IGCSE 2021 AT A GLANCE

Areas of experience

A. Everyday activities

B. Personal and social life

C. The world around us

D. The world of work

E. The international world

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.

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	• Time expressions (e.g. telling the time, days, days of the week, months, seasons) • Food and drink (e.g. meals, fruit and vegetables, meat, fish and seafood, snacks, drinks, cutlery and utensils) • The human body and health (e.g. parts of the body, health and illness) • Travel and transport
B	Personal and social life	• Self, family and friends • In the home (e.g. rooms, living room, kitchen, bedroom, bathroom, furniture and furnishings, garden, household appliances) • Colours • Clothes and accessories • Leisure time (e.g. things to do, hobbies, sport)
C	The world around us	• People and places (e.g. continents, countries and nationalities, compass points) • The natural world, the environment, the climate and the weather • Communications and technology (e.g. the digital world, documents and texts) • The built environment (e.g. buildings and services, urban areas, shopping) • Measurements (e.g. size, shape) • Materials
D	The world of work	• Education (e.g. learning institutions, education and training, the classroom, learning tools, subjects, studying) • Work (e.g. jobs and careers, the workplace)
E	The international world	• Countries, nationalities and languages • Culture, customs, faiths and celebrations

Paper 3 – Speaking

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

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

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

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

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

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

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

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

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

Mark	Level	Descriptor
13–15	**Very good**	• Responds confidently to questions; may occasionally need repetition of words or phrases. • Communicates information which is consistently relevant to the questions. • Frequently develops ideas and opinions. • Justifies and explains some answers.
10–12	**Good**	• Responds well to questions; requires occasional use of the alternative question(s) provided. • Communicates information which is almost always relevant to the questions. • Sometimes develops ideas and opinions. • Gives reasons or explanations for some answers.
7–9	**Satisfactory**	• Responds satisfactorily to questions; frequently requires use of the alternative question(s) provided. • Communicates most of the required information; may occasionally give irrelevant information. • Conveys simple, straightforward opinions.
4–6	**Weak**	• Has difficulty with many questions but still attempts an answer. • Communicates some simple information relevant to the questions.
1–3	**Poor**	• Frequently has difficulty understanding the questions and has great difficulty in replying. • Communicates one or two basic pieces of information relevant to the questions.
0		• No creditable response.

Quality of Language

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

Mark	Level	Descriptor
13–15	**Very good**	• Accurate use of a wide range of the structures listed in the syllabus with occasional errors in more complex language. • Accurate use of a wide range of vocabulary with occasional errors. • Very good pronunciation, fluency, intonation and expression; occasional mistakes or hesitation.
10–12	**Good**	• Good use of a range of the structures listed in the syllabus, with some errors. • Good use of a range of vocabulary with some errors. • Good pronunciation and fluency despite some errors or hesitation; a good attempt at correct intonation and expression.
7–9	**Satisfactory**	• Satisfactory use of some of the structures listed in the syllabus, with frequent errors. • Satisfactory use of vocabulary with frequent errors. • Satisfactory pronunciation and fluency despite frequent errors and hesitation; some attempt at intonation and expression.
4–6	**Weak**	• Limited range of structures and vocabulary, rarely accurate and/or complete; frequent ambiguity. • Pronunciation can be understood with some effort; very noticeable hesitations and stilted delivery.
1–3	**Poor**	• Very limited range of structures and vocabulary, almost always inaccurate. • Poor pronunciation, rarely comprehensible; many serious errors.
0		• No creditable response.

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.

Articles	definite, indefinite, partitive, use of **de** after negative verb forms
Nouns	gender singular and plural forms

Adjectives	agreement
	possessive
	demonstrative (*ce, cet, cette, ces*)
	interrogative (e.g. *quel, quelle, quels, quelles*)
	indefinite (e.g. *autre, chaque, même, n'importe quel, pareil, plusieurs, quelques, tel*)
	comparative:
	    regular forms (e.g. *aussi, moins, plus + que*)
	    irregular forms (e.g. *meilleur, pire*)
	superlative
	    regular forms (e.g. *le/la plus …, le/la moins …*)
	    irregular forms (e.g. *le meilleur, le pire, le moindre*)

Adverbs	adverbs of time and place
	interrogative (e.g. *combien, comment, où, quand, depuis quand*)
	common adverbial phrases
	comparative:
	    regular forms (e.g. *aussi, moins, plus + que*)
	    irregular forms (e.g. *mieux*)
	superlative:
	    irregular forms (e.g. *le mieux, le pire*)
	quantifiers: (e.g. *assez, beaucoup plus/moins, bien, comme, fort, peu, un peu, quel, si, tellement, tout, très, trop*)

Pronouns	personal
	reflexive
	object: direct and indirect including position, order, agreement
	demonstrative (e.g. *ça, cela, celui, celle, -ci, -là, celui/celle de, celui/celle qui, celui/celle que, celui/celle dont*)
	interrogative (e.g. *qui ? que ? qui est-ce que/qui ? lequel ?*)
	relative (e.g. *qui, que, dont, où, quoi, ce qui, ce que, lequel/laquelle*)
	disjunctive
	possessive (e.g. *le mien*)
	indefinite (e.g. *quelque chose, quelqu'un, chacun, certain, n'importe qui, n'importe quoi*)

Verbs	regular and irregular forms of verbs, including reflexive verbs all persons of verbs, singular and plural negative forms interrogative forms imperative modes of address: *tu, vous* impersonal verbs indicative tenses • present • future • imperfect • conditional • perfect • pluperfect • immediate future perfect infinitive present participle verbs governing an infinitive, including *à* and *de* + infinitive use of *depuis* with present and imperfect tenses use of *venir de* + infinitive in present and imperfect tenses passive voice (**receptive**) subjunctive mood: in commonly used expression (**receptive**)
Conjunctions	co-ordinating (e.g. *car, donc*) subordinating (e.g. *quand, où, parce que, si, puisque*)
Prepositions	place (e.g. *chez, entre, devant, à côté de*) time (e.g. *avant, après, pendant, pour*) movement (e.g. *jusqu'à, vers*) other (e.g. *contre, malgré, sans, sauf, selon*)
Number	all cardinal/ordinal numbers
Quantity	*assez, beaucoup, demi, moitié, peu, un peu, tant, trop, tellement*