



## Syllabus

# Cambridge IGCSE™ (9–1)

## French 7156

Use this syllabus for exams in 2025, 2026 and 2027.  
Exams are available in the June and November series.

Français

Version 2

Please check the syllabus page at [www.cambridgeinternational.org/7156](http://www.cambridgeinternational.org/7156) to see if this syllabus is available in your administrative zone.

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

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## Why choose Cambridge International?

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Cambridge International prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of Cambridge University Press & Assessment, which is a department 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.

**School feedback:** ‘We think the Cambridge curriculum is superb preparation for university.’

**Feedback from:** 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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## **Important: Changes to this syllabus**

**For information about changes to this syllabus for 2025, 2026 and 2027, go to page 54.**

The latest syllabus is version 2, published May 2023. There are no significant changes which affect teaching.

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

# 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 4500 schools in over 140 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:

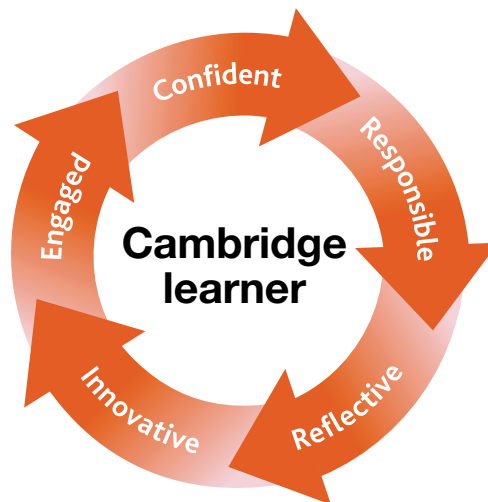
**confident**, using new and familiar structures and vocabulary to communicate with others in everyday situations

**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.



**School feedback:** ‘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.’

**Feedback from:** Gary Tan, Head of Schools and CEO, Raffles International Group of Schools, Indonesia

## International recognition and acceptance

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 the 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.

\* Due to the United Kingdom leaving the European Union, the UK NARIC national recognition agency function was re-titled as UK ENIC on 1 March 2021, operated and managed by Ecctis Limited. From 1 March 2021, international benchmarking findings are published under the Ecctis name.

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

**School feedback:** ‘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.’

**Feedback from:** Managing Director of British School of Egypt BSE

## Supporting teachers

We provide a wide range of resources, detailed guidance, innovative training and professional development so that you can give your students the best possible preparation for Cambridge IGCSE. To find out which resources are available for each syllabus go to our School Support Hub.

The School Support Hub is our secure online site for Cambridge teachers where you can find the resources you need to deliver our programmes. You can also keep up to date with your subject and the global Cambridge community through our online discussion forums.

Find out more at [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)

Support for Cambridge IGCSE			
<b>Planning and preparation</b> <ul style="list-style-type: none"> <li>Schemes of work</li> <li>Specimen papers</li> <li>Syllabuses</li> <li>Teacher guides</li> </ul>	<b>Teaching and assessment</b> <ul style="list-style-type: none"> <li>Endorsed resources</li> <li>Online forums</li> <li>Support for coursework and speaking tests</li> </ul>	<b>Learning and revision</b> <ul style="list-style-type: none"> <li>Example candidate responses</li> <li>Past papers and mark schemes</li> <li>Specimen paper answers</li> </ul>	<b>Results</b> <ul style="list-style-type: none"> <li>Candidate Results Service</li> <li>Principal examiner reports for teachers</li> <li>Results Analysis</li> </ul>

Sign up for email notifications about changes to syllabuses, including new and revised products and services at [www.cambridgeinternational.org/syllabusupdates](http://www.cambridgeinternational.org/syllabusupdates)

## Professional development

We support teachers through:

- Introductory Training – face-to-face or online
- Extension Training – face-to-face or online
- Enrichment Professional Development – face-to-face or online

Find out more at [www.cambridgeinternational.org/events](http://www.cambridgeinternational.org/events)

- Cambridge Professional Development Qualifications

Find out more at [www.cambridgeinternational.org/profdev](http://www.cambridgeinternational.org/profdev)



### Supporting exams officers

We provide comprehensive support and guidance for all Cambridge exams officers.

Find out more at: [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

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## 2 Syllabus overview

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### 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.

Cambridge Assessment International Education is 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 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.

- A Everyday activities
- B Personal and social life
- C The world around us
- D The world of work
- E 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.



## Assessment overview

All candidates take all four papers. Candidates will be eligible for grades 9 to 1.

<b>All candidates take:</b>		<b>and:</b>	
<b>Paper 1</b>	Approximately 50 minutes	<b>Paper 2</b>	1 hour
Listening	25%	Reading	25%
40 marks		45 marks	
Candidates listen to a number of recordings and answer multiple-choice and matching questions.		Candidates read a number of texts and answer multiple-choice and matching questions as well as questions requiring short answers.	
Externally assessed		Externally assessed	
<b>and:</b>		<b>and:</b>	
<b>Paper 3</b>	Approximately 10 minutes	<b>Paper 4</b>	1 hour
Speaking	25%	Writing	25%
40 marks		45 marks	
Candidates complete one role play and conversations on two topics.		Candidates complete one form-filling task, one directed writing task and one task in the format of an email/letter or article/blog.	
Internally assessed and externally moderated		Externally assessed	

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

Check the timetable at [www.cambridgeinternational.org/timetables](http://www.cambridgeinternational.org/timetables) for the test date window for Paper 3.

Check the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples) for submission information, forms and deadlines for Paper 3.

## 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	0	0	0
AO2 Reading	0	100	0	0
AO3 Speaking	0	0	100	0
AO4 Writing	0	0	0	100
Total	100	100	100	100

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## 3 Subject content

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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 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.

### 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 objectives</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 monologue or dialogue
<i>Total marks</i>	6

##### Questions 15–19

<i>Assessment objectives</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 conversation
<i>Total marks</i>	5

**Description of questions (continued)****Questions 20–28**

<i>Assessment objectives</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>	Conversation, discussion or interview
<i>Total marks</i>	9

**Questions 29–34**

<i>Assessment objectives</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 objectives</i>	L2, L3, L4
<i>Task</i>	Candidates listen to a dialogue (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.

### 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 statements
<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

#### Question group 3

<i>Assessment objectives</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

#### Question group 4

<i>Assessment objectives</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

#### Question group 5

<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

**Description of question groups (continued)****Question group 6**

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<i>Assessment objectives</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

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## 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 booklet is confidential and must not reach candidates either directly or indirectly at any point. The candidate cards are confidential and must not reach candidates until the start of their 10 minutes of preparation time immediately prior to their speaking test.

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

## Administration of the speaking test

Further information about the administration of speaking tests is provided in the *Cambridge Handbook* for the relevant year of assessment. 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)

### Using the samples database

The samples database refers you to key information about administering speaking tests.

Use the database to find out:

- when and how to submit your marks for the speaking tests
- when and how to submit the speaking tests
- which forms to complete and submit with the speaking tests.

The samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples) will ask you for:

- your country/territory
- the syllabus code (i.e. 7156 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.

### Cover sheets

You should upload a completed cover sheet with the speaking tests that you submit to Cambridge International. Download the cover sheet from the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples). Follow the instructions on the form itself to complete it.

### Recording and submitting candidates' marks and speaking tests

Please refer to the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples) for information, dates and methods of submission of candidates' marks and speaking tests. You should follow the instructions on the samples database.

You should record marks on the required form which you should download each year from the samples database at [www.cambridgeinternational.org/samples](http://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 in the *Cambridge Handbook* and on the samples database for the relevant year of assessment.

You should record the internally moderated marks for all candidates on the required Working Mark Sheet and submit these marks to Cambridge International according to the instructions on the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)

## External moderation

Cambridge International will externally moderate all internally assessed components.

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

## 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.

The marker should look at 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 **adequately** meets the level statement, award the most appropriate mark in the middle of the range (where middle marks are available).
- If the candidate's work **just** meets the level statement, award the lowest mark.

## 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

<i>Assessment objectives</i>	W1, W4
<i>Task</i>	Candidates fill in a form with single words or short phrases in response to a given context.
<i>Total marks</i>	5

#### Question 2

<i>Assessment objectives</i>	W2, W4
<i>Task</i>	Candidates complete a directed writing task in about 80–90 words on a familiar, everyday topic.
<i>Total marks</i>	12

#### Question 3

<i>Assessment objectives</i>	W3, W4
<i>Task</i>	Candidates choose between two tasks (an email/letter and an article/blog) and complete one of these in about 130–140 words.
<i>Total marks</i>	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</i> ) quantifiers (e.g. <i>assez, beaucoup plus/moins, bien, comme, fort, peu, un peu, 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 – Autre 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)

fils (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) / shampooing (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 / débarasser 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)
pièce (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)  
 boulanger (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)

pompiers (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 (continued)**

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

célébrer

croire

être croyant(e)

être pratiquant(e)

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

### 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 to require about 130 guided learning hours for each subject. This is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to each school and the learners' previous experience of the subject.

#### Availability and timetables

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 view the timetable for your administrative zone at [www.cambridgeinternational.org/timetables](http://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. 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 (5020)
- 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.

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

### Retakes and carrying forward marks

Candidates can retake the whole qualification as many times as they want to. Information on retake entries is at **[www.cambridgeinternational.org/retakes](http://www.cambridgeinternational.org/retakes)**

Candidates cannot resubmit, in whole or in part, speaking tests from a previous series for remarking.

Marks achieved in Paper 3 Speaking cannot be carried forward to future series. See the regulations for carry forward set out in the *Cambridge Handbook* at **[www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)**

### Language

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

## Accessibility and equality

### Syllabus and assessment design

Cambridge International works to avoid direct or indirect discrimination. We develop and design syllabuses and assessment materials to maximise inclusivity for candidates of all national, cultural or social backgrounds and candidates with protected characteristics; these protected characteristics include special educational needs and disability, religion and belief, and characteristics related to gender and identity. In addition, the language and layout used are designed to make our materials as accessible as possible. This gives all candidates the fairest possible opportunity to demonstrate their knowledge, skills and understanding and helps to minimise the requirement to make reasonable adjustments during the assessment process.

## Access arrangements

Access arrangements (including modified papers) are the principal way in which Cambridge International complies with our duty, as guided by the UK Equality Act (2010), to make ‘reasonable adjustments’ for candidates with special educational needs (SEN), disability, illness or injury. Where a candidate would otherwise be at a substantial disadvantage in comparison to a candidate with no SEN, disability, illness or injury, we may be able to agree pre-examination access arrangements. These arrangements help a candidate by minimising accessibility barriers and maximising their opportunity to demonstrate their knowledge, skills and understanding in an assessment.

### Important:

- Requested access arrangements should be based on evidence of the candidate’s barrier to assessment and should also reflect their normal way of working at school; this is in line with the *Cambridge Handbook* [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)
- For Cambridge International to approve an access arrangement, we will need to agree that it constitutes a reasonable adjustment, involves reasonable cost and timeframe and does not affect the security and integrity of the assessment.
- Availability of access arrangements should be checked by centres at the start of the course. Details of our standard access arrangements and modified question papers are available in the *Cambridge Handbook* [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)
- Please contact us at the start of the course to find out if we are able to approve an arrangement that is not included in the list of standard access arrangements.
- Candidates who cannot access parts of the assessment may be able to receive an award based on the parts they have completed.
- Some access arrangements are not allowed in this syllabus because they affect the assessment objectives:
  - candidates are not allowed to use voice-activated software to dictate their written work
  - candidates are not allowed to use word processing technology which uses word prediction and/or phrase prompting
  - candidates are not allowed to use human readers.

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

These letters do not appear on the certificate.

On the statement of results and certificates, Cambridge IGCSE is shown as INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION (IGCSE).

## How students and teachers can use the grades

Assessment at Cambridge IGCSE 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, to the levels described in the grade descriptions.

- 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.

## 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 2022.

## Changes to this syllabus for 2025, 2026 and 2027

The syllabus has been updated. This is version 2, published May 2023.

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

### Changes to version 2 of the syllabus, published May 2023

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#### Changes to syllabus content

- Changes have been made to p.52 Access Arrangements. Please refer to pages 51 and 52 for information relating to accessibility.
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Any textbooks endorsed to support the syllabus for examination from 2021 are still suitable for use with this syllabus.



**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](mailto: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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