

SYLLABUS

**Cambridge International Level 3
Pre-U Certificate in
Modern Foreign Languages (Principal)**

9779 French

9782 Russian

9780 German

9783 Italian

9781 Spanish

For examination in 2016, 2017 and 2018

QN: 500/3769/9

French

QN: 500/3761/4

Russian

QN: 500/3806/0

German

QN: 500/3808/4

Italian

QN: 500/3788/2

Spanish

Support

Cambridge provides a wide range of support for Pre-U syllabuses, which includes recommended resource lists, Teacher Guides and Example Candidate Response booklets. Teachers can access these support materials at Teacher Support <http://teachers.cie.org.uk>

Changes to syllabus for 2016, 2017 and 2018

This syllabus has been updated. The latest syllabus is version 4, published September 2017.

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

Additional guidance has been added to Topics and Texts listed on page 30 of the syllabus document:

The text to be studied by Carmen Martín Gaité is the short story *Las Ataduras*, published in the collection *Las Ataduras*.

The information on page 6 regarding availability for private candidates has been updated. Please see the *Cambridge UK Guide to Making Entries* for more information.

Changes to the previous version of the syllabus, published 2016, were:

Changes have been made to pages 33 and 34 Italian topics and texts and are as follows:

Part 1: Topics, first row of table now reads: Film: *Romanzo criminale* (Michele Placido); third row of table now reads: Vladimiro Polchi, *Blacks out*; final row of table now reads: Dacia Maraini, *Donna in guerra*

Part II: Texts, second row of table now reads: Dante Alighieri, *Inferno (Cantos i, ii, v, viii, x, xiv, xxiv, xxxii, xxxiv)*; fifth row of table now reads: Natalia Ginzburg, *La strada che va in città*; seventh row of table now reads: Niccolò Ammaniti, *Io e te*

The following changes were published in 2015

Paper 2

- The combined word counts for Part I Reading passages have been revised. The passages in Reading exercise 1 and Reading exercise 2 will have a combined word count of 500–650 words (Russian 375–485 words).
- The combined word counts for Part II Listening passages have been revised. The three listening exercises will have a combined word count of 700–850 words (Russian 525–640 words), including 200–300 words (Russian 150–225 words) for the recording in the third listening exercise.

Paper 4

- Part I has been renamed 'Topics' (previously 'Cultural Topics') and Part II has been renamed 'Texts' (previously 'Literary Texts').
- The topics and texts for examination in 2016, 2017 and 2018 have been updated.

Scheme of assessment

- The wording of assessment objective AO4 has been updated. The weighting of this assessment objective has not changed in the individual papers or across the qualification.

If there are any further changes to this syllabus, Cambridge will write to Centres to inform them. This syllabus is also on the Cambridge website www.cie.org.uk/cambridgepreu. The version of the syllabus on the website should always be considered as the definitive version.

Copies of Cambridge Pre-U syllabuses can be downloaded from our website www.cie.org.uk/cambridgepreu

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Introduction

Why choose Cambridge Pre-U?

Cambridge Pre-U is designed to equip learners with the skills required to make a success of their studies at university. Schools can choose from a wide range of subjects.

Cambridge Pre-U is built on a core set of educational aims to prepare learners for university admission, and also for success in higher education and beyond:

- to support independent and self-directed learning
- to encourage learners to think laterally, critically and creatively, and to acquire good problem-solving skills
- to promote comprehensive understanding of the subject through depth and rigour.

Cambridge Pre-U Principal Subjects are linear. A candidate must take all the components together at the end of the course in one examination series. Cambridge Pre-U Principal Subjects are assessed at the end of a two-year programme of study.

The Cambridge Pre-U nine-point grade set recognises the full range of learner ability.

Guided learning hours

Cambridge Pre-U syllabuses are designed on the assumption that learners have around 380 guided learning hours per Principal Subject over the duration of the course, but this is for guidance only. The number of hours may vary according to curricular practice and the learners' prior experience of the subject.

Why choose Cambridge Pre-U Modern Foreign Languages?

Cambridge Pre-U Modern Foreign Languages Principal Courses reinvigorate the process of language learning by promoting awareness of culture and authentic language, by developing critical skills and emphasising effective, appropriate and accurate communication. Through these characteristics in particular, Cambridge Pre-U Modern Foreign Languages establish a meaningful link between sixth-form study and university.

- Cultural awareness is promoted by the use of authentic sources. Learners engage with the target cultures through a variety of media, producing written and spoken work springing from meaningful and engaging contextual knowledge.
- The extensive use of a variety of authentic materials acquaints learners with a range of syntax, lexis, style and expression in the target language and helps them to develop an authentic feel for the language.
- Critical and independent thinking are developed through the study of literary and non-literary texts. Learners articulate their understanding and justify opinions both in the target language and in English, gaining essential critical tools and writing skills required for further study, as well as for the workplace.
- Grammatical competence and the ability to manipulate language accurately and appropriately are a prerequisite for study in higher education and are developed and rewarded through the mode of assessment.

- Cambridge Pre-U Modern Foreign Languages includes a Topics and Texts component, through which learners are offered the opportunity to study texts and films in cultural context, as well as a wide range of literary texts written in the target language.

Flexibility of teaching and learning is essential to the Cambridge Pre-U approach, allowing the course to be driven by the interests and needs of teachers and learners. A wide range of topics and texts is available to choose from in each language.

Prior learning

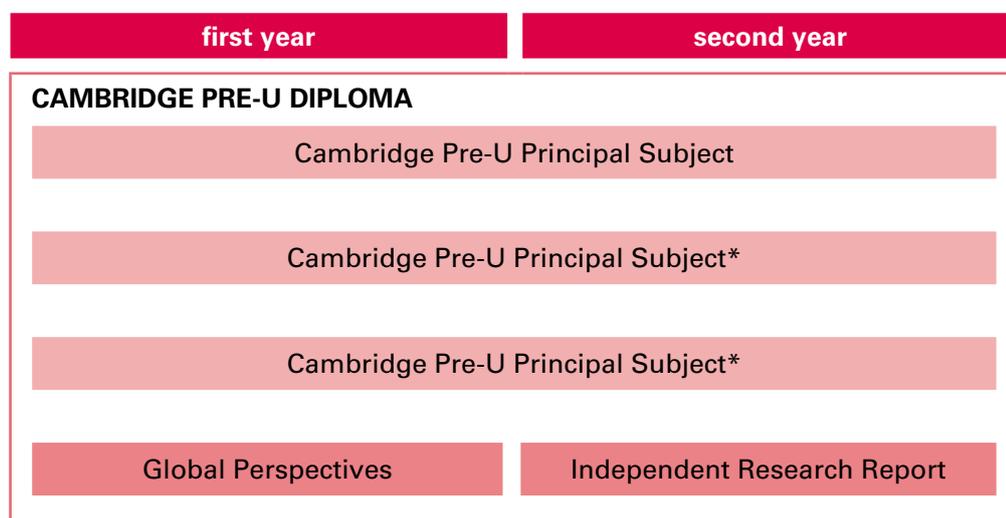
Cambridge Pre-U builds on the knowledge, understanding and skills typically gained by candidates achieving Level 2 qualifications. It is recommended that candidates have attained a level equivalent to IGCSE/GCSE at grade C or above in the target language.

Progression

Cambridge Pre-U is considered to be an excellent preparation for university, employment and life. It helps to develop the in-depth subject knowledge and understanding which are so important to universities and employers. Cambridge Pre-U Modern Foreign Languages enable learners to build on previous skills and knowledge and help develop the skills needed for effective communication. Learners gain essential tools and writing skills required for further study, as well as for the workplace.

Cambridge Pre-U Diploma

If learners choose, they can combine Cambridge Pre-U qualifications to achieve the Cambridge Pre-U Diploma; this comprises three Cambridge Pre-U Principal Subjects* together with Global Perspectives and Research (GPR). The Cambridge Pre-U Diploma, therefore, provides the opportunity for interdisciplinary study informed by an international perspective and includes an independent research project.



* Up to two A Levels, Scottish Advanced Highers or IB Diploma programme courses at higher level can be substituted for Principal Subjects.

Learn more about the Cambridge Pre-U Diploma at www.cie.org.uk/cambridgepreu

Syllabus aims

The aims of the syllabus, listed below, are the same for all learners:

- to develop the ability to understand the target language in a variety of registers
- to enable the learner to communicate confidently and clearly in the target language
- to form a sound base of skills, language and attitudes required for further study, work and leisure
- to develop insights into the cultures and civilisation of countries where the target language is spoken
- to encourage positive attitudes to language learning and a sympathetic approach to other cultures
- to further intellectual and personal development by promoting learning and social skills.

Cambridge Pre-U French

The aims of this syllabus are to enable learners to develop the language skills needed for effective, sophisticated communication in French and to provide them with an opportunity to gain an insight into French-speaking societies around the world.

In addition to practising listening and reading, language-learning programmes adopted by schools should pay particular attention to the promotion of accuracy and the wealth of structures in the more active skills (speaking and writing). It is hoped that an emphasis on grammar and syntax will result in an increased sophistication in the way learners can express their own ideas and build them into a cogent argument, whether orally or in writing.

Cambridge Pre-U German

The aims of this syllabus are to enable learners to develop the language skills needed for effective, sophisticated communication in German and to provide them with an opportunity to gain an insight into German-speaking societies.

In addition to practising listening and reading, language-learning programmes adopted by schools should pay particular attention to the promotion of accuracy and the wealth of structures in the more active skills (speaking and writing). It is hoped that an emphasis on grammar and syntax will result in an increased sophistication in the way learners can express their own ideas and build them into a cogent argument, whether orally or in writing.

Cambridge Pre-U Spanish

The aims of this syllabus are to enable learners to develop the language skills needed for effective, sophisticated communication in Spanish and to provide them with an opportunity to gain an insight into Spanish-speaking societies around the world (from Spain, in all its cultural and linguistic diversity, to Latin American Republics, the United States and Equatorial Guinea, as well as other areas with a distinct historical presence of Spanish).

In addition to practising listening and reading, language-learning programmes adopted by schools should pay particular attention to the promotion of accuracy and the wealth of structures in the more active skills (speaking and writing). It is hoped that an emphasis on grammar and syntax will result in an increased sophistication in the way learners can express their own ideas and build them into a cogent argument, whether orally or in writing.

Cambridge Pre-U Russian

The aims of this syllabus are to enable learners to develop the language skills needed for effective, sophisticated communication in Russian and to provide them with an opportunity to gain an insight into Russian-speaking societies around the world (from the Russian Federation, in all its cultural and linguistic diversity, to former Soviet Republics, Israel and any other areas with a distinct historical presence of Russian).

In addition to practising listening and reading, language-learning programmes adopted by schools should pay particular attention to the promotion of accuracy and the wealth of structures in the more active skills (speaking and writing). It is hoped that an emphasis on grammar and syntax will result in an increased sophistication in the way learners can express their own ideas and build them into a cogent argument, whether orally or in writing.

Cambridge Pre-U Italian

The aims of this syllabus are to enable learners to develop the language skills needed for effective, sophisticated communication in Italian and to provide them with an opportunity to gain an insight into Italian society and culture.

In addition to practising listening and reading, language-learning programmes adopted by schools should pay particular attention to the promotion of accuracy and the wealth of structures in the more active skills (speaking and writing). It is hoped that an emphasis on grammar and syntax will result in an increased sophistication in the way learners can express their own ideas and build them into a cogent argument, whether orally or in writing.

Scheme of assessment

For Cambridge Pre-U Modern Foreign Languages, candidates take all four components.

Component	Component name	Duration	Weighting (%)	Type of assessment
Paper 1	Speaking	Approx. 16 minutes	25	Externally assessed speaking test conducted by a visiting examiner, 60 marks
Paper 2	Reading and Listening	2 hours 15 minutes	25	Externally set and marked written paper, 60 marks
Paper 3	Writing and Usage	2 hours 15 minutes	25	Externally set and marked written paper, 60 marks
Paper 4	Topics and Texts	2 hours 30 minutes	25	Externally set and marked written paper, 60 marks

Availability

This syllabus is examined in the June examination series.

This syllabus is not available to private candidates.

Combining this with other syllabuses

Candidates can combine this syllabus in a series with any other Cambridge syllabus, except syllabuses with the same title at the same level.

Assessment objectives

A01	Understand and respond to texts written in the target language, drawn from a variety of sources such as magazines, newspapers, reports, books and other forms of extended written and spoken material.
A02	Manipulate the target language accurately in spoken and written forms to demonstrate an ability to choose appropriate examples of lexis and structure.
A03	Select and present information, organising arguments and ideas logically.
A04	Research and discuss aspects of the history, current affairs or cultures of countries where the target language is spoken.

Relationship between scheme of assessment and assessment objectives

The approximate weightings allocated to each of the assessment objectives (AOs) are summarised below. The table shows the assessment objectives as a percentage of each component and as a percentage of the overall Cambridge Pre-U Modern Foreign Languages qualification.

Component	AO1	AO2	AO3	AO4	Total	Weighting of component in overall qualification
Paper 1	12%	53%	23%	12%	100%	25%
Paper 2	83%	17%	–	–	100%	25%
Paper 3	–	73%	27%	–	100%	25%
Paper 4	–	16%	42%	42%	100%	25%
Weighting of AO in overall qualification	24%	40%	23%	13%	–	

Grading and reporting

Cambridge International Level 3 Pre-U Certificates (Principal Subjects and Short Courses) are qualifications in their own right. Each individual Principal Subject and Short Course is graded separately on a scale of nine grades: Distinction 1, Distinction 2, Distinction 3, Merit 1, Merit 2, Merit 3, Pass 1, Pass 2 and Pass 3.

Grading Cambridge Pre-U Principal Subjects and Short Courses

Distinction	1
	2
	3
Merit	1
	2
	3
Pass	1
	2
	3

Grade descriptions

The following grade descriptions indicate the level of attainment characteristic of the middle of the given grade band. They give a general indication of the required standard at each specified grade. The descriptions should be interpreted in relation to the content outlined in the syllabus; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the examination may be balanced by better performance in others.

Distinction (D2):

- very good level of understanding and/or knowledge, expressed in well argued responses with relevant illustration
- high level of accuracy, wide range of vocabulary and complex sentence patterns; a sense of idiom
- very good pronunciation and intonation.

Merit (M2):

- good level of understanding and/or knowledge; responses showing some ability to develop argument with appropriate illustration
- generally accurate in simple structures but variable success in more complex language
- adequate pronunciation and intonation.

Pass (P2):

- uneven and/or basic responses showing some level of understanding and/or knowledge expressed with limited argument and illustration
- gaps in grammatical awareness; simple and repetitive sentence patterns and vocabulary
- many sounds mispronounced.

Description of components

Paper 1 Speaking

Externally assessed test, approx. 16 minutes, 60 marks, 25% of the total marks

There are **two** parts to the test. In the first part, candidates present and discuss ideas and issues arising from a given article. Comprehension and discussion, range and accuracy, and pronunciation and intonation are assessed.

In the second part, candidates present and discuss a topic of their choice. Knowledge and understanding, range and accuracy and pronunciation and intonation are assessed.

Paper 2 Reading and Listening

Written paper, 2 hours 15 minutes, 60 marks, 25% of the total marks

Candidates complete a series of reading and listening exercises. They are assessed on their ability to understand gist and main ideas, interpret complex language, identify explicitly and implicitly stated ideas, draw inferences, synthesise information and identify vocabulary and structures by applying close reading skills.

Paper 3 Writing and Usage

Written paper, 2 hours 15 minutes, 60 marks, 25% of the total marks

Candidates write a discursive essay in the target language and complete three grammar and usage exercises. They are assessed on accuracy and range, development and organisation of ideas, and their ability to manipulate the target language accurately.

Paper 4 Topics and Texts

Written paper, 2 hours 30 minutes, 60 marks, 25% of the total marks

There are **two** parts to the test. In the first part, candidates write an extended answer in the target language to a thematic question on the topic they have studied. They are assessed on the content and language of their response.

In the second part, candidates write an extended answer in English to a commentary or essay question on the text they have studied. They are assessed on the content and structure of their response.

Syllabus content

Paper 1 Speaking

Part I: Discussion of an article and related themes, 30 marks, approx. 8 minutes

Twenty minutes before the start of the Speaking test, candidates choose one of four articles in the target language (maximum length: 200 words for French, German, Spanish and Italian; 150 words for Russian) with a general thematic heading. Each article and heading relates to one of the topic areas (see page 17). Candidates use the 20 minutes of preparation time to identify some of the main points of their chosen article. At the beginning of the Speaking test, candidates present an overview of the article to the visiting examiner for up to one minute. Then, in a discussion with the examiner lasting for up to three minutes, candidates put forward their opinions on the article and the issues arising from it. The article is a springboard for discussion, so a detailed analysis is not required. The examiner will then broaden the discussion within the general theme of the article (total discussion time: seven minutes).

The examiner may ask questions including those testing explicit understanding (e.g. *what?, who?, where?*), those requiring explanations (e.g. *why?, how?*) and those targeting analysis and opinion and personal engagement with the article and the general theme (e.g. *what if...?, justify which position is more valid*). Questions will be open-ended and will encourage candidates to express and develop their own ideas.

Candidates may make notes during the preparation time and use these as a prompt during the Speaking test, but they must not read out prepared material.

The mark scheme assesses comprehension and discussion as well as linguistic competence.

Part II: Prepared topic discussion, 30 marks, approx. 8 minutes

Candidates research a topic related to the history, current affairs or culture (e.g. art, cinema, literature and traditions) of an area of the world where the target language is spoken. They identify five to eight headings within their topic, and submit these to Cambridge, no later than two weeks before the Speaking test, on the form provided by Cambridge. In the Speaking test, candidates present their research for up to one minute (identifying interesting/contentious points in their topic, and reasons for choosing it) before discussion of the headings starts. Candidates may bring the headings with them to act as a prompt. They may also bring up to three pieces of visual material. The mark scheme assesses knowledge and understanding of the topic as well as linguistic competence.

Candidates are reminded that they should select and develop topics which have analytical potential and about which they can put forward points of view in discussion. They should avoid choosing topics which are too descriptive.

Overview of Paper 1

Overview of the main points from the article for up to one minute, discussion of the article and broader discussion of its themes for up to three minutes, broadening of the discussion for up to four minutes.

30 marks

A prepared topic discussion (approx. eight minutes)

30 marks

Note:

In order to avoid duplication of examined material, candidates may **not** use any of the texts or films listed in the syllabus for Paper 4 (Topics and Texts) as the subject of their Speaking test presentation or for any of the five to eight headings within their topic.

Candidates may, however, draw upon any general topic area in their Paper 1 discussion, irrespective of which topic they respond to in Paper 4. For example, a Cambridge Pre-U French candidate studying the topic *La France pendant la guerre (1939–1945)* could discuss the *maquis* or the French Resistance as part of their speaking test and still answer a question in Paper 4 from the topic area *La France pendant la guerre (1939–1945)*.

Paper 2 Reading and Listening

Part I: Reading, 30 marks, 1 hour and 15 minutes

There are two passages with a combined total of between 500 and 650 words (Russian between 375 and 485 words). The first passage provides the stimulus for Exercise 1. Exercise 1 consists of comprehension questions in the target language requiring answers in the target language. Although these answers are not assessed for quality of language, candidates must not lift phrases from the passage and should use their own words as far as possible, to demonstrate their understanding of the question and the relevant part of the passage. The second passage provides the stimulus for Exercises 2 and 3. Exercise 2 consists of comprehension questions in English requiring answers in English. Exercise 3 is a re-translation into the target language of a paragraph in English of about 75 words, based on the stimulus of the second passage. The exercise is designed to test comprehension and identification of textual detail. Here, candidates are able to apply their close reading skills by using elements of vocabulary and structures from the second passage to transfer the meaning of the English passage into the target language. The task is not designed to be an 'unseen' translation.

No individual question in the first or second exercise will be worth more than 3 marks.

Part II: Listening, 30 marks, 1 hour

Candidates have control of their own individual listening equipment. There are three passages with a combined total of between 700 and 850 words (Russian between 525 and 640 words). The first exercise consists of comprehension questions in the target language requiring answers in the target language. Answers in the target language are not assessed for quality of language. The second exercise consists of questions in English requiring answers in English. In the third exercise, candidates listen to a recording of about 200 to 300 words (Russian about 150 to 225 words) and summarise it in up to 100 words in English according to four given bullet points. This exercise tests global understanding and the identification of important detail.

No individual question in the first or second exercise will be worth more than 2 marks.

Questions require candidates to demonstrate the following reading and listening skills:

- understand gist and main ideas
- interpret complex language
- identify explicitly and implicitly stated ideas
- draw inferences
- synthesise information
- identify vocabulary and structures
- apply close reading skills.

Overview of Paper 2

A reading passage with questions in the target language

10 marks

A reading passage with questions in English

10 marks

A re-translation of about 75 words from English into the target language

10 marks

A listening passage with questions in the target language

10 marks

A listening passage with questions in English

10 marks

A guided summary in English (max. 100 words) of a listening passage of 200 to 300 words (Russian 150 to 225 words)

10 marks

Paper 3 Writing and Usage

Part I: Writing (40 marks)

Candidates choose one of five discursive essay titles, which are rooted in the topic areas (see page 17). Candidates write their essay in the target language with a recommended length of 350 to 450 words (Russian 250 to 350 words). Relevant examples, which do not need to be from the areas of the world where the target language is spoken, are encouraged. This part of the examination is assessed for accuracy and range, as well as development and organisation of ideas. Candidates may discuss the essay title in any way they wish and there is no single correct answer or viewpoint. The argument should be convincing and contain a degree of balance.

Part II: Usage (20 marks)

Exercise 1 is a verb test (5 marks). This exercise tests accurate application of a variety of verb forms, e.g. tenses, moods, agreements and aspects.

In Exercise 2, candidates are required to transform sentences (using given prompts) without changing their original meaning (5 marks). The format of questions in Exercise 2 may include:

- transformation of a simple sentence into a compound or complex sentence
- joining up of two sentences to form one sentence, with appropriate manipulation of syntax and grammar
- formation of main, subordinate and relative clauses with appropriate word order and tenses
- transformation by addition/manipulation of adverbs or adverbial phrases
- transformation of direct speech into reported speech (including imperatives and interrogatives), or vice versa
- transformation of one sentence by transposing its clauses, making appropriate syntactical and grammatical adjustments
- transformation of sentences to show application of subjunctive, conditional or passive voice
- transformation of sentences requiring the substitution of nouns for verbs, or vice versa.

Exercise 3 is a cloze test with 20 multiple-choice questions (10 marks). This exercise tests the application of grammatical usage in context, and consists of a text with gaps to be filled from multiple choice options.

All exercises in Part II are based on the grammar detailed in the Grammar syllabus section.

Overview of Paper 3

One discursive essay of a recommended length of 350 to 450 words in the target language (Russian 250 to 350 words)

40 marks

A verb test (5 marks)

A sentence transformation exercise (5 marks)

A cloze test of a range of grammatical points (10 marks)

20 marks

Paper 4 Topics and Texts

Candidates choose and prepare **one** topic from Part I: Topics and **one** text from Part II: Texts.

Part I: Topics, 30 marks, 1 hour and 15 minutes

Candidates prepare **two** texts/films within the same topic. In the question paper, there is a choice of two essay titles per topic. Candidates choose **one** topic and write an essay in the target language of a recommended length of 350 to 500 words (Russian 250 to 400 words) which refers to the two texts/films they have studied.

The emphasis in this part is on the content of the films/texts within the context of the focus of the cultural topic.

Part II: Texts, 30 marks, 1 hour and 15 minutes

Candidates prepare **one** literary text for this part. In the question paper, for each text there is a choice between a commentary and two essay questions. Candidates choose **one** question and write a response in English of a recommended length of 450 to 600 words. The commentary invites detailed analysis and appreciation of the extract's significance and form and its function within the work as a whole.

This part of the examination promotes literary appreciation through detailed textual analysis.

Overview of Paper 4

One essay on a chosen topic of a recommended length of 350 to 500 words in the target language (Russian 250 to 400 words) which refers to two texts/films

30 marks

One essay on a chosen text of a recommended length of 450 to 600 words in English

30 marks

Note:

Texts and notes may **not** be taken into the examination.

For a list of topics and texts see the *Topics and texts* section.

The topics and texts listed in this syllabus are for examination in 2016, 2017 and 2018.

Topic areas

All textual material used in the examination will be drawn from the topic areas below, with reference to the country or countries where the language is spoken.

- Human relationships
- Family
- Generation gap
- Young people
- Patterns of daily life
- Urban and rural life
- The media
- Food and drink
- Law and order
- Religion and belief
- Health and fitness
- Work and leisure
- Equality of opportunity
- Employment and unemployment
- Sport
- Travel and tourism
- Education
- Cultural life/heritage
- War and peace
- The developing world
- Medical advances
- Scientific and technological innovation
- The environment
- Conservation
- Pollution
- Contemporary aspects of the country or countries where the language is spoken

Teachers are free to explore the topic areas **in any way they choose**. The following examples are not prescriptive but they may provide a useful guide to planning courses. All these **suggestions**, and other themes chosen by the teacher from within the topic areas, should be studied with reference to the country or countries where the language is spoken.

Human relationships; family; generation gap; young people

- family activities; new patterns of family relationships; the status of the elderly and responsibility for their care
- generation gap: conflicts in the family circle; young people and older generations; attitudes of young people to the family environment
- young people: young people and their peer group; young people as a target group for advertisers and politicians.

Patterns of daily life; urban and rural life; the media; food and drink; law and order; religion and belief; health and fitness

- daily routine; school; the individual's way of life; living conditions
- advantages and disadvantages of urban and rural life; transport and communications; shopping; housing
- the role and influence of the media; the power of advertising
- healthy eating; fast food; national traditions of eating and drinking
- violence and crime; drug-related crime; the role of the police; law enforcement
- the place of religion in society; attitudes to religious belief; patterns of attendance; religious minorities
- healthy living; exercise; dieting; drugs; health care provision; stress; HIV/AIDS.

Work and leisure; equality of opportunity; employment and unemployment; sport; travel and tourism; education; cultural life/heritage

- women in society and in the workforce; equality of opportunity for minority groups
- preparation for work and job opportunities; career plans; qualifications and job routines; the plight of the unemployed; areas of high unemployment; the demise of traditional industries; possible solutions; immigrant workers
- individual and team sports; amateur and professional sport
- the value of leisure; the balance between work and leisure; planning leisure time
- tourism as a modern phenomenon; friction between tourists and local inhabitants; holidays and foreign travel
- education systems and types of school; curriculum structures; the relationship between education and training; further and higher education provision; examinations
- the world of the arts; significant figures and trends in the arts; the place of culture and the arts in the life of the nation.

War and peace; the developing world

- conflicts in the world: ethnic, religious and ideological
- problems of developing countries; future trends.

Medical advances; scientific and technological innovation

- advances in the treatment of disease; ethical issues associated with medical and other technologies
- cloning; genetic modifications
- modern communications systems.

The environment; conservation; pollution

- the individual in his/her own surroundings; the effect of the environment on individuals; protest action to protect one's local area; ways of contributing to environmental awareness
- global warming; acid rain; air pollution; water pollution; noise pollution; destruction of rain forests; damage to the animal world; solutions and cost implications
- saving endangered species and landscapes.

Contemporary aspects of the country or countries where the language is spoken

- e.g. political, regional and social issues.

Grammar syllabus

[(R) = receptive]

French (Principal Course)

1 Nouns

- gender
- singular and plural forms

2 Articles

- definite, indefinite and partitive

3 Adjectives

- agreement
- position
- comparative and superlative
- demonstrative (*ce, cet, cette, ces*)
- possessive
- interrogative (*quel ? quelle ?*)

4 Adverbs

- comparative and superlative
- interrogative (*comment ? quand ?*)

5 Quantifiers/intensifiers (e.g. *très, assez, beaucoup*)

6 Pronouns

- personal
- reflexive
- relative
- disjunctive/emphatic
- demonstrative (*celui, etc.*)
- possessive (*le mien, etc.*)
- interrogative (*qui ? que ?*)
- use of *y, en*
- direct and indirect object

7 Verbs

- regular and irregular forms of verbs, including reflexive verbs
- modes of address (*tu, vous*)
- impersonal forms
- verbs followed by an infinitive (with or without a preposition)
- dependent infinitives (e.g. *faire réparer*)
- perfect infinitive
- negative forms
- interrogative forms
- tenses: present, perfect (including agreement of past participle), imperfect, future, conditional, future perfect, conditional perfect, pluperfect, past historic (R), passive voice: all tenses

- imperative
- present participle
- subjunctive mood: present, perfect, imperfect (R)

8 Indirect speech**9 Inversion after speech****10 Prepositions****11 Conjunctions****12 Number, quantity and time** (including use of *depuis*, *venir de*)**13 Inversion after adverbs**

German (Principal Course)

1 Verbs

- principal parts of weak, strong, mixed and irregular verb forms
- all simple and compound tenses
- imperative
- reflexive verbs
- impersonal
- separable/inseparable verbs
- modal verbs
- passive voice (all forms)
- subjunctive: present and past
- infinitive constructions

2 Nouns

- gender
- singular and plural

3 Definite and indefinite articles**4 Determiners****5 Adjectives****6 Adverbs and adverbials****7 Qualifiers****8 Pronouns**

- personal
- reflexive
- relative
- indefinite
- possessive
- interrogative

9 Prepositions**10 Conjunctions****11 Numbers****12 Valency and cases****13 Word order****14 Clause structures and verb position**

15 Coordination and subordination

16 Conjunctions

17 Subordinating conjunctions

18 Uses of the subjunctive

19 Particles

Spanish (Principal Course)

1 Verbs (forms and use)

- *ser* and *estar*
- negatives
- indicative: present, imperfect, preterite, future, perfect, pluperfect, future perfect
- conditional, conditional perfect
- imperative
- past participle and gerund
- use of the infinitive
- subjunctive: present, imperfect, perfect, pluperfect
- passive sentences and structures with *se*
- verbs followed by prepositions
- verbs of change (e.g. *volverse*, *convertirse en*, *hacerse*)

2 Nouns

- gender
- singular and plural forms

3 Articles

- definite
- indefinite

4 Adjectives

- agreement
- position
- comparative and superlative

5 Exclamations

6 Demonstratives

7 Possessives

8 Indefinite adjectives and pronouns (e.g. *algo*, *alguien*, *demasiado*, *cada*, *ninguno*)

9 Numbers

10 Personal pronouns

11 Reflexive pronouns

12 Question words

13 Adverbs

14 Prepositions

15 Time phrases (e.g. *hace un año que vivo aquí*, *llevo una hora esperando*, *estudio español desde octubre*)

16 Coordinating conjunctions and adverbial phrases (e.g. *y*, *o*, *sin embargo*, *por lo tanto*)

17 Subordination requiring the indicative or the subjunctive

- noun clauses (e.g. *creo que, es probable que, temo que*)
- relative clauses (e.g. *ésta es la mujer cuyo coche es negro, busco un hotel que sea barato*)
- adverbial clauses expressing:
 - cause (e.g. *porque, a causa de que*)
 - result (e.g. *de tal modo que, por lo cual*)
 - goal (e.g. *para que, a fin de que*)
 - condition (e.g. *si, a condición de que*)
 - time (e.g. *cuando, en cuanto*)
 - concession (e.g. *aunque, a pesar de que*)
 - comparison (e.g. *era más interesante de lo que pensaba*)

Russian (Principal Course)

1 Nouns

- all genders, cases, singular and plural
- animate/inanimate

2 Adjectives

- long forms, all cases, singular and plural
- common short forms
- comparatives
- superlatives

3 Adverbs

- all common forms
- comparatives

4 Personal pronouns

- all cases, singular and plural

5 себя**6 Demonstratives****7 Relatives****8 Interrogatives****9 Possessives****10 Determinatives****11 Verbs**

- tenses
- aspects
- imperatives
- conditional
- subjunctive
- reflexives
- passives
- participles
- gerunds

- verbs of motion
- indirect statement
- indirect question

12 Conjunctions

- common simple
- compound

13 Impersonal constructions

- all tenses

14 Prepositions

15 Numerals

- cardinals – all cases
- ordinals – all cases
- common collectives

16 Particles

- -ТО
- -нибудь

17 Times and dates

18 Negation

- simple
- никогда, etc.
- некогда, etc.

Italian (Principal Course)

1 Verbs (forms and use)

- indicative: present, *passato prossimo*, imperfect, future, conditional, pluperfect, future perfect, conditional perfect, *passato remoto*
- reflexives
- imperatives
- passive, passive structures with *si*
- gerunds, *stare* + gerund
- subjunctive: present, past, perfect, pluperfect
- modals
- impersonal verbs
- use of the infinitive
- verbs followed by *di* or *a*
- impersonal structures with *si*
- hypothetical clauses
- sequence of tenses in indicative and subjunctive

2 Articles

- definite and indefinite

3 Nouns

- gender
- rules of agreement

4 Adjectives

- gender
- rules of agreement

5 Plurals

- including irregulars

6 Prepositions

- of place and of time
- articulated prepositions

7 Demonstrative adjectives and demonstrative pronouns**8 Possessive adjectives****9 Question words****10 Adverbs****11 Personal pronouns**

- conjunctive
- disjunctive
- combined pronouns

12 *ci* and *ne***13 Relative pronouns****14 Conjunctions**

- coordinate
- subordinate

15 Indefinite adjectives and pronouns**16 Comparatives and superlatives****17 Suffixes**

- *-ino*
- *-accio*, etc.

Topics and texts for Paper 4

French

Part I: Topics	Valid for examination in		
LA FRANCE PENDANT LA GUERRE (1939–45) Film: <i>Lucie Aubrac</i> (Berri) Némirovsky, <i>Tempête en juin</i> (from Némirovsky, <i>Suite française</i>) Dutourd, <i>Au bon beurre</i>	2016	–	–
LES RELATIONS FAMILIALES EN CONTEXTE FRANCOPHONE Film: <i>C.R.A.Z.Y.</i> (Vallée) Sebbar (ed.), <i>Une enfance outremer</i> Chraïbi, <i>La Civilisation, ma mère</i>	2016	2017	–
INTEGRATION, EXCLUSION, CITOYENNETE Film: <i>La Haine</i> (Kassovitz) Film: <i>La Désintégration</i> (Faucon) Begag, <i>Béni ou le paradis privé</i>	2016	2017	2018
VISIONS DE SOCIETE Film: <i>Delicatessen</i> (Caro and Jeunet) Film: <i>Alphaville</i> (Godard) Barjavel, <i>Ravage</i>	2016	2017	2018
LES VOYAGES Film: <i>Code inconnu: récit incomplet de divers voyages</i> (Haneke) Van Cauwelaert, <i>Un aller simple</i> Semprun, <i>Le Grand voyage</i>	2016	2017	2018
REPRESENTATIONS DE LA FEMME Film: <i>Persepolis</i> (Satrapi, Paronnaud) Ernaux, <i>La Femme gelée</i> Sagan, <i>Bonjour tristesse</i>	–	2017	2018
L'EXIL Film: <i>Incendies</i> (Villeneuve) Film: <i>Inch'Allah dimanche</i> (Benguigui) Nancy Huston, Leïla Sebbar, <i>Lettres parisiennes: Histoires d'exil</i>	–	–	2018

Part II: Texts	Valid for examination in		
Racine, <i>Phèdre</i>	2016	2017	–
Racine, <i>Britannicus</i>	–	–	2018
Molière, <i>Tartuffe</i>	2016	–	–
Voltaire, <i>Zadig et Micromégas</i>	–	2017	2018
Balzac, <i>Le Père Goriot</i>	2016	–	–
Zola, <i>Thérèse Raquin</i>	–	2017	2018
Gary, <i>La Vie devant soi</i>	2016	2017	–
Modiano, <i>Dora Bruder</i>	–	–	2018
Bazin, <i>Au Nom du Fils</i>	2016	–	–
Mauriac, <i>Thérèse Desqueyroux</i>	–	2017	2018
Maupassant, <i>Bel-Ami</i>	2016	2017	2018
Anouilh, <i>Antigone</i>	2016	2017	2018
Beauvoir, <i>Les Belles Images</i>	2016	2017	2018

German

Part I: Topics	Valid for examination in		
DIE NS-ZEIT Ödön von Horváth, <i>Jugend ohne Gott</i> Film: <i>Hitlerjunge Salomon</i> (Agnieszka Holland) Film: <i>Die Fälscher</i> (Stefan Ruzowitzky)	2016	–	–
DIE FILME VON WERNER HERZOG Film: <i>Aguirre, der Zorn Gottes</i> Film: <i>Woyzeck</i> Film: <i>Fitzcarraldo</i>	–	2017	2018
DAS KLEINSTADTLIBEN Patrick Süskind, <i>Die Geschichte von Herrn Sommer</i> Film: <i>Das schreckliche Mädchen</i> (Michael Verhoeven) Film: <i>Das weiße Band</i> (Michael Haneke)	2016	2017	–
FRAUEN Jenny Erpenbeck, <i>Geschichte vom alten Kind</i> Film: <i>Fontane – Effi Briest</i> (Rainer Werner Fassbinder) Film: <i>Lore</i> (Cate Shortland)	–	–	2018
BERLIN Wladimir Kaminer, <i>Schönhauser Allee</i> Film: <i>Der Himmel über Berlin</i> (Wim Wenders) Film: <i>Herr Lehmann</i> (Leander Haußmann)	2016	–	–
ERWACHSENWERDEN Benjamin Lebert, <i>Crazy</i> Film: <i>Nichts bereuen</i> (Benjamin Quabeck) Film: <i>Jenseits der Stille</i> (Caroline Link)	–	2017	2018
SPORT Film: <i>Nordwand</i> (Philipp Stölzl) Film: <i>Der ganz große Traum</i> (Sebastian Grobler) Film: <i>Berlin 36</i> (Kaspar Heidelbach)	2016	2017	2018
DIE MAUER Peter Schneider, <i>Der Mauerspringer</i> Film: <i>Der Tunnel</i> (Roland Suso Richter) Film: <i>Liebe Mauer</i> (Peter Timm)	2016	2017	2018

Part II: Texts	Valid for examination in		
Georg Büchner, <i>Dantons Tod</i>	2016	–	–
Erich Maria Remarque, <i>Im Westen nichts Neues</i>	–	2017	2018
Uwe Timm, <i>Die Entdeckung der Currywurst</i>	2016	–	–
Emine Sevgi Özdamar, <i>Mutterzunge</i>	–	2017	2018
Stefan Zweig, <i>Schachnovelle</i>	2016	2017	–
Franz Kafka, <i>In der Strafkolonie</i>	–	–	2018
Bertolt Brecht, <i>Der gute Mensch von Sezuan</i>	2016	–	–
Friedrich Dürrenmatt, <i>Die Physiker</i>	–	2017	2018
Frank Wedekind, <i>Frühlings Erwachen</i>	2016	2017	–
Daniel Kehlmann, <i>Ruhm</i>	–	–	2018
Johann Wolfgang von Goethe, <i>Die Leiden des jungen Werthers</i>	2016	2017	2018
Heinrich von Kleist, <i>Der zerbrochne Krug</i>	2016	2017	2018
Siegfried Lenz, <i>Fundbüro</i>	2016	2017	2018

Spanish

Part I: Topics	Valid for examination in		
EL NIÑO Y LA FAMILIA EN TIEMPOS DE CRISIS POLÍTICA Luis de Castresana, <i>El otro árbol de Guernica</i> Film: <i>La lengua de las mariposas</i> (José Luis Cuerda) Fernando Fernán-Gómez, <i>Las bicicletas son para el verano</i>	2016	2017	2018
LA MUJER EN EL MUNDO HISPANO Film: <i>Las 13 rosas</i> (Emilio Martínez Lázaro) Bernardo Atxaga, <i>Esos cielos</i> Laura Esquivel, <i>Como agua para chocolate</i>	2016	2017	2018
EL CINE DE PEDRO ALMODÓVAR <i>Todo sobre mi madre</i> <i>Hable con ella</i> <i>Volver</i>	2016	2017	2018
AMÉRICA LATINA: JUSTICIA Y OPRESIÓN Film: <i>La historia oficial</i> (Luis Puenzo) Film: <i>Diarios de motocicleta</i> (Walter Salles) Film: <i>También la lluvia</i> (Iciar Bollain)	2016	2017	2018
LA ESPAÑA RURAL EN LAS OBRAS DE LORCA <i>Romancero gitano</i> <i>Yerma</i> <i>La casa de Bernarda Alba</i>	2016	2017	2018

Part II: Texts	Valid for examination in		
Anon. <i>La vida de Lazarillo de Tormes</i>	2016	2017	2018
Lope de Vega, <i>Fuenteovejuna</i>	2016	2017	2018
Carmen Martín Gaité, <i>Las Ataduras</i> (short story), in the collection <i>Las Ataduras</i> .	2016	2017	2018
Miguel Hernández, <i>Antología poética</i> (Castalia Didáctica/Edhasa 2011), Selected poems [<i>El rayo que no cesa</i> (pages 157–185), <i>Vientos del pueblo</i> (pages 201–228), <i>Cancionero y Romancero de Ausencias</i> (pages 251–272)].	2016	2017	2018
Jorge Luis Borges, Selected short stories [<i>La muerte y la brújula</i> , <i>El jardín de los senderos que se bifurcan</i> , <i>Emma Zunz</i> , <i>El encuentro</i> , <i>La casa de Asterión</i> , <i>El sur</i>]	2016	2017	2018
Ramón J Sender, <i>Réquiem por un campesino español</i>	2016	2017	2018
Gabriel García Márquez, <i>El coronel no tiene quien le escriba</i>	2016	2017	2018
Mario Vargas Llosa, <i>La tía Julia y el escribidor</i>	2016	2017	2018

Russian

Part I: Topics	Valid for examination in		
НА ДНЕ РУССКОГО И СОВЕТСКОГО ОБЩЕСТВА М. Горький, <i>На дне</i> В. Шукшин, <i>Калина красная</i> Фильм: <i>Вор</i> (режиссёр П. Чухрай)	2016	2017	2018
РЕВОЛЮЦИЯ И ГРАЖДАНСКАЯ ВОЙНА М. Булгаков, <i>Белая гвардия</i> А. Фадеев, <i>Разгром</i> Фильм: <i>Адмираль</i> (режиссёр А. Кравчук)	2016	–	–
ЖИЗНЬ МУЖЧИН И ЖЕНЩИН И ОТНОШЕНИЯ МЕЖДУ НИМИ И. Тургенев, <i>Первая любовь</i> Н. Лесков, <i>Леди Макбет Мценского уезда</i> Фильм: <i>Елена</i> (режиссёр А. Звягинцев)	–	2017	2018
СОВЕТСКИЕ ГРАЖДАНЕ В ВОЕННОЕ И МИРНОЕ ВРЕМЯ А. Платонов, <i>Река Потудань</i> Фильм: <i>Летят журавли</i> (режиссёр М. Калатозов) Фильм: <i>Баллада о солдате</i> (режиссёр Г. Чухрай)	2016	2017	–
МОЛОДЁЖЬ Фильм: <i>Мне двадцать лет</i> (режиссёр М. Хуциев) Н. Баранская, <i>Неделя как неделя</i> Фильм: <i>Маленькая Вера</i> (режиссёр В. Пичул)	–	–	2018
СОВЕТСКИЙ БЫТ ПРИ ХРУЩЁВЕ И БРЕЖНЕВЕ Н. Баранская, <i>Неделя как неделя</i> Ю. Трифонов, <i>Обмен</i> Фильм: <i>Москва слезам не верит</i> (режиссёр В. Меньшов)	2016	–	–
ЖИЗНЬ В СОВЕТСКОЙ ДЕРЕВНЕ А. Солженицын, <i>Матрёнин двор</i> В. Распутин, <i>Деньги для Марии</i> Ф. Абрамов, <i>Поездка в прошлое</i>	–	2017	2018
АСПЕКТЫ ПОСТСОВЕТСКОГО ОБЩЕСТВА Фильм: <i>Кавказский пленник</i> (режиссёр С. Бодров) Фильм: <i>Итальянец</i> (режиссёр А. Кравчук) Фильм: <i>Le Concert</i> (режиссёр R. Mihaileanu)	2016	2017	2018

Part II: Texts	Valid for examination in		
Н. Гоголь, <i>Шинель</i>	2016	2017	–
Н. Гоголь, <i>Ревизор</i>	–	–	2018
М. Лермонтов, <i>Герой нашего времени</i>	2016	–	–
И. Тургенев, <i>Рудин</i>	–	2017	2018
Л. Толстой, <i>Смерть Ивана Ильича</i>	2016	2017	–
А. Чехов, <i>Дядя Ваня</i>	2016	2017	–
А. Чехов, <i>Три сестры</i>	–	–	2018
М. Булгаков, <i>Роковые яйца</i>	2016	2017	2018
В. Маяковский, <i>Клоп</i>	2016	2017	2018
А. Солженицын, <i>Один день Ивана Денисовича</i>	–	–	2018
В. Некрасов, <i>Кира Георгиевна</i>	2016	–	–
В. Войнович, <i>Путём взаимной переписки</i>	–	2017	2018
И. Грекова, <i>Вдовый пароход</i>	2016	2017	2018

Italian

Part I: Topics	Valid for examination in		
LA MALAVITA IN ITALIA Leonardo Sciascia, <i>A ciascuno il suo</i> Film: <i>Gomorra</i> (Matteo Garrone) Film: <i>Romanzo criminale</i> (Michele Placido)	2016	–	–
IL CINEMA DI NANNI MORETTI <i>Caro diario</i> <i>Il caimano</i> <i>La stanza del figlio</i>	2016	2017	2018
L'EPOCA FASCISTA Alberto Moravia, <i>Il conformista</i> Ignazio Silone, <i>Fontamara</i> Film: <i>Una giornata particolare</i> (Ettore Scola)	2016	2017	2018
L'IMMIGRAZIONE Vladimiro Polchi, <i>Blacks out</i> Film: <i>Terraferma</i> (Emanuele Crialesi) Film: <i>Terra di mezzo</i> (Matteo Garrone)	2016	2017	2018
LA GRANDE GUERRA (1) Giuseppe Ungaretti, <i>L'Allegria</i> Emilio Lussu, <i>Un anno sull'Altipiano</i> Film: <i>La grande guerra</i> (Mario Monicelli)	2016	2017	–
LA GRANDE GUERRA (2) Emilio Lussu, <i>Un anno sull'Altipiano</i> Film: <i>La grande guerra</i> (Mario Monicelli) Film: <i>Uomini contro</i> (Francesco Rosi)	–	–	2018
LA DONNA NELLA SOCIETÀ ITALIANA Dacia Maraini, <i>Donna in guerra</i> Lara Cardella, <i>Volevo i pantaloni</i> Film: <i>Pane e tulipani</i> (Silvio Soldini)	–	2017	2018

Part II: Texts	Valid for examination in		
Dante Alighieri, <i>Inferno</i> (Cantos i, iii, iv, vi, xi, xix, xx, xxi, xxvii, xxxiv)	2016	–	–
Dante Alighieri, <i>Inferno</i> (Cantos i, ii, v, vii, viii, x, xiv, xxiv, xxxii, xxxiv)	–	2017	2018
Enrico Brizzi, <i>Jack Frusciante è uscito dal gruppo</i>	2016	–	–
Italo Calvino, <i>Il visconte dimezzato</i>	2016	2017	2018
Natalia Ginzburg, <i>La strada che va in città</i>	2016	2017	2018
Beppe Fenoglio, <i>La paga del sabato</i>	2016	2017	2018
Niccolò Ammaniti, <i>Io e te</i>	2016	2017	2018
Leonardo Sciascia, <i>Il giorno della civetta</i>	2016	2017	2018
Giuseppe Tomasi di Lampedusa, <i>Il gattopardo</i>	2016	2017	2018
Erri de Luca, <i>Montedidio</i>	–	2017	2018

Suggested sources of authentic material

French

Learners are encouraged to learn vocabulary in context by engaging personally in their learning and building up a portfolio of authentic articles on current affairs falling under general newspaper sections, such as: à la une, monde, eco, sciences, société, culture, sports, insolite and médias. These articles can be obtained from a variety of free online sources, for example, <http://fr.news.yahoo.com>. A more youth-oriented perspective is available via *Les Clés de l'Actualité* or the BBC language site *Accents d'Europe*. In addition, there are many websites, such as <http://curiosphere.tv>, offering an extensive range of French-language links. An online French magazine at school might also be a good forum to encourage discussion of Francophone issues among learners.

German

Learners are encouraged to learn vocabulary in context by engaging personally in their learning and building up a portfolio of authentic articles on current affairs falling under general newspaper sections, such as: Nachrichten, Politik, Panorama, Wirtschaft, Kultur, Wissen, Unterhaltung, Gesellschaft, Feuilleton and Sport. These articles can be obtained from a variety of free online sources, e.g. <http://de.news.yahoo.com> and www.fluter.de. For teachers there is also <http://german.about.com>, a site which provides supporting vocabulary material as well as resources in other media. Other websites, such as www.zeitungen.de, offer links to an extensive range of German-language newspapers and other media. An online German magazine at school might also be a good forum to encourage discussion of issues from the German-speaking world.

Spanish

Learners are encouraged to engage personally in their learning and build up a portfolio of authentic articles, which can be obtained from a variety of free online sources. In this context, the Centro Virtual Cervantes (cvc.cervantes.es/oteador) might be useful as it offers links to a number of Spanish-language newspapers and radio and television stations throughout the world. An online Spanish magazine at school might also be a good forum to promote discussion of issues from the Spanish-speaking world.

Russian

Learners are encouraged to engage personally in their learning and build up a portfolio of authentic articles, which can be obtained from a variety of free online sources. In this context, the Rambler website (www.rambler.ru) might be useful, as it offers links to a number of Russian-language newspapers, journals and radio and television stations throughout the world. An online Russian magazine at school might also be a good forum to promote discussion of issues from the Russian-speaking world.

Italian

Learners are encouraged to engage personally in their learning and build up a portfolio of authentic articles, which could be obtained from a variety of free online sources (e.g. www.media.rai.it), newspapers (e.g. *La Repubblica* and *Il Corriere della Sera*) and current affairs magazines (e.g. *L'Espresso* and *Panorama*). An online Italian magazine at school might also be a good forum to promote discussion of issues from the Italian-speaking world.

Additional information

Equality and inclusion

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

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. Arrangements can be put in place for these candidates to enable them to access the assessments and receive recognition of their attainment. Access arrangements will not be agreed if they give candidates an unfair advantage over others or if they compromise the standards being assessed. Candidates who are unable to access the assessment of any component may be eligible to receive an award based on the parts of the assessment they have taken. Information on access arrangements is found in the *Cambridge Handbook (UK)*, for the relevant year, which can be downloaded from the website www.cie.org.uk/examsOfficers

Entries

For entry information, please refer to the *Cambridge Handbook (UK)*, for the relevant year, available from the website www.cie.org.uk/examsOfficers

If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at www.cie.org.uk/startcambridge. Email us at info@cie.org.uk to find out how your organisation can register to become a Cambridge school.

Language

This syllabus is available in English only. The associated assessment materials are partly in English and partly in the target languages.

Procedures and regulations

This syllabus complies with our *Code of Practice* and *Ofqual General Conditions of Recognition*.

Further information about the regulations for Cambridge Pre-U can be found in the *Cambridge Handbook (UK)*, for the relevant year. This document can be downloaded from the website www.cie.org.uk/examsOfficers or obtained by contacting info@cie.org.uk

Spiritual, moral, ethical, social, legislative, economic and cultural issues

This syllabus contributes to an understanding of these issues through the study of the topic areas and aspects of culture.

Sustainable development, health and safety considerations and international developments

This syllabus contributes to an understanding of these issues through the study of the topic areas. The opportunity to study aspects of cultures, along with literature in Paper 4, allows candidates to gain specific insights into the societies where the target language is spoken.

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