



# Syllabus

**Cambridge IGCSE™ (9–1)**

**French 7156**

For examination in June and November 2021.

**Français**

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## Why choose Cambridge International?

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Cambridge Assessment International Education 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 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.

**'We think the Cambridge curriculum is superb preparation for university.'**

**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>1 Why choose this syllabus? .....</b>	<b>2</b>
<b>2 Syllabus overview .....</b>	<b>5</b>
Aims	5
Content overview	5
Assessment overview	6
Assessment objectives	7
<b>3 Subject content .....</b>	<b>9</b>
Skills	9
Topic areas	11
<b>4 Details of the assessment .....</b>	<b>12</b>
Paper 1 – Listening	12
Paper 2 – Reading	13
Paper 3 – Speaking	14
Paper 4 – Writing	18
List of grammar and structures	19
Vocabulary list	21
<b>5 What else you need to know .....</b>	<b>44</b>
Before you start	44
Making entries	45
After the exam	46
How students and teachers can use the grades	46
Grade descriptions	46
Changes to this syllabus for 2021	47

## Changes to this syllabus

For information about changes to this syllabus for 2021, go to page 47.  
The latest syllabus is version 2, published September 2020.



# 1 Why choose this syllabus?

## Key benefits

Cambridge IGCSE™ is the world's most popular international qualification for 14 to 16 year olds, although it can be taken by students of other ages. It is tried, tested and trusted.

Students can choose from 70 subjects in any combination – it is taught by over 4800 schools in 146 countries.

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 IGCSE (9–1) French** develops a set of transferable skills for understanding and communicating in everyday situations in French. Learners begin to develop cultural awareness of countries and communities where French is spoken. They acquire the essential linguistic skills required for progression to further studies or employment.

Our approach in Cambridge IGCSE (9–1) French encourages learners to be:

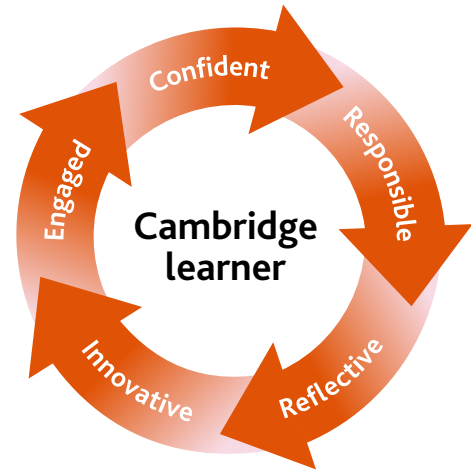
**confident**, using new and familiar structures and vocabulary to communicate with others in everyday situations

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

**reflective**, considering how to communicate different ideas and attitudes

**innovative**, applying language to a variety of situations

**engaged**, developing learning strategies which help them to express their ideas and their understanding of other cultures.



'The strength of Cambridge IGCSE qualifications is internationally recognised and has provided an international pathway for our students to continue their studies around the world.'

Gary Tan, Head of Schools and CEO, Raffles International Group of Schools, Indonesia

## Recognition and progression

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 IGCSE (9–1) French gives learners a solid foundation for further study. Candidates who achieve grades 9 to 4 are well prepared to follow a wide range of courses including Cambridge International AS & A Level French.

Cambridge IGCSEs 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 IGCSEs or equivalent to meet their entry requirements.

UK NARIC, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Cambridge IGCSE and found it to be comparable to the standard of GCSE in the UK. This means students can be confident that their Cambridge IGCSE qualifications are accepted as equivalent to UK GCSEs by leading universities worldwide.

Cambridge IGCSE (9–1) French has been designed to help candidates develop language proficiency to level A2 (Basic User) with some elements of proficiency at level B1 (Independent User) of the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (CEFR).

Assessment objectives, subject content, mark schemes and task types have been designed with reference to the CEFR to ensure that candidates have opportunities to demonstrate proficiency at the intended levels.

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

**'Cambridge IGCSE is one of the most sought-after and recognised qualifications in the world. It is very popular in Egypt because it provides the perfect preparation for success at advanced level programmes.'**

**Mrs Omnia Kassabgy**, Managing Director of British School in Egypt BSE

## Supporting teachers

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

### Teaching resources

- School Support Hub  
[www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)
- Syllabuses
- Schemes of work
- Learner guides
- Discussion forums
- Endorsed resources

### Exam preparation resources

- Question papers
- Mark schemes
- Example candidate responses to understand what examiners are looking for at key grades
- Examiner reports to improve future teaching

### Support for Cambridge IGCSE

### Training

- Introductory – face-to-face or online
  - Extension – face-to-face or online
  - Enrichment – face-to-face or online
  - Coursework – online
  - Cambridge Professional Development Qualifications
- Find out more at  
[www.cambridgeinternational.org/profdev](http://www.cambridgeinternational.org/profdev)

### Community

You can find useful information, as well as share your ideas and experiences with other teachers, on our social media channels and community forums.

Find out more at  
[www.cambridgeinternational.org/social-media](http://www.cambridgeinternational.org/social-media)

## 2 Syllabus overview

### Aims

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

The aims are to enable students to:

- develop the language proficiency required to communicate effectively in French at level A2 (CEFR Basic User), with elements of level B1 (CEFR Independent User)
- offer insights into the culture and society of countries and communities where French is spoken
- develop awareness of the nature of language and language learning
- encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures
- provide enjoyment and intellectual stimulation
- develop transferable skills (e.g. memorising, drawing of inferences) to complement other areas of the curriculum
- form a sound base of the skills, language and attitudes required for progression to work or further study, either in French or another subject area.

### Content overview

The subject content is organised in five broad topic areas (A–E below). These provide contexts for the acquisition of vocabulary and the study of grammar and structures. The study of these topic areas enables students to gain an insight into countries and communities where French is spoken. The five topic areas listed below are described in more detail in section 3.

- Everyday activities
- Personal and social life
- The world around us
- The world of work
- The international world

The syllabus gives students opportunities to develop and apply a wide range of foreign language skills.

Candidates will be expected to read and understand a variety of written and spoken texts on familiar topics. Candidates will be required to demonstrate understanding of the main ideas, opinions and attitudes, as well as select and extract relevant details and deduce the meaning of occasional unknown words from context.

They will also have opportunities to write in French on familiar, everyday topics, and to speak the language by taking part in everyday conversations.



#### Support for Cambridge IGCSE (9–1) French

Our School Support Hub [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support) provides Cambridge schools with a secure site for downloading specimen and past question papers, mark schemes, grade thresholds and other curriculum resources specific to this syllabus. The School Support Hub community offers teachers the opportunity to connect with each other and to ask questions related to the syllabus.





## Assessment objectives

The assessment objectives (AOs) are:

### AO1 Listening

- L1: understand the main points and key information in simple everyday material
- L2: understand clear speech on a range of familiar topics
- L3: understand the description of events and expression of ideas, opinions and attitudes in simple texts
- L4: identify and select relevant information in predictable texts

### AO2 Reading

- R1: understand the main points and key information in simple everyday material
- R2: understand authentic factual texts on a range of familiar topics
- R3: understand the description of events and expression of ideas, opinions and attitudes in simple texts
- R4: identify and select relevant information in predictable texts

### AO3 Speaking

- S1: communicate clearly and effectively in a range of predictable everyday situations
- S2: engage in conversations on familiar topics, expressing opinions and feelings
- S3: use a range of structures and vocabulary with reasonable accuracy
- S4: demonstrate some ability to maintain interaction
- S5: show some control of pronunciation and intonation

### AO4 Writing

- W1: communicate simple factual information clearly for everyday purposes
- W2: write simple phrases and sentences on a familiar topic
- W3: write simple connected texts describing events, experiences, opinions and hopes and ambitions
- W4: use a range of simple vocabulary and language structures reasonably accurately

## 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 IGCSE %
AO1 Listening	25
AO2 Reading	25
AO3 Speaking	25
AO4 Writing	25
Total	100

### Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %			
	Paper 1	Paper 2	Paper 3	Paper 4
AO1 Listening	100	–	–	–
AO2 Reading	–	100	–	–
AO3 Speaking	–	–	100	–
AO4 Writing	–	–	–	100
Total	100	100	100	100

## 3 Subject content

### Skills

The skills covered in the syllabus are outlined below.

#### Listening

- Understand short recordings dealing with everyday needs (e.g. simple transactions in shops, simple directions or instructions).
- Understand factual information and ideas from a range of sources (e.g. announcements, phone messages, news items, interviews, dialogues) on familiar topics.
- Understand descriptions of events, opinions, emotions, hopes and ambitions in simple texts (e.g. in radio broadcasts, interviews, dialogues).
- Identify main points, specific information and details on everyday topics (e.g. personal and family information, shopping, local area, employment, school, leisure activities).
- Identify main points, themes, opinions, ideas, emotions and attitudes in predictable texts (e.g. news reports, conversations, interviews, simple monologues).
- Deduce the meaning of occasional unknown words and expressions from the context.

#### Reading

- Understand short, simple texts (e.g. signs and notices in public places, such as streets, restaurants and bus/railway stations and airports).
- Understand authentic texts on familiar topics and situations (e.g. newspaper/magazine articles, email messages, blogs and letters).
- Understand descriptions of events, opinions, emotions, hopes and ambitions in simple texts (e.g. in articles, interviews or personal messages).
- Identify main points, specific information and details in predictable texts (e.g. advertisements, brochures, menus, timetables, instructions, messages).
- Identify main points, themes, opinions, ideas, emotions and attitudes in predictable texts (e.g. newspaper/magazine articles, simple plots of films or books).
- Deduce the meaning of occasional unknown words and expressions from the context.

#### Speaking

- Participate in short social exchanges (e.g. greet people, make and respond to invitations, apologies) and communicate on familiar topics to meet simple needs (e.g. order food and drink, simple transactions in shops, use public transport, ask and give directions, request information).
- Participate in unprepared conversations on familiar topics of personal interest or relevant to everyday life (e.g. family, friends, home environment, hobbies and interests, education, work, travel).
- Describe past events and experiences, hopes and ambitions and give brief reasons for opinions and plans.
- Communicate with reasonable accuracy, using a range of structures, tenses and vocabulary relevant to the given situation.
- Use simple connectors (e.g. and, but, because, then) to link a series of shorter discrete elements into a connected sequence of points.
- Use appropriate strategies to maintain interaction.
- Use features of pronunciation and intonation to convey meaning and attitude.

## Writing

- Fill in forms providing simple details.
- Communicate simple factual information in writing using everyday vocabulary and expressions.
- Write a series of simple phrases and sentences linked with simple connectors, relating to personal life, immediate environment and everyday topics (e.g. writing about a holiday).
- Write simple connected texts (e.g. email messages, articles) on familiar topics (e.g. plans and arrangements, likes and dislikes, family, home environment, hobbies and interests, education, work and travel).
- Describe past events and experiences, opinions, hopes and ambitions and give brief reasons for opinions and plans.
- Communicate with reasonable accuracy, using a range of structures, tenses/time frames and vocabulary relevant to the given situation.
- Use simple connectors (e.g. and, but, because, then) to link a series of shorter discrete elements into a connected sequence of points.

## Topic areas

Candidates will be required to show knowledge and understanding of the broad topic areas listed below. These provide contexts for the acquisition of vocabulary and the study of grammar and structures. Through the study of these broad topic areas, candidates gain insight into the cultures of countries and communities where French is spoken.

The sub-topics listed are provided as examples of what teachers may choose to focus on. They are examples only and are not intended to be prescriptive or exhaustive.

Area	Topic Areas	Sub-topics
A	Everyday activities	<ul style="list-style-type: none"> <li>• Time expressions (e.g. telling the time, days, days of the week, months, seasons)</li> <li>• Food and drink (e.g. meals, fruit and vegetables, meat, fish and seafood, snacks, drinks, cutlery and utensils)</li> <li>• The human body and health (e.g. parts of the body, health and illness)</li> <li>• Travel and transport</li> </ul>
B	Personal and social life	<ul style="list-style-type: none"> <li>• Self, family and friends</li> <li>• In the home (e.g. rooms, living room, kitchen, bedroom, bathroom, furniture and furnishings, garden, household appliances)</li> <li>• Colours</li> <li>• Clothes and accessories</li> <li>• Leisure time (e.g. things to do, hobbies, sport)</li> </ul>
C	The world around us	<ul style="list-style-type: none"> <li>• People and places (e.g. continents, countries and nationalities, compass points)</li> <li>• The natural world, the environment, the climate and the weather</li> <li>• Communications and technology (e.g. the digital world, documents and texts)</li> <li>• The built environment (e.g. buildings and services, urban areas, shopping)</li> <li>• Measurements (e.g. size, shape)</li> <li>• Materials</li> </ul>
D	The world of work	<ul style="list-style-type: none"> <li>• Education (e.g. learning institutions, education and training, the classroom, learning tools, subjects, studying)</li> <li>• Work (e.g. jobs and careers, the workplace)</li> </ul>
E	The international world	<ul style="list-style-type: none"> <li>• Countries, nationalities and languages</li> <li>• Culture, customs, faiths and celebrations</li> </ul>

## 4 Details of the assessment

All questions requiring written responses are to be answered in French.

**Dictionaries are not allowed in the examination.**

### Paper 1 – Listening

Approximately 50 minutes including 6 minutes' transfer time, 40 marks

This paper consists of 37 multiple-choice and matching questions. Candidates answer all questions by selecting the correct option or options. Each question tests comprehension of recorded texts (e.g. dialogues, announcements, conversations). Candidates hear each recorded text twice. At the end of the test candidates will be asked to transfer their answers onto the separate answer sheet.

Centres must check the *Cambridge Handbook* for the year candidates are taking the assessment. The *Cambridge Handbook* tells you when and how to access the audio material for each examination series.

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

Teachers/invigilators must consult the relevant sections of the *Cambridge Handbook* about administering the listening examination and for details about rooms, equipment, guidance on acoustics and checking the audio material in advance.

#### Description of questions

##### Questions 1–8

<i>Assessment objective</i>	L1
<i>Task</i>	Candidates listen to short texts and answer eight multiple-choice questions with four options.
<i>Text types</i>	Announcements, phone messages, news items, or dialogues
<i>Total marks</i>	8

##### Questions 9–14

<i>Assessment objective</i>	L1, L2, L4
<i>Task</i>	Candidates listen to a monologue or dialogue containing factual information and answer six multiple-choice questions with four options.
<i>Text types</i>	Short monologues or dialogues
<i>Total marks</i>	6

##### Questions 15–19

<i>Assessment objective</i>	L2, L3, L4
<i>Task</i>	Candidates listen to a conversation and match the names of people, places, items or activities with the correct statements.
<i>Text types</i>	Informal conversations
<i>Total marks</i>	5

**Description of questions (continued)**

## Questions 20–28

<i>Assessment objective</i>	L2, L3, L4
<i>Task</i>	Candidates listen to a dialogue (conversation, discussion or interview) or, alternatively, two shorter dialogues (each with a different person, on a common theme) and answer nine multiple-choice questions with three options.
<i>Text types</i>	Conversations, interviews
<i>Total marks</i>	9

## Questions 29–34

<i>Assessment objective</i>	L2, L3, L4
<i>Task</i>	Candidates listen to a dialogue (conversation, discussion or interview) and answer six multiple-choice questions with four options.
<i>Text types</i>	Conversation, discussion or interview
<i>Total marks</i>	6

## Questions 35–37

<i>Assessment objective</i>	L2, L3, L4
<i>Task</i>	Candidates listen to a conversation/discussion or interview. In each question there are five options and candidates must select the <b>two</b> options which are true.
<i>Text types</i>	Conversation, discussion or interview
<i>Total marks</i>	6

**Paper 2 – Reading**

Written paper, 1 hour, 45 marks

This paper consists of six groups of questions, each comprising a number of multiple-choice and matching questions, as well as questions requiring short answers in French. The number of questions in each group may vary in each examination session.

**Description of question groups**

## Question group 1

<i>Assessment objective</i>	R1
<i>Task</i>	Candidates match a series of short statements with the correct pictures.
<i>Text types</i>	Simple descriptions
<i>Total marks</i>	5

## Question group 2

<i>Assessment objective</i>	R1
<i>Task</i>	Candidates match a series of short notices or signs commonly found in public places with an explanatory statement. The texts are all set in the same context.
<i>Text types</i>	Signs, notices, instructions, messages, advertisements
<i>Total marks</i>	5

<b>Question group 3</b>	
<i>Assessment objective</i>	R2, R4
<i>Task</i>	Candidates answer multiple-choice questions with three options on a short text.
<i>Text types</i>	Email, message, postcard or letter
<i>Total marks</i>	7
<b>Question group 4</b>	
<i>Assessment objective</i>	R2, R4
<i>Task</i>	Candidates answer questions on a longer text requiring short responses in French.
<i>Text types</i>	Email, message, letter or blog
<i>Total marks</i>	12
<b>Question group 5</b>	
<i>Assessment objective</i>	R3
<i>Task</i>	Candidates match a series of descriptions of the requirements, interests or skills of different people with the correct description of places, events, services or activities. All texts are on a common theme.
<i>Text types</i>	Short descriptions, advertisements
<i>Total marks</i>	5
<b>Question group 6</b>	
<i>Assessment objective</i>	R3, R4
<i>Task</i>	Candidates answer questions on a longer text requiring short responses in French.
<i>Text types</i>	Articles
<i>Total marks</i>	11

## Paper 3 – Speaking

Approximately 10 minutes (plus 10 minutes of preparation time), 40 marks

Each speaking test lasts approximately 10 minutes, and is structured as follows:

- a warm-up section which is not assessed (approximately 30 seconds)
- one role play – candidates respond to five transactional questions to, for example, accomplish a task or obtain goods or services (approximately two minutes)
- two topic conversations – candidates respond to questions on each topic to share views, opinions and experiences (four minutes per topic conversation).

Both the role play and the topic conversations are set in predictable, everyday contexts and are based on the topic areas outlined in the syllabus.



During the preparation time, candidates study a role play scenario provided on a candidate card. They must be supervised under exam conditions. Candidates are not allowed to make notes.

The tests are conducted and marked by the teacher/examiner using the speaking assessment materials and assessment criteria provided. They are moderated by Cambridge International.

Speaking tests take place before the main examination series (see the relevant series' timetable). Before the speaking test period, centres will receive materials for the test. Teachers/examiners must allow sufficient time to familiarise themselves with the materials and procedures (see the *Cambridge Handbook* for details).

Cambridge International supplies a teacher/examiner booklet comprising instructions, assessment criteria and teacher/examiner scripts for the role plays and topic conversations. Candidate cards containing the role play scenarios are also supplied.

The teacher/examiner allocates a role play and two topic conversations to each candidate according to a randomisation grid provided in the teacher/examiner instruction booklet.

### Administration of the speaking test

Further information about the administration of speaking tests is provided in the *Cambridge Handbook*, available from our website. For copies of the forms required for the speaking test as well as information about the deadlines, sample size and methods of submission, please refer to the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)

### Internal moderation

If more than one teacher in your centre is marking internal assessments, you must make arrangements to moderate or standardise your teachers' marking so that all candidates are assessed to a common standard. There is further information on the process of internal moderation on the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)

You should record the internally moderated marks for all candidates on the Working Mark Sheet and submit these marks to Cambridge International according to the instructions set out in the *Cambridge Handbook*.

### External moderation

Cambridge International will externally moderate all internally assessed components.

- You must submit the marks of all candidates to Cambridge International.
- You must also submit the marked work of a sample of candidates to Cambridge International.

The sample you submit to Cambridge International should include examples of the marking of each teacher. The samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples) provides details of how the sample will be selected and how it should be submitted.

External moderators will produce a short report for each centre with feedback on your marking and administration of the assessment.

## Speaking assessment criteria grids

### Role play

Each of the five role play tasks is assessed using the mark scheme below:

2	The information is communicated. Language is appropriate to the situation and is accurate. Minor errors (adjective endings, use of prepositions, etc.) are allowed.
1	The information is partly communicated and/or the meaning is ambiguous. Errors impede communication.
0	No creditable response.

### Topic conversations

When **both** topic conversations have been completed, give a mark out of 15 for **Communication** and a mark out of 15 for **Quality of Language**.

### Communication

Give a mark out of 15 for the candidate's performance in **both** topic conversations.

Mark	Level	Descriptor
13–15	<b>Very good</b>	<ul style="list-style-type: none"> <li>• Responds confidently to questions; may occasionally need repetition of words or phrases.</li> <li>• Communicates information which is consistently relevant to the questions.</li> <li>• Frequently develops ideas and opinions.</li> <li>• Justifies and explains some answers.</li> </ul>
10–12	<b>Good</b>	<ul style="list-style-type: none"> <li>• Responds well to questions; requires occasional use of the alternative question(s) provided.</li> <li>• Communicates information which is almost always relevant to the questions.</li> <li>• Sometimes develops ideas and opinions.</li> <li>• Gives reasons or explanations for some answers.</li> </ul>
7–9	<b>Satisfactory</b>	<ul style="list-style-type: none"> <li>• Responds satisfactorily to questions; frequently requires use of the alternative question(s) provided.</li> <li>• Communicates most of the required information; may occasionally give irrelevant information.</li> <li>• Conveys simple, straightforward opinions.</li> </ul>
4–6	<b>Weak</b>	<ul style="list-style-type: none"> <li>• Has difficulty with many questions but still attempts an answer.</li> <li>• Communicates some simple information relevant to the questions.</li> </ul>
1–3	<b>Poor</b>	<ul style="list-style-type: none"> <li>• Frequently has difficulty understanding the questions and has great difficulty in replying.</li> <li>• Communicates one or two basic pieces of information relevant to the questions.</li> </ul>
0		<ul style="list-style-type: none"> <li>• No creditable response.</li> </ul>

## Quality of Language

Give a mark out of 15 for the candidate's performance in **both** topic conversations.

Mark	Level	Descriptor
13–15	<b>Very good</b>	<ul style="list-style-type: none"> <li>• Accurate use of a wide range of the structures listed in the syllabus with occasional errors in more complex language.</li> <li>• Accurate use of a wide range of vocabulary with occasional errors.</li> <li>• Very good pronunciation, fluency, intonation and expression; occasional mistakes or hesitation.</li> </ul>
10–12	<b>Good</b>	<ul style="list-style-type: none"> <li>• Good use of a range of the structures listed in the syllabus, with some errors.</li> <li>• Good use of a range of vocabulary with some errors.</li> <li>• Good pronunciation and fluency despite some errors or hesitation; a good attempt at correct intonation and expression.</li> </ul>
7–9	<b>Satisfactory</b>	<ul style="list-style-type: none"> <li>• Satisfactory use of some of the structures listed in the syllabus, with frequent errors.</li> <li>• Satisfactory use of vocabulary with frequent errors.</li> <li>• Satisfactory pronunciation and fluency despite frequent errors and hesitation; some attempt at intonation and expression.</li> </ul>
4–6	<b>Weak</b>	<ul style="list-style-type: none"> <li>• Limited range of structures and vocabulary, rarely accurate and/or complete; frequent ambiguity.</li> <li>• Pronunciation can be understood with some effort; very noticeable hesitations and stilted delivery.</li> </ul>
1–3	<b>Poor</b>	<ul style="list-style-type: none"> <li>• Very limited range of structures and vocabulary, almost always inaccurate.</li> <li>• Poor pronunciation, rarely comprehensible; many serious errors.</li> </ul>
0		<ul style="list-style-type: none"> <li>• No creditable response.</li> </ul>

## Paper 4 – Writing

Written paper, 1 hour, 45 marks

This paper consists of a form-filling task, a directed writing task and an extended writing task in response to given contexts and prompts.

### Description of questions

#### Question 1

*Assessment objective*

W1, W4

*Task*

Candidates fill in a form with single words or short phrases in response to a given context.

*Total marks*

5

#### Question 2

*Assessment objective*

W2, W4

*Task*

Candidates complete a directed writing task in about 80–90 words on a familiar, everyday topic.

*Total marks*

12

#### Question 3

*Assessment objective*

W3, W4

*Task*

Candidates choose between two tasks (an email/letter and an article/blog) and complete one of these in about 130–140 words.

*Total marks*

28

## List of grammar and structures

The list of grammar and structures provides students with an indication of the grammatical knowledge they are expected to demonstrate in all of their assessments for IGCSE French. The list is not intended to be restrictive.

<b>Articles</b>	definite, indefinite, partitive, use of <b>de</b> after negative verb forms
<b>Nouns</b>	gender singular and plural forms
<b>Adjectives</b>	agreement possessive demonstrative ( <i>ce, cet, cette, ces</i> ) interrogative (e.g. <i>quel, quelle, quels, quelles</i> ) indefinite (e.g. <i>autre, chaque, même, n'importe quel, pareil, plusieurs, quelques, tel</i> ) comparative: regular forms (e.g. <i>aussi, moins, plus + que</i> ) irregular forms (e.g. <i>meilleur, pire</i> ) superlative regular forms (e.g. <i>le/la plus ... , le/la moins ...</i> ) irregular forms (e.g. <i>le meilleur, le pire, le moindre</i> )
<b>Adverbs</b>	adverbs of time and place interrogative (e.g. <i>combien, comment, où, quand, depuis quand</i> ) common adverbial phrases comparative: regular forms (e.g. <i>aussi, moins, plus + que</i> ) irregular forms (e.g. <i>mieux</i> ) superlative: irregular forms (e.g. <i>le mieux, le pire</i> ) quantifiers: (e.g. <i>assez, beaucoup plus/moins, bien, comme, fort, peu, un peu, quel, si, tellement, tout, très, trop</i> )
<b>Pronouns</b>	personal reflexive object: direct and indirect including position, order, agreement demonstrative (e.g. <i>ça, cela, celui, celle, -ci, -là, celui/celle de, celui/celle qui, celui/celle que, celui/celle dont</i> ) interrogative (e.g. <i>qui ? que ? qui est-ce que/qui ? lequel ?</i> ) relative (e.g. <i>qui, que, dont, où, quoi, ce qui, ce que, lequel/laquelle</i> ) disjunctive possessive (e.g. <i>le mien</i> ) indefinite (e.g. <i>quelque chose, quelqu'un, chacun, certain, n'importe qui, n'importe quoi</i> )

<b>Verbs</b>	<p>regular and irregular forms of verbs, including reflexive verbs  all persons of verbs, singular and plural  negative forms  interrogative forms  imperative  modes of address: <i>tu, vous</i>  impersonal verbs  indicative tenses</p> <ul style="list-style-type: none"> <li>• present</li> <li>• imperfect</li> <li>• perfect</li> <li>• immediate future</li> <li>• future</li> <li>• conditional</li> <li>• pluperfect</li> </ul> <p>perfect infinitive  present participle  verbs governing an infinitive, including <i>à</i> and <i>de</i> + infinitive  use of <i>depuis</i> with present and imperfect tenses  use of <i>venir de</i> + infinitive in present and imperfect tenses  passive voice (<b>receptive</b>)  subjunctive mood: in commonly used expression (<b>receptive</b>)</p>
<b>Conjunctions</b>	<p>co-ordinating (e.g. <i>car, donc</i>)  subordinating (e.g. <i>quand, où, parce que, si, puisque</i>)</p>
<b>Prepositions</b>	<p>place (e.g. <i>chez, entre, devant, à côté de</i>)  time (e.g. <i>avant, après, pendant, pour</i>)  movement (e.g. <i>jusqu'à, vers</i>)  other (e.g. <i>contre, malgré, sans, sauf, selon</i>)</p>
<b>Number</b>	all cardinal/ordinal numbers
<b>Quantity</b>	<i>assez, beaucoup, demi, moitié, peu, un peu, tant, trop, tellement</i>
<b>Time</b>	date (e.g. <i>le 12 septembre</i> ); time, including 24-hour clock, years

## Vocabulary list

The vocabulary list provided is intended as a guide for teachers to assist in the planning of lessons and schemes of work. It is not intended to be prescriptive or exhaustive and the assessment tasks will require students to understand and respond to words (and/or forms of words) that are not on the list.

Although the skill of deduction is not directly tested, students should be taught the skill of deducing the meaning of unknown words from the context on familiar topics.

Vocabulary is listed under particular topic headings but should be considered transferable, as appropriate, to the other topics.

Students are expected to be familiar with plural and feminine forms of nouns and adjectives where these are not given.

The list reflects the spelling rules at the time of publication for French. Examiners will accept both versions of the spellings affected by the reform, i.e. old and new.

Les adjectifs courants	
agréable	faux / fausse
amical(e)	fort(e)
amusant(e)	froid(e)
animé(e)	général(e)
approprié(e)	génial(e)
beau / belle	gentil(le)
bête	grand(e) / plus grand(e) / le / la plus grand(e)
bon(ne)	gratuit(e)
bruyant(e)	impoli(e)
chaud(e)	important(e)
clair(e)	impossible
confortable	intelligent(e)
correct(e)	inutile
de valeur	isolé(e)
dernier / dernière	léger / légère
différent(e)	lent(e)
difficile	libre
disponible	lourd(e)
douillet / douillette	malheureux / malheureuse
doux / douce	marrant(e)
drôle	mauvais(e) / plus mauvais(e)
dur(e)	meilleur(e) / le / la meilleur(e)
ennuyeux / ennuyeuse	(le / la) même (que)
énorme	mince
étroit(e)	mobile
exact(e)	moderne
facile	mou / molle
faible	mouillé(e)
fantastique	nécessaire

**Les adjectifs courants (continued)**

négatif / négative

normal(e)

nouveau / nouvelle

parfait(e)

palpitant(e)

passionnant(e)

petit(e) / plus petit(e) / le / la plus petit(e)

pire / le / la pire

plein(e)

poli(e)

populaire

portable

positif / positive

possible

précédent(e)

prêt(e)

probable

prochain(e)

profond(e)

rapide

récent(e)

responsable

riche

sauf / sauve

sec / sèche

semblable

seul(e)

sévère

silencieux / silencieuse

simple

strict(e)

sympa

timide

typique

utile

vide

vieux / vieille

vrai(e)

**Adverbes et prépositions courants****Prépositions courantes**

à

à côté de

au lieu

au milieu de

au-dessous de

au-dessus de

autour

avec

dans

de

de (la part de)

dedans

dehors

derrière

dessous

dessus

devant

entre

ici

là-bas

loin de

pour

près de

quelque part

sans

sous

sur

**Adverbes – Possibilité**

certainement

peut-être

probablement

**Adverbes – Fréquence**

d'habitude

jamais

normalement

rarement

seulement

souvent

toujours

tous les jours



**Adverbes et prépositions courants (continued)****Adverbes – Manière**

bien  
exactement  
lentement  
mal  
rapidement

**Adverbes – Intensité**

surtout  
vraiment

**Adverbes – Quantité**

assez  
beaucoup  
juste  
si  
tout  
tout à fait  
très  
trop

**Nombres cardinaux**

zéro / un(e) / deux / trois / quatre / cinq – un million

**Nombres ordinaux**

premier / première / deuxième / troisième / quatrième / etc.

**Nombres – Fractions**

moitié (f) / tiers (m) / quart (m)

**Nombres – Autre vocabulaire**

à peu près  
chaque  
combien  
divers  
double  
environ  
la plupart  
le/la seul(e)  
les deux  
majorité (f)

**Nombres – Autres vocabulaire (continued)**

minorité (f)  
moins de  
nombre (m)  
pas assez  
plus de  
plus ou moins  
plusieurs  
presque  
quantité (f)  
quelque(s)  
rien  
suffisamment  
total (m)  
tout  
tout(e) / tous / toutes  
trop  
une fois / deux fois / trois fois

**Verbes courants**

accompagner  
accueillir  
adorer  
aider  
aimer  
aller  
amener  
apparaître  
appartenir  
apporter  
apprécier  
apprendre  
arranger  
arriver  
attacher  
augmenter  
avoir  
avoir besoin  
avoir lieu  
boire  
bouger  
chercher

**Verbes courants (continued)**

choisir

cocher

commencer

comprendre

connaître

continuer

copier

crier

croire

déchirer

décrire

demander

détester

devoir

diminuer

dire

donner

écouter

écrire

encourager

entendre

entrer

éprouver

essayer

être

être désolé(e)

explorer

faire

finir

garder

il y a

inviter

laisser tomber

lire

louer

manger

mentir

mettre

mordre

organiser

oublier

parler

penser

permettre

pleurer

porter

poser

pousser

pouvoir

prendre

raconter

ramasser

ranger

recueillir

réduire

regarder

regretter

relier

réparer

répéter

répondre

ressembler

ressentir

rester

retourner

rentrer

retrouver

réussir

revenir

rêver

rire

s'approcher de

s'arrêter

s'asseoir

savoir

se calmer

sentir / se sentir

se rappeler / rappeler

sembler

se servir de

se souvenir

s'inquiéter

s'inscrire

s'intéresser à

**Verbes courants (continued)**

s'occuper de

soigner

sourire

tirer

toucher

travailler

trouver

utiliser

venir

voir

vouloir

**A Activités de la vie quotidienne****Expressions de temps**

à venir

après-midi (m)

aujourd'hui

avant

bientôt

chaque jour / semaine / mois

d'abord

de bonne heure

déjà

demain

depuis

dernier / dernière

en attendant

encore

enfin

ensuite

finalement

hier

immédiat(e)

jamais

jusqu'à

la semaine suivante

la semaine / la semaine prochaine / la semaine dernière

maintenant

matin (m)

**A Activités de la vie quotidienne (continued)****Expressions de temps (continued)**

moment (m)

pendant

pendant ce temps

plus tard

prochain(e)

puis

quand

quelquefois

soudain

tard / en retard

tôt

toujours

tous les jours / toutes les semaines / tous les mois  
(votre, ton, mon) tour (m)**Donner l'heure**

à une heure / deux heures

après-midi (m)

heure (f)

horloge (f)

Il est sept heures et demie / moins le quart / et quart.

matin (m)

midi (m)

minuit (m)

minute (f)

montre (f)

seconde (f)

soir (m)

une demi-heure, un quart d'heure

**Les jours de la semaine**

lundi

mardi

mercredi

jeudi

vendredi

samedi

dimanche

week-end (m) / weekend (m)

**A Activités de la vie quotidienne (continued)****Les mois / les années**

an (m) / année (f)

annuel(le)

chaque année / tous les ans

date (f)

hebdomadaire

mensuel(le)

mois (m)

janvier

février

mars

avril

mai

juin

juillet

août

septembre

octobre

novembre

décembre

**Les saisons**

automne (m)

été (m)

hiver (m)

printemps (m)

saisons (fpl)

**Manger et boire – Repas**

déjeuner (m)

dessert (m)

en-cas (m)

entrée (f)

faire un barbecue

nourriture (f) végétarienne / végétalienne

pique-nique (m)

plat (m) principal

prendre le déjeuner

prendre le dîner

prendre le petit déjeuner

régime (m)

repas (m)

**Manger et boire – Les fruits**

abricot (m)

ananas (m)

banane (f)

cerise (f)

citron (m)

fraise (f)

framboise (f)

fruit (m)

fruit (m) de la passion

mangue (f)

melon (m)

noix (f) de coco

orange (f)

pastèque (f)

pêche (f)

pomme (f)

poire (f)

prune (f)

raisin (m)

**Manger et boire – Les légumes**

aubergine (f)

carotte (f)

champignon (m)

chou (m)

chou-fleur (m)

concombre (m)

haricot (m)

laitue (f)

légumes (mpl)

oignon (m)

poivron (m)

pomme (f) de terre

salade (f)

tomate (f)

**Manger et boire – Autres aliments**

ail (m)

beurre (m)

cacahuète (f)

confiture (f)

**A Activités de la vie quotidienne (continued)****Manger et boire – Autres aliments (continued)**

farine (f)

fromage (m)

gelée (f)

glace (f)

huile (f)

noisette (f)

noix (f)

œuf (m)

pain (m)

pâtes (fpl)

poivre (m)

riz (m)

sel (m)

soja (m)

sucre (m)

tofu (m)

**Manger et boire – Viande, poisson et fruits de mer**

agneau (m)

bœuf (m)

fruits (mpl) de mer

hamburger (m)

jambon (m)

poisson (m)

porc (m)

poulet (m)

saucisse (f)

viande (f)

**Manger et boire – Les en-cas**

bonbons (mpl)

chips (fpl)

chocolat (m)

frites (fpl)

gâteau (m)

pain (m) grillé

pizza (f)

sandwich (m)

soupe (f) / potage (m)

yaourt (m)

**Manger et boire – Boissons**

boisson (f)

boisson (f) non alcoolisée

café (m)

chocolat (m) chaud

coca

eau (f) (minérale, gazeuse, plate)

glaçon (m)

jus (m)

lait (m)

limonade (f)

thé (m)

**Manger et boire – Couvert et ustensiles**

assiette (f)

bol (m)

casserole (f)

couteau (m)

cuiller (f) / cuillère (f)

fourchette (f)

marmite (f)

tasse (f)

verre (m)

**Manger et boire – Verbes et expressions**

avoir faim

avoir soif

avoir trop mangé

boisson (f)

couper

cru(e)

grignoter

manger

prendre le petit déjeuner / le dîner

prendre quelque chose à boire

préparer

**A Activités de la vie quotidienne (continued)****Manger et boire – Adjectifs**

cuit(e)

épicé(e)

frais / fraîche

salé(e)

sucré(e)

**Le corps et la santé – Les parties du corps**

bouche (f)

bras (m)

cheville (f)

cœur (m)

corps (m)

cou (m)

dent (f)

doigt (m) / doigt de pied (m)

dos (m)

épaule (f)

genou (m)

gorge (f)

jambe (f)

main (f) (droite, gauche)

nez (m)

œil (m) / yeux (mpl)

oreille (f)

orteil (m)

os (m)

peau (f)

pied (m) (droit, gauche)

poitrine (f)

tête (f)

ventre (m)

visage (m)

**Les parties du corps – Verbes et expressions**

respirer

se maquiller

se raser

sentir

toucher

voir

**Le corps et la santé – La santé et la maladie**

dentiste (m/f)

infirmier (m) / infirmière (f)

médecin (m/f)

médicament (m)

pharmacie (f)

rendez-vous (m)

sparadrap (m)

**La santé et la maladie – Verbes et expressions**

aller à la salle de gym / au gymnase

avoir de la fièvre

avoir la grippe

avoir mal à la tête / au ventre / aux dents

avoir une allergie à

blessure (f)

être au régime

être en forme / en bonne santé

être enrhumé(e)

être fatigué(e)

être malade

faire de l'exercice

propre

s'allonger

se casser le bras / la jambe

se faire mal à / se couper le doigt

se sentir malade

tomber

vomir

**Les voyages et les transports**

auto (f)

(auto)bus (m)

ambulance (f)

arrêt (m) d'autobus

avion (m)

bagages (mpl)

bateau (m)

carte (f)

chauffeur (m)

chemin (m) de fer

**A Activités de la vie quotidienne (continued)****Les voyages et les transports (continued)**

conducteur (m) / conductrice (f)

directions (fpl)

ferry (m)

motocyclette (f)

office (m) de tourisme

passager (m) / passagère (f)

piste (f) cyclable

quai (m)

queue (f)

retard (m) / en retard / retardé

taxi (m)

ticket aller-retour (m) / aller simple (m)

touriste (m/f)

train (m)

trajet (m)

tram (m)

transports (mpl) en commun

valise (f)

vélo (m)

visite (f)

voiture (f)

vol (m)

voyage (m)

**Les voyages et les transports – Verbes et expressions**

arriver

chercher

conduire

descendre

être perdu(e) / se perdre

faire de la randonnée

marcher

monter

partir

prendre l'autobus / le train / le ferry / l'avion

retourner

revenir

se garer

stationner

tourner

**Les voyages et les transports – Verbes et expressions (continued)**

tout droit

traverser

voyager

voyager en autobus / en train

**B Vie personnelle et sociale****Moi, ma famille et mes amis – Salutations et expressions parlées courantes**

À plus tard.

À demain.

Au revoir.

Bonjour.

Bonsoir.

Ça va ? / Ça va bien merci. / Ça ne va pas bien.

Comment allez-vous ? / Comment vas-tu ?

Enchanté(e) de faire votre connaissance.

Je dois m'en aller.

Je suis désolé(e).

Merci.

Pardon.

Pardon ?

Salut.

S'il vous plaît / S'il te plaît.

**Moi, ma famille et mes amis – Exclamations / Interjections**

Bienvenue !

Que c'est ennuyeux !

Que c'est gentil !

Que c'est intéressant !

Quel dommage !

**Moi, ma famille et mes amis – Invitations**

accepter / refuser une invitation

inviter

Merci, mais je ne peux pas. Un autre jour peut-être ?

Veux-tu / Voulez-vous aller au cinéma ?

Si on allait... ?

**B Vie personnelle et sociale (continued)****Moi, ma famille et mes amis – La famille et les relations**

adolescent(e) (m/f)
ami(e) (m/f)
bébé (m)
belle-mère (f) / beau-père (m)
célibataire (m/f)
copain (m) / copine (f)
cousin (m) / cousine (f)
divorcé(e)
enfance (f)
enfant (m/f)
épouser
famille (f)
femme (f)
fiancé (m) / fiancée (f)
fille (f)
fil(s) (m) / fille (f)
frère (m) plus jeune / plus âgé
gens
grand-père (m) / grand-mère (f) / grands-parents (mpl)
homme (m)
jeune femme (f)
jeune homme (m)
jeune (m/f)
jumeaux (mpl) / jumelles (fpl)
les personnes âgées (fpl)
Madame
Mademoiselle
mari (m)
marié(e)
mariage (m)
membre (m) de la famille
mère (f)
Monsieur
neveu (m) / nièce (f)
nom (m) de famille
oncle (m)
parents (mpl)
partenaire (m/f)
père (m)

**Moi, ma famille et mes amis – La famille et les relations (continued)**

petit(e) ami(e) (m/f)
petit-fils (m) / petite-fille (f)
prénom (m)
se marier
sœur (f) plus jeune / plus âgée
tante (f)
voisin (m) / voisine (f)
vous-même / moi-même

**La famille et les relations – Verbes et expressions**

avoir
être enceinte
élever
épeler
grandir
mourir
naître
s'appeler
vivre

**Moi, ma famille et mes amis – Description physique**

âge (m)
barbe (f)
beau / belle
blond(e)
bouclé(e)
brun(e)
chauve
cheveux (mpl)
couleur (f)
court(e)
épais(se)
fin(e)
frisé(e)
grand(e)
gros(se)
jeune
joli(e)



**B Vie personnelle et sociale (continued)****Moi, ma famille et mes amis – Description physique (continued)**

laid(e)

long(ue)

maigre

marron

mince

moustache (f)

œil (m) / yeux (mpl)

petit(e)

porter un appareil auditif

porter des lunettes (fpl)

raide

sexe (m)

taille (f)

vieux / vieille

voix (f)

**Moi, ma famille et mes amis – Description du tempérament et de l'humeur**

actif / active

agréable

aimable

anxieux / anxieuse

bête

calme

célèbre

content(e)

curieux / curieuse

désagréable

drôle

en colère

ennuyeux / ennuyeuse

épuisé(e)

fâché(e)

fou / folle

gentil(le)

gourmand(e)

heureux / heureuse

impoli(e)

important(e)

inquiet / inquiète

**Moi, ma famille et mes amis – Description du tempérament et de l'humeur (continued)**

intelligent(e)

intéressant(e)

malheureux / malheureuse

marrant(e)

méchant(e)

paresseux / paresseuse

pauvre

raisonnable

satisfait(e)

sérieux / sérieuse

stupide

triste

**Moi, ma famille et mes amis – Verbes et expressions**

aimer

embrasser

être de bonne / mauvaise humeur

pleurer

rire

se fâcher

sourire

**À la maison – Les pièces et les meubles**

balcon (m)

bureau (m)

cave (f)

couloir (m)

entrée (f)

escalier (m)

fenêtre (f)

garage (m)

grenier (m)

meuble (m)

mur (m)

plafond (m)

plancher (m)

porte (f)

salle à manger (f)

toit (m)

verre (m)

**B Vie personnelle et sociale (continued)****À la maison – La salle de bains**

brosse (f) (à dents / à cheveux)

dentifrice (m)

déodorant (m)

douche (f)

gel (m) douche

miroir (m)

peigne (m)

robinet (m)

salle (f) de bain(s)

savon (m)

serviette (f) (de bain)

shampooing (m) / shampoing (m)

toilettes (fpl)

**La salle de bains – Verbes et expressions**

prendre un bain

se doucher

se brosser les dents

se brosser les cheveux

se laver le visage

se peigner

**À la maison – Le salon**

canapé (m)

commode (f)

étagère (f)

fauteuil (m)

peinture (f)

salon (m)

séjour (m)

sofa (m)

table (f)

tableau (m)

tapis (m)

**À la maison – La cuisine**

boîte (f) (en carton)

bouteille (f)

**À la maison – La cuisine (continued)**

chaise (f)

cuisine (f)

évier (m)

**La cuisine – Verbes et expressions**

bouillir / faire bouillir

chauffer / faire chauffer

congeler

couper

cuire / faire cuire (au barbecue)

cuisiner

frire / faire frire

griller

hacher

manger

préparer le déjeuner / le dîner

prendre le déjeuner / le dîner

repasser

rôtir / faire rôtir

**À la maison – La chambre**

armoire (f)

chambre (f)

couverture (f)

drap (m)

lampe (f)

lit (m)

oreiller (m)

placard (m)

**La chambre – Verbes et expressions**

avoir sommeil

dormir

être fatigué(e)

s'allonger

se lever

se reposer

se réveiller

**B Vie personnelle et sociale (continued)****À la maison – Les tâches ménagères**

aspirateur (m) / passer l'aspirateur

cuire (au four)

déchets (mpl) / trier les déchets

lessive (f) / faire la lessive

mettre / débarrasser la table

nettoyer

poubelle (f) / sortir la poubelle

ranger

recycler

vaisselle (f) / faire la vaisselle

**À la maison – Le jardin**

arbre (m)

clôture (f)

fleur (f)

jardin (m)

mur (m)

pelouse (f)

plante (f)

**Le jardin – Verbes et expressions**

jardiner / faire du jardinage

planter des fleurs

pousser / faire pousser

**À la maison – Les appareils ménagers**

barbecue (m)

casque (m)

chargeur (m)

chauffage (m)

climatisation (f)

congélateur (m)

cuisinière (f)

électricité (f)

fer (m) à repasser

four (m) / four (m) à micro-ondes

frigo (m)

gaz (m)

horloge (f)

lave-vaisselle (m)

**À la maison – Les appareils ménagers (continued)**

machine (f) à laver

mode (m) d'emploi

pile (f)

prise (f)

radio (f)

réveil (m)

téléphone (m)

télévision (f) / téléviseur (m)

**Les appareils ménagers – Verbes et expressions**

allumer

casser

éteindre

fermer

ouvrir

pousser

réparer

tirer

**Couleurs**

argent

blanc / blanche

bleu(e)

brun(e)

clair(e)

couleur (f)

foncé(e)

gris(e)

jaune

marron

noir(e)

or

orange

rose

rouge

vert(e)

violet / violette

**B Vie personnelle et sociale (continued)****Les vêtements et les accessoires**

bague (f)  
 baskets (fpl)  
 bijoux (mpl)  
 blouson (m)  
 botte (f)  
 boucle (f) d'oreille  
 casquette (f)  
 ceinture (f)  
 chapeau (m)  
 chaussette (f)  
 chaussure (f)  
 chemise (f)  
 chemisier (m)  
 collier (m)  
 costume (m)  
 cravate (f)  
 écharpe (f)  
 gant (m)  
 imperméable (m)  
 jean (m)  
 jupe (f)  
 lunettes (fpl) / lunettes (fpl) de soleil  
 maillot (m) de bain  
 manteau (m)  
 mode (f)  
 montre (f)  
 pantalon (m)  
 parapluie (m)  
 poche (f)  
 portefeuille (m)  
 porte-monnaie (m)  
 pull (m)  
 robe (f)  
 sac (m) / sac à dos  
 sandales (fpl)  
 short (m)  
 tailleur (m)  
 uniforme (m)  
 veste (f)  
 vêtements (mpl)

**Les vêtements et les accessoires – Verbes et expressions**

Ça me va. / Ça ne me va pas.  
 Ça vous va bien !  
 C'est décontracté.  
 C'est élégant / chic.  
 C'est trop étroit.  
 C'est trop large.  
 de quelle taille (vêtements) / pointure (chaussures)  
 essayer  
 mettre  
 paire (f) de chaussettes (fpl) / chaussures (fpl) / gants (mpl)  
 porter  
 s'habiller / se déshabiller

**Les loisirs – Les choses à faire**

aller à un concert / un festival de musique / au théâtre  
 chatter en ligne  
 écouter de la musique (pop / classique / rock)  
 regarder la télévision / un film à suspense / un film romantique / une comédie / un film policier / un dessin animé / un film de science-fiction

**Les loisirs – Les passe-temps**

batterie (f) / jouer de la batterie  
 casque (m)  
 chant (m) / chanter  
 clarinette (f) / jouer de la clarinette  
 dessin (m) / dessiner / faire du dessin  
 échecs (mpl) / jouer aux échecs  
 flûte (f) / jouer de la flûte  
 guitare (f) / jouer de la guitare  
 instrument (m) / jouer d'un instrument  
 jardinage (m) / faire du jardinage  
 lecture (f) / lire  
 pêche (f) / aller à la pêche  
 peinture (f) / peindre  
 photographie (f) / faire de la photographie  
 piano (m) / jouer du piano

**B Vie personnelle et sociale (continued)****Les loisirs – Les passe-temps (continued)**

trompette (f) / jouer de la trompette

violon (m) / jouer du violon

**Les loisirs – Les sports**

athlétisme (m) / faire de l'athlétisme

badminton (m) / jouer au badminton

balle (f) (de tennis)

ballon (m) (de foot)

basket (m) / jouer au basket

course (f) à pied / faire de la course à pied

court (m) de tennis

cyclisme (m) / faire du cyclisme

escalade (f) / faire de l'escalade

équipe (f)

équitation / faire de l'équitation

fan (m)

football (m) / foot (m) / jouer au foot(ball)

golf (m) / jouer au golf

hockey (m) / jouer au hockey

jouer

match (m)

matériel (m)

médaille (f)

nager

natation (f) / faire de la natation

patinage (m) sur glace

patin (m) (patin à glace / à roulettes)

piste (f)

planche (f) à voile / faire de la planche à voile

prix (m)

raquette (f)

rugby (m) / jouer au rugby

ski (m) / skier / faire du ski

supporter (m) / supporteur (m) / supportrice (f)

surf (m) / faire du surf

tennis (m)

terrain (m) de golf / de foot

vélo (m) / faire du vélo / faire du VTT

voile (f) / faire de la voile

volley (m) / jouer au volley

yoga (m) / faire du yoga

**Les sports – Verbes et expressions**

(s') entraîner

gagner (la / une course / la / une compétition / une médaille)

marquer (un but)

match nul (m) / faire match nul

perdre (une / la course / une compétition) prendre des photos

**C Le monde qui nous entoure****Les gens et les lieux – Les continents**

Afrique (f)

Amérique (f) / Amérique du Sud / Amérique du Nord / Amérique centrale

Antarctique (m)

Arctique (m)

Asie (f)

Australasie (f)

Europe (f)

Océanie (f)

**Les gens et les lieux – Les pays / les nationalités et les langues**

nationalité (f) du / de la candidat(e) + pays (m) de résidence

langue (f) maternelle du / de la candidat(e) + autres langues étudiées

pays (m) francophone

**Les gens et les lieux – Les points cardinaux**

est (m)

nord (m)

ouest (m)

sud (m)

**Le monde naturel et l'environnement**

agriculture (f)

air (m) / en plein air

branche (f)

champ (m)

chute (f) d'eau

ciel (m)

**C Le monde qui nous entoure (continued)****Le monde naturel et l'environnement (continued)**

climat (m)

colline (f)

côte (f)

déforestation (f)

désert (m)

environnement (m)

étoile (f)

fleuve (m)

forêt (f)

herbe (f)

île (f)

lac (m)

lune (f)

mer (f)

monde (m)

montagne (f)

nature (f)

ombre (f)

paysage (m)

pierre (f)

pittoresque

plage (f)

planète (f)

pollution (f)

poussière (f)

protection (f)

protéger

réchauffement climatique (m)

recyclage (m) / recycler

région (f)

ressource (f) naturelle

rivière (f)

sable (m)

se situer

se trouver

soleil (m)

sommet (m)

terre (f) / planète (f) Terre

vague (f)

volcan (m)

vue (f)

**Le monde naturel et l'environnement – Les animaux**

animal (m)

araignée (f)

chat (m)

chien (m)

éléphant (m)

lapin (m)

lion (m)

mouche (f)

mouton (m)

oiseau (m)

poisson (m)

rat (m)

serpent (m)

singe (m)

souris (f)

tigre (m)

**Le monde naturel et l'environnement – Le climat et le temps**

brouillard (m)

brume (f)

chaleur (f)

chaud

conditions météorologiques (fpl)

degré (m)

éclair (m)

ensoleillé

froid (m)

gelée (f)

givre (m)

grêle (f)

humide

humidité (f)

météo (f)

neige (f)

nuage (m)

nuit (f)

orage (m)

ouragan (m)

pluie (f)

**C Le monde qui nous entoure (continued)****Le monde naturel et l'environnement – Le climat et le temps (continued)**

saison (f)

soleil (m)

tempête (f)

temps (m)

tonnerre (m)

vent (m)

verglas (m)

**Le climat et le temps – Verbes et expressions**

Il fait froid / chaud / frais.

Il gèle.

Il pleut.

**La communication et la technologie – Le monde numérique**

application (f)

article (m)

chat (m)

clavier (m)

clé (f) USB

cliquer

courriel (m)

document (m)

dossier (m)

écran (m)

écran tactile (m)

e-mail (m)

en ligne

fichier (m)

film (m)

imprimante (f)

informations (fpl)

Internet (m)

jeu (m)

logiciel (m)

marque (f)

mot de passe (m)

numérique

ordinateur (m) / ordinateur (m) portable

page (f) Web

**La communication et la technologie – Le monde numérique (continued)**

photo (f)

remplir

renseignement (m)

réseau (m) social

sécurité (f) en ligne

selfie (m)

site (m)

souris (f)

tablette (électronique) (f)

téléphone (m)

téléphone (m) portable / portable (m)

texto (m)

touche (f)

vidéo (f)

vlog (m) / vlogueur (m) / vlogueuse (f)

wifi (m)

**Le monde numérique – Verbes et expressions**

aller sur Internet / avoir accès (à) Internet / se connecter sur / à Internet

cliquer

coller

copier

effacer

envoyer

mettre en ligne

poster

sauvegarder

surfer sur Internet

télécharger

téléconférence (f) / participer à une téléconférence

trouver

**La communication et la technologie – Les documents et les textes**

article (m)

bande (f) dessinée

billet (m)

brochure (f)

carnet (m)

carte (f) / carte (f) d'identité

**C Le monde qui nous entoure (continued)****La communication et la technologie – Les documents et les textes**

carte (f) postale

certificat (m)

facture (f)

formulaire (m)

guide (m) (touristique)

journal (m)

lettre (f)

liste (f)

livre (m)

magazine (m)

note (f)

passeport (m)

publicité (f)

ticket (m)

**L'environnement construit – Les bâtiments et les services**

appartement (m)

ascenseur (m)

bâtiment (m)

bibliothèque (f)

bureau (m)

cabinet (m) dentaire

café (m)

centre (m) / complexe (m) de loisirs

château (m)

cinéma (m)

clinique (f)

collège (m)

commissariat (m)

école (f) primaire / maternelle

entrée (f)

étage (m) (premier / deuxième)

faculté (f)

ferme (f)

garage (m)

gare (f) / gare (f) routière

**L'environnement construit – Les bâtiments et les services (continued)**

hôpital (m)

hôtel (m)

maison (f)

musée (m)

piscine (f)

poste (f)

restaurant (m)

rez-de-chaussée (m)

salle (f) de gym / gymnase (m)

sortie (f)

stade (m)

station-service (f)

théâtre (m)

université (f)

usine (f)

zoo (m)

**L'environnement construit – Les zones urbaines**

aéroport (m)

aire (f) de jeux

arrêt (m) de train / bus

autoroute (f)

circulation (f)

coin (m)

endroit (m)

feux (mpl)

gare (f) / gare (f) routière

métro (m)

parking (m)

passage pour piétons (m) / passage clouté (m)

place (f) / place (f) du marché

pont (m)

quartier (m)

rond-point (m)

rue (f)

village (m)

ville (f)



**C Le monde qui nous entoure (continued)****L'environnement construit – Les courses**

addition (f)

billet (m)

bon marché

boucherie (f)

boulangerie (f)

boutique (f)

carte de crédit (f)

cher / chère

client (m) / cliente (f)

fermer / fermé

kiosque (m)

magasin (m)

marché (m)

monnaie (f)

ouvrir / ouvert

pièce (f) de monnaie

peinture (f)

prix (m)

promotion (f) / en promotion

reçu (m)

sac (m) à vie

serveur (m) / serveuse (f)

soldes (mpl) / en solde

supermarché (m)

taille (f)

vendeur (m) / vendeuse (f)

**Les courses – Verbes et expressions**

acheter

C'est combien ?

dépenser

faire des courses

louer (un vélo)

payer

rapporter

rembourser / se faire rembourser

rendre

se plaindre

vendre

**Poids et mesures**

carré (m)

centimètre (m)

court(e)

degré (m)

gramme (m)

kilogramme (m)

kilomètre (m)

litre (m)

long(ue)

mètre (m)

**Poids et mesures – La taille**

court(e)

énorme

grand(e)

gros(se)

long(ue)

moyen(ne)

petit(e)

tout petit

**Poids et mesures – La forme**

carré (m) / carré(e)

cercle (m)

circulaire

rond (m) / rond(e)

triangle (m)

triangulaire

**Les matériaux**

argent (m)

bois (m)

coton (m)

cuir (m)

laine (f)

métal (m)

or (m)

papier (m)

pierre (f)

plastique (m)

verre (m)

**D Le monde du travail****L'éducation – Les institutions d'enseignement**

collège (m)

école (f) maternelle / primaire / internationale / privée

jardin d'enfants (m)

lycée (m)

université (f)

**L'éducation – L'éducation et la formation**

année (f) scolaire

bibliothèque (f)

cantine (f)

centre (m) sportif

cour (f)

directeur (m) / directrice (f)

dortoir (m)

élève (m/f)

enseignant (m) / enseignante (f)

étudiant (m) / étudiante (f)

gymnase (m)

internat (m) / interne (m/f)

licence (f)

matière (f)

moniteur (m) / monitrice (f)

proviseur (m)

professeur (m) / professeure (f)

programme (m)

rentrée (f) scolaire

salle (f) de classe

salle (f) d'informatique

section (f)

surveillant (m) / surveillante (f)

trimestre (m)

**L'éducation – La salle de classe / les outils d'apprentissage / le matériel scolaire**

cahier (m)

carnet (m)

chaise (f)

colle (f)

dictionnaire (m)

**L'éducation – La salle de classe / les outils d'apprentissage / le matériel scolaire (continued)**

fenêtre (f)

feuille (de papier) (f)

gomme (f)

iPad (m)

livre (m)

manuel (m) scolaire

ordinateur (m) portable

porte (f)

poubelle (f)

règle (f)

sonnerie (f)

stylo (m)

table (f)

tableau (m) (noir / blanc / interactif)

tablette (f)

trousse (f)

**L'éducation – Les matières**

art (m) dramatique

biologie (f)

chimie (f)

dessin (m)

éducation (f) physique / EPS

études (fpl) religieuses

géographie (f)

histoire (f)

informatique (f)

langues (fpl) vivantes

maths (fpl) / mathématiques (fpl)

musique (f)

physique (f)

religion (f)

sciences (fpl) / sciences (fpl) naturelles / SDVT (sciences de la vie et de la terre)

sport (m)

technologie (f)

théâtre (m)

**D Le monde du travail (continued)****L'éducation – Les études**

classe (f)

contrôle (m)

copain (m) / copine (f) de classe

cours (m)

devoirs (mpl)

dossier (m)

emploi (m) du temps

épreuve (f)

étude (f)

examen (m)

exemple (m)

exercice (m)

instructions (fpl)

note (f)

pause (f) déjeuner / pause (f) de midi

projet (m) scolaire

question (f)

récréation (f)

résultat (m)

**Les études – Verbes et expressions**

adorer

apprendre

comprendre

connaissance (f)

connaître

demander

détester

échouer

écrire

étudier

expérimenter / faire une expérience

expliquer

lire

passer un examen

poser une question

prendre des notes

rater

répondre

réussir

**Les études – Verbes et expressions (continued)**

réviser

savoir

s'entraîner

s'exercer

surveiller

travailler

**Le travail – Les métiers / les carrières**

acteur (m) / actrice (f)

agent de police (m/f)

agriculteur (m) / agricultrice (f)

architecte (m/f)

avocat (m) / avocate (f)

banquier (m) / banquière (f)

boucher (m) / bouchère (f)

boulangier (m) / boulangère (f)

chanteur (m) / chanteuse (f)

chauffeur (m)

chef (m)

chirurgien (m) / chirurgienne (f)

coiffeur (m) / coiffeuse (f)

comédien (m) / comédienne (f)

comptable (m/f)

conducteur (m) / conductrice (f)

constructeur (m)

créateur (m) / créatrice (f) de sites Internet

cuisinier (m) / cuisinière (f)

danseur (m) / danseuse (f)

dentiste (m/f)

docteur (m)

facteur (m) / factrice (f)

fermier (m) / fermière (f)

gendarme (m)

homme (m) d'affaires / femme (f) d'affaires

hôtesse (f) de l'air

infirmier (m) / infirmière (f)

informaticien (m) / informaticienne (f)

ingénieur (m) / ingénieure (f)

interprète (m/f)

journaliste (m/f)

**D Le monde du travail (continued)****Le travail – Les métiers / les carrières (continued)**

mécanicien (m) / mécanicienne (f)

médecin (m)

menuisier (m)

musicien (m) / musicienne (f)

notaire (m/f)

pharmacien (m) / pharmacienne (f)

pilote (m)

plombier (m)

pompier (m)

professeur (m) / professeuse (f)

programmeur (m) / programmeuse (f)

secrétaire (m/f)

serveur (m) / serveuse (f)

soldat (m) / femme soldat (f)

steward (m)

traducteur (m) / traductrice (f)

travailler à son compte

vétérinaire (m/f)

**Le travail – Le monde du travail**

affaires (fpl)

atelier (m)

bureau (m)

chômage (m) / chômeur (m) / chômeuse (f)

CV (m)

emploi (m) / sans emploi

employé(e) (m/f)

employeur (m) / employeuse (f)

entreprise (f)

salaire (m)

travail (m)

**Le monde du travail – Verbes et expressions**

être renvoyé(e)

être promu(e)

faire une demande d'emploi

faire un stage

gagner

partir en vacances

perdre son emploi

**Le monde du travail – Verbes et expressions (continued)**

poser sa candidature

prendre sa retraite

prendre un congé

se faire virer

trouver / chercher du travail

**E Le monde international****Les pays / les nationalités et les langues**

nationalité (f) du / de la candidat(e) + pays de résidence

langue (f) maternelle du / de la candidat(e) + autres langues étudiées

pays (m) francophone

**La culture / les coutumes / la religion / les fêtes**

baptême (m)

crèche (f) (de Noël)

croyance (f)

Divali / Diwali / Dipavali (m)

église (f)

feu (m) d'artifice

foi (f)

jour (m) férié

messe (f)

mosquée (f)

Noël (m)

Nouvel An (m)

occasion (f)

office (m) religieux

Pâques (m)

pèlerinage (m)

ramadan (m)

religion (f)

saint (m) / sainte (f)

service (m)

synagogue (f)

temple (m)

## **E Le monde international**

### **La culture / les coutumes / la religion / les fêtes – Verbes et expressions**

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célébrer

---

croire

---

être croyant(e)

---

être pratiquant(e)

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fêter

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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. Find more information about our administrative processes at [www.cambridgeinternational.org/examsOfficers](http://www.cambridgeinternational.org/examsOfficers)

### Before you start

#### Previous study

We recommend that learners starting this course should have studied a French curriculum such as the Cambridge Lower Secondary programme or equivalent national educational framework.

#### Guided learning hours

We design Cambridge IGCSE syllabuses based on learners having about 130 guided learning hours for each subject during the course but this is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to local practice and their previous experience of the subject.

#### Availability and timetables

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable. This syllabus is **not** available in all administrative zones. To find out about availability check the syllabus page at [www.cambridgeinternational.org/igcse](http://www.cambridgeinternational.org/igcse)

You can enter candidates in the June and November exam series. You can view the timetable for your administrative zone at [www.cambridgeinternational.org/timetables](http://www.cambridgeinternational.org/timetables)

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:

- Cambridge IGCSE French (0520)
- Cambridge O Level French (3015)
- syllabuses with the same title at the same level
- this syllabus **must not** be offered in the same series with Cambridge IGCSE First Language French (0501).

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

## Making entries

Exams officers are responsible for submitting entries to Cambridge International. We encourage them to work closely with you to make sure they enter the right number of candidates for the right combination of syllabus components. Entry option codes and instructions for submitting entries are in the *Cambridge Guide to Making Entries*. Your exams officer has a copy of this guide.

### Estimated entries

You **must** make estimated entries for this syllabus. This will enable us to send you early question papers and pre-release materials, and ensure you have the necessary materials to carry out assessments at the specified time.

Further information about making estimated entries can be found in the *Cambridge Handbook* for the relevant year at [www.cambridgeinternational.org/examsOfficers](http://www.cambridgeinternational.org/examsOfficers)

### Audio materials

The *Cambridge Handbook* tells you when and how to access the audio material for each examination series. [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

### 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.

### Support for exams officers

We know how important exams officers are to the successful running of exams. We provide them with the support they need to make your entries on time. Your exams officer will find this support, and guidance for all other phases of the Cambridge Exams Cycle, at [www.cambridgeinternational.org/examsOfficers](http://www.cambridgeinternational.org/examsOfficers)

### 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.

### Carrying forward internally assessed marks

To confirm if an option is available to carry forward marks for this syllabus, please see the *Cambridge Guide to Making Entries* for the relevant series. Regulations for carrying forward internally assessed marks, and information about resubmitting coursework, can be found in the *Cambridge Handbook*.

### Equality and inclusion

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

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

Candidates who cannot access the assessment of any component may be able to receive an award based on the parts of the assessment they have completed.

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

## Language

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

## After the exam

### Grading and reporting

Grades 9, 8, 7, 6, 5, 4, 3, 2 or 1 indicate the standard a candidate achieved at Cambridge IGCSE (9–1).

9 is the highest and 1 is the lowest. 'Ungraded' means that the candidate's performance did not meet the standard required for grade 1. '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 (result pending)
- X (no result)
- Y (to be issued).

These letters do not appear on the certificate.

## How students and teachers can use the grades

Assessment at Cambridge IGCSE 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.

## Grade descriptions

Grade descriptions are provided to give an indication of the standards of achievement candidates awarded particular grades are likely to show. Weakness in one aspect of the examination may be balanced by a better performance in some other aspect.

Grade descriptions for Cambridge IGCSE (9–1) French will be published after the first assessment of the syllabus in 2021. Find more information at [www.cambridgeinternational.org/igcse](http://www.cambridgeinternational.org/igcse)



## Changes to this syllabus for 2021

The syllabus has been updated. This is version 2, published September 2020.

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

### Changes to version 2

<b>Changes to assessment (including changes to specimen papers)</b>	<ul style="list-style-type: none"> <li>• We have updated information on Paper 1 Listening.</li> <li>• The duration is now approximately 50 minutes, including 6 minutes transfer time.</li> <li>• Candidates will complete the question paper as they listen to the audio material and at the end of the test, they will be asked to transfer their responses onto the separate answer sheet.</li> <li>• The numbering of the questions has changed, Question 15 has been split into 5 separate questions to ensure that candidates can record one correct answer for each part of the task.</li> <li>• We have updated the specimen paper, mark scheme, transcript and audio material to allow you to practice this with your students before the first examination.</li> </ul>
<b>Other changes</b>	<ul style="list-style-type: none"> <li>• For Paper 1 Listening we have replaced the word CD with audio material, to reflect the use of new technology.</li> <li>• For further information on when the audio material will be available and how to access them see the <i>Cambridge Handbook</i>.</li> </ul>

The syllabus has been reviewed and revised for first examination in 2021.

### Changes to version 1, published September 2018

<b>Changes to syllabus content</b>	<ul style="list-style-type: none"> <li>• Information that was previously in the Defined Content Booklet, such as the Minimum Core Vocabulary and the List of Grammar and Structures, is now in the syllabus.</li> <li>• The list of broad topic areas remains the same as the previous syllabus. The list of sub-topics has been updated. These sub-topics are not intended to be prescriptive or exhaustive.</li> <li>• The sub-skills to be taught are identified and listed under the relevant skills in the subject content section.</li> <li>• The vocabulary list has been updated. The list is intended as a guide for teachers to assist in the planning of lessons and schemes of work. It is not intended to be prescriptive or exhaustive. Some assessment tasks may require students to understand and respond to words (and/or forms of words) that are not on the list.</li> </ul>
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### Changes to assessment (including changes to specimen papers)

- The assessment objectives (AOs) have been revised.
- Paper 1 Listening will consist of matching as well as three-, four- and five-option multiple-choice questions.
- Paper 2 Reading will consist of six groups of questions, each comprising a number of multiple-choice or matching items, as well as items requiring short answers in French.
- Paper 3 Speaking has been updated. Candidates will complete one role play (consisting of five tasks) and two topic conversations.
- The levels descriptors in the mark scheme for Paper 3 have also been revised.
- Paper 4 Writing will consist of three tasks – a form-filling task, a directed writing task and a choice of two extended writing tasks (an email/letter or an article/blog).
- The mark scheme for Paper 4 has also been revised. Candidates' responses to Questions 2 and 3 will be marked using level descriptors.

### Other changes

- The changes to the syllabus content and assessment have been made to ensure that candidates have opportunities to demonstrate language proficiency at level A2 (Basic User) and some elements of level B1 (Independent User) of the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (CEFR).
- Grade descriptions will be published after the first assessment of this syllabus.

In addition to reading the syllabus, you should refer to the updated specimen assessment materials. The specimen papers will help your students become familiar with exam requirements and command words in questions. The specimen mark schemes explain how students should answer questions to meet the assessment objectives.

Any textbooks endorsed to support the syllabus for examination from 2021 are suitable for use with this syllabus.



'While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.'

**Zhai Xiaoning**, Deputy Principal, The High School Affiliated to Renmin University of China

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