



CAMBRIDGE
International Education

Syllabus

Cambridge International AS Level French Language 8028

Use this syllabus for exams in 2028, 2029 and 2030.
Exams are available in the June and November series.



Version 0.3

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

Cambridge
Pathway 

Why choose Cambridge?

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

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

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

Qualifications that are recognised and valued worldwide

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

Setting a global standard

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

Your path, your way

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

Learning with lasting impact

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

Improving learning outcomes through data-led insight and action

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

Bringing together a community of experts

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

Tackling the climate crisis together

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

School feedback: 'We think the Cambridge curriculum is superb preparation for university.'

Feedback from: Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA

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Important: Changes to this syllabus

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



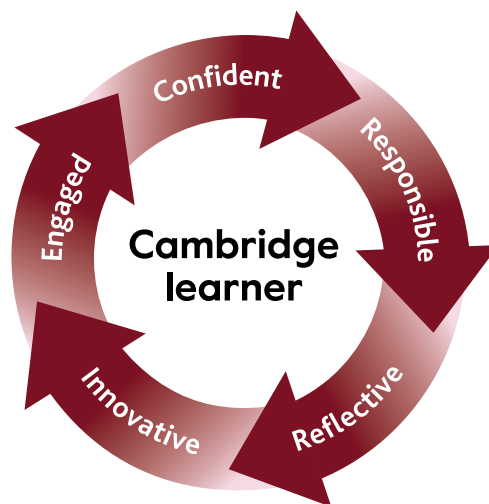
1 Why choose this syllabus?

Key benefits

The best motivation for a student is a real passion for the subject they are learning. Cambridge International AS & A Level give schools flexibility to offer a broad and balanced curriculum with a choice of over 50 subjects. Students can select the subjects they love and that they are best at, enabling them to reach their potential and thrive.

Following a Cambridge International AS & A Level programme helps students develop abilities which universities value highly, including:

- a deep subject knowledge
- conceptual understanding and higher-level thinking skills
- presenting ordered and coherent arguments
- independent learning and research.



Cambridge International AS Level French Language helps candidates continue to develop a set of transferable skills for understanding and communicating in everyday situations in French, and to use French with ever increasing levels of sophistication. Learners build on the solid foundation acquired at IGCSE™ and continue to develop cultural awareness of countries and communities where French is spoken. They develop the essential linguistic skills required for progression to further studies or employment.

Our approach in Cambridge International AS Level French Language supports the development of learners who are:

confident, communicating for different purposes and different audiences

responsible, developing the skills required for effective communication

reflective, noticing and exploring insights into other cultures and the use of language within them

innovative, applying language to a variety of situations with increasing levels of confidence

engaged, challenging their own linguistic skills through exploring contemporary topics and themes.

School feedback: ‘Cambridge students develop a deep understanding of subjects and independent thinking skills.’

Feedback from: Principal, Rockledge High School, USA

Key concepts

Key concepts are essential ideas that help students develop a deep understanding of their subject and make links between different aspects. Key concepts may open up new ways of thinking about, understanding or interpreting the important things to be learned.

Good teaching and learning will incorporate and reinforce a subject's key concepts to help students gain:

- a greater depth as well as breadth of subject knowledge
- confidence, especially in applying knowledge and skills in new situations
- the vocabulary to discuss their subject conceptually and show how different aspects link together
- a level of mastery of their subject to help them enter higher education.

Carefully introducing and developing key concepts at the right time will help to underpin the teaching. You may identify additional key concepts which will also enrich teaching and learning.

The key concepts for Cambridge International AS Level French Language are:

- **Communication**

Understanding written and spoken language and being able to speak and write in a way that others can understand is central to language learning. Learners develop methods to help them access language in a range of formal and informal contexts. They develop strategies for expressing themselves when speaking and writing the language.

- **Language use**

Understanding of how language works improves communication in the language and is intellectually stimulating. Language learners explore how vocabulary can be used in different scenarios and contexts, and how a command of grammar and clear pronunciation can enhance the communication of meaning.

- **Cultural awareness**

Language learning improves intercultural understanding. Learners gain an insight into the different cultures, customs and practices of everyday life in other countries through the study of authentic materials. They develop an awareness of how cultural differences shape the meaning of the language and the way speakers communicate.

Qualifications that are recognised and valued worldwide

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

We continually work with universities and colleges in every part of the world to ensure that they understand and accept our qualifications. More than 2500 universities in over 90 countries formally recognise Cambridge qualifications, with many more accepting our qualifications on application.

UK ENIC, 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 International AS & A Level and found it to be comparable to the standard of AS & A Level in the UK. This means students can be confident that their Cambridge International AS & A Level qualifications are accepted as equivalent, grade for grade, to UK AS & A Levels by leading universities worldwide.

Cambridge International AS Level French Language has been designed to help candidates develop language proficiency to level B1 and B2 (Independent User) of the *Common European Framework of Reference for Languages* (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.

Depending on local university entrance requirements, students may be able to use Cambridge International AS Level French Language to progress directly to university courses in French or some other subjects. It is also suitable as part of a course of general education.

Visit **www.cambridgeinternational.org/recognition-search** and university websites for the most up-to-date higher education entry requirements.

Learn more: **www.cambridgeinternational.org/recognition**

Supporting teachers

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

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

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

These resources are available on the School Support Hub at www.cambridgeinternational.org/support, our secure online site for Cambridge teachers. Your exams officer can provide you with a login.

Additional teaching & learning resources are also available for many syllabuses and vary according to the nature of the subject and the structure of the assessment of each syllabus. These can include ready-built lesson materials, digital resources and multimedia for the classroom and homework, guidance on assessment and much more. Beyond the resources available on the Schools Support Hub, a wide range of endorsed textbooks and associated teaching and learning support are available from Cambridge at www.cambridge.org/education and from other publishers. Resources vary according to the nature of the subject and the structure of the assessment of each syllabus.

You can also contact our global Cambridge community or talk to a senior examiner on our discussion forums.

Sign up for email notifications about changes to syllabuses, including new and revised products and services, at www.cambridgeinternational.org/syllabusupdates

Professional development

Find the next step on your professional development journey:

- **Introduction courses** – An introduction to Cambridge programmes and qualifications. For teachers who are new to Cambridge programmes or new to a specific syllabus.
- **Focus on Teaching courses** – These are for teachers who want to explore a specific area of teaching and learning within a syllabus or programme.
- **Focus on Assessment courses** – These are for teachers who want to understand the assessment of a syllabus in greater depth.
- **Marking workshops** – These workshops help you become more familiar with what examiners are looking for, and provide an opportunity to raise questions and share your experiences of the syllabus.
- **Enrichment Professional Development** – Transform your approach to teaching with our Enrichment workshops. Each workshop focuses on a specific area of teaching and learning practice.
- **Cambridge Professional Development Qualifications (PDQs)** – Practice-based programmes that transform professional learning for practicing teachers. Available at Certificate and Diploma level.

For more information visit www.cambridgeinternational.org/support-and-training-for-schools

Supporting exams officers

We provide comprehensive support and guidance for all Cambridge exams officers.
Find out more at: www.cambridgeinternational.org/eoguide



2 Syllabus overview

Aims

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

Students following a course based on this syllabus will:

- develop the language proficiency required to communicate effectively in French as a CEFR Independent User
- explore and engage with the culture and society of countries and communities where French is spoken
- develop positive attitudes towards speakers of other languages and a sympathetic approach to other cultures
- experience enjoyment and intellectual stimulation
- develop transferable skills (e.g. communication and organisational skills, autonomy, resourcefulness and cognitive flexibility) to complement other areas of the curriculum
- continue developing the skills, language and attitudes required for further study, work and leisure.



We are an education organisation and politically neutral. The contents of this syllabus, examination papers and associated materials do not endorse any political view. We endeavour to treat all aspects of the exam process neutrally.

Content overview

The subject content is organised into six topic areas at AS Level. These provide contexts for the acquisition of vocabulary and the study of grammar and structures. The study of these topic areas enables students to progress from the knowledge and skills developed at IGCSE. The topic areas listed below are described in more detail in section 3.

- Culture
- Health and well-being
- Education and future plans
- Community and society
- Our responsibility for the planet
- Science and technology

A course based on this syllabus should provide students with meaningful opportunities to enhance language skills. Through engagement with a variety of texts and application of a wide range of vocabulary and structures, students will develop the confidence to communicate effectively with other users of French.

At AS Level, students will read and listen to authentic texts on familiar topics regularly encountered in work, school, and leisure time, as well as some more abstract topics. Students will demonstrate an understanding of ideas, emotions, opinions and attitudes, as well as distinguish between fact and opinion. Students develop skills in selecting and extracting relevant details and deducing the meaning of unknown words from context.

Students should have opportunities to develop their written and oral skills and demonstrate their ability to use a wide range of structures and vocabulary accurately to communicate effectively. They should take part in conversations and write about topics which are both familiar and more abstract. Students should be encouraged to explain viewpoints on topical issues and give reasons and explanations for opinions and plans.

School feedback: ‘Cambridge International AS & A Levels prepare students well for university because they’ve learnt to go into a subject in considerable depth. There’s that ability to really understand the depth and richness and the detail of a subject. It’s a wonderful preparation for what they are going to face at university.’

Feedback from: US Higher Education Advisory Council

Assessment overview

Candidates take all components in the same exam series. Candidates are eligible for grades a–e.

All AS Level candidates take:

Paper 1

Listening Approximately 60 minutes
40 marks

Candidates listen to a number of recordings consisting of short and longer spoken texts and answer multiple-choice and matching questions.

Externally assessed

25% of the AS Level

and:

Paper 3

Writing 1 hour 30 minutes
40 marks

Candidates complete two writing tasks: one functional writing task and one argumentative/discursive essay.

Externally assessed

25% of the AS Level

and:

Paper 2

Reading 1 hour 30 minutes
40 marks

Candidates read a number of texts and answer multiple-choice and matching questions.

Externally assessed

25% of the AS Level

and:

Paper 4

Speaking Approximately 16 minutes
65 marks

Candidates complete a:

- short presentation
- follow-up discussion
- conversation based on a task card.

Internally assessed and externally moderated

25% of the AS Level

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

Check the timetable at www.cambridgeinternational.org/timetables for the test date window for Paper 4 Speaking.

Check the samples database at www.cambridgeinternational.org/samples for submission information, forms and deadlines for Paper 4 Speaking.

Candidates cannot carry forward their AS Level results. For more information see the **Making entries** section.

Assessment objectives

The assessment objectives (AOs) are:

AO1 Listening

Candidates will be assessed on their ability to:

- L1: understand main points and key information from a range of spoken sources
- L2: identify emotions, opinions and attitudes which are stated or strongly implied in speech
- L3: understand ideas, arguments and conclusions in structured and longer speech
- L4: demonstrate an understanding of a wide range of vocabulary and language structures in speech on general topics.

AO2 Reading

Candidates will be assessed on their ability to:

- R1: understand main points and key information from a range of texts
- R2: identify emotions, opinions and attitudes when stated or strongly implied in texts
- R3: understand ideas, arguments and conclusions in structured and discursive texts
- R4: demonstrate an understanding of a wide range of vocabulary and language structures used in texts on general topics.

AO3 Writing

Candidates will be assessed on their ability to:

- W1: communicate information, ideas, opinions and arguments clearly and effectively, with support/justification
- W2: organise ideas by paragraphing and by using a range of appropriate linking devices
- W3: use text conventions and register appropriate to the given purpose and audience
- W4: use a wide range of vocabulary and grammar
- W5: use vocabulary and grammar accurately.

AO4 Speaking

Candidates will be assessed on their ability to:

- S1: communicate information, ideas, opinions and arguments clearly and effectively, with support/justification
- S2: engage in a conversation and contribute effectively to help move the conversation forward
- S3: use a wide range of vocabulary and grammar
- S4: use vocabulary and grammar accurately
- S5: show control of pronunciation and intonation.

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 AS Level %
AO1 Listening	25
AO2 Reading	25
AO3 Writing	25
AO4 Speaking	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	0	0	0
AO2 Reading	0	100	0	0
AO3 Writing	0	0	100	0
AO4 Speaking	0	0	0	100
Total	100	100	100	100

3 Subject content

This syllabus gives you the flexibility to design a course that will interest, challenge and engage your learners. Where appropriate you are responsible for selecting resources and examples, topics and subject contexts to support your learners' study. These should be appropriate for the learners' age, cultural background and learning context as well as complying with your school policies and local legal requirements.

This section outlines the skills and topics required at AS Level.

Skills

The skills covered in the syllabus are outlined below. Students are expected to demonstrate ability in these skills, which should be developed using the topic areas outlined in this section.

Listening

Skills demonstrated at B1 level	Skills demonstrated at B2 level
- Understand factual information in clearly articulated speech about familiar and common topics. - Identify relevant information and select correct details from clear standard speech. - Identify emotions, opinions and attitudes when stated in speech. - Understand main points, lines of argument and conclusions in clearly structured speech. - Deduce the meaning of unknown words from the context in speech on familiar topics. - Demonstrate a good understanding of a range of vocabulary related to familiar and common topics. - Demonstrate a good understanding of a range of simple language structures.	- Understand factual information and abstract ideas in speech at normal speed on general topics. - Identify and select relevant information in extended speech and distinguish between main ideas and supporting detail. - Identify emotions, opinions and attitudes which are stated or strongly implied in speech. - Understand ideas and opinions in discursive and persuasive speech and distinguish between fact and opinion. - Deduce the meaning of unknown words from the context in speech on a range of topics. - Demonstrate a good understanding of a wide range of vocabulary on general topics. - Demonstrate a good understanding of a range of language structures, including some complex sentence forms.

Reading

Skills demonstrated at B1 level	Skills demonstrated at B2 level
• Understand factual information in straightforward texts on familiar and common topics. • Identify and select relevant information in straightforward texts. • Identify emotions, opinions and attitudes when stated in texts. • Understand main points, lines of argument and conclusions in clearly structured discursive texts. • Understand standard formal texts and straightforward informal, personal texts. • Deduce the meaning of unknown words from the context in texts on familiar and common topics. • Demonstrate a good understanding of a range of vocabulary related to familiar and common topics. • Demonstrate a good understanding of a range of simple language structures.	• Understand factual information and abstract ideas in texts on general topics. • Identify and select relevant information and details in one or more longer texts. • Identify emotions, opinions and attitudes which are stated or strongly implied in texts. • Understand ideas, arguments and conclusions in discursive texts and distinguish between fact and opinion. • Understand a variety of texts using formal and informal language. • Deduce the meaning of unknown words from the context in texts on a range of topics. • Demonstrate a good understanding of a wide range of vocabulary on general topics. • Demonstrate a good understanding of a range of language structures, including some complex sentence forms.

Writing

Skills demonstrated at B1 level

- Communicate factual information and opinions on familiar and common topics.
- Write texts presenting advantages and disadvantages on a general topic and give and justify opinions.
- Write about experiences; express opinions, feelings and reactions.
- Organise ideas into longer sentences using some linking devices and divide texts into paragraphs.
- Use basic conventions of different text types depending on the purpose of the text.
- Use a range of vocabulary related to familiar and common topics with a good level of accuracy when writing about straightforward ideas.
- Use a range of basic grammatical structures with a good level of accuracy.
- Produce texts that show control of spelling and punctuation.

Skills demonstrated at B2 level

- Communicate factual information, ideas, opinions and arguments on general topics.
- Write texts that develop an argument, explain advantages and disadvantages and justify a point of view.
- Develop an argument, expanding the main points with relevant supporting detail and examples.
- Select and organise ideas into coherent paragraphs and longer texts, using a range of linking devices.
- Use appropriate register and style/format for the purpose of the text and its audience.
- Use a wide range of vocabulary related to general topics, with a good level of accuracy.
- Use a wide range of grammatical structures, including some more complex structures, with a good level of accuracy.
- Produce texts that show good control of spelling and punctuation.

Speaking

Skills demonstrated at B1 level

- Talk about a topic, presenting ideas and justifying opinions.
- Communicate experiences, factual information, opinions, and feelings on familiar and common topics.
- Participate in an unprepared conversation on familiar and common topics and maintain the interaction by responding appropriately.
- Communicate a series of facts or ideas in a response and connect them using linking devices.
- Use a range of vocabulary related to familiar and common topics, with a good level of accuracy when talking about straightforward ideas.
- Use a range of basic grammatical structures with a good level of accuracy.
- Produce responses that show control of pronunciation and intonation.

Skills demonstrated at B2 level

- Deliver a presentation, developing ideas with relevant supporting detail and justifying opinions.
- Communicate experiences, factual information, ideas, opinions, feelings and arguments on general topics.
- Participate in an unprepared conversation on general topics and help move the conversation forward by developing ideas.
- Develop responses, connecting ideas using appropriate devices to emphasise and link points.
- Use a wide range of vocabulary related to general topics, with a good level of accuracy.
- Use a wide range of grammatical structures, including some more complex structures, with a good level of accuracy.
- Produce responses that show good control of pronunciation and intonation.

AS Level topics

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. They also provide contexts for candidates to engage with and produce both oral and written texts. Through the study of these broad themes, candidates gain insight into the cultures of the countries and communities around the world where French is spoken.

The sub-topics are provided along with examples of what teachers may choose to focus on. The examples are not intended to be prescriptive or exhaustive and are for illustrative purposes only.

Topic areas	Sub-topics and examples
1 Culture	Entertainment For example: - types of popular entertainment: cinema, TV/streaming, gaming, internet - the role of entertainment in our lives - celebrity culture: role models, idols, responsibilities
	Identity and culture For example: - expressing identity through style and appearance, language, association with particular groups, fashion - preserving/respecting cultural heritage, sites/monuments, festivals, traditions
	The arts For example: - theatre, music, visual arts, dance, literature, film - access to the arts, funding (commercial/governmental), awards/prizes, representation/diversity

Topic areas	Sub-topics and examples
2 Health and well-being	Health and fitness For example: - the role of sport in society, fair play, individual versus team sports, national sports events - physical health, the importance of exercise/diet - mental health and happiness, sleep, mental health awareness, self-esteem - healthcare provision
	Nutrition For example: - different types of diet/eating habits - environmental impact of food production, organic foods, food waste and shortage - ethics of food production, fair trade, food labelling, government intervention
	Managing well-being For example: - work-life balance - importance of leisure activities - relaxation
3 Education and future plans	Life at school For example: - different education systems - student issues: discipline, workload, time management, organisation of the school day/year - school as preparation for future life
	Further/higher education For example: - access and barriers to further/higher education - costs versus benefits of further/higher education - alternatives to further/higher education: vocational education, apprenticeships, gap years
	Career/work choices For example: - different career options - the world of work, different workplaces and working practices, employment and unemployment - money versus job satisfaction, volunteering, working for charities

Topic areas	Sub-topics and examples
4 Community and society	Equality and diversity For example: • inclusivity, diversity, gender equality, social mobility • prejudices within society: ageism, racism, classism • immigration, refugees, integration
	Lifestyle For example: • friends, family and relationships, generation gap, changing patterns of family life • quality of life: where we live, differences between urban/rural/coastal life, changing patterns in where people live, overcrowding and its consequences, social isolation • lifestyle choices: relationships, diet, fashion, self-expression, values, goals
	Society For example: • social organisation, law and order, local and national governance, communities • national and global citizenship • rights and responsibilities of individuals, governments
5 Our responsibility for the planet	The environment For example: • global warming, climate change and pollution, possible solutions, governmental intervention, impact on the economy • preserving biodiversity/ecosystems, treatment of animals • impact of growing population
	Sustainable living For example: • use of natural resources and recycling, waste disposal, consumerism/over-consumption • sources and use of energy: fossil fuels, renewable energy, energy and geopolitics, impact of energy production on local environment and landscape • reducing environmental impact, individual choices in housing, food, travel
	Protecting our world For example: • travel and tourism: sustainable tourism, benefits of travel • global cooperation versus national agendas • the role of individuals versus the role of industry/governments, environmental movements

Topic areas	Sub-topics and examples
6 Science and technology	Scientific and technological innovation For example: • medical advances, ethics of research • smart technology, privacy and security • artificial intelligence
	Social media For example: • digital media, benefits and dangers • communication technology • online communities
	Technology For example: • access to technology • technology in education • technology in the workplace

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

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

4 Details of the assessment

Candidates take four compulsory components. All questions requiring written responses are to be answered in French.

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

Paper 1 – Listening

Written paper, approximately 60 minutes including 6 minutes' transfer time, 40 marks

Externally assessed.

This paper consists of 40 multiple-choice and matching questions. Candidates answer **all** questions by selecting the correct option. The questions test comprehension of recorded texts (e.g. dialogues, 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 exam series.

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 and equipment and for guidance on acoustics and checking the audio material in advance.

Description of questions

Questions 1–8

Assessment objectives	L1, L4
Task	Candidates listen to four short texts and answer eight multiple-choice questions with four options.
Text types	Dialogues or monologues, e.g. announcements, news items, messages
Total marks	8 marks

Questions 9–14

Assessment objectives	L2, L3, L4
Task	Candidates listen to six short monologues and match the names of the speakers with the correct statements.
Text types	Monologues
Total marks	6 marks

continued

Description of questions continued**Questions 15–20**

Assessment objectives	L1, L4
Task	Candidates listen to a text and choose the appropriate word to fill in six gaps in a short summary. Each gap has three multiple-choice options.
Text types	Dialogue or monologue, e.g. announcement, news, report, review
Total marks	6 marks

Questions 21–30

Assessment objectives	L2, L3, L4
Task	Candidates listen to a dialogue and answer ten multiple-choice questions with three options.
Text types	Dialogue, e.g. interview, conversation, discussion
Total marks	10 marks

Questions 31–40

Assessment objectives	L2, L3, L4
Task	Candidates listen to a monologue and answer ten multiple-choice questions with three options.
Text types	Monologue, e.g. speech, presentation, lecture
Total marks	10 marks

Paper 2 – Reading

Written paper, 1 hour 30 minutes, 40 marks

Externally assessed.

This paper consists of 40 multiple-choice and matching questions. Candidates answer **all** questions by selecting the correct option on a multiple-choice answer sheet.

The questions test comprehension of a range of text types (e.g. instructions, articles, blogs, reports).

Description of questions

Questions 1–6

Assessment objective	R1
Task	Candidates read six short texts and answer multiple-choice questions with four options for each text.
Text types	e.g. instructions, messages, advertisements, brochures
Total marks	6 marks

Questions 7–14

Assessment objectives	R1, R2, R3
Task	Candidates read four short thematically linked texts and identify which statement relates to which text.
Text types	e.g. newspaper/magazine articles, blogs, brochures, reports, stories, correspondence, reviews
Total marks	8 marks

Questions 15–20

Assessment objectives	R1, R2, R3
Task	Candidates read a text and choose the correct options to complete six sentences.
Text types	e.g. newspaper/magazine articles, blogs, brochures, reports, stories, correspondence
Total marks	6 marks

Questions 21–32

Assessment objectives	R1, R4
Task	Candidates read a text with 12 gaps and choose the correct option to complete each gap. There are four options for each gap.
Text types	e.g. newspaper/magazine articles, blogs, brochures, reports, stories, correspondence
Total marks	12 marks

continued

Description of questions continued

Questions 33–40

Assessment objectives	R1, R2, R3
Task	Candidates read a text and answer eight multiple-choice questions with four options.
Text types	e.g. newspaper/magazine articles, blogs, brochures, reports, stories, correspondence
Total marks	8 marks

Paper 3 – Writing

Written paper, 1 hour 30 minutes, 40 marks

Externally assessed.

This paper consists of two writing tasks. Candidates answer Question 1 and answer **either** Question 2 **or** Question 3.

Candidates will be awarded marks in three categories for each response:

- Task completion
- Linguistic range and organisation
- Language accuracy.

All responses should address the task set. Responses that do not address the task may not be awarded marks in the Task completion and/or in the Quality of written communication categories.

Description of questions

Question 1

Assessment objectives	W1, W2, W3, W4, W5
Task	Functional writing task in the form of a letter or email (100 to 150 words).
Total marks	16 marks

Question 2 or Question 3

Assessment objectives	W1, W2, W3, W4, W5
Task	Extended writing with an argumentative or discursive focus (200 to 250 words). Candidates write one essay from a choice of two scenarios.
Total marks	24 marks

Paper 4 – Speaking

Speaking test, approximately 16 minutes, 65 marks

Internally assessed and externally moderated.

The test will be conducted and assessed in French. The test must be recorded for **all** candidates.

Dictionaries may **not** be taken into the test.

The speaking test includes:

- Presentation (2 minutes) and follow-up discussion (4–5 minutes)
- Conversation task card (9 minutes, including the 5 minutes of preparation time).

Cambridge International supplies a number of Conversation task cards, with an accompanying teacher/examiner booklet.

Each card introduces a topic for discussion between the teacher/examiner and the candidate, together with prompts for the development of the conversation. The teacher/examiner booklet contains instructions, assessment criteria and teacher/examiner prompts for the Conversation task cards.

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

Check the timetable at www.cambridgeinternational.org/timetables for the test date window. Before the test date window, centres will receive the materials for the test. Teachers/examiners must allow sufficient time to familiarise themselves with the materials and procedures (see the *Cambridge Handbook* for details).

Structure of the speaking test

Description of tasks	
Presentation and follow-up discussion	
Assessment objectives	S1, S2, S3, S4, S5
Total marks	30 marks
Assessment criteria	Presentation, interaction/responsiveness – 10 marks Language range – 10 marks Language accuracy – 10 marks
Conversation task card	
Assessment objectives	S1, S2, S3, S4, S5
Total marks	30 marks
Assessment criteria	Task completion and communication – 10 marks Language range – 10 marks Language accuracy – 10 marks
Teachers/examiners award a mark out of 5 for Pronunciation and intonation for the whole speaking test.	

Presentation

A two-minute presentation by the candidate on a chosen topic.

For the presentation section, candidates should prepare a topic in which they have a personal interest. It could reflect an aspect, or aspects, of life in a French-speaking community or French-speaking culture. They should carry out their own research to ensure they have enough information about their chosen topic, and are able to present relevant facts, express opinions and points of view and put forward ideas for discussion. When choosing their topic, candidates should consider how a conversation might develop based on their presentation, and what kind of questions the teacher/examiner might ask.

A written script of the presentation is **not** allowed.

Candidates may prepare a single 'cue card' in French to bring into the examination room. This should be no larger than a postcard (approximately 10 cm × 15 cm) and should contain a maximum of five headings of no more than five words each, to remind candidates of the points they wish to make.

After the test, the teacher/examiner should collect any cue cards and keep them securely until the end of the enquiries about results window.

Follow-up discussion

Candidates have a four- to five-minute discussion with the teacher/examiner in which the teacher/examiner will ask spontaneous questions about the presentation. The teacher/examiner should encourage full responses by giving candidates the opportunity to explain and justify their opinions.

Conversation task card

The teacher/examiner selects one Conversation task card for each candidate using the randomisation instructions in the Instructions for Teachers/Examiners.

Teachers/examiners must **not** share the Conversation task cards with candidates before their test.

Preparation

Candidates have five minutes to read the Conversation task card and prepare their responses. Teachers/examiners must not stop the recording during this preparation time.

When preparing for the Conversation task card, candidates are allowed to make notes on a separate piece of paper. Candidates must **not** write a monologue/script that they then read aloud.

Conversation

Candidates have a four-minute conversation with the teacher/examiner covering the prompts on the Conversation task card. The teacher/examiner should encourage full responses by giving candidates the opportunity to explain and justify their opinions.

Administration of the speaking test

Further information about the administration of the speaking tests is provided in the *Cambridge Handbook*, available from our website.

Using the samples database

The samples database explains everything you need to know about administering speaking tests.

Use the database to find out:

- when and how to submit your marks for moderated speaking tests
- when and how to submit your candidates' work
- which forms to complete and return with your candidates' work.

The samples database at **www.cambridgeinternational.org/samples** will ask you for:

- your country/territory
- the syllabus code (i.e. 8028 for this syllabus).

The database will then take you to the information you need, including dates and methods of submission of candidates' marks and work, as well as any forms you may need to complete.

Recording and submitting candidates' marks and work

You should follow the instructions for 8028 AS Level French Language Paper 4 Speaking on the samples database at **www.cambridgeinternational.org/samples** about how to submit candidates' work and record candidates' marks.

For specific syllabuses and components, centres need to submit marks and work using our eSubmission portal (see the samples database for instructions). Further information is available in the *Administrative guide: Preparing and submitting work using eSubmission* at **www.cambridgeinternational.org/eoguide**

You should record marks on the Working Mark Sheet which you should download each year from the samples database at **www.cambridgeinternational.org/samples**. Follow the instructions on the form to complete it. The marks on this form must be identical to the marks you submit to Cambridge International.

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. (If only one teacher is marking internal assessments, no internal moderation is necessary.)

You can find further information on the process of internal moderation on the samples database at **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* for the relevant year of assessment.

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 ideally include examples of the marking of each teacher/examiner. The samples database at www.cambridgeinternational.org/samples explains how the sample will be selected.

The samples database at www.cambridgeinternational.org/samples also provides details of how to submit the marks and work.

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

Speaking mark schemes

Candidate performance in the Presentation and follow-up discussion and the Conversation task card sections of the paper must be assessed using the mark schemes on pages 29–34.

Guidance on using levels-based mark schemes

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

You should listen to the work and then make a judgement about which level statement is the best fit. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a best-fit level statement has been identified, use the following guidance to decide on a specific mark:

- If the candidate's work **convincingly** meets the level statement, award the highest mark.
- If the candidate's work **just** meets the level statement, award the lowest mark.

Presentation and follow-up discussion (30 marks)

Marks are awarded for the following criteria:

- Presentation, interaction/responsiveness (maximum of 10 marks)
- Language range (maximum of 10 marks)
- Language accuracy (maximum of 10 marks).

Mark scheme for communication in the Presentation and follow-up discussion: Presentation, interaction/responsiveness (AO4: S1 and S2)

Level	Description	Marks
5	- Communicates detailed information with clearly stated ideas and opinions. - Consistently justifies, develops and explains ideas and opinions. - Fully engages in the conversation. Candidate has good interaction with the examiner and responds fully and confidently to all question types.	9–10
4	- Communicates detailed information, with ideas and opinions that are mostly clear and supported. - Justifies, develops and explains their answers. - Engages in the conversation. Candidate has good interaction with the examiner and responds to most questions.	7–8
3	- Communicates information that is sometimes detailed, provides ideas and opinions. - Some attempt to justify their answers. - Engages in the conversation with some interaction with the examiner. Attempts a response to most questions.	5–6
2	- Communicates limited information that may be irrelevant, and gives basic ideas and opinions. - Attempts to justify some of their answers. - Relies on the examiner to maintain the pace, may require some prompting.	3–4
1	- Communicates very basic information that is frequently irrelevant; lacks ideas and opinions. - Minimal or no attempt to justify answers. - Relies heavily on the examiner, with significant prompting required.	1–2
0	No creditable response.	0

Mark scheme for Language range in the Presentation and follow-up discussion (AO4: S3)

Level	Description	Marks
5	• Uses a wide range of linking and cohesive devices to connect a series of well-developed points. • Uses a wide range of vocabulary appropriate to the tasks. Often uses less common vocabulary. • Can vary formulation to avoid repetition.	9–10
4	• Uses a range of linking and cohesive devices to connect a series of mostly well-developed points. • Uses a range of vocabulary appropriate to the tasks. Occasionally uses less common vocabulary. • Attempts to vary formulation but some repetition is present.	7–8
3	• Uses some linking and cohesive devices to connect a sequence of points, not always fully developed. • Uses vocabulary appropriate to the tasks. There is an attempt to use less common vocabulary. • There is some repetition and hesitation.	5–6
2	• Uses linking and cohesive devices to attempt to connect a series of points, not always successfully. • Uses familiar and common vocabulary, sometimes appropriate to the tasks. • There is noticeable repetition and hesitation.	3–4
1	• Uses basic, high frequency linking and cohesive devices, difficulty with formulation at times. • Relies on repetition of a small range of familiar and common vocabulary, not always appropriate to the task(s).	1–2
0	• No creditable response.	0

Mark scheme for Language accuracy in the Presentation and follow-up discussion (AO4: S4)

Level	Description	Marks
5	- Consistently accurate use of simple grammar. - Shows a good degree of control of some complex grammar.	9–10
4	- Accurate use of simple grammar. - Uses some complex grammar, with occasional slips.	7–8
3	- Uses simple grammar, with some slips. - Makes some use of more complex grammar, with some slips. - Errors very rarely impede communication.	5–6
2	- Uses simple grammar, with some errors. - Attempts to use more complex grammar, with limited success. - Errors sometimes impede communication.	3–4
1	- Uses only simple structures to articulate straightforward ideas. - Frequent errors in simple structures. - Communication frequently impeded.	1–2
0	No creditable response.	0

Conversation task card (30 marks)

Marks are awarded for the following criteria:

- Task completion and communication (maximum of 10 marks)
- Language range (maximum of 10 marks)
- Language accuracy (maximum of 10 marks).

Mark scheme for Task completion and communication in the Conversation task card (AO4: S1 and S2)

Level	Description	Marks
5	• Completes all tasks fully and confidently. • Communicates relevant information with clear and supported ideas and opinions. Develops a justified argument. • Fully engages in the conversation. Candidate has good interaction with the examiner and responds fully and confidently to all questions/prompts.	9–10
4	• Completes most tasks fully. • Communicates relevant information. Develops an argument that is mostly clear and supported by their points of view. • Engages in the conversation. Candidate has good interaction with the examiner and responds to most questions/prompts.	7–8
3	• Completes some tasks successfully. • Communicates information that is sometimes relevant. Develops an argument with ideas and opinions, which are not always justified. • Engages in the conversation with some interaction with the examiner. Responds to some questions/prompts.	5–6
2	• Attempts some tasks in a limited or superficial way. • Communicates limited information. Communicates limited ideas and opinions. • Relies on the examiner to keep the conversation going. Limited response to questions/prompts.	3–4
1	• Attempts task(s) with little or no success. • Communicates very basic information; may attempt to give ideas and opinions. • Relies heavily on the examiner. The conversation is fragmented with very limited response to questions/prompts.	1–2
0	• No creditable response.	0

Mark scheme for Language range in the Conversation task card (AO4: S3)

Level	Description	Marks
5	• Uses a wide range of linking and cohesive devices to connect a series of well-developed points. • Uses a wide range of vocabulary appropriate to the tasks. Often uses less common vocabulary. • Can vary formulation to avoid repetition.	9–10
4	• Uses a range of linking and cohesive devices to connect a series of mostly well-developed points. • Uses a range of vocabulary appropriate to the tasks. Occasionally uses less common vocabulary. • Attempts to vary formulation but some repetition is present.	7–8
3	• Uses some linking and cohesive devices to connect a sequence of points, not always fully developed. • Uses vocabulary appropriate to the tasks. There is an attempt to use less common vocabulary. • There is some repetition and hesitation.	5–6
2	• Uses linking and cohesive devices to attempt to connect a series of points, not always successfully. • Uses familiar and common vocabulary, sometimes appropriate to the tasks. • There is noticeable repetition and hesitation.	3–4
1	• Uses basic, high frequency linking and cohesive devices, difficulty with formulation at times. • Relies on repetition of a small range of familiar and common vocabulary, not always appropriate to the task(s).	1–2
0	• No creditable response.	0

Mark scheme for Language accuracy in the Conversation task card (AO4: S4)

Level	Description	Marks
5	- Consistently accurate use of simple grammar. - Shows a good degree of control of some complex grammar.	9–10
4	- Accurate use of simple grammar. - Uses some complex grammar, with occasional slips.	7–8
3	- Uses simple grammar, with some slips. - Makes some use of more complex grammar, with some slips. - Errors very rarely impede communication.	5–6
2	- Uses simple grammar, with some errors. - Attempts to use more complex grammar, with limited success. - Errors sometimes impede communication.	3–4
1	- Uses only simple structures to articulate straightforward ideas. - Frequent errors in simple structures. - Communication frequently impeded.	1–2
0	No creditable response.	0

Pronunciation and intonation (5 marks)

Marks are awarded for pronunciation and intonation (maximum of 5 marks) for the whole speaking test.

Mark scheme for Pronunciation and intonation (AO4: S5)

Level	Description	Marks
3	- Pronunciation is intelligible and intonation is appropriate. - Individual sounds are articulated clearly.	4–5
2	- Pronunciation is intelligible and intonation is mostly appropriate. - Individual sounds are mostly articulated clearly, though with some slips.	2–3
1	- Pronunciation is generally intelligible and candidate has partial control of intonation. - Individual sounds have frequent errors.	1
0	No creditable response.	0

List of grammar and structures

The list below is not exhaustive. Examples are given to indicate what could be covered.

Articles	definite	<i>le, la, l', les</i> with parts of body, e.g. <i>j'ai levé la main</i> with titles, ranks, etc. e.g. <i>le roi Henri</i> with <i>de</i> to become <i>du</i> ; with <i>à</i> to become <i>au</i> with geographical locations, e.g. <i>J'adore la France !</i> omission with jobs, etc. e.g. <i>ma mère est médecin</i>
	indefinite partitive	<i>du, de la, de l', des</i> <i>de</i> after expressions of quantity; <i>la plupart/encore des</i> <i>de</i> after negative verb forms <i>de</i> before plural adjective preceding noun
Nouns	gender	
	singular and plural forms formation (nominalisation)	e.g. <i>lancer/lancement ; grand/grandeur</i>
Adjectives	agreement and position	
	possessive	<i>mon, ma, mes, etc.</i>
	demonstrative	<i>ce, cet, cette, ces</i>
	interrogative	<i>quel, quelle, quels, quelles ?</i>
	exclamatory	e.g. <i>quel beau temps !/que j'étais heureux !</i>
	indefinite	e.g. <i>autre, chaque, n'importe quel, plusieurs, quelques</i>
	comparative regular forms	e.g. <i>aussi, moins, plus, pas si ... que</i>
	comparative irregular forms	e.g. <i>meilleur, pire</i>
	superlative regular forms	e.g. <i>le/la plus ..., le/la moins ...</i>
	superlative irregular forms	e.g. <i>le/la meilleur(e), le/la pire, le/la moindre</i>
	use of adjectives as nouns	e.g. <i>les jeunes, les Français, les malades</i>
	used followed by a preposition	e.g. <i>prêt à, heureux de</i>
Adverbs	formation regular	ending in <i>-ment, -mment, ément</i>
	formation irregular	e.g. <i>bien, mal, gentiment</i>
	time and place	e.g. <i>aujourd'hui, demain, ici, là-bas</i>
	interrogative	e.g. <i>combien, comment, où, quand, depuis quand ?</i>
	common adverbial phrases	e.g. <i>de temps en temps</i>
	comparative regular forms	e.g. <i>aussi, moins, plus, pas si ... que</i>
	comparative irregular forms	e.g. <i>mieux</i>
	superlative regular forms	e.g. <i>le/la plus ..., le/la moins ...</i>
	superlative irregular	e.g. <i>le mieux</i>
	quantifiers and intensifiers	e.g. <i>assez, beaucoup plus/moins, bien, fort, (un) peu</i>
	inversion after some adverbs	e.g. <i>peut-être</i>

Pronouns	subject personal	e.g. <i>je, tu</i> , including <i>on</i>
	object direct and indirect	position and order
		use of <i>y</i> and <i>en</i>
	reflexive	<i>me, te, se</i> , etc.
	demonstrative	e.g. <i>ça, cela, celui, -ci, -là, de, qui/que/dont</i>
	interrogative	e.g. <i>qui ? que ? qu'est-ce que/qui ? lequel ? qui est-ce qui/que ? de/là qui parles-tu ? de quoi parles-tu ?</i>
	relative	e.g. <i>qui, que, dont, où, ce qui/que, lequel, auquel</i>
	emphasis	e.g. <i>ce qui est important, c'est que</i>
	disjunctive	e.g. <i>moi, toi, lui, elle, soi</i> , etc./ <i>moi/moi-même</i> , etc.
		after prepositions, e.g. <i>chez nous</i>
		emphasis, e.g. <i>moi, je n'aime pas</i>
		with positive imperatives, e.g. <i>donnez-moi</i>
	possessive	e.g. <i>le mien, la mienne</i> , etc.
	indefinite	e.g. <i>quelque chose, quelqu'un, chacun(e), certain(e)(s)</i>
	<i>Il est</i> and <i>c'est</i>	e.g. <i>il est possible de/que ... oui c'est possible/C'est un chien ; il est beau</i>

Verbs	
regular and irregular forms	
agreement with subject	
modes of address	<i>tu, vous</i>
forms and use of reflexives	
negative forms and use	e.g. <i>ne ... pas, ne ... personne, ne ... jamais, ne ... que</i>
interrogative forms – inversion	e.g. <i>veux-tu ?</i>
imperatives	formation pronouns with imperatives, e.g. <i>lève-toi/ne te lève pas</i> use of infinitive in official notices, etc.
impersonal verbs	e.g. <i>il faut, il reste, il semble que, il s'agit de</i>
indicative tenses: formation and use	present, immediate future, future, conditional, imperfect, perfect, pluperfect, future perfect (R), conditional perfect (R), past historic (R)
compound tenses with <i>être</i>	
agreement of past participle	including preceding direct objects
present participle	including use after <i>en/tout en</i>
past participle use	e.g. <i>une fois arrivés, ils .../après avoir fini, ils ...</i>
verbs governing the infinitive, including <i>à</i> and <i>de</i> + infinitive	e.g. <i>aimer faire</i> <i>aider/encourager quelqu'un à faire</i> <i>décider/essayer de faire</i> <i>empêcher quelqu'un de faire</i> <i>permettre/interdire à quelqu'un de faire</i> <i>apprendre à quelqu'un à faire</i>
modal verbs	e.g. <i>vouloir, devoir, pouvoir, savoir</i>
verbs taking indirect object	e.g. <i>nuire à, obéir à, ressembler à</i>
verbs taking <i>de</i> before object	e.g. <i>changer de, manquer de, se souvenir de</i>

continued

Verbs (continued)	use of <i>depuis</i>	also: <i>il y a/voilà ... que</i>
	use of <i>venir de</i>	
	will/shall/would/should	you will win (future tense) will you help me?/she would not reply (<i>vouloir</i>) I should leave now (<i>devoir</i>) in August, we would (used to) go abroad (imperfect) also: avoidance by use of <i>on</i> or a noun or a reflexive
	passive voice formation (Present) passive voice: all other tenses (R)	
	subjunctive mood present and perfect tense	after verbs of wishing, fearing, emotion, judgement, possibility, obligation, doubt, etc. after various conjunctions, e.g. <i>bien que/pour que/sans que</i>
	dependent infinitives	e.g. <i>faire construire, laisser passer</i> after verbs of seeing, hearing and feeling
	use of infinitive	e.g. after <i>sans, pour/afin de, au lieu de, avant de vouloir, c'est pouvoir</i>
	inversion after speech	e.g. « ... », <i>a-t-il dit</i>
	indirect/reported speech	tenses used
	comparative constructions	e.g. <i>il vaut mieux rester que de partir</i>
Conjunctions	co-ordinating	e.g. <i>car, donc, ensuite, et, mais, ou, ou bien, puis</i>
	subordinating conjunctions	e.g. <i>quand, où, parce que, si, puisque, comme, lorsque</i> tenses used with <i>quand, dès que</i> , etc. ('logical future') tenses used with <i>si</i>
Prepositions	place	e.g. <i>chez, entre, devant, à côté de, près de, en face de</i>
	time	e.g. <i>avant, après, pendant, pour</i> <i>dans/en six mois</i>
	movement	e.g. <i>jusqu'à, vers</i>
	other	e.g. <i>contre, malgré, sans, sauf, selon</i>
	with various verbs	e.g. <i>penser à/de, croire à/en, jouer à/de</i>
Number	all cardinals and ordinals	e.g. <i>un, deux ; premier, deuxième</i>
Quantity	expressions	e.g. <i>assez, trop, demi, moitié, peu, un peu, tant, autant</i>
Time	dates, years, time	including 24-hour clock
Other	<i>tout</i>	used as an adjective, noun and adverb
	<i>toujours</i>	used to mean always, continuation, still, at any rate
	dimensions	also distance, price, rate

5 What else you need to know

This section is an overview of other information you need to know about this syllabus. It will help to share the administrative information with your exams officer so they know when you will need their support. Find more information about our administrative processes at www.cambridgeinternational.org/eoguide

Before you start

Previous study

We recommend that learners starting this course should have completed a course in French equivalent to Cambridge IGCSE™ or Cambridge O Level. We anticipate that candidates starting this course are working at a level equivalent to at least A2 level of the CEFR.

Guided learning hours

We design Cambridge International AS Level syllabuses to require about 180 guided learning hours for each Cambridge International AS Level. The number of hours a learner needs to achieve the qualification may vary according to each school and the learners' previous experience of the subject.

Availability and timetables

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable. Find your administrative zone at www.cambridgeinternational.org/adminzone

You can view the timetable for your administrative zone at www.cambridgeinternational.org/timetables

You can enter candidates in the June and November exam series.

Check you are using the syllabus for the year the candidate is taking the exam.

Private candidates can enter for this syllabus. Some components are not available to private candidates. For more information, please refer to the *Cambridge Guide to Making Entries*.

Combining with other syllabuses

Candidates can take this syllabus alongside other Cambridge International syllabuses in a single exam series. The only exceptions are:

- syllabuses with the same title at the same level.

Group awards: Cambridge AICE Diploma

Cambridge AICE Diploma (Advanced International Certificate of Education) is a group award for Cambridge International AS & A Level. It encourages schools to offer a broad and balanced curriculum by recognising the achievements of learners who pass exams in a range of different subjects.

Learn more about Cambridge AICE Diploma at www.cambridgeinternational.org/aice

Making entries

Exams officers are responsible for submitting entries. 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 access to this guide.

Estimated entries

Estimated entries may be required for some Cambridge International syllabuses. To confirm if estimated entries are required for this syllabus, and for further information about making estimated entries, see the *Cambridge Handbook* for the relevant year of assessment at **www.cambridgeinternational.org/eoguide**

Audio materials

The *Cambridge Handbook* tells you when and how to access the audio material for each exam series **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 an administrative zone determined by their location. Each zone has a specific timetable.

Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

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 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/eoguide**

Retakes and carrying forward marks

Candidates can retake Cambridge International AS Level as many times as they want to.

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

Candidates cannot resubmit, in whole or in part, speaking tests from a previous series for re-marking. For information, refer to the *Cambridge Handbook* for the relevant year of assessment at **www.cambridgeinternational.org/eoguide**

Marks achieved in Paper 4 Speaking **cannot** be carried forward on their own to future series. See the regulations for carry forward set out in the *Cambridge Handbook* for the relevant year of assessment and the *Carry-forward regulations supplement* at **www.cambridgeinternational.org/eoguide**

Please note: the Cambridge International AS Level French Language 8028 and Cambridge International A Level French Language & Literature 9898 are separate qualifications. Candidates cannot carry forward their Cambridge International AS Level French Language 8028 results to the Cambridge International A Level French Language & Literature 9898.

To confirm what entry options are available for this syllabus, refer to the *Cambridge Guide to Making Entries* for the relevant series.

Language

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

Accessibility and equality

Syllabus and assessment design

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

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

Access arrangements

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

Important:

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

Applying for access arrangements

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

Some access arrangements are not allowed in this syllabus because they affect the assessment objectives:

- candidates must **not** use voice-activated software to dictate their written work
- candidates must **not** use word processing technology which uses word prediction and/or phrase prompting including spell check and grammar check
- candidates must **not** use a human reader.

After the exam

Grading and reporting

Grades a, b, c, d or e indicate the standard a candidate achieved at Cambridge International AS Level. 'a' is the highest and 'e' is the lowest grade.

'Ungraded' means that the candidate's performance did not meet the standard required for the lowest grade (e). 'Ungraded' is reported on the statement of results but not on the certificate. In specific circumstances your candidates may see one of the following letters on their statement of results:

- Q (PENDING)
- X (NO RESULT).

These letters do not appear on the certificate.

On the statement of results and certificates, Cambridge International AS Level is shown as General Certificate of Education, GCE Advanced Subsidiary Level (GCE AS Level).

School feedback: 'Cambridge International A Levels are the 'gold standard' qualification. They are based on rigorous, academic syllabuses that are accessible to students from a wide range of abilities yet have the capacity to stretch our most able.'

Feedback from: Director of Studies, Auckland Grammar School, New Zealand

How students, teachers and higher education can use the grades

Cambridge International AS Level

Assessment at Cambridge International AS Level has two purposes:

- 1 to measure learning and achievement
The assessment confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus.
- 2 to show likely future success
The outcomes help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful.
The outcomes help students choose the most suitable course or career
The outcomes help decide whether students part way through a Cambridge International A Level course are making enough progress to continue
The outcomes guide teaching and learning in the next stages of the Cambridge International A Level course.

Changes to this syllabus for 2028, 2029 and 2030

The syllabus has been updated. This is version 1, published September 2025.

You must read the whole syllabus before planning your teaching programme. We review our syllabuses regularly to make sure they continue to meet the needs of our schools. In updating this syllabus, we have made it easier for teachers and students to understand, keeping the familiar features that teachers and schools value.

There are no significant changes which affect teaching.

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

With a Customer Services team available 24 hours a day, 6 days a week, and dedicated regional teams supporting schools in 160 countries, we understand your local context and are here to guide you so you can provide your learners with everything they need to prepare for Cambridge International AS & A Level.

Quality management



We are committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international education programmes and qualifications for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at www.cambridgeinternational.org/about-us/our-standards/

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

Feedback from: Zhai Xiaoning, Deputy Principal, The High School Affiliated to Renmin University of China

We are committed to making our documents accessible in accordance with the WCAG 2.1 Standard. We are always looking to improve the accessibility of our documents. If you find any problems or you think we are not meeting accessibility requirements, contact us at **info@cambridgeinternational.org** with the subject heading: Digital accessibility. If you need this document in a different format, contact us and supply your name, email address and requirements and we will respond within 15 working days.

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