



**Cambridge Assessment
International Education**

Syllabus

Cambridge O Level French Literature 2020 for centres in Mauritius

Use this syllabus for exams in 2026.

Exams are available in the November series.



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** 

Changes to the syllabus for 2026

The syllabus has been updated. The latest syllabus is version 2, published April 2024.

Changes to version 2, published April 2024.

Clarification of set texts has been added to page 10 Prescribed Texts, Section A, *Mademoiselle Fifi* by Maupassant.

Changes to version 1, published September 2023.

The set texts have been updated for 2026 on page 8.

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

You are strongly advised to read the whole syllabus before planning your teaching programme.

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1. Introduction

1.1 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 students 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/

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

Cambridge learners

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** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **reflective** as learners, developing their ability to learn
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference.

Recognition

Our expertise in curriculum, teaching and learning, and assessment is the basis for the recognition of our programmes and qualifications around the world.

Cambridge O Level is internationally recognised by schools, universities and employers as equivalent in demand to Cambridge IGCSE™ (International General Certificate of Secondary Education). There are over 600 000 entries a year in over 50 countries. Learn more at www.cambridgeinternational.org/recognition



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.

Support for teachers

A wide range of materials and resources is available to support teachers and learners in Cambridge schools. More details can be found in Section 2 of this syllabus.

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/

1.2 Why choose Cambridge O Level?

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 aim is to balance knowledge, understanding and skills in our programmes and qualifications to enable students to become effective learners and to provide a solid foundation for their continuing educational journey.

Through our professional development courses and our support materials for Cambridge O Levels, we provide the tools to enable teachers to prepare students to the best of their ability and work with us in the pursuit of excellence in education.

Cambridge O Levels are considered to be an excellent preparation for Cambridge International AS & A Levels, the Cambridge AICE (Advanced International Certificate of Education) Diploma, and other education programmes, such as the US Advanced Placement program and the International Baccalaureate Diploma programme. Learn more about Cambridge O Levels at www.cambridgeinternational.org/olevel

Guided learning hours

Cambridge O Level syllabuses are designed on the assumption that learners have about 130 guided learning hours per subject over the duration of the course, but this is for guidance only. The number of hours required to gain the qualification may vary according to local curricular practice and the students' prior experience of the subject.

1.3 Why choose Cambridge O Level French Literature?

Cambridge O Level Language and Literature qualifications are accepted by universities and employers as proof of knowledge and understanding of a language. Successful candidates gain lifelong skills including:

- the ability to communicate clearly, accurately and effectively in writing
- the ability to use a wide range of vocabulary, and correct grammar, spelling and punctuation
- 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 and Literature qualifications also develop more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.

Prior learning

We recommend that candidates who are beginning one of these courses should have previously studied the relevant language for 2–3 years.

Progression

Cambridge O Level Certificates are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications.

2. Teacher support

2.1 Support materials

We provide a wide range of resources 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

2.2 Training

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

3. Syllabus overview

3.1 Content

All candidates take Papers 1 and 2.

Paper 1	(2 hours)
Candidates must answer a total of three questions, each on a different set text.	
Weighting: 67% of total marks	

Paper 2	(1 hour)
Candidates answer one question from a choice of five questions.	
Weighting: 33% of total marks	

3.2 Availability

This syllabus is examined in the November examination series.

This syllabus is available to private candidates.

3.3 Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge International syllabus, except:

- syllabuses with the same title at the same level.

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

3.4 Syllabus aims and assessment objectives

3.4.1 Objectifs du programme

Les objectifs pédagogiques du cours de littérature pour le GCE Ordinary Level sont définis ci-dessous. Ils ne sont pas donnés en ordre de priorité.

Cet examen évalue la capacité des étudiants à :

- Communiquer de façon précise, correcte, efficace et appropriée
- Comprendre et répondre avec imagination à ce qu'ils entendent et lisent
- Appliquer leur sens critique
- Prendre plaisir à la littérature et savoir apprécier sa contribution au développement de l'imagination et du sens esthétique
- Étudier des domaines d'intérêts humains universels, permettant le développement d'une meilleure compréhension de soi et des autres.

3.4.2 Objectifs de l'évaluation

Les candidats doivent pouvoir :

- 1 Faire preuve de la connaissance d'un certain nombre de textes littéraires
- 2 Faire preuve de la compréhension d'un certain nombre de textes littéraires, non seulement de la signification superficielle des textes mais aussi d'une compréhension plus profonde des thèmes et points de vue développés dans ces textes
- 3 Savoir analyser et être sensibles à la façon dont les auteurs utilisent la langue
- 4 Savoir analyser et être sensibles à d'autres moyens utilisés par les auteurs pour produire les effets recherchés (structure, intrigue, caractéristiques des personnages, tension dramatique, images, rythme, décor et atmosphère)
- 5 Communiquer de façon sensible et informée une réponse personnelle au texte étudié.

3.5 Description of papers

3.5.1 Paper 1

Cet examen se compose d'une épreuve écrite d'une durée de deux heures.

Les candidats doivent répondre à 3 questions, sur trois textes dont au moins un texte de la Section A et un texte de la Section B.

Pour chaque texte il y aura un choix entre deux questions de type rédaction.

Pour chaque texte, une des questions sera une tâche créative. Cette question est signalée par un astérisque (*). On demandera par exemple au candidat d'écrire un texte en se mettant dans la peau de l'un des personnages du livre.

Toutes les questions ont le même nombre de points.

Les candidats peuvent répondre à un maximum de deux questions de type créatif signalée par un astérisque (*).

3.5.2 Paper 2

Cet examen se compose d'une épreuve écrite d'une durée d'une heure.

Les candidats doivent répondre à 1 question, sur un texte.

Chaque question sera basée sur un court extrait du texte. Les candidats devront lire l'extrait avant de répondre aux questions.

Prescribed texts

Ce programme vous donne la possibilité de concevoir un cours qui intéressera, stimulera et engagera vos élèves. Le cas échéant, vous êtes responsable de la sélection de textes, ressources et exemples appropriés pour soutenir les études de vos élèves. Ceux-ci doivent être adaptés à l'âge des élèves, ainsi qu'à leurs contextes culturel et d'apprentissage. Ils doivent aussi respecter les règles de votre école et les exigences légales locales.

Les textes inscrits au programme pour l'année 2026 sont les suivants:

2026	
<p>Section A</p> <p><i>Le Liseur du 6 h27</i>, Didierlaurent</p> <p><i>Le Château de ma mère</i>, Pagnol</p> <p>*<i>Mademoiselle Fifi</i>, Maupassant</p> <p>The following stories are to be studied:</p> <p>Mademoiselle Fifi</p> <p>Madame Baptiste</p> <p>Marroca</p> <p>La Relique</p> <p>Fou?</p> <p>Le Lit</p> <p>Un réveillon</p> <p>Mots d'amour</p> <p>Une aventure parisienne</p> <p>Deux amis</p> <p>Nuit de Noël</p> <p>Le Remplaçant</p>	<p>Section B</p> <p><i>Le Fils du pauvre</i>, Feraoun</p> <p>*<i>Pluie et Vent sur Télumée Miracle</i>, Schwarz-Bart</p>

* Textes reportés en 2027

3.5.3 Mark scheme

Barème de notation (Paper 1)

18–20	<p>Devoir détaillé, bien écrit et bien structuré, parfaitement concentré sur la question posée et faisant preuve d'une réponse personnelle intelligente et sensible.</p> <p>Pour la question faisant appel à l'imagination, le ton de voix adopté est parfaitement convaincant et le contenu est parfaitement bien adapté aux circonstances.</p> <p>NB: <i>cela ne revient pas à dire qu'une réponse obtenant 18–20 (20 est une note tout à fait réalisable) doit être absolument parfaite, mais que 20/20 peut être accordé à toute réponse très bonne pour ce niveau d'études.</i></p>
15–17	<p>Devoir détaillé, répondant clairement et de façon personnelle à la question, mais qui peut donner l'impression de manquer de subtilité.</p> <p>Pour la question faisant appel à l'imagination, le ton de voix adopté est cohérent et le contenu généralement adéquat.</p>
12–14	<p>Devoir satisfaisant, répondant bien à la question mais un peu limité ; quelques traces d'une réponse personnelle, bonne connaissance du livre.</p> <p>Pour les questions faisant appel à l'imagination, le ton de voix adopté est assez cohérent et le contenu généralement adéquat.</p>
9–11	<p>Devoir qui répond bien à la question posée mais qui contient un certain nombre de malentendus et assez superficiel ; un certain effort de communiquer une réponse personnelle et une certaine connaissance du texte sont malgré tout apparents.</p> <p>Pour la question faisant appel à l'imagination, le ton de voix adopté est assez difficile à reconnaître et le contenu n'est pas tout à fait adéquat ou tout simplement rudimentaire.</p>
6–8	<p>Réponse incomplète mais une certaine connaissance du texte ; devoir plutôt limité et décousu, expressions maladroitement.</p> <p>Pour la question faisant appel à l'imagination, peu d'évidence d'un ton de voix reconnaissable ; quelques points adéquats, mais très limités, dans le contenu.</p>
4–5	<p>Réponse courte, décousue, confuse, mais malgré tout, quelques indices que le livre a été lu.</p> <p>Pour la question faisant appel à l'imagination, peu ou pas d'évidence d'un ton de voix reconnaissable, mais quelques connaissances, très limitées, du texte.</p>
2–3	<p>Le candidat a lu le livre mais a très peu assimilé de sa lecture.</p> <p>Pour la question faisant appel à l'imagination, pas de ton de voix reconnaissable, malgré une vague connaissance du personnage et de l'intrigue.</p>
0–1	<p>Le devoir ne présente aucun élément de réponse digne d'être récompensé. Le livre n'a pas été lu, ou n'a pas été du tout compris.</p>

Barème de notation (Paper 2)

6	<ul style="list-style-type: none"> • Réponse • détaillée, bien écrite et bien structurée • parfaitement concentrée sur la question posée • faisant preuve d'une réponse personnelle intelligente et sensible • et se référant aux mots de l'extrait. <p>NB: cela ne revient pas à dire qu'une réponse obtenant 6 doit être absolument parfaite, mais que 6/6 peut être accordé à toute réponse très bonne pour ce niveau d'études</p>
5	Mêmes critères généraux que ci-dessus, mais la réponse peut donner l'impression de manquer de subtilité, de profondeur et/ou d'exemples précis.
4	Réponse satisfaisante, répondant bien à la question mais un peu limitée; quelques traces d'une réponse personnelle, bonne connaissance du livre. Une certaine attention est portée aux mots malgré quelques oublis marquants et/ou quelques malentendus.
3	Répond bien à la question posée mais contient un certain nombre de malentendus et est assez superficiel; un certain effort de communiquer une réponse personnelle et une certaine connaissance du texte sont malgré tout apparents. Quelques éléments de réaction personnelle sont présents.
2	Réponse fait preuve d'une certaine connaissance du texte et présente quelques éléments, peu nombreux, de réaction personnelle, mais est incomplète et décousue, voire maladroite.
1	Le candidat a lu le livre, mais a très peu assimilé de sa lecture. La réponse se limite à quelques mots seulement.
0	La réponse ne présente aucun élément digne d'être récompensé. Le livre n'a pas été lu, ou n'a pas été du tout compris.

4. Other information

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.

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.

Additional information

Language

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

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 one 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. Please refer to the *Cambridge Guide to Making Entries* for the relevant series for the correct entry option code.

Retakes

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

Grading and reporting

Cambridge O Level results are shown by one of the grades A*, A, B, C, D or E, indicating the standard achieved, A* being the highest and E the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade E. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (pending) and X (no result) may also appear on the statement of results but not on the certificate.

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.

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