rely on a word-for-word substitution translation. The maximum mark for Section A is 110.

In Section B, candidates answer comprehension questions on a passage of Latin prose. One question tests understanding of the derivation of English words from Latin words contained in the passage. The maximum mark for Section B is 50.

Paper 2 – Literature

Written paper, 1 hour 30 minutes, 80 marks

Candidates must answer all the questions.

This paper contains two passages from each of the prescribed texts with questions on each passage. Through answering the questions, candidates are expected to show understanding of the literature, with reference to its subject matter, presentation, genre, metre and background. In addition, the questions test candidates' ability to translate the text. On each text there is one 10-mark question, which asks candidates to express opinions on matters relating to the social and historical context of the literature and/or the literature itself. Candidates are expected to support their opinions with evidence from the texts.

Vocabulary list

In addition to words on the list, candidates will be expected to be familiar with:

- all adverbial equivalents of regular adjectives, as well as those of irregular adjectives listed here
- comparative and superlative forms of adjectives and adverbs as detailed above
- cardinal numbers 1 to 100, 500, 1000, and ordinals 1st to 10th
- compound verbs which are formed using prepositions in the list, e.g. *transeo*.

Proper nouns and related adjectives (excluding *Italia*, *Roma* and *Romanus*) will be glossed.

Key

ind. indicative
subj. subjunctive
dep. deponent
(1), (2), (3), (4) first, second, third, fourth conjugation
acc. accusative
gen. genitive
dat. dative
abl. ablative
sg. singular
pl. plural
m. masculine
f. feminine
n. neuter

A

a (ab) + *abl.*	by, from
absum, abesse, afui	I am absent, I am away
accipio, -ere, accepi, acceptum	I receive, I accept
acer, acris, acre	keen, fierce
ac, atque	and
ad + *acc.*	to, towards, near
adeo	to such an extent, so much
adhuc	still, up till now
adiuvo (1)	I help
adsum, adesse, adfui	I am present, I am here
advenio (4)	I reach, I arrive
adulescens, adulescentis *m f.*	young man, young woman
aedifico (1)	I build
aeger, -gra, -grum	ill, sick
ager, agri *m*	field
aggredior, aggredi, aggressus sum	I attack
agmen, agminis *n.*	column (of men)
ago, -ere, egi, actum	I do, drive, spend (time)
gratias ago	I give thanks
agricola, agricolae *m*	farmer
aliquis, -qua, -quid	someone, anyone
alius, -a, -ud (alii … alii)	another, other (some … others)
alter, altera, alterum	the other, second

altus, -a, -um	high, deep
ambulo (1)	I walk
amica, amicae *f.*	friend (female)
amicus, amici *m*	friend (male)
amitto, -ere, amisi, amissum	I lose
amo (1)	I love
amor, amoris *m*	love
an (utrum ... an)	or (whether ... or)
ancilla, ancillae *f.*	slave-girl, maid
animus, animi *m*	mind, heart, feeling, spirit
in animo habeo (2)	I have in mind, I intend
annus, anni *m*	year
ante + *acc.*	before, in front of
antea	previously
appareo (2)	I appear
appropinquo (1) + *dat.*	I approach
aptus, -a, -um	suitable, appropriate
apud + *acc.*	with, among, at the house of
aqua, aquae *f.*	water
arcesso, -ere, -ivi, -itum	I summon, I call
arbor, arboris *f.*	tree
arma, armorum *n. pl.*	arms, weapons
ars, artis *f.*	art, skill
ascendo, -ere, ascendi, ascensum	I climb, I go up
atrox, atrocis *m. f. n.*	harsh, terrible
attonitus, -a, -um	astonished
audax, audacis *m. f. n.*	bold
audeo, -ere, ausus sum	I dare
audio (4)	I hear
aufero, auferre, abstuli, ablatum	I take away, I steal
aut (aut … aut)	or (either … or)
autem	but, however
auxilium, auxilii *n.*	help

B

barbarus, -a, -um	barbarian
bellum, belli *n.*	war
bene	well
benignus, -a, -um	kind
bibo, -ere, bibi, –	I drink
bonus, -a, -um	good
brevis, -is, -e	short

C

cado, -ere, cecidi, casum	I fall
caedo, -ere, cecidi, caesum	I cut, I kill
caelum, caeli *n.*	sky
callidus, -a, -um	clever, cunning
campus, campi *m.*	plain
canis, canis *m. f.*	dog
capio, -ere, cepi, captum	I take, I capture
captivus, captivi *m.*	prisoner
caput, capitis *n.*	head
carus, -a, -um	dear
castra, castrorum *n. pl.*	camp
casus, casus *m.*	event, accident, misfortune
causa, causae *f.*	cause, reason
cedo, -ere, cessi, cessum	I go, I give way, I yield
celer, -is, -e	swift, fast
celo (1)	I hide, I conceal
cena, cenae *f.*	dinner
ceno (1)	I dine
centurio, centurionis *m.*	centurion
certus, -a, -um	certain, definite
ceteri, -ae, -a	the rest (of)
cibus, cibi *m.*	food
circum + *acc.*	around
civis, civis *m. f.*	citizen
civitas, civitatis *f.*	state, community
clamo (1)	I shout
clamor, clamoris *m*	shout
coepi, coepisse, coeptum (*defective*)	I begin, I have begun
cogito (1)	I think
cognosco, -ere, cognovi, cognitum	I get to know, I find out
cogo, -ere, coegi, coactum	I compel
colligo, -ere, collegi, collectum	I collect
colloquor (3 *dep.*)	I converse, I hold a conversation
comes, comitis *m. f.*	companion
comparo (1)	I prepare, I gain, I obtain
conficio, -ere, confeci, confectum	I finish, I wear out
coniunx, coniugis *m. f.*	husband, wife
conor (1 *dep.*)	I try
consilium, consilii *n.*	plan, policy
consilium capio, -ere, cepi, captum	I think of a plan, I have an idea
conspicio, -ere, conspexi, conspectum	I catch sight of, I see

constituo, -ere, constitui, constitutum	I decide
consul, consulis *m.*	consul
consumo, -ere, consumpsi, consumptum	I eat, I use up
contendo, -ere, contendi, contentum	I hurry, I stretch, I fight
contentus, -a, -um	satisfied, happy, content
contra + *acc.*	against
convenio, -ire, conveni, conventum	I meet, I gather, I come together
copiae, copiarum *f. pl.*	forces, troops
corpus, corporis *n.*	body
cotidie	every day
cras	tomorrow
credo, -ere, credidi, creditum + *dat.*	I believe, I trust
crimen, criminis *n.*	charge, accusation
crudelis, -is, -e	cruel
culpo (1)	I find fault with, I blame
cum + *abl.*	with
cum + *ind.*	when
cum + *subj.*	when, since, although
cupio, -ere, cupivi, cupitum	I desire
cur?	why?
cura, curae *f.*	care, concern
curro, -ere, cucurri, cursum	I run
custodio (4)	I guard
custos, custodis *m*	guard

D

de + *abl.*	down from, concerning
dea, deae *f.*	goddess
debeo (2)	I owe, I ought, I have to
decipio, -ere, decepi, deceptum	I deceive
dedo, -ere, dedidi, deditum	I surrender
defendo, -ere, defendi, defensum	I defend
deinde	then, next
deleo, -ere, delevi, deletum	I destroy
delibero (1)	I deliberate, I consider seriously
descendo, -ere, descendi, descensum	I descend
despero (1)	I give up hope, I despair
deus, dei *m*	god
dico, -ere, dixi, dictum	I say, I tell
dies, diei *m f.*	day
difficilis, -is, -e	difficult
dignus, -a, -um + *abl.*	worthy, deserving (of)

diligens, -ntis *m. f. n.*	diligent, hard-working
diligentia, diligentiae *f.*	diligence, industry, care
dirus, -a, -um	awful, dreadful
discedo, -ere, discessi, discessum	I depart, I go away
disciplina, disciplinae *f.*	training, education, discipline
disco, -ere, didici, –	I learn
diu	for a long time
dives, divitis *m. f. n.*	rich, wealthy
do, dare, dedi, datum	I give
doceo, -ere, docui, doctum	I teach
dolor, doloris *m.*	pain, grief, sorrow
domina, dominae *f.*	mistress
dominus, domini *m.*	master
domus, domus *f.*	house
donum, doni *n.*	gift
dormio (4)	I sleep
dubito (1)	I doubt, I hesitate
dubius, -a, -um	doubtful
duco, -ere, duxi, ductum	I lead
dum + *ind.*	while
durus, -a, -um	hard, harsh
dux, ducis *m f.*	leader, commander, guide

E

e (ex) + *abl.*	out of, from
ecce!	look! behold!
efficio, -icere, effeci, effectum	I bring about, I accomplish
effugio, -ere, effugi, –	I escape, I flee
ego	I
egredior, egredi, egressus sum	I go out
eheu!	oh dear! alas!
emo, -ere, emi, emptum	I buy
enim	for
eo	to there, thither
eo, ire, i(v)i, itum	I go
epistula, epistulae *f.*	letter
eques, equitis *m.*	cavalryman, rider; *pl.* cavalry
equus, equi *m.*	horse
et (et … et)	and (both … and)
etiam	even, also
excito (1)	I rouse, I stir up
exeo, exire, exii, exitum	I go out

exercitus, exercitus *m.*	army
exspecto (1)	I expect, I wait for
extra + *acc.*	outside, beyond
extremus, -a, -um	furthest, last

F

fabula, fabulae *f.*	story, tale
facilis, -is, -e	easy
facio, -ere, feci, factum	I make, I do
fallo, -ere, fefelli, falsum	I deceive, I trick
fama, famae *f.*	rumour, reputation
felix, felicis *m. f. n.*	lucky, happy
femina, feminae *f.*	woman
fero, ferre, tuli, latum	I carry, I bring, I bear, I endure
ferox, ferocis *m. f. n.*	fierce
fessus, -a, -um	tired
fidelis, -is, -e	faithful, loyal
fides, fidei *f.*	faith, confidence, honesty
filia, filiae *f.*	daughter
filius, filii *m.*	son
finis, finis *m.*	end
fio, fieri, factus sum	I become, I am made
flumen, fluminis *n.*	river
fons, fontis *m.*	spring, fountain
forma, formae *f.*	form, beauty, shape
forte	by chance
fortis, -is, -e	brave
fortuna, -ae *f.*	fortune, chance, luck
forum, fori *n.*	forum, market-place
frango, -ere, fregi, fractum	I break
frater, fratris *m.*	brother
frustra	in vain
fuga, fugae *f.*	flight
fugio, -ere, fugi, –	I flee, I run away

G

gaudeo, -ere, gavisus sum	I am happy, I rejoice
gaudium, gaudii *n.*	joy
gens, gentis *f.*	tribe, nation, race
gero, -ere, gessi, gestum	I do, I wear, I carry
bellum gero	I wage war

gladiator, gladiatoris *m*.	gladiator
gladius, gladii *m.*	sword
gloria, gloriae *f.*	glory
gravis, -is, -e	heavy, severe, important

H

habeo (2)	I have
habito (1)	I live, I reside
hasta, hastae *f.*	spear
heri	yesterday
hic	here
hic, haec, hoc	this (he, she, it)
hinc	from here, hence
hodie	today
homo, hominis *m.*	man, person
hora, horae *f.*	hour
hortor (1 *dep*.)	I encourage
hortus, horti *m.*	garden
hostis, hostis *m. f.*	enemy
huc	to here, hither

I

iaceo (2)	I lie
iacio, -ere, ieci, iactum	I throw
iam	now, already
ianua, ianuae *f.*	door, entrance
ibi	there
idem, eadem, idem	same
idoneus, -a, -um	suitable
igitur	therefore
ignavus, -a, -um	lazy, cowardly
ignis, ignis *m.*	fire
ille, illa, illud	that (he, she, it)
illuc	to there, thither
imperator, imperatoris *m.*	emperor, commander, general
imperium, imperii *n.*	command, power, order
impero (1) + *dat.*	I order
impetus, impetus *m.*	charge, assault, attack
in + *acc.*	into, onto, against
in + *abl.*	in, on
incendo, -ere, incendi, incensum	I set fire to

incipio, -ere, incepi, inceptum	I begin
inde	from there, thence
infelix, infelicis *m. f. n.*	unlucky
ingens, -ntis *m. f. n.*	huge, enormous
ingredior, ingredi, ingressus sum	I enter, I go in
inimicus, -a, -um	hostile, unfriendly
inquit (*from* inquam) (*defective*)	he/she says (I say)
insanus, -a, -um	mad, insane
insignis, -is, -e	distinguished, remarkable
insula, insulae *f.*	island, block of flats
intellego, -ere, intellexi, intellectum	I understand, I realise
inter + *acc.*	between, among
interea	meanwhile
interficio, -ere, interfeci, interfectum	I kill
intra + *acc.*	inside, within
intro (1)	I enter
invideo, -ere, invidi, invisum + *dat.*	I envy, I hate
invenio, invenire, inveni, inventum	I come across, I find
invito (1)	I invite
invitus, -a, -um	reluctant, unwilling
ipse, ipsa, ipsum	self
ira, -ae *f.*	anger
iratus, -a, -um	angry
is, ea, id	this, that, he, she, it
iste, ista, istud	that one (that man, woman, thing)
ita	so, thus
ita vero	yes, indeed, certainly
Italia, Italiae *f.*	Italy
itaque	and so, therefore
iter, itineris *n.*	journey, march
iterum	again
iubeo, -ere, iussi, iussum	I order
iudex, iudicis *m.*	judge, juror
iudico (1)	I judge
iungo, -ere, iunxi, iunctum	I join
iustus, -a, -um	just, right
iuvenis, iuvenis *m.*	young man

L

labor, laboris *m.*	work
laboro (1)	I work
labor, labi, lapsus sum	I slip, I slide, I glide
laboro (1)	I work
lacrimo (1)	I weep, I cry
laetus, -a, -um	happy
latus, lateris *n.*	side
latus, -a, -um	broad, wide
laudo (1)	I praise
laus, laudis *f.*	praise, glory
legatus, -i *m.*	envoy, senior officer
legio, legionis *f.*	legion
lego, -ere, legi, lectum	I read
lente	slowly
lex, legis *f.*	law
libenter	gladly, willingly
liber, libri *m.*	book
liber, libera, liberum	free
liberi, liberorum *m. pl.*	children
libero (1)	I free
libertus, liberti *m.*	freedman
licet + *subj.*	although
licet, -ere, licuit, licitum	it is allowed
litus, litoris *n.*	shore
locus, loci *m.* (*pl.* loca *n.*)	place
longe	far off
longus, -a, -um	long
loquor, loqui, locutus sum	I speak
ludo, -ere, lusi, lusum	I play
ludus, ludi *m.*	game, play, school
luna, lunae *f.*	moon
lux, lucis *f.*	light

M

magister, magistri *m.*	teacher
magnopere	very much, especially
magnus, -a, -um	large, great
malo, malle, malui, –	I prefer
malus, -a, -um	bad
maneo, -ere, mansi, mansum	I remain, I stay
manus, manus *f.*	hand, band (of men)

mare, maris *n.*	sea
mater, matris *f.*	mother
matrimonium, matrimonii *n.*	marriage
medicus, medici *m.*	doctor
medius, -a, -um	middle, the middle of
memini, meminisse, – (*defective*)	I remember, I recollect
mens, mentis *f.*	mind, intellect, purpose
mensa, mensae *f.*	table
mercator, mercatoris *m.*	merchant
metus, metus *m.*	fear
meus, -a, -um	my
miles, militis *m.*	soldier
mirabilis, -is, -e	wonderful, amazing
miror (1 *dep*.)	I wonder at, I admire
miser, misera, miserum	wretched, unfortunate
mitto, -ere, misi, missum	I send
modo	only, just now
modus, modi *m.*	way, method, measure, end, limit
moneo (2)	I advise, warn
mons, montis *m.*	mountain
morbus, morbi *m.*	disease, illness, sickness
morior, mori, mortuus sum	I die
mors, mortis *f.*	death
mos, moris *m.*	custom
moveo, -ere, movi, motum	I move
mox	soon
multitudo, multitudinis *f.*	crowd, a great number
multus, -a, -um	much, many
munio (4)	I fortify, I protect
murus, muri *m.*	wall

N

nam (namque)	for
narro (1)	I tell, I relate
nascor, nasci, natus sum	I am born
nauta, nautae *m.*	sailor
navigo (1)	I sail
navis, navis *f.*	ship
ne	lest, in case, in order that ... not
-ne	(introduces question)?
nec (neque) (nec … nec/neque ... neque)	neither (neither … nor)
necesse	necessary

neglego, -egere, neglexi, neglectum	I neglect
nego (1)	I deny, I say that ... not
nemo, nullius *m. f.*	nobody
nescio, -ire, nescivi, nescitum	I do not know
nihil (*indeclinable*) *n.*	nothing
nisi	unless, except (if ... not)
nolo, nolle, nolui	I do not want, I am unwilling
nomen, nominis *n.*	name
non modo … sed etiam	not only … but also
nondum	not yet
nonne?	surely?
nonnullus, -a, -um	some, several
nos	we
noster, nostra, nostrum	our
novus, -a, -um	new
nox, noctis *f.*	night
nullus, -a, -um	none, no
num?	surely ... not?
num	whether
numquam	never
nunc	now
nuntio (1)	I announce
nuntius, nuntii *m.*	messenger, message
nuper	recently

O

ob + *acc.*	on account of, because of
obliviscor, oblivisci, oblitus sum + *gen.*	I forget, I am forgetful of
occasio, occasionis *f.*	opportunity
occido, -ere, occidi, occisum	I kill, I strike down
occupo (1)	I seize, I occupy, I attack
occurro, -ere, occurri, occursum + *dat*.	I meet, I run up to
oculus, oculi *m.*	eye
odi, odisse, – (*defective*)	I hate
odium, odii *n.*	hatred
offero, offerre, obtuli, oblatum	I offer, I present
olim	once upon a time, once
omnis, -is, -e	all, every
onus, oneris *n.*	burden, load
oppidum, oppidi *n.*	town
opprimo, -ere, oppressi, oppressum	I overwhelm, I crush
oppugno (1)	I attack

opus, operis *n.*	work, piece of work
orno (1)	I adorn, I decorate, I make attractive
oro (1)	I beg, I pray
os, oris *n.*	mouth, face
ostendo, -ere, ostendi, ostentum	I show, I display
otium, otii *n.*	leisure

P

paene	almost
panis, panis *m.*	bread
parco, -ere, peperci, parsum + *dat.*	I spare
parens, parentis *m. f.*	parent
pareo (2) + *dat.*	I obey
paro (1)	I prepare
pars, partis *f.*	part
parvus, -a, -um	small
pater, patris *m.*	father
patior, pati, passus sum	I suffer, I endure, I allow
patria, patriae *f.*	homeland
pauci, -ae, -a	few, a few
paulisper	for a short while
pauper, pauperis *m. f. n.*	poor, a poor person
pax, pacis *f.*	peace
pecunia, pecuniae *f.*	money
per + *acc.*	through
pereo, perire, perii, peritum	I perish, I am lost, I am destroyed
periculum, periculi *n.*	danger
permitto, -ere, permisi, permissum + *dat.*	I allow, I entrust
persuadeo, -ere, persuasi, persuasum + *dat.*	I persuade
perterritus, -a, -um	terrified
pervenio, pervenire, perveni, perventum	I arrive
pes, pedis *m.*	foot
peto, -ere, petivi, petitum	I seek, I make for, I attack
placet (2) (*from* placeo)	it pleases (I please)
plebs, plebis *f.*	common people
plenus, -a, -um	full
poena, poenae *f.*	punishment, penalty
poenas do, dare, dedi, datum	I pay the penalty
poeta, poetae *m.*	poet
pono, -ere, posui, positum	I place, I put
pons, pontis *m.*	bridge
populus, populi *m.*	people

porta, portae *f.*	gate
porto (1)	I carry
portus, portus *m.*	port, harbour
posco, -ere, poposci, –	I demand, I ask
possum, posse, potui	I can, I am able
post + *acc.*	after, behind
postea	afterwards
postquam	after, when
postridie	next day
potestas, potestatis *f.*	power
praebeo (2)	I offer, I supply, I show
praeda, praedae *f.*	plunder, booty, prey
praefectus, praefecti *m.*	prefect, commander, chief
praemium, praemii *n.*	reward
praeter + *acc.*	except, apart from
praeterea	moreover, furthermore
pretium, pretii *n.*	price
primo	first, at first
primum	first, at first
princeps, principis *m.*	chief, leader
priusquam	before
pro + *abl.*	on behalf of
procedo, -ere, processi, processum	I proceed, I go forwards
procul	in the distance, far off
prodo, -ere, prodidi, proditum	I betray
proelium, proelii *n.*	battle
proficiscor, proficisci, profectus sum	I set out
progredior, progredi, progressus sum	I advance
prohibeo (2)	I prevent, I forbid
promitto, -ere, promisi, promissum	I promise
prope + *acc.*	near
prope (*adverb*)	near, almost
propter + *acc.*	on account of
proximus, -a, -um	nearest, next
prudens, prudentis *m. f. n.*	wise, sensible
publicus, -a, -um	public
puella, puellae *f.*	girl
puer, pueri *m.*	boy
pugna, pugnae *f.*	battle, fight
pugno (1)	I fight
pulcher, pulchra, pulchrum	beautiful
punio (4)	I punish
puto (1)	I think

Q

quaero, -ere, quaesivi, quaesitum	I search, I look for, I inquire
qualis, -is, -e?	of what sort?
quam	than, as
quam + *superlative*	as ... as possible
quamquam	although
quamvis + *subj.*	although
quando?	when?
quantus, -a, -um?	how large, how great?
-que	and
qui, quae, quod	who, who, which
quia	because
quidam, quaedam, quoddam	a (certain)
quidem	indeed
quis, quis, quid? (*interrogative*)	who, who, what?
quisque, quaeque, quidque	each
quo?	where to? whither?
quod	because
quomodo?	how?
quoniam	since, because
quoque	also
quot? (*indeclinable*)	how many?

R

rapio, -ere, rapui, raptum	I seize, I snatch
reddo, reddere, reddidi, redditum	I return, I give back
redeo, redire, redii, reditum	I return, I go back
refero, referre, rettuli, relatum	I bring back, I return, I tell
regina, -ae *f.*	queen
regnum, regni *n.*	kingdom
rego, -ere, rexi, rectum	I rule
regredior, regredi, regressus sum	I go back
relinquo, -ere, reliqui, relictum	I leave behind
reliquus, -a, -um	remaining, the rest of
res, rei *f.*	thing, matter (*or appropriate noun*)
res publica, rei publicae *f.*	state, republic
resisto, -ere, restiti	I resist, I oppose
respondeo, -ere, respondi, responsum	I reply
responsum, responsi *n.*	answer
rex, regis *m.*	king
rideo, -ere, risi, risum	I laugh, I smile

ripa, ripae *f.*	river bank
rogo (1)	I ask
Roma, Romae *f.*	Rome
Romanus, -a, -um	Roman
Romanus, -i *m.*	a Roman
rus, ruris *n.*	country, countryside

S

sacer, sacra, sacrum	holy
saepe	often
saevus, -a, -um	savage, fierce
sagitta, sagittae *f.*	arrow
salus, salutis *f.*	safety
saluto (1)	I greet
salve! salvete!	hello!
sanguis, sanguinis *m.*	blood
sapiens, sapientis *m. f. n.*	wise
sapientia, sapientiae *f.*	wisdom
satis	enough
saxum, saxi *n.*	rock
scelestus, -a, -um	wicked
scilicet	obviously, clearly
scio, -ire, scivi, scitum	I know
scribo, -ere, scripsi, scriptum	I write
se	himself, herself, itself, themselves
se recipio, -ere, recepi, receptum	I retreat, I withdraw
sed	but
sedeo, -ere, sedi, sessum	I sit
semper	always
senator, senatoris *m.*	senator
senex, senis *m.*	old man
sentio, sentire, sensi, sensum	I feel, I notice
sequor, sequi, secutus sum	I follow
sermo, sermonis *m.*	conversation, discussion, speech
servo (1)	I save, I keep
servus, servi *m.*	slave
si	if
sic	so, thus
sicut, sicuti	just as, like
signum, signi *n.*	sign, signal, standard
silva, silvae *f.*	wood
similis, -is, -e	like, similar

simul	at the same time
simulac, simulatque	as soon as
simulo (1)	I pretend
sine + *abl.*	without
sino, -ere, sivi, situm	I allow
socius, socii *m.*	ally, friend, companion
sol, solis *m.*	sun
soleo, -ere, solitus sum	I am accustomed
solus, -a, -um	alone, only
somnus, somni *m.*	sleep
soror, sororis *f.*	sister
spectaculum, spectaculi *n.*	spectacle, show
specto (1)	I look at, I watch
spero (1)	I hope, I expect
spes, spei *f.*	hope
statim	at once, immediately
stilus, stili *m.*	stylus, pen
sto, stare, steti, statum	I stand
stola, stolae *f.*	dress
studium, studii *n.*	enthusiasm, eagerness, study
stultus, -a, -um	stupid
sub + *abl. /acc.*	under, up to, just before
subito	suddenly
subitus, -a, -um	sudden
sum, esse, fui	I am
summus, -a, -um	highest, greatest
sumo, -ere, sumpsi, sumptum	I take, I put on
super + *abl. /acc.*	above, upon, on top of
superbus, -a, -um	proud
supero (1)	I overpower
surgo, -ere, surrexi, surrectum	I lift, I raise up
suscipio, -ere, suscepi, susceptum	I take up, I undertake
sustineo, -ere, sustinui, sustentum	I support, I withstand
suus, -a, -um	his, her, its, their

T

taberna, tabernae *f.*	inn, tavern, shop
taceo (2)	I am silent
talis, -is, -e	such, of such a kind
tam	so
tamen	however, yet
tandem	at last, finally
tango, -ere, tetigi, tactum	I touch

tantus, -a, -um	so large, so great
tego, -ere, texi, tectum	I cover
telum, teli *n.*	weapon, missile
tempestas, tempestatis *f.*	storm, season, weather
templum, templi *n.*	temple
tempus, temporis *n.*	time
teneo, -ere, tenui, tentum	I hold
terra, terrae *f.*	earth, land
terreo (2)	I frighten, I terrify
timeo (2)	I fear, I am afraid
timor, timoris *m.*	fear, fright
toga, togae *f.*	toga
tollo, -ere, sustuli, sublatum	I lift, I raise
tot (*indeclinable*)	so many
totus, -a, -um	all, the whole of
trado, -ere, tradidi, traditum	I hand over
traho, -ere, traxi, tractum	I pull, I drag
trans + *acc.*	across
tristis, -is, -e	sad, mournful, gloomy
tu	you (*sg.*)
tum	then
tunica, tunicae *f.*	tunic
turba, turbae *f.*	crowd, disturbance
tutus, -a, -um	safe
tuus, -a, -um	your (*sg.*)

U

ubi?	where?
ubi	when
ubique	everywhere
ullus, -a, -um	any
umquam	ever
unde?	where from? whence?
urbs, urbis *f.*	city
ut	in order that, so that
uter, utra, utrum	which (of two)
utilis, -is, -e	useful
utor, uti, usus sum + *abl.*	I use
uxor, uxoris *f.*	wife

V

valde	very
vale! valete!	goodbye! farewell!
vallum, valli *n.*	rampart
vehementer	violently
veho, -ere, vexi, vectum	I carry, I convey
vendo, -ere, vendidi, venditum	I sell
venenum, veneni *n.*	poison
venio, venire, veni, ventum	I come
ventus, venti *m.*	wind
verbum, verbi *n.*	word
vereor, vereri, veritus sum	I fear
vero	in fact, indeed, truly
verto, -ere, verti, versum	I turn (*transitive*)
verus, -a, -um	true
vester, vestra, vestrum	your (*pl.*)
vestimentum, vestimenti *n.*	garment, clothes
veto, -are, vetui, vetitum	I forbid, I order ... not to
vetus, veteris *m. f. n.*	old
via, viae *f.*	street, road
video, -ere, vidi, visum	I see
videor, videri, visus sum	I seem
villa, villae *f.*	house, farm, villa
vinco, -ere, vici, victum	I conquer, I defeat, I win
vinum, vini *n.*	wine
vir, viri *m.*	man, husband
virgo, virginis *f.*	girl, maiden
virtus, virtutis *f.*	manliness, courage, virtue
vis, vis (*pl.* vires) *f.*	force (strength)
vita, vitae *f.*	life
vitupero (1)	I curse, I blame
vivo, -ere, vixi, victum	I live
vivus, -a, -um	alive, living
vix	hardly, scarcely
voco (1)	I call
volo, velle, volui	I want, I wish, I am willing
vos	you (*pl.*)
vox, vocis *f.*	voice
vulnero (1)	I wound
vulnus, vulneris *n.*	wound
vultus, vultus *m.*	face, expression

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**

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.

We do not expect learners starting this course to have previously studied Latin.

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**. This syllabus is **not** available in all administrative zones. To find out about availability check the syllabus page at **www.cambridgeinternational.org/0480**

You can view the timetable for your administrative zone at **www.cambridgeinternational.org/timetables**

You can enter candidates in the June 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**

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.

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**

Retakes

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

Language

This syllabus and the related assessment materials are available in English only.

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**

- 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**
- 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.

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, 2027 and 2028

The syllabus has been updated. This is version 2, published December 2025.

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.

Changes to version 2 of the syllabus, published December 2025

Other changes	• The weblink on page 33 has been updated.

Changes to version 1 of the syllabus, published September 2023

Changes to syllabus content	• The set texts have been changed for 2026, 2027 and 2028. Please see section 3 of this syllabus for the set texts.

Significant changes to the syllabus are indicated by black vertical lines either side of the text.

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

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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

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