



**Cambridge Assessment**  
International Education

Syllabus

**Cambridge O Level**

**French 3014**

**for centres in Mauritius**

Use this syllabus for exams in 2025, 2026 and 2027.

Exams are available in the November series.

**Français**

Version 3

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** 

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## Why choose Cambridge International?

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Cambridge International prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of Cambridge University Press & Assessment, which is a department 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, 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.

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. 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 qualifications and education programmes for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at [www.cambridgeinternational.org/ISO9001](http://www.cambridgeinternational.org/ISO9001)

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# Contents

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<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>11</b>
Reading	11
Writing	12
Glossary of text types	13
Topic areas	14
<b>4 Details of the assessment .....</b>	<b>17</b>
Paper 1 – Reading and usage	17
Paper 2 – Writing	19
<b>5 What else you need to know .....</b>	<b>20</b>
Before you start	20
Making entries	20
Accessibility and equality	21
After the exam	22
How students and teachers can use the grades	22
Changes to this syllabus for 2025, 2026 and 2027	23

# 1 Why choose this syllabus?

## Key benefits

Cambridge O Level is typically for 14 to 16 year olds and is an internationally recognised qualification. It has been designed especially for an international market and is sensitive to the needs of different countries. Cambridge O Level is designed for learners whose first language may not be English, and this is acknowledged throughout the examination process.

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.

**Cambridge O Level French** develops skills for understanding and communicating in a range of situations in French. These skills include the ability to understand written texts and select relevant information from them. This information may be direct or implied. Learners develop the linguistic skills required for progression to further studies or employment through being able to communicate clearly in writing on both familiar and less familiar topics.

Our approach in Cambridge O Level French encourages learners to be:

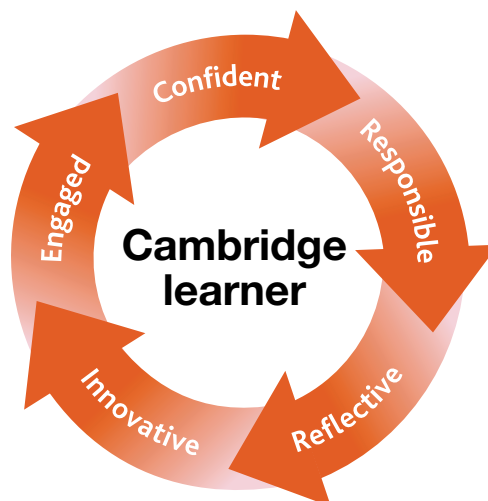
**confident**, using a range of language to communicate ideas and information effectively in writing

**responsible**, seeking opportunities to use and develop their language skills

**reflective**, considering different opinions and information and responding to them appropriately

**innovative**, using language creatively to express ideas and information

**engaged**, developing different learning strategies and using their language skills in a range of situations.



**School feedback:** ‘Cambridge O Level has helped me develop thinking and analytical skills which will go a long way in helping me with advanced studies.’

**Feedback from:** Kamal Khan Virk, former student at Beaconhouse Garden Town Secondary School, Pakistan, who went on to study Actuarial Science at the London School of Economics

## 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 O Level French 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 French.

Cambridge O Levels are accepted and valued by leading universities and employers around the world as evidence of academic achievement. Many universities require a combination of Cambridge International AS & A Levels and Cambridge O Levels or equivalent to meet their entry requirements.

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

## Supporting teachers

### Support materials

We provide a wide range of resources, detailed guidance, innovative training and professional development so that you can give your students the best possible preparation for Cambridge O Level.

Find out more at Mauritius School Support **[www.cambridgeinternational.org/mauritius](http://www.cambridgeinternational.org/mauritius)**

### Endorsed resources

We work with a range of publishers to provide a choice of high-quality resources to help teachers plan and deliver Cambridge programmes and qualifications. All Cambridge endorsed resources have been through a detailed quality assurance process to make sure they closely reflect the syllabus and provide a high level of support for teachers and learners.

### Training

We offer a range of support activities for teachers to ensure they have the relevant knowledge and skills to deliver our qualifications.

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## 2 Syllabus overview

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### Aims

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

Cambridge O Level Language qualifications are accepted by universities and employers as proof of knowledge and understanding of a language. The syllabus aims are to:

- develop the ability to communicate clearly, accurately and effectively in writing
- develop the ability to read, understand and respond to different type of texts
- develop the ability to use a wide range of vocabulary, and correct grammar, spelling and punctuation
- develop transferable skills to complement other areas of the curriculum
- develop a personal style and an awareness of the audience being addressed.

Candidates are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which the language can be used. Cambridge O Level Language qualifications also develop more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.



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 O Level French offers candidates the opportunity to develop practical communication skills in reading and writing.

Learners will be presented with a variety of stimuli that will build up their skills in reading and writing. They will learn to select relevant details, understand the difference between what is directly stated and implied, and practise writing for different purposes and audiences. Learners will learn how to use the language appropriately and understand its grammar. Learners will engage in a variety of topics and develop their skills in responding to different situations and audiences with a degree of accuracy and clarity.

Cambridge O Level French will enable learners to become independent users of French, and to be able to use French to communicate effectively in a variety of practical contexts.



## Assessment overview

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

### All candidates take:

**Paper 1** 1 hour 30 minutes  
Reading and usage 50%  
50 marks

Candidates may **not** use dictionaries.

There are 5 exercises in the question paper. The exercises have different mark allocations and consist of a series of questions. Candidates must answer all questions.

The paper is an externally set assessment, marked by examiners in Mauritius.

### and:

**Paper 2** 1 hour 15 minutes  
Writing 50%  
50 marks

Candidates may **not** use dictionaries.

There are 2 writing exercises.

The paper is an externally set assessment, marked by examiners in Mauritius.

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

## Assessment objectives

The assessment objectives (AOs) are:

### AO1 Reading and usage

- R1 Identify and select relevant information.
- R2 Understand ideas, opinions and attitudes. Demonstrate understanding of the connections between ideas, opinions and attitudes.
- R3 Understand what is implied but not directly stated, e.g. gist, writer's purpose, intention and feelings.
- R4 Select appropriate examples of grammatical structures and vocabulary in context.

### 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 Manipulate the target language accurately and use appropriate grammatical structures and vocabulary in context.
- W4 Show control of punctuation and spelling.

### 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 O Level %
AO1 Reading and usage	50
AO2 Writing	50
Total	100

#### Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %	
	Paper 1	Paper 2
AO1 Reading and usage	100	0
AO2 Writing	0	100
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 texts, 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 highlighted in the tables below. The examples listed in the guidance column are suggested rather than prescribed ways in which learner can demonstrate their reading and writing skills. These examples are **not** exhaustive.

### Reading

Learners should be introduced to a range of different text types on a variety of topics and are encouraged to read widely in French both in class and at home.

Content	Examples
<ul style="list-style-type: none"> <li>identify and understand factual information, ideas and arguments in a range of texts</li> </ul>	<ul style="list-style-type: none"> <li>a range of short and longer text types: instructions, notices, advertisements, leaflets, articles, blogs, reviews and web pages</li> <li>texts with different purposes: descriptive, narrative, informational, persuasive, discursive, argumentative</li> <li>texts with a purpose: to identify a piece of information, the writer's point of view, or a particular idea</li> </ul>
<ul style="list-style-type: none"> <li>identify and understand ideas, opinions and attitudes, in a range of texts and the connections between them</li> </ul>	<ul style="list-style-type: none"> <li>a range of short and longer text types: instructions, notices, advertisements, leaflets, articles, blogs, reviews and web pages</li> <li>texts with different purposes: descriptive, narrative, informational, persuasive, discursive, argumentative</li> <li>information and ideas connected in texts, e.g., use of pronouns and referencing, and words and phrases which indicate time, cause and effect, addition, contrasting ideas, exemplification</li> </ul>
<ul style="list-style-type: none"> <li>understand what is implied but not directly stated</li> </ul>	<ul style="list-style-type: none"> <li>information that can be inferred (i.e., implied) but is not stated, e.g., the purpose of a text, or the writer's general opinion</li> <li>words and phrases that suggest the writer's attitude or feelings, when this is not explicitly/openly stated</li> <li>deduce meaning of an unfamiliar word/phrase, e.g., reading the information around it, and making inferences</li> </ul>
<ul style="list-style-type: none"> <li>select relevant details when reading for a specific purpose</li> </ul>	<ul style="list-style-type: none"> <li>a range of reading strategies:               <ul style="list-style-type: none"> <li>reading quickly to get a general idea about a text (skim reading)</li> <li>locating specific information in a text (scanning)</li> <li>reading carefully to understand detail</li> </ul> </li> <li>predict what the answers to questions will be</li> <li>identify the type of information that a question focuses on</li> </ul>

## Writing

Learners should practise writing for different purposes and different audiences. Learners should understand the features of different text types and should be encouraged to plan, draft and check their writing.

Content	Examples
<ul style="list-style-type: none"> <li>communicate factual information, ideas and arguments clearly and with expansion</li> </ul>	<ul style="list-style-type: none"> <li>purpose of a text: informational, argumentative, discursive</li> <li>a range of everyday/familiar topics to write about</li> <li>models of clear language</li> <li>planning – what to include in the writing and how to organise it</li> </ul>
<ul style="list-style-type: none"> <li>produce written texts that show control of language</li> </ul>	<ul style="list-style-type: none"> <li>grammatical structures</li> <li>vocabulary, punctuation and spelling</li> <li>check writing for accuracy</li> </ul>
<ul style="list-style-type: none"> <li>select and organise relevant information and ideas into coherent text using appropriate linking devices</li> </ul>	<ul style="list-style-type: none"> <li>linking devices for different purposes:               <ul style="list-style-type: none"> <li>cause/effect – therefore, because of, as a result, consequently, etc.</li> <li>addition – in addition, moreover, furthermore, as well as, etc.</li> <li>contrast and concession – however, in contrast, whereas, although, etc.</li> </ul> </li> <li>ways of organising texts into a logical or clear order, and use of paragraphs</li> </ul>
<ul style="list-style-type: none"> <li>produce written texts with a range of grammatical and lexical structures</li> </ul>	<ul style="list-style-type: none"> <li>a range of grammatical structures – different verb forms and tenses, conditional forms, a variety of sentence structures</li> <li>a range of lexical structures – words, set phrases, collocations (words which typically go together), idioms</li> <li>avoid repetition – using synonyms</li> </ul>
<ul style="list-style-type: none"> <li>respond to a written stimulus and use appropriate register, style and format for the given purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>purpose of a text, and what sort of information it should include</li> <li>audience of a text: how this might affect what to write, and what type of language (e.g., formal or informal) is appropriate</li> <li>conventions of:               <ul style="list-style-type: none"> <li>informal correspondence – emails</li> <li>more formal correspondence – reports, essays, emails, reviews, articles</li> <li>discursive/argumentative/persuasive styles</li> </ul> </li> </ul>

## Glossary of text types

Learners should be encouraged to read, write and listen to a range of text types. The common text types are:

Text type	What it means
<b>article</b>	A text written for a general audience, e.g., a magazine or newspaper, on a particular topic, which is meant to be of interest to the reader (by informing, entertaining, etc.).
<b>blog</b>	A text that is published on a website, usually informal, to inform or entertain readers.
<b>email</b>	A form of electronic communication which is written for a specific purpose, or in response to a particular situation. It could be formal or informal, depending on the audience.
<b>essay</b>	A text that is usually written on a particular topic, which presents an argument or point of view. It should be well organised, with an introduction, main body and conclusion, and opinions should be supported by examples or reasons.
<b>instructions</b>	A text (written or spoken) which tells you how to do something.
<b>leaflet</b>	An informational text which either explains or advertises something and would usually be handed out to people.
<b>notice</b>	A written text which gives news or information about a specific topic, and would usually be displayed on a wall, or noticeboard.
<b>report</b>	A text written for a superior (e.g., a head teacher) or a group (e.g., a book club) about an event, experience or situation, giving factual information as well as suggestions or recommendations.
<b>review</b>	A text written for a general audience, e.g., a magazine or newspaper, to describe and give opinions about something that the writer has experienced (e.g., a film they have seen, a place they have visited, etc.).

## Topic areas

All texts used in the examinations will be drawn from the topic areas below, with reference to the country or countries where French is spoken.

### Area A: Everyday activities

Home life and school

- Homelife
- School routine

Food, health and fitness

- Eating and drinking
- Health and fitness
- Sport
- Well-being

### Area B: Personal and social life

Self, family and personal relationships

- Self, family, pets, personal relationships
- House and home
- Leisure and entertainment

Holidays and special occasions

- Eating out
- Festivals and special occasions
- Holidays

### **Area C: The world around us**

Home town and local area

- Home town and geographical surroundings
- Shopping
- Public services
- Finding the way
- Meeting people
- Places and customs
- Travel and transport
- Cultural life and heritage

Natural and made environment

- Natural environment
- Weather

### **Area D: The world of work and Education**

The world of work

Continuing education

- Further education and training

Careers and employment

- Future career plans

Language and communication in the work place

- Employment
- Communication
- Language at work

## **Area E: The international world**

Tourism at home and abroad

- Holiday travel, transport and accommodation
- Geographical surroundings
- Weather

Life in other countries and communities

- Places and customs
- Food and drink
- Meeting people
- Cultural life and heritage

World events and issues

- Issues according to available resources and individual interest

The Environment

- Conservation
- Sustainability



## 4 Details of the assessment

### Paper 1 – Reading and usage

Written paper, 1.5 hours, 50 marks

Candidates may **not** use dictionaries.

There are 5 exercises in the question paper. The exercises have different mark allocations and consist of a series of questions.

Candidates must answer all questions.

#### Description of questions

##### Exercise 1

Assessment objectives	R1, R2, R3
Task	Candidates read a text of 450–500 words and answer a series of questions. Candidates write short answers.
Text types	One of the following: article, blog or web pages.
Total marks	13 marks

##### Exercise 2

Assessment objectives	R1, R2
Task	Note-making. Candidates make brief notes (under a supplied heading or headings) related to a text of 450–550 words printed in the question paper.
Text types	An article/text, for example from a newspaper or magazine.
Total marks	9 marks

##### Exercise 3

Assessment objectives	R1, R2, R3
Task	Multiple-matching. Candidates read a text of 400–450 words and match the beginnings to the endings of statements summarising the text.
Total marks	8 marks

**Description of questions (continued)****Exercise 4**

Assessment objectives	R1, R2, R3
Task	Multiple-matching. Candidates read a series of short paragraphs followed by a series of sentences, then match each sentence with an appropriate letter to one of the paragraphs. Text length to be 450–500 words printed in the question paper.
Total marks	10 marks

**Exercise 5**

Assessment objectives	R4
Task	Cloze Passage Multiple Choice. Candidates read a cloze passage with gaps followed by multiple choice questions testing grammar and usage in context. Text length to be 250–300 words printed in the question paper.
Total marks	10 marks

The paper is an externally set assessment, marked by examiners in Mauritius.

## Paper 2 – Writing

Written paper, 1 hour 15 minutes, 50 marks

Candidates may **not** use dictionaries.

There are 2 writing exercises.

### Description of questions

#### Question 1

Assessment objectives	W1, W2, W3, W4
Task	Candidates write approximately 160–200 words of continuous prose, in response to a short stimulus and/or short prompts printed on the paper. The question includes information on the purpose, format and audience.
Total marks	25 marks

#### Question 2

Assessment objectives	W1, W2, W3, W4
Task	Task Candidates write a report, or a review or an article of approximately 160–200 words, in response to a short stimulus and/or short prompts printed on the paper. The question includes information on the purpose, format and audience, which are different from those in Question 1.
Total marks	25 marks

The paper is an externally set assessment, marked by examiners in Mauritius.

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## 5 What else you need to know

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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.

### Before you start

#### Previous study

We recommend that learners starting this course should have had prior contact with French at school and/or in their community.

#### Guided learning hours

We design Cambridge O Level 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

You can enter candidates in the November 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 O Level, Cambridge IGCSE™ and Cambridge IGCSE (9–1) syllabuses are at the same level.

### Making entries

#### 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.

## Retakes

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)

Marks achieved in Paper 1 Reading and usage and Paper 2 Writing, cannot be carried forward to future series. See the regulations for carry forward set out in the *Cambridge Handbook* at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

## Language

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

## Accessibility and equality

### Syllabus and assessment design

Cambridge International works to avoid direct or indirect discrimination. We develop and design syllabuses and assessment materials to maximise inclusivity for candidates of all national, cultural or social backgrounds and candidates with protected characteristics; these protected characteristics include special educational needs and disability, religion and belief, and characteristics related to gender and identity. In addition, the language and layout used are designed to make our materials as accessible as possible. 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 in line with 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.

## After the exam

### Grading and reporting

Grades A\*, A, B, C, D or E indicate the standard a candidate achieved at Cambridge O Level.

A\* is the highest and E is the lowest. 'Ungraded' means that the candidate's performance did not meet the standard required for grade E. '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 O Level is shown as GENERAL CERTIFICATE OF EDUCATION (GCE O LEVEL).

## How students and teachers can use the grades

Assessment at Cambridge O Level 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 2025, 2026 and 2027

The syllabus has been updated. This is version 3, published September 2023.

### Changes to version 3, published September 2023

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<b>Changes to assessment (including changes to specimen papers)</b>	<ul style="list-style-type: none"> <li>• An additional bullet point, describing the aims of the course has been added to the Syllabus overview.</li> <li>• The Details of the assessment for Paper 1 and Paper 2 have been further updated to clarify the paper content.</li> </ul>
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### Changes to version 2, published June 2023

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<b>Changes to assessment (including changes to specimen papers)</b>	<ul style="list-style-type: none"> <li>• The Assessment overview for Paper 1 has been updated to clarify the paper content.</li> <li>• The Details of the assessment for Paper 1 has been updated to clarify the paper content.</li> </ul>
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**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 1, published February 2023

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<b>Changes to syllabus content</b>	<ul style="list-style-type: none"> <li>• The syllabus aims have been updated</li> <li>• Skills covered in the syllabus are described in the subject content section with a guidance column for added support</li> <li>• Topic areas have been added from which all texts used in the exam will be taken</li> <li>• A glossary on the different text types used in the qualification has been added</li> </ul>
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**Changes to assessment  
(including changes to  
specimen papers)**

- There are two papers taken by all candidates:  
Paper 1 Reading and Usage  
Paper 2 Writing
- The assessment objectives have been updated
- The specimen papers for both papers have been revised
- The mark schemes for both papers have been revised

**Paper 1 Reading and Usage**

- There are a variety of comprehension tasks in Paper 1 including short and extended answers
- A content-based grammar exercise has been added
- The total number of marks for this component is now 50 marks
- The duration of the test is now 1 hour and 30 minutes

**Paper 2 Writing**

- The translation task has been removed
- There are now 2 writing exercises
- The total number of marks for this component is now 50 marks
- The duration of the test is now 1 hour and 15 minutes

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**Other changes**

- New support materials will be available for this syllabus
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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.

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