



CAMBRIDGE
International Education

Syllabus

Cambridge O Level French 3014 for centres in Mauritius

Use this syllabus for exams in 2028.

Exams are available in the November series.



Français

Version I

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

Why choose Cambridge?

We work with schools worldwide to build an education that shapes knowledge, understanding and skills. Together, we give learners the confidence they need to thrive and make a positive impact in a changing world.

As part of the University of Cambridge, we offer a globally trusted and flexible framework for education from age 3 to 19, informed by research, experience, and listening to educators.

With recognised qualifications, high-quality resources, comprehensive support and valuable insights, we help schools prepare every student for the opportunities and challenges ahead.

Qualifications that are recognised and valued worldwide

From the world's top-ranked universities to local higher education institutions, Cambridge qualifications open doors to a world of opportunities.

Setting a global standard

With over 160 years of experience in delivering fair, valid and reliable assessments to students worldwide, we offer a global, recognised performance standard for international education.

Your path, your way

Schools can adapt our curriculum, high-quality teaching and learning resources and flexible assessments to their local context. Our aligned offer helps Cambridge schools support every learner to reach their potential and thrive.

Learning with lasting impact

Cambridge learners build subject knowledge and conceptual understanding, and develop a broad range of skills, learning habits and attributes to help make them ready for the world.

Improving learning outcomes through data-led insight and action

Our trusted baseline and diagnostic assessments, together with our insights and evaluation service, help schools turn data into knowledge and actionable insights, to inform teaching decisions and improve learner outcomes.

Bringing together a community of experts

We bring together the collective knowledge of experts and our diverse community of educators worldwide, supporting them to learn from one another and share ideas and information.

Tackling the climate crisis together

We believe that education is key to tackling the climate crisis. Together with Cambridge schools, we can empower young people with the skills and knowledge to take action on climate change, helping them be ready for the world.

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



The latest syllabus is version 1, published September 2025. There are no significant changes which affect teaching.

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 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 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:

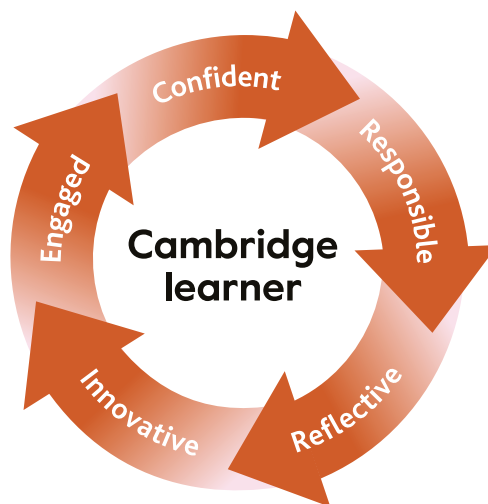
confident, using a range of language to communicate ideas and information effectively in writing

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

Qualifications that are recognised and valued worldwide

Cambridge qualifications prepare and equip learners with the skills they need to thrive at university and beyond. The world's best higher education institutions recognise our qualifications and value the critical thinking skills, independent research abilities and deep subject knowledge that Cambridge learners bring.

We continually work with universities and colleges in every part of the world to ensure that they understand and accept our qualifications. Cambridge O Level provides a springboard to the Cambridge Advanced stage, as well as other post-16 routes. 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.

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 believe education works best when teaching and learning are closely aligned to the curriculum, resources and assessment. Our high-quality teaching support helps to maximise teaching time and enables teachers to engage learners of all backgrounds and abilities.

We aim to provide the following support for each Cambridge qualification:

- Syllabus
- Specimen question papers and mark schemes
- Specimen paper answers
- Schemes of Work
- Example candidate responses
- Past papers and mark schemes
- Principal examiner reports for teachers

These resources are available on the School Support Hub at **www.cambridgeinternational.org/support**, our secure online site for Cambridge teachers (username and password required). If you do not have access, speak to the School Support coordinator at your school.

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.

2 Syllabus overview

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.

Students following a course based on this syllabus will:

- 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.



We are 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:		and:	
Paper 1	1 hour 30 minutes	Paper 2	1 hour 15 minutes
Reading and usage	50%	Writing	50%
50 marks		50 marks	
Candidates may not use dictionaries.		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.		There are 2 writing exercises.	
Externally assessed and marked by examiners in Mauritius		Externally assessed and 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 resources and examples and texts 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"> identify and understand factual information, ideas and arguments in a range of texts 	<ul style="list-style-type: none"> a range of short and longer text types: instructions, notices, advertisements, leaflets, articles, blogs, reviews and web pages texts with different purposes: descriptive, narrative, informational, persuasive, discursive, argumentative texts with a purpose: to identify a piece of information, the writer's point of view, or a particular idea
<ul style="list-style-type: none"> identify and understand ideas, opinions and attitudes, in a range of texts and the connections between them 	<ul style="list-style-type: none"> a range of short and longer text types: instructions, notices, advertisements, leaflets, articles, blogs, reviews and web pages texts with different purposes: descriptive, narrative, informational, persuasive, discursive, argumentative 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
<ul style="list-style-type: none"> understand what is implied but not directly stated 	<ul style="list-style-type: none"> 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 words and phrases that suggest the writer's attitude or feelings, when this is not explicitly/openly stated deduce meaning of an unfamiliar word/phrase, e.g., reading the information around it, and making inferences
<ul style="list-style-type: none"> select relevant details when reading for a specific purpose 	<ul style="list-style-type: none"> a range of reading strategies: <ul style="list-style-type: none"> reading quickly to get a general idea about a text (skim reading) locating specific information in a text (scanning) reading carefully to understand detail predict what the answers to questions will be identify the type of information that a question focuses on

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

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
article	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.).
blog	A text that is published on a website, usually informal, to inform or entertain readers.
email	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.
essay	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.
instructions	A text (written or spoken) which tells you how to do something.
leaflet	An informational text which either explains or advertises something and would usually be handed out to people.
notice	A written text which gives news or information about a specific topic, and would usually be displayed on a wall, or noticeboard.
report	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.
review	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

Faculty feedback: ‘Understanding how and why our climate is changing and providing the knowledge and skills to explore the challenges plays a key role in every student’s education.’

Feedback from: Dr Amy Munro-Faure, Head of Education and Student Engagement of Cambridge Zero

4 Details of the assessment

Paper 1 – Reading and usage

Written paper, 1 hour 30 minutes, 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

continued

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.

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.

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. 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.

Learn more about retake entries, including definitions and information on entry deadlines, at **www.cambridgeinternational.org/retakes**

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

Language

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

Accessibility and equality

Syllabus and assessment design

At Cambridge we recognise that our candidates have highly diverse socio-economic, cultural and linguistic backgrounds, and may also have a variety of protected characteristics. Protected characteristics include special educational needs and disability (SEND), religion and belief, and characteristics related to gender and identity.

We follow accessible design principles to make our syllabuses and assessment materials as accessible and inclusive as possible. We review language accessibility, visual resources, question layout and the contexts used in questions. Using this approach means that we give all candidates the fairest possible opportunity to demonstrate their knowledge, skills and understanding.

Access arrangements

Our design principles aim to make sure our assessment materials are accessible for all candidates. To further minimise barriers faced by candidates with SEND, illness or injury, we offer a range of access arrangements and modified papers. This is the principal way in which we comply with our duty to make 'reasonable adjustments', as guided by the UK Equality Act 2010.

Requested access arrangements should be based on evidence of the candidate's barrier to taking an assessment and should also reflect their normal way of working. For Cambridge to approve an access arrangement, we need to agree that it constitutes a reasonable adjustment and does not affect the security or integrity of the assessment. This is explained in section 1.3 of the *Cambridge Handbook* **www.cambridgeinternational.org/eoguide**

Applying for access arrangements

- Details of our standard access arrangements and modified question papers are available in section 1.3 of the *Cambridge Handbook* **www.cambridgeinternational.org/eoguide**
- Centres are expected to check the availability of access arrangements and modified question papers at the start of the course. Check the *Cambridge Handbook*, the assessment objectives listed in the syllabus document and, where applicable, any access arrangement restrictions listed in the syllabus document.
- Contact us at the start of the course to find out if we can approve an access arrangement that is not listed in the *Cambridge Handbook*.
- All applications should be made by the deadlines published in the *Cambridge Handbook*.

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 a human reader.

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, Cambridge O Level is shown as GENERAL CERTIFICATE OF EDUCATION ORDINARY LEVEL.

On certificates, Cambridge O Level is shown as General Certificate of Education.

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 or likely to be successful in a particular course or career.
The outcomes help students choose the most suitable course or career.

Changes to this syllabus for 2028

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

There are no significant changes which affect teaching.

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

Quality management



We are 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/

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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