

Cambridge Pre-U Syllabus

Cambridge International Level 3  
Pre-U Certificate in  
**MODERN FOREIGN LANGUAGES**  
**PRINCIPAL COURSES**

Cambridge  
**Pre-U**

For examination in 2013, 2014 and 2015



UNIVERSITY of CAMBRIDGE  
International Examinations



# Modern Foreign Languages (9779–9783)

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

**For examination in 2013, 2014 and 2015**

**French: QN 500/3769/9  
German: QN 500/3806/0  
Spanish: QN 500/3788/2  
Russian: QN 500/3761/4  
Italian: QN 500/3808/4**

### Support

CIE provides comprehensive support for all its qualifications, including the Cambridge Pre-U. There are resources for teachers and candidates written by experts. CIE also endorses a range of materials from other publishers to give a choice of approach. More information on what is available for this particular syllabus can be found at **[www.cie.org.uk](http://www.cie.org.uk)**.

### Syllabus updates

This syllabus is for teaching from 2011 and is valid for examination in 2013, 2014 and 2015.

If there are any changes to this syllabus, CIE will write to Centres to inform them. This syllabus will also be published annually on the CIE website (**[www.cie.org.uk/cambridgepreu](http://www.cie.org.uk/cambridgepreu)**). The version of the syllabus on the website should always be considered as the definitive version.

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(Principal Subjects)****9779 French****9780 German****9781 Spanish****9782 Russian****9783 Italian****Contents**

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## Introduction

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Cambridge Pre-U syllabuses aim to equip candidates with the skills required to make a success of their subsequent studies at university, involving not only a solid grounding in each specialist subject at an appropriate level, but also the ability to undertake independent and self-directed learning and to think laterally, critically and creatively. The Cambridge Pre-U curriculum is underpinned by a core set of educational principles:

- A programme of study which supports the development of well-informed, open and independent-minded individuals capable of applying their skills to meet the demands of the world as they will find it and over which they may have influence.
- A curriculum which retains the integrity of subject specialisms and which can be efficiently, effectively and reliably assessed, graded and reported to meet the needs of universities.
- A curriculum which is designed to recognise a wide range of individual talents, interests and abilities and which provides the depth and rigour required for a university degree course.
- A curriculum which encourages the acquisition of specific skills and abilities, in particular the skills of problem solving, creativity, critical thinking, team working and effective communication.
- The encouragement of 'deep understanding' in learning – where that deep understanding is likely to involve higher order cognitive activities.
- The development of a perspective which equips young people to understand a range of different cultures and ideas and to respond successfully to the opportunity for international mobility.

All Cambridge Pre-U Principal Subject syllabuses are linear. A candidate taking a Principal Subject must take all the components together at the end of the course in one examination session. A Short Course is provided for those who do not wish to take the subject through to Principal level, for those who desire a 'progress check', or for those opting out of a Principal Course but wishing to gain certification. A Cambridge Pre-U Short Course in a Modern Foreign Language is separate from, and cannot contribute towards, a Principal result.

This syllabus seeks to bring the teaching and learning of Modern Languages into close contact with the target language culture and, above all, with authentic language. By giving a solid context both linguistically and culturally within which candidates can develop their linguistic skills and awareness, Cambridge Pre-U strives to move away from the emphasis on classroom language towards an immersion in authentic language and culture.

In modern foreign languages, the advent of the internet enables the teacher and candidate to have access to a range of authentic press, television, radio and information that was previously unimaginable. Cambridge Pre-U encourages candidates to learn in context through a personal engagement with the culture by means of the new media available. Candidates and teachers are encouraged to build up a portfolio of authentic articles and thus sharpen the focus of learning through current affairs, in their widest sense. Teaching becomes more flexible, to be driven by both candidate and teacher interests and considerations. The sources for reading, listening and oral work are necessarily authentic and hence the Cambridge Pre-U seeks to move the classroom into contact with the culture of the target language in a concrete way. The ensuing written tasks, be they culturally specific or more general discursive essays, will therefore spring from a meaningful and engaging contextual knowledge. In order to facilitate the learning process, a number of

topic areas have been identified, and all textual and listening material used in the examination will be drawn from them.

As a Pre-University qualification it is also important that value is placed on accuracy when reading and listening, but above all when speaking and writing. Grammatical competence and the ability to manipulate language beyond the safe bounds of self-generated oral or written work are essential for linguistic development beyond the age of 16 and a pre-requisite for study post 18. The Cambridge Pre-U therefore aims to improve technical ability in the language and will reward this through its mode of assessment, most obviously with the Writing and Usage paper but also in its mark schemes. Extensive use of authentic materials will acquaint the candidate with the differences in syntax, style and range of expression in the target language, and thereby help the candidate to develop an authentic feel for the language.

Flexibility in teaching and learning is also essential to the Cambridge Pre-U's approaches to literature and cultural topics, which seek to promote the development of critical and independent thinking. Intellectual advancement through close engagement with target language texts, the articulation of readings and justifications of opinions is carried out by candidates at this level in both the target language and English. There is a wide range of texts available in each language. The encouragement of reading and sustained critical thought through the study of literature will promote a finer feel for the subtleties and possibilities of the target language and crucially provide the essential critical tools and essay writing skills required for further study in both languages and other disciplines, as well as in the workplace.

The overarching ethos of the syllabus is to re-establish a meaningful link between sixth-form study and university. In maximising the potential of both candidates and teachers through its flexibility, the Cambridge Pre-U aims to reinvigorate the process of language learning in this country through a commitment to the promotion of cultural awareness, the development of critical faculties and by placing appropriate value on a firm command of the grammatical underpinning of the language.

In addition to providing a secure foundation for study in higher education, the syllabus equips candidates with a range of skills for careers in business, education and the arts.

This syllabus builds on the knowledge, understanding and skills typically gained by candidates taking Level 2 qualifications.

## Cambridge Pre-U French

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The aims of this syllabus are to enable candidates to develop the language skills needed for effective, sophisticated communication in French and to provide them with an opportunity to gain an insight into contemporary 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 candidates can express their own ideas and build them into a cogent argument, be it orally or in essays.

Candidates are encouraged to learn vocabulary in context by engaging personally and building up a portfolio of authentic articles on current affairs falling under general newspaper sections such as A 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 prove to be a good forum to encourage discussion of Francophone issues among candidates.

## Cambridge Pre-U German

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The aims of this syllabus are to enable candidates to develop the language skills needed for effective, sophisticated communication in German and to provide them with an opportunity to gain an insight into contemporary 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 candidates can express their own ideas and build them into a cogent argument, be it orally or in essays.

Candidates are encouraged to learn vocabulary in context by engaging personally 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, Sport. These articles can be obtained from a variety of free online sources. A broad base can be found on <http://de.news.yahoo.com> whilst a more youth-oriented perspective is available via the Federal Republic's website [www.fluter.de](http://www.fluter.de). To aid teachers there is also <http://german.about.com>, a site which provides supporting vocabulary material as well as resources in other media. In addition there are many websites, such as [www.zeitungen.de](http://www.zeitungen.de), offering links to an extensive range of German-language newspapers and other media. An online German magazine at school might also prove to be a good forum to encourage discussion of German-related issues among candidates.



## Cambridge Pre-U Spanish

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The aims of this syllabus are to enable candidates to develop the language skills needed for effective, sophisticated communication in Spanish and to provide them with an opportunity to gain an insight into Hispanic 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 such as the Philippines or the Jewish and Muslim worlds).

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 candidates can express their own ideas and build them into a cogent argument, be it orally or in essays.

Candidates 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](http://cvc.cervantes.es/oteador)) might be useful as it offers links to a number of Spanish-language newspapers, radio and television stations throughout the world. An online Spanish magazine at school might also prove to be a good forum to promote discussion of Hispanic issues among candidates.

## Cambridge Pre-U Russian

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The aims of this syllabus are to enable candidates 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 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 candidates can express their own ideas and build them into a cogent argument, be it orally or in essays.

Candidates 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](http://www.rambler.ru)) might be useful, as it offers links to a number of Russian-language newspapers, journals, radio and television stations throughout the world. An online Russian magazine at school might also prove to be a good forum to promote discussion of Russian issues among candidates.

## Cambridge Pre-U Italian

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The aims of this syllabus are to enable candidates 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 candidates can express their own ideas and build them into a cogent argument, be it orally or in essays.

Candidates 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](http://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 prove to be a good forum to promote discussion of Italian issues among candidates.

## Aims

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- To develop the ability to understand the language in a variety of registers.
- To enable the candidate 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 culture and civilisation of countries where the 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.

## Scheme of assessment

Candidates take all four components together at the end of the course in the same examination session.

Component	Name	Duration	Weighting (%)	Type of assessment
1	Speaking	c. 16 minutes	25	Externally assessed oral
2	Reading and Listening	2 hours 15 minutes	25	Externally set and marked written paper
3	Writing and Usage	2 hours 15 minutes	25	Externally set and marked written paper
4	Topics and Texts	2 hours 30 minutes	25	Externally set and marked written paper

## Assessment objectives

<b>A01</b>	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.
<b>A02</b>	Manipulate the target language accurately in spoken and written forms to demonstrate an ability to choose appropriate examples of lexis and structure.
<b>A03</b>	Select and present information, organising arguments and ideas logically.
<b>A04</b>	Understand and respond to cultural topics and literary texts.

**Relationship between scheme of assessment and assessment objectives**

The table below shows the approximate weighting given to each assessment objective.

Assessment objective	Component 1 (marks)		Component 2 (marks)		Component 3 (marks)		Component 4 (marks)		Weighting (%)
	Part I	Part II	Part I	Part II	Part I	Part II	Part I	Part II	
<b>AO1</b>	7		20	30					24
<b>AO2</b>	16	16	10		24	20	10		40
<b>AO3</b>	7	7			16		10	15	23
<b>AO4</b>		7					10	15	13
<b>Total</b>	30	30	30	30	40	20	30	30	240 / 100

## Description of components

### Component 1: Speaking

The oral exam, which will be conducted by a visiting Examiner, will last for approximately 16 minutes.

#### Part I: Newspaper article and related themes (30 marks)

Discussion of an article and related themes (about 8 minutes). Twenty minutes before the start of their oral, candidates will choose a newspaper article with a general heading in the target language (maximum length 200 words for French, German, Spanish and Italian; Russian 150 words) from a choice of four. Each article and heading will relate to one of the topic areas (see page 15). Candidates will 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 3 minutes, candidates will put forward their opinions on the text and the issues arising from it. It is intended that the article will be a springboard for discussion, so a detailed analysis will not be required. The Examiner will broaden the discussion according to the general heading on the card (4 minutes). Dictionaries are not allowed. Candidates may make notes during the preparation time and use these as a prompt during the task. They must not read out prepared material. Mark grids will assess comprehension and discussion as well as linguistic competence.

#### Part II: Prepared oral topic (30 marks)

Prepared topic discussion (about 8 minutes). Candidates will research a topic related to the history, current affairs or culture (including art, cinema, literature and traditions) of an area of the world where the target language is spoken. They will identify 5 to 8 headings within their topic, and submit these to CIE two weeks before the oral examination on the form provided. In the examination, candidates will be allowed to present their research for up to 1 minute (identifying interesting/contentious points in their topic, and reasons for choosing it) before discussion of the headings starts. Candidates can bring the headings into the examination to act as a prompt. They may also bring up to three pieces of visual material. Mark grids will assess knowledge as well as linguistic competence.

#### Overview of Component 1

30 marks – Overview of article for up to 1 minute, discussion for up to 3 minutes, broadening of the discussion for up to 4 minutes.

30 marks – Prepared topic discussion (about 8 minutes).

#### N.B.

In order to avoid duplication of examined material, candidates may **not** use any of the texts or films listed in the syllabus for Component 4 (Topics and Texts) as the subject of their speaking test presentation (Component 1).

Candidates may, however, draw upon any general topic area in their Component 1 discussion, irrespective of which topic they decide to tackle in Component 4. For example, a Pre-U French candidate studying the topic *La France pendant la guerre* could discuss the *maquis* or the French Resistance as part of their speaking exam and still answer a question in Component 4 from the topic area *La France pendant la guerre*.

Component 2: Reading and Listening

**Part I: Reading (30 marks)**

Reading (1 hour and 15 minutes). There will be two passages with a combined limit of 600 words (Russian 450 words). The first one will have reading comprehension questions in the target language requiring answers in the target language. Although these answers will not be assessed for quality of language, candidates must not lift phrases from the passage. The second passage will have questions in English and will require answers in English. The third exercise will be a re-translation from English into the target language of a paragraph of about 75 words based on the stimulus of the earlier reading passages.

For text 1 and text 2, no individual question will be worth more than 3 marks.

**Part II: Listening (30 marks)**

Listening (1 hour). Candidates will have control of their own individual listening equipment. There will be three passages with a combined limit of 700 to 800 words (Russian 500–600 words). The first will have listening comprehension questions in the target language requiring answers in the target language, whereas questions for the second passage will be in English and require answers in English. Answers in the target language will not be assessed for quality of language. Candidates will then listen to a third recording of about 250 words (Russian 180 words) and will summarise it in English using bullet points for guidance (maximum of 100 words).

For text 1 and text 2, no individual question will be worth more than 2 marks.

**Overview of Component 2**

10 marks – A reading passage with questions in target language (TL).

10 marks – A reading passage with questions in English.

10 marks – A re-translation from English into TL of about 75 words.

10 marks – A recording with questions in TL.

10 marks – A recording with questions in English.

10 marks – A guided summary (max. 100 words) of a recording of 250 words (Russian 180 words).

**N.B.**

In the Reading part (Component 2, Part I) candidates are instructed not to copy phrases directly from the text. It is important that candidates should use their own words as far as possible, but it is not expected that they should find a synonym for every word used in the source text. Questions usually require an answer that cannot sensibly be answered by lifting directly from the text, without some manipulation of language (e.g. noun to verb, first person to third). Candidates must not lift large chunks of text in the hope that the answer is to be found somewhere within it, as this will invalidate their answer.

### Component 3: Writing and Usage

#### Part I: Writing (40 marks)

Discursive essay (1 hour and 30 minutes). There will be a choice of 5 titles of a discursive nature, all of which will be rooted in the general topic areas. Candidates will have to write one essay in the target language with a recommended length of 350–450 words (Russian 250–350 words). Relevant examples, be they from the areas of the world where the target language is spoken or not, are encouraged. This part of the examination will be assessed for accuracy and range, as well as development and organisation of ideas.

#### Part II: Usage (20 marks)

Use of the target language (45 minutes). Exercise 1 will be a verb test (5 marks). In Exercise 2 candidates will be required to transform sentences (using prompts given) without changing their original meaning (5 marks). Exercise 3 will consist of a cloze test of twenty multiple-choice questions on a range of grammatical points (10 marks).

All exercises in Part II will be based on the Pre-U grammar syllabus.

#### Overview of Component 3

40 marks – **One** discursive essay of a recommended length of 350–450 words in TL (Russian 250–350 words).

20 marks – Verb test (5 marks).

Sentence transformation exercise (5 marks).

Cloze test on a range of grammatical points (10 marks).

### Component 4: Topics and Texts

For topics and texts see Appendix 2.

The cultural topics and literary texts in this syllabus are for examination in 2013.

For examination in 2014 onwards, please see the CIE website ([www.cie.org.uk](http://www.cie.org.uk)), as changes may occur.

Candidates must choose and prepare **one** topic from Part I (Cultural topics) and **one** text from Part II (Literary texts).

#### Part I: Cultural topics (30 marks)

Cultural topics (1 hour and 15 minutes). For this part, candidates have to prepare **two** texts/films within the same topic. In the examination, they will be required to answer **one** general question with an essay in the target language of a recommended length of 350–500 words (Russian 250–400 words) on both texts/films combined. There will be a choice of two essay titles per topic. The emphasis here should be on the acquisition of a broad cultural knowledge of the topic studied through the material chosen, rather than on literary/film criticism.

**Part II: Literary texts (30 marks)**

Literary texts (1 hour and 15 minutes). Candidates prepare **one** text for this part. In the examination, they will have to answer **one** question with an essay in English of a recommended length of 450–600 words on their chosen text, for which there will be a choice between a commentary and two essay titles. This part of the examination will promote literary appreciation through detailed textual analysis.

**Overview of Component 4**

30 marks – **One** essay on a chosen cultural topic of a recommended length of 350–500 words in the target language (Russian 250–400 words) to combine two texts/films.

30 marks – **One** essay on a chosen literary text of a recommended length of 450–600 words in English.

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



## Topic areas

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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

- 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 (which are not prescriptive) 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 the older generation; 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; 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; plight of the unemployed, areas of high unemployment; demise of traditional industries; possible solutions, immigrant workers
- individual and team sports; amateur and professional sport
- value of leisure; balance between leisure and work; planning leisure time
- tourism as a modern phenomenon; friction between tourists and local inhabitants; holidays and foreign travel
- education systems and types of school; patterns of curriculum, 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, ideological
- problems of developing countries; future trends

**Medical advances; scientific and technological innovation**

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

**Environment; conservation; pollution**

- the individual in his/her own surroundings; effect of environment on individuals; protest action to protect one's locality; ways of contributing to environmental awareness
- global warming; acid rain; air pollution; water pollution; noise pollution; destruction of rain forests; damage to 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, social issues

## Appendix 1: 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 (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 pronouns

#### **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 (for example, *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
  - The imperative
  - Reflexive usages
  - Impersonal
  - Separable/inseparable
  - Modals
  - Passive voice (all forms)
  - Subjunctive I (present) Subjunctive II (past)
  - Infinitive constructions
- 2 **Nouns**
  - All genders, 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 **Co-ordination 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 (*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** (*algo, alguien, demasiado, cada, ninguno...*)**9 Numbers****10 Personal pronouns****11 Reflexive pronouns****12 Question words****13 Adverbs****14 Prepositions****15 Time phrases** (*hace un año que vivo aquí, llevo una hora esperando, estudio español desde octubre*)**16 Coordinating conjunctions and adverbial phrases** (*y, o, sin embargo, por lo tanto...*)**17 Subordination requiring the indicative or the subjunctive:**

- **Noun clauses:** *creo que, es probable que, temo que...*
- **Relative clauses:** *ésta es la mujer cuyo coche es negro, busco un hotel que sea barato...*
- **Adverbial clauses expressing:**
  - Cause: *porque, a causa de que...*
  - Result: *de tal modo que, por lo cual...*
  - Goal: *para que, a fin de que...*
  - Condition: *si, a condición de que...*
  - Time: *cuando, en cuanto...*
  - Concession: *aunque, a pesar de que...*
  - Comparison: *era más interesante de lo que pensaba...*

**Russian (Principal Course)**

- 1 Nouns**
  - all 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), *preposizioni articolate***7 Demonstrative adjectives, demonstrative pronouns****8 Possessive adjectives****9 Question words****10 Adverbs****11 Personal pronouns** (conjunctive, disjunctive, *combinati*)**12 *ci* and *ne*****13 Relative pronouns****14 Conjunctions** (coordinate and subordinate)**15 Indefinite adjectives and pronouns****16 Comparatives and Superlatives****17 Suffixes** (*-ino*, *-accio* etc.)

## Appendix 2: Topics and texts for Component 4

### French

Part I: Cultural topics	Valid for		
<b>1. L'ENFANCE ET L'ADOLESCENCE</b> Film: <i>Toto le héros</i> (Van Dormael) Colette, <i>Le Blé en herbe</i> Gary, <i>La Vie devant soi</i>	2013	–	–
<b>2. L'ÉCOLE</b> Film: <i>Les 400 coups</i> (Truffaut) Film: <i>Entre les murs</i> (Cantet) Pennac, <i>Chagrin d'école</i>	2013	2014	2015
<b>3. REGARDS SUR LA GUERRE D'ALGÉRIE</b> Film: <i>La Bataille d'Alger</i> (Pontecorvo) Film: <i>La Guerre sans nom</i> (Tavernier) Djebbar, <i>La Femme sans sépulture</i>	2013	2014	–
<b>4. L'IDENTITÉ</b> Film: <i>Le Huitième Jour</i> (Van Dormael) Tournier, <i>La Goutte d'or</i> Van Cauwelaert, <i>Un aller simple</i>	2013	2014	2015
<b>5. L'ENGAGEMENT</b> Film: <i>La Chinoise</i> (Godard) Sartre, <i>Les Mains sales</i> Camus, <i>Les Justes</i>	2013	2014	2015

Part II: Literary texts	Valid for		
6. Racine, <i>Andromaque</i>	2013	2014	–
7. Molière, <i>Les Femmes savantes</i>	2013	–	–
8. Flaubert, <i>Madame Bovary</i>	2013	–	–
9. Baudelaire, <i>Spleen et Idéal</i>	2013	2014	2015
10. Alain-Fournier, <i>Le Grand Meaulnes</i>	2013	2014	2015
11. Mauriac, <i>Le Nœud de vipères</i>	2013	2014	–
12. Camus, <i>L'Étranger</i>	2013	2014	2015
13. Bazin, <i>Vipère au poing</i>	2013	–	–



**German**

<b>Part I: Cultural topics</b>	<b>Valid for</b>		
<b>1. IDEOLOGIE</b> Film: <i>Die fetten Jahre sind vorbei</i> , (aka <i>The Edukators</i> ) (Hans Weingartner) Film: <i>Die Welle</i> (Dennis Gansel) Film: <i>Der Baader-Meinhof Komplex</i> (Uli Edel)	2013	2014	2015
<b>2. DIE NACHKRIEGSZEIT</b> Wolfgang Borchert, <i>Draußen vor der Tür</i> Heinrich Böll, <i>Das Brot der frühen Jahre</i> Film: <i>Das Wunder von Bern</i> (Sönke Wortemann)	2013	–	–
<b>3. EINWANDERUNG</b> Film: <i>Angst fressen Seele auf</i> (Rainer Werner Fassbinder) Film: <i>Auf der anderen Seite</i> (aka <i>On the Edge of Heaven</i> ) (Fatih Akin) Robert Schneider, <i>Dreck</i>	2013	2014	2015
<b>4. DAS LEBEN IN DER DDR</b> Völker Braun, <i>Unvollendete Geschichte</i> Thomas Brussig, <i>Am kürzern Ende der Sonneallee</i> Film: <i>Das Leben der Anderen</i> (Florian von Donnersmarck)	2013	2014	–
<b>5. DIE WENDE</b> Stefan Heym, <i>Auf Sand gebaut</i> Film: <i>Berlin is in Germany</i> (Hannes Stöhr) Film: <i>Good Bye Lenin!</i> (Wolfgang Becker)	2013	–	–

<b>Part II: Literary texts</b>	<b>Valid for</b>		
<b>6.</b> Friedrich Schiller, <i>Maria Stuart</i>	2013	2014	2015
<b>7.</b> Gottfried Keller, <i>Romeo und Julia auf dem Dorfe</i>	2013	2014	2015
<b>8.</b> Theodor Storm, <i>Der Schimmelreiter</i>	2013	–	–
<b>9.</b> Thomas Mann, <i>Tonio Kröger</i>	2013	–	–
<b>10.</b> Franz Kafka, <i>Die Verwandlung</i>	2013	2014	–
<b>11.</b> Bertolt Brecht, <i>Leben des Galilei</i>	2013	–	–
<b>12.</b> Bernhard Schlinck, <i>Der Vorleser</i>	2013	2014	–
<b>13.</b> Hanspeter Brode (ed.), <i>Deutsche Lyrik (20 poems)</i>	2013	2014	2015

**Spanish**

<b>Part I: Cultural topics</b>	<b>Valid for</b>		
<b>1. REPÚBLICA ESPAÑOLA Y GUERRA CIVIL</b> Mercè Rodoreda, <i>La Plaza del Diamante</i> Film: <i>¡Ay, Carmela!</i> (Carlos Saura) <i>Réquiem por un campesino español</i> (novel, Ramón J. Sender or film, Francesc Betriu)	2013	–	–
<b>2. EL FRANQUISMO</b> Antonio Buero Vallejo, <i>Historia de una escalera</i> Film: <i>Salvador</i> (Manuel Hueriga) <i>Los Santos Inocentes</i> (novel, Miguel Delibes or film, Mario Camus)	2013	–	–
<b>3. EL CINE DE PEDRO ALMODÓVAR</b> <i>Hable con ella</i> <i>Todo sobre mi madre</i> <i>Volver</i>	2013	–	–
<b>4. LA CUESTIÓN INDÍGENA EN AMÉRICA LATINA</b> Jose María Arguedas, <i>Los ríos profundos</i> Elizabeth Burgos, <i>Me llamo Rigoberta Menchú y así me nació la conciencia</i> Film: <i>El Norte</i> (Gregory Nava)	2013	–	–
<b>5. MUJER HISPANA Y TRADICIÓN</b> Federico García Lorca, <i>La casa de Bernarda Alba</i> María Luisa Bombal, <i>La amortajada</i> <i>Como agua para chocolate</i> (novel, Laura Esquivel or film, Alfonso Arau)	2013	–	–

<b>Part II: Literary texts</b>	<b>Valid for</b>		
<b>6.</b> Lope de Vega, <i>Fuente Ovejuna</i>	2013	2014	2015
<b>7.</b> Tirso de Molina, <i>El Burlador de Sevilla</i>	2013	2014	2015
<b>8.</b> Pablo Neruda, <i>Veinte poemas de amor y una canción desesperada</i>	2013	2014	–
<b>9.</b> Carmen Laforet, <i>Nada</i>	2013	–	–
<b>10.</b> Ernesto Sábato, <i>El túnel</i>	2013	2014	–
<b>11.</b> M Vargas Llosa, <i>La tía Julia y el escribidor</i>	2013	2014	2015
<b>12.</b> Gabriel García Márquez, <i>Crónica de una muerte anunciada</i>	2013	–	–
<b>13.</b> Isabel Allende, <i>Eva Luna</i>	2013	–	–

**Russian**

<b>Part I: Cultural topics</b>	<b>Valid for</b>		
<b>1. ДЕТСТВО</b> Л.Толстой, <i>Детство</i> Фильм: <i>Вор</i> (режиссёр П. Чухрай) Фильм: <i>Возвращение</i> (режиссёр А.Звягинцев)	2013	2014	–
<b>2. РЕВОЛЮЦИЯ И ГРАЖДАНСКАЯ ВОЙНА</b> М. Булгаков, <i>Белая гвардия</i> А. Фадеев, <i>Разгром</i> Фильм: <i>Адмиралъ</i> (режиссёр А. Кравчук)	2013	2014	2015
<b>3. СТАЛИНИЗМ</b> А.Солженицын, <i>Матрёнин двор</i> Л.Чуковская, <i>Софья Петровна</i> Фильм: <i>Утомлённые солнцем</i> (режиссёр Н.Михалков)	2013	–	–
<b>4. СОВЕТСКИЙ БЫТ ПРИ ХРУЩЁВЕ И БРЕЖНЕВЕ</b> Н.Баранская, <i>Неделя как неделя</i> Ю.Трифонов, <i>Обмен</i> Фильм: <i>Москва слезам не верит</i> (режиссёр В. Меньшов)	2013	2014	2015
<b>5. ПОСЛЕВОЕННАЯ ЖЕНСКАЯ ЛИТЕРАТУРА 20-го ВЕКА</b> Л.Петрушевская, <i>Свой круг</i> И.Грекова, <i>Вдовый пароход</i> Л.Улицкая, <i>Сонечка</i>	2013	2014	–

<b>Part II: Literary texts</b>	<b>Valid for</b>		
<b>6.</b> Н.Гоголь, <i>Нос</i>	2013	–	–
<b>7.</b> М.Лермонтов, <i>Герой нашего времени</i>	2013	2014	2015
<b>8.</b> И.Тургенев, <i>Первая любовь</i>	2013	2014	–
<b>9.</b> А.Чехов, <i>Вишнёвый сад</i>	2013	–	–
<b>10.</b> Е.Замятин, <i>Мы</i>	2013	2014	–
<b>11.</b> М.Булгаков, <i>Собачье сердце</i>	2013	–	–
<b>12.</b> В.Некрасов, <i>Кира Георгиевна</i>	2013	2014	2015
<b>13.</b> Т.Толстая, <i>Милая Шура, Петерс, Река Оккервиль</i>	2013	2014	–

**Italian**

<b>Part I: Cultural topics</b>	<b>Valid for</b>		
<b>1. GLI ANNI DI PIOMBO</b> Dario Fo, <i>Morte accidentale di un anarchico</i> Leonardo Sciascia, <i>Il contestato</i> Film: <i>Buongiorno, notte</i>	2013	2014	2015
<b>2. VISIONI DEL MEZZOGIORNO ITALIANO</b> Giuseppe Tomasi di Lampedusa, <i>Il gattopardo</i> Film: <i>La terra trema</i> (Luchino Visconti) Carlo Levi, <i>Cristo si è fermato a Eboli</i>	2013	2014	–
<b>3. IL CINEMA DI FEDERICO FELLINI</b> <i>La Strada</i> <i>Otto e mezzo</i> <i>La Dolce Vita</i>	2013	2014	–
<b>4. LA LIBERAZIONE D'ITALIA 1943–44</b> Beppe Fenoglio, <i>I ventitré giorni della città di Alba</i> Elio Vittorini, <i>Uomini e no</i> Film: <i>Paisà</i>	2013	2014	2015
<b>5. DOPOGUERRO E MIRACOLO ECONOMICO</b> Alberto Moravia, <i>Racconti Romani</i> Italo Calvino, <i>Marcovaldo ovvero le stagioni in città</i> Film: <i>Ladri di biciclette</i> (Vittorio De Sica)	2013	–	–

<b>Part II: Literary texts</b>	<b>Valid for</b>		
<b>6.</b> Dante Alighieri, <i>Inferno</i> (Cantos i, ii, iii, v, xiii, xv, xix, xxvi, xxxiii, xxxiv)	2013	–	–
<b>7.</b> Machiavelli, <i>Il Principe</i>	2013	2014	2015
<b>8.</b> Carlo Goldoni, <i>La bottega del caffè</i>	2013	2014	–
<b>9.</b> Giovanni Verga, <i>Mastro Don Gesualdo</i>	2013	–	–
<b>10.</b> Italo Svevo, <i>La coscienza di Zeno</i>	2013	2014	–
<b>11.</b> Cesare Pavese, <i>La luna e il falò</i>	2013	–	–
<b>12.</b> Natalia Ginzburg, <i>Lessico familiare</i>	2013	2014	2015
<b>13.</b> Niccolò Ammaniti, <i>Io non ho paura</i>	2013	2014	–

## Appendix 3: Grade descriptors

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The following grade descriptors 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 descriptors should be interpreted in relation to the content outlined in the syllabus; they are not designed to define the 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 performances 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 vocabulary and pronunciation.

### **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.

## Appendix 4: Additional information

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### Guided learning hours

It is intended that each Principal Subject should be delivered through 380 hours of guided learning. This is a notional measure of the substance of the qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time such as directed assignments or supported individual study and practice. It excludes learner-initiated private study.

### Certification title

These qualifications are shown on a certificate as:

- Cambridge International Level 3 Pre-U Certificate in **French (Principal)**
- Cambridge International Level 3 Pre-U Certificate in **German (Principal)**
- Cambridge International Level 3 Pre-U Certificate in **Spanish (Principal)**
- Cambridge International Level 3 Pre-U Certificate in **Russian (Principal)**
- Cambridge International Level 3 Pre-U Certificate in **Italian (Principal)**

The qualifications are accredited at Level 3 of the UK National Qualifications Framework and provide a solid grounding for candidates to pursue a variety of progression pathways.

### Entries

For entry information please refer to the *UK E3 Booklet*.

### Grading and reporting

The Cambridge International Level 3 Pre-U Certificates in the Principal Subjects are qualifications in their own right. They are acceptable as an alternative to A Level (or other Level 3 qualifications) for entry into higher education or employment. Each individual Principal Subject 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, Pass 3.

Subjects can also be combined with two core components to meet the requirements for eligibility for the Cambridge International Level 3 Pre-U Diploma. More details about the Diploma requirements and the core components can be found in a separate Diploma syllabus. The results of the individual Principal Subjects are reported on a separate certificate to the Diploma result.

### Classification code for UK Centres

In the UK, every syllabus is assigned to a national classification code that indicates the subject area to which it belongs. UK Centres should be aware that candidates who enter for more than one qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

The classification code for each language is as follows: **5650 (French); 5670 (German); 5750 (Spanish); 6090 (Russian) and 5690 (Italian).**

### Language

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

### Procedures and Regulations

This syllabus complies with the *CIE Code of Practice* and *The Statutory Regulation of External Qualifications 2004*.

Further information about the administration of Cambridge Pre-U qualifications can be found in the *CIE Handbook for UK Centres* available from CIE Publications or by contacting **international@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 topic areas and the study of culture for Component 4.

### Sustainable development, environmental education, health and safety considerations, European dimension and international agreements

This syllabus contributes to an understanding of these issues through the study of topic areas. The opportunity to study culture and literature in Component 4 allows candidates to gain specific insights into the societies, both in Europe and in the rest of the world, where the language is spoken.

The European dimension is clearly covered in every aspect of the syllabus through the study of French, German, Spanish, Russian or Italian in the European context. Emphasis is also placed, where appropriate, on studying the international context of the language.

### Avoidance of bias

CIE has taken great care in the preparation of this syllabus and assessment materials to avoid bias of any kind.

**Key Skills**

This syllabus provides opportunities for the development of evidence for the Key Skills of: *Communication, Application of Number, Information Technology, Working with Others, Improving Own Learning and Performance* and *Problem Solving* at Levels 2 and/or 3. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each section.

The Key Skills awarding bodies and the regulatory authorities have produced a suite of example portfolios that will help to give candidates and practitioners a clear understanding of the requirements for the Key Skills portfolio. These are available on the QCDA Key Skills website ([www.qcda.org.uk/keyskills](http://www.qcda.org.uk/keyskills)). Full details of the requirements for certification can be obtained from the awarding bodies that are approved to offer Key Skills. For further information about Key Skills assessment, please see the document *The Key Skills Qualifications Standards and Guidance* published by the Qualifications and Curriculum Authority 2004 (ISBN 1 85838 548 2).

The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Levels 2 and/or 3 for each section.

Component	Communication	Application of Number	IT	Working with others	Learning and Performance	Problem Solving
1 Part I	✓		✓		✓	
1 Part II	✓		✓		✓	✓
2 Part I	✓		✓		✓	
2 Part II	✓		✓		✓	
3 Part I	✓		✓		✓	✓
3 Part II	✓				✓	✓
4 Part I	✓		✓		✓	
4 Part II	✓		✓		✓	



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