



# CAMBRIDGE

International Education

## Syllabus

# Cambridge O Level French Literature 2020 for centres in Mauritius

Use this syllabus for exams in 2028.

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

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## Why choose Cambridge?

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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**

**For information about changes to this syllabus for 2028, go to page 15.**



# 1 Why choose this syllabus?

## Key benefits

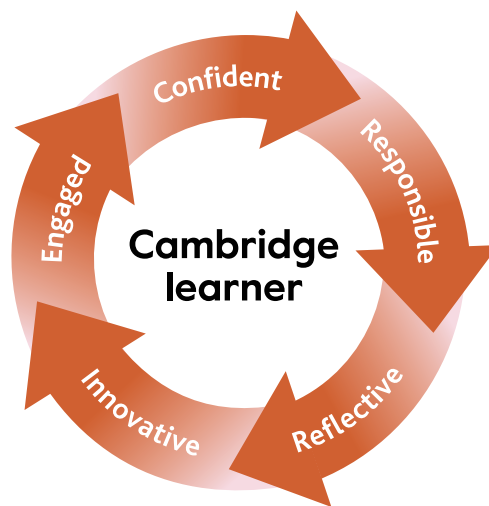
Cambridge O Level is typically for 14 to 16 year olds and is an internationally recognised qualification. It has been designed especially for an international market and is sensitive to the needs of different countries. Cambridge O Level is designed for learners whose first language may not be English,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



**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 Literature 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.

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 so that you can give your students the best possible preparation for Cambridge O Level.

Find out more on the School Support Hub at <https://schoolsupporthub.cambridge.org>, our secure online site for teachers (username and password required).

### Training

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



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.

## 2 Syllabus overview

### Assessment overview

All candidates take Papers 1 and 2.

All candidates take:		and:	
<b>Paper 1</b>	2 hours 67% of total marks	<b>Paper 2</b>	1 hour 33% of total marks
Candidates must answer a total of three questions, each on a different set text.		Candidates answer one question from a choice of five questions.	

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

### Syllabus aims and assessment objectives

#### 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.

#### 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.

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## 3 Subject content

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### 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 2028 sont les suivants:

**2028**

**Section A**

*Carmen*, Mérimée

*L'école des femmes*, Molière

*Un secret*, Grimbert

**Section B**

*Le dernier frère*, Appanah

*La diligence s'éloigne à l'aube*, Lagesse

---

## Mark scheme

### Barème de notation (Paper 1)

- 18–20 Devoir détaillé, bien écrit et bien structuré, parfaitement concentré sur la question posée et faisant preuve d'une réponse personnelle intelligente et sensible.  
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.  
**NB:** *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.*
- 
- 15–17 Devoir détaillé, répondant clairement et de façon personnelle à la question, mais qui peut donner l'impression de manquer de subtilité.  
Pour la question faisant appel à l'imagination, le ton de voix adopté est cohérent et le contenu généralement adéquat.
- 
- 12–14 Devoir satisfaisant, répondant bien à la question mais un peu limité ; quelques traces d'une réponse personnelle, bonne connaissance du livre.  
Pour les questions faisant appel à l'imagination, le ton de voix adopté est assez cohérent et le contenu généralement adéquat.
- 
- 9–11 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.  
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.
- 
- 6–8 Réponse incomplète mais une certaine connaissance du texte ; devoir plutôt limité et décousu, expressions maladroitement.  
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.
- 
- 4–5 Réponse courte, décousue, confuse, mais malgré tout, quelques indices que le livre a été lu.  
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.
- 
- 2–3 Le candidat a lu le livre mais a très peu assimilé de sa lecture.  
Pour la question faisant appel à l'imagination, pas de ton de voix reconnaissable, malgré une vague connaissance du personnage et de l'intrigue.
- 
- 0–1 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.
-

## Barème de notation (Paper 2)

- 6
- 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.

**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

- 
- 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.
- 

**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

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## 4 Details of the assessment

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### 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 (\*). Syllabus overview 10

### 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.

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

#### 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](http://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](http://www.cambridgeinternational.org/eoguide)

## Language

This syllabus is available partly in English and partly in French. 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](http://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](http://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 2, published April 2026.

**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 April 2026

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#### Changes to syllabus content

- The information on page 8 has been updated to amend the year.

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### Changes to version 1 of the syllabus, published November 2025

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#### Changes to syllabus content

- The set texts have been changed. Please check the set text list on page 8.

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

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/](http://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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