



**Cambridge Assessment
International Education**



SYLLABUS

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

**9782 Russian
For centres in the UK**

Re-sit opportunity only in 2023

This syllabus is regulated for use in England, Wales and Northern Ireland as a Cambridge International Level 3 Pre-U Certificate. QN: 500/3761/4 Russian

Changes to the syllabus for 2023

The syllabus is offered as a re-sit opportunity in June 2023. There will be no further re-sit opportunities.

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

Cambridge Assessment International Education retains the copyright on all its publications. Registered centres are permitted to copy material from this booklet for their own internal use. However, we cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within a centre.

Copyright © UCLES February 2020

Contents

| | |
|---|----|
| Introduction | 2 |
| Why choose Cambridge Pre-U? | |
| Why choose Cambridge Pre-U Modern Foreign Languages? | |
| Syllabus aims | 4 |
| Cambridge Pre-U Russian | |
| Scheme of assessment | 5 |
| Assessment objectives | 6 |
| Relationship between scheme of assessment and assessment objectives | 7 |
| Grading and reporting | 8 |
| Grade descriptions..... | 9 |
| Description of components | 10 |
| Paper 1 Speaking | |
| Paper 2 Reading and Listening | |
| Paper 3 Writing and Usage | |
| Paper 4 Topics and Texts | |
| Syllabus content | 11 |
| Paper 1 Speaking | |
| Paper 2 Reading and Listening | |
| Paper 3 Writing and Usage | |
| Paper 4 Topics and Texts | |
| Topic areas | 15 |
| Grammar syllabus..... | 18 |
| Topics and texts for Paper 4..... | 20 |
| Suggested sources of authentic material | 21 |
| Additional information..... | 22 |

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.

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 by 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 prerequisites 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 gained by learners achieving a good pass in Level 1/Level 2 qualifications 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 Independent 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.

| first year | second year |
|--|-------------|
| CAMBRIDGE PRE-U DIPLOMA | |
| Cambridge Pre-U Principal Subject | |
| Cambridge Pre-U Principal Subject* | |
| Cambridge Pre-U Principal Subject* | |
| Cambridge Pre-U Global Perspectives and Independent Research (GPR) | |

* 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.cambridgeinternational.org/cambridgepreu

Support

Cambridge International 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 the School Support Hub www.cambridgeinternational.org/support

Syllabus aims

The aims of the syllabus, listed below, are the same for all candidates and are to:

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

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 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.



Scheme of assessment

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

| Component | | Weighting |
|--|---------------------------------|-----------|
| Paper 1 Speaking | approximately 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 assessed written paper, 60 marks | | |
| Paper 3 Writing and Usage | 2 hours 15 minutes | 25% |
| Essay in the target language and three grammar and usage exercises, externally assessed written paper, 60 marks | | |
| Paper 4 Topics and Texts | 2 hours 30 minutes | 25% |
| Two extended answers, one in the target language and one in English, externally assessed written paper, 60 marks | | |

Availability

This syllabus is being offered in the June 2023 series as a re-sit opportunity only. This syllabus will not be offered again and there will be no further re-sit opportunities.

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 International 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.

Assessment objectives as a percentage of the qualification

| Assessment objective | Weighting in Pre-U % |
|----------------------|----------------------|
| A01 | 24 |
| A02 | 40 |
| A03 | 23 |
| A04 | 13 |

Assessment objectives as a percentage of each component

| Assessment objective | Weighting in components % | | | |
|----------------------|---------------------------|---------|---------|---------|
| | Paper 1 | Paper 2 | Paper 3 | Paper 4 |
| A01 | 12 | 83 | 0 | 0 |
| A02 | 53 | 17 | 73 | 16 |
| A03 | 23 | 0 | 27 | 42 |
| A04 | 12 | 0 | 0 | 42 |

Grading and reporting

Cambridge International Level 3 Pre-U Certificates (Principal Subjects and Global Perspectives Short Course) are qualifications in their own right. Cambridge Pre-U reports achievement 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.

| Cambridge Pre-U band | Cambridge Pre-U grade |
|----------------------|-----------------------|
| Distinction | 1 |
| | 2 |
| | 3 |
| Merit | 1 |
| | 2 |
| | 3 |
| Pass | 1 |
| | 2 |
| | 3 |

Grade descriptions

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

The following grade descriptions indicate the level of attainment characteristic of the middle of the given grade band.

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, approximately 16 minutes, 60 marks, 25 per cent 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 per cent 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 per cent of the total marks

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

Paper 4 Topics and Texts

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

There are **two** parts to the test. In the first part, candidates write an extended answer in Russian 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

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 texts, 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.

Paper 1 Speaking

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

Twenty minutes before the start of the Speaking test, candidates choose one of four articles in Russian (maximum length: 150 words for Russian) with a general thematic heading. Each article and heading relates to one of the topic areas (see page 15). 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, approximately 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 Russian is spoken. They identify five to eight headings within their topic, and submit these to Cambridge International, no later than two weeks before the Speaking test, on the form provided by Cambridge International. 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 (approximately 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.

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 375 and 485 words. The first passage provides the stimulus for Exercise 1. Exercise 1 consists of comprehension questions in Russian requiring answers in Russian. 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 Russian 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 Russian. 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 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 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 Russian

10 marks

A reading passage with questions in English

10 marks

A re-translation of about 75 words from English into Russian

10 marks

A listening passage with questions in Russian

10 marks

A listening passage with questions in English

10 marks

A guided summary in English (max. 100 words) of a listening passage of 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 15).

Candidates write their essay in Russian with a recommended length of 250 to 350 words. Relevant

examples, which do not need to be from the areas of the world where Russian 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 250 to 350 words in Russian

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 Russian of a recommended length of 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 250 to 400 words in Russian 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 on page 20.

The topics and texts listed in this syllabus are for examination in 2023.

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

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.

Topics and texts for Paper 4

| Part I: Topics | Valid for examination in |
|--|--------------------------|
| СЕМЬЯ Фильм: <i>Маленькая Вера</i> (режиссёр В. Пичул) Фильм: <i>Елена</i> (режиссёр А. Звягинцев) Фильм: <i>Нелюбовь</i> (режиссёр А. Звягинцев) | 2023 |
| РЕЛИГИЯ И ОБЩЕСТВО Л. Толстой, <i>Отец Сергей</i> Фильм: <i>Остров</i> (режиссёр П. Лунгин) Фильм: <i>Ученик</i> (режиссёр К. Серебренников) | 2023 |
| ПРЕСТУПНИКИ И ОКРУЖАЮЩИЙ ИХ МИР В. Шукшин, <i>Калина красная</i> Фильм: <i>Брат</i> (режиссёр А. Балабанов) Фильм: <i>Вор</i> (режиссёр П. Чухрай) | 2023 |
| ЛИЧНОСТЬ, ОБЩЕСТВО И ВЛАСТЬ Ю. Трифонов, <i>Дом на набережной</i> Фильм: <i>Утомлённые солнцем</i> (режиссёр Н. Михалков) Фильм: <i>Левиафан</i> (режиссёр А. Звягинцев) | 2023 |
| ГЕРОИ И ГЕРОИНИ В РУССКОЙ И СОВЕТСКОЙ ЛИТЕРАТУРЕ И КИНЕМАТОГРАФЕ М. Горький, <i>Мать</i> Фильм: <i>Адмиралъ</i> (режиссёр А. Кравчук) Фильм: <i>Гагарин. Первый в космосе</i> (режиссёр П. Пархоменко) | 2023 |

| Part II: Texts | Valid for examination in |
|--|--------------------------|
| А. Пушкин, <i>Пиковая дама</i> | 2023 |
| Н. Гоголь, <i>Повесть о том, как поссорился Иван Иванович с Иваном Никифоровичем</i> | 2023 |
| А. Островский, <i>Гроза</i> | 2023 |
| А. Чехов, <i>Чайка</i> | 2023 |
| М. Булгаков, <i>Записки юного врача</i> | 2023 |
| Ю. Олеша, <i>Зависть</i> | 2023 |
| Н. Баранская, <i>Неделя как неделя</i> | 2023 |
| Л. Улицкая, <i>Сонечка</i> | 2023 |

Suggested sources of authentic material

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.

Additional information

Equality and inclusion

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

We have taken great care to avoid bias of any kind in the preparation of this syllabus and related assessment materials. In our effort to comply with the UK Equality Act (2010), we have taken all reasonable steps to avoid direct and indirect discrimination.

The standard assessment arrangements may present barriers for candidates with impairments. Where a candidate is eligible, we may be able to make arrangements to enable that candidate to access arrangements and receive recognition of their attainment. We do not agree access arrangements if they give candidates an unfair advantage over others or if they compromise the standards being assessed. Candidates who 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.cambridgeinternational.org/eoguide

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.

Total qualification time

This syllabus has been designed assuming that the total qualification time per subject will include both guided learning and independent learning activities. The estimated number of guided learning hours for this syllabus is 380 hours over the duration of the course. The total qualification time for this syllabus has been estimated to be approximately 500 hours per subject over the duration of the course. These values are guidance only. The number of hours required to gain the qualification may vary according to local curricular practice and the learners' prior experience of the subject.

Entries

For entry information, please refer to the *Cambridge Guide to Making Entries (UK)* for the relevant year, available from the website www.cambridgeinternational.org/eoguide

If you are not yet a Cambridge school

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

Language

This syllabus and the associated assessment materials are available in English only.

Cambridge Assessment International Education
The Triangle Building, Shaftesbury Road, Cambridge CB2 8EA
Tel: +44 (0)1223 553554 Fax: +44 (0)1223 553558
Email: info@cambridgeinternational.org www.cambridgeinternational.org

Copyright © UCLES February 2020