



**Cambridge Assessment  
International Education**

Syllabus

**Cambridge O Level  
For centres in Mauritius  
French 3014**

Use this syllabus for exams in 2022.  
Exams are available in the November series.

Français

### Changes to the syllabus for 2022

The latest syllabus is version 1, published September 2019.

There are no significant changes which affect teaching.

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

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# 1. Introduction

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## 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, 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.

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

### Cambridge learners

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** 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 700 000 entries a year in nearly 70 countries. Learn more at [www.cambridgeinternational.org/recognition](http://www.cambridgeinternational.org/recognition)



Cambridge Assessment International Education is an education organisation and politically neutral. The content 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. Resources suit a variety of teaching methods in different international contexts. Through subject discussion forums and training, teachers can access the expert advice they need for teaching our qualifications. More details can be found in Section 2 of this syllabus and at [www.cambridgeinternational.org/teachers](http://www.cambridgeinternational.org/teachers)

## 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)

### 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, Cambridge Pre-U, 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](http://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 Languages?

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 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.

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## 2. Teacher support

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### 2.1 Support materials

We offer a wide range of practical and innovative support to help teachers plan and deliver our programmes and qualifications confidently.

For teachers at registered Cambridge schools a range of additional support materials for specific syllabuses is available online from the School Support Hub. Go to **[www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)** (username and password required). If you do not have access, speak to the School Support coordinator at your school.

Please see the syllabus materials DVD for access to resources.

### 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 Scheme of assessment summary

All candidates take Papers 1 and 2.

Paper 1	(1½ hours)
One translation from English into French and one composition of 250 words from a choice of four topics.	
Weighting: 50% of total marks	

Paper 2	(1½ hours)
Open-ended comprehension questions on two set passages.	
Weighting: 50% of total marks	

### 3.2 Availability

This syllabus is examined in the November examination series.

This syllabus is available to private candidates.

It is available in Mauritius only.

### 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.

## 3.4 Syllabus aims and assessment objectives

### 3.4.1 Objectifs du programme

Développer chez les étudiants la capacité :

- de communiquer à l'oral et à l'écrit de façon précise, correcte, appropriée et efficace
- de lire et de comprendre différents types de textes
- de répondre correctement de manière personnelle et avec imagination à ce qu'ils lisent et entendent
- de prendre plaisir à lire des textes en français
- d'appliquer leur sens critique.

### 3.4.2 Objectifs de l'évaluation

Les étudiants doivent être capables :

1. de raconter par écrit des expériences, de communiquer des idées et des sentiments personnels
2. de donner des informations et des explications
3. de distinguer, dans la communication orale et écrite, les variations selon la situation, le but et la personne à qui l'on s'adresse
4. de lire une variété de textes avec aisance et confiance
5. de choisir, prélever, évaluer et mettre en relation l'/les information(s) contenue(s) dans des textes écrits
6. d'apprécier les différentes façons dont les auteurs utilisent la langue pour produire l'effet attendu/atteindre leur objectif
7. de se servir de différentes formes d'écriture selon les besoins
8. de faire un plan, d'organiser un texte, d'écrire en paragraphes et de se servir d'une ponctuation appropriée
9. de choisir un vocabulaire adapté au type d'écrit, à la personne à qui l'on s'adresse, au but visé
10. d'appliquer les règles grammaticales et syntaxiques
11. de maîtriser l'orthographe des mots selon le vocabulaire choisi
12. d'écrire lisiblement et de présenter un travail fini de façon claire, nette et attrayante.

## 3.5 Description of papers

### 3.5.1 Paper 1

Le "Paper 1" comprend

- une version (un texte en anglais à être traduit en français)
- une rédaction en français de 200–250 mots. Les candidats ont le choix entre 4 sujets différents (narratif, descriptif, argumentatif et une lettre).

### 3.5.2 Paper 2

Le "Paper 2" est l'épreuve de lecture/compréhension, comprend deux textes longs sur des sujets variés et de types différents (narratif, scientifique, informatif, etc.). Les questions évaluent une gamme de compétences en lecture : la recherche de l'information, la relation cause et effet, l'inférence et la déduction, la synthèse et le résumé, l'expression de l'opinion personnelle, l'explication de mots et d'expressions.

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## 4. Other information

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### Equality and inclusion

We have taken great care in the preparation of this syllabus and assessment materials to avoid bias of any kind. To comply with the UK Equality Act (2010), we have designed this qualification with the aim of avoiding direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. Arrangements can be put in place for these candidates to enable them to access the assessments and receive recognition of their attainment. Access arrangements will not be agreed if they give candidates an unfair advantage over others or if they compromise the standards being assessed.

Candidates who are unable to access the assessment of any component may be eligible to receive an award based on the parts of the assessment they have taken.

Information on access arrangements is in the *Cambridge Handbook* at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

### Language

This syllabus is available partly in English and partly in French. There are no other versions. 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.

### Retakes

Candidates can retake the whole qualification as many times as they want to. This is a linear qualification so candidates cannot re-sit individual components.

### 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), X (no result) and Y (to be issued) 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:

- to measure learning and achievement

The assessment:

- confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus, to the levels described in the grade descriptions.

- 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
- help students choose the most suitable course or career.

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