

# SYLLABUS

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

**1342 French**

**1345 Russian**

**1343 German**

**1346 Italian**

**1344 Spanish**

For examination in 2016, 2017 and 2018

QN: 500/3730/4

French

QN: 500/3728/6

Russian

QN: 500/3727/4

German

QN: 500/3729/8

Italian

QN: 500/3726/2

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

### Paper 2

- In Paper 2, Part I: Listening has changed from a teacher-controlled recording to a candidate-controlled recording. Candidates will have control of the recordings on their individual listening equipment.
- The combined word counts for the Listening and Reading parts are now given in the syllabus. The three listening passages have a combined word count of 600–750 words (Russian 450–560 words).  
The three reading passages have a combined word count of 500–650 words (Russian 375–485 words).
- The question format in Reading Exercise 1 has changed from a passage with questions to be answered in the target language to a passage with multiple choice questions in the target language.

### 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](http://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](http://www.cie.org.uk/cambridgepreu)

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## Introduction

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### 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 Short Course subjects are normally assessed at the end of a one-year programme of study in one examination series.

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 180 guided learning hours per Short Course 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 Short Courses?

Cambridge Pre-U Modern Foreign Languages Short Courses reinvigorate the process of language learning by promoting awareness of culture and of authentic language and by emphasising effective, appropriate and accurate communication.

- As a stand-alone qualification, the course provides opportunities for learners to continue their study of the target language (post IGCSE/GCSE) for one year. It offers learners a Level 3 qualification that is an excellent preparation for university for those who want to study a language in addition to other subjects.
- 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.
- 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.

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.

## 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 Modern Foreign Languages Short Courses are considered to be an excellent preparation for university, employment and life. They help to develop the in-depth subject knowledge and understanding which are so important to universities and employers. Cambridge Pre-U Modern Foreign Languages Short Courses 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.

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## Syllabus aims

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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.

## Scheme of assessment

The Cambridge Pre-U Short Course is a stand-alone qualification to be taken after one year of post-IGCSE/GCSE study, and it is intended for those candidates who may not wish to complete the two-year Cambridge Pre-U programme. Candidates take both components together at the end of the course in the same examination series. The emphasis will be on effective communication, grammatical accuracy and an awareness of societies where the target language is spoken.

In order to facilitate the learning process, a number of topic areas have been identified, and all textual material in the examination is drawn from them. There is also a core grammar syllabus, which is tested in the context of the language skills.

For Cambridge Pre-U Modern Foreign Languages Short Courses, candidates take **two** components.

Component	Component name	Duration	Weighting (%)	Type of assessment
<b>Paper 1</b>	Speaking	Approx. 8 minutes	25	Externally assessed speaking test conducted by a visiting examiner, 30 marks
<b>Paper 2</b>	Listening, Reading and Writing	2 hours 15 minutes	75	Externally set and marked written paper, 90 marks

### Availability

This syllabus is examined in the June examination series.

This syllabus is available to private candidates if they enter at an approved Cambridge Pre-U Centre which is entering candidates for the Principal and/or Short Course in the same language in that series.

### 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.

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## Assessment objectives

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<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>	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 Short Course qualification.

Component	A01	A02	A03	A04	Total	Weighting of component in overall qualification
<b>Paper 1</b>	–	54%	23%	23%	100%	25%
<b>Paper 2</b>	72%	17%	11%	–	100%	75%
<b>Weighting of AO in overall qualification</b>	54%	26%	14%	6%	–	

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## Grading and reporting

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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

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## Grade descriptions

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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.

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## Description of components

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### Paper 1 Speaking

Externally assessed test, approx. 8 minutes, 30 marks, 25% of the total marks

Candidates present and discuss a topic of their choice. Knowledge and understanding, range and accuracy, and pronunciation and intonation are assessed.

### Paper 2 Listening, Reading and Writing

Written paper, 2 hours 15 minutes, 90 marks, 75% of the total marks

Candidates complete a series of listening and reading tasks which assess their ability to understand gist and main ideas, interpret complex language, identify explicitly and implicitly stated ideas, draw inferences and synthesise information. They also complete a piece of guided writing, which is assessed on content and quality of language.

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## Syllabus content

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### Paper 1 Speaking

#### Prepared topic discussion (30 marks)

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.

### Paper 2 Listening, Reading and Writing

Candidates are advised to spend 45 minutes on each part.

#### Part I: Listening (30 marks)

There are three listening passages with a combined total of between 600 and 750 words (Russian between 450 and 560 words). The first exercise consists of multiple choice questions in the target language. The second exercise consists of questions in the target language requiring answers in the target language. Answers in the target language are not assessed for quality of language. The third exercise consists of questions in English requiring answers in English.

Candidates have control of the recordings on their individual listening equipment.

#### Part II: Reading (30 marks)

There are three passages with a combined total of between 500 and 650 words (Russian between 375 and 485 words). The first exercise consists of multiple choice questions in the target language. The second exercise consists of questions in the target language requiring answers in the target language. Answers in the target language are not assessed for quality of language. The third exercise consists of questions in English requiring answers in English.

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

- understand gist and main ideas
- interpret complex language
- identify explicitly and implicitly stated ideas
- draw inferences
- synthesise information.

### Part III: Writing (30 marks)

Candidates choose between two discursive writing tasks and produce a piece of writing of 220–250 words in the target language (Russian 150–180 words). Each task is based on a short stimulus reading passage which deals with a contemporary topic of a general nature. A series of prompts is provided to help candidates organise their response. Some of the prompts relate to specific ideas in the stimulus passage, others invite the candidate to broaden the discussion and develop personal ideas and opinions. Linguistic accuracy and range are taken into account in the mark scheme.

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## 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
- The media
- Food and drink
- Law and order
- Health and fitness
- Work and leisure
- Sport
- Travel and tourism
- Education
- Technological innovation
- The environment
- Conservation
- Pollution

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.

### The media; food and drink; law and order; health and fitness

- 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
- healthy living; exercise; dieting; drugs; health care provision; stress; HIV/AIDS.

### **Work and leisure; sport; travel and tourism; education**

- women in society and in the workforce; equality of opportunity for minority groups
- 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.

### **Technological innovation**

- advances in the treatment of disease; ethical issues associated with medical and other technologies
- 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.



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# Grammar syllabus

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[(R) = receptive]

## French (Short Course)

### 1 Nouns

- genders
- 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 (R), conditional perfect (R), pluperfect, past historic (R), passive voice: present tense, other tenses (R)

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

## **8 Indirect speech**

## **9 Inversion after speech**

## **10 Prepositions**

## **11 Conjunctions**

## **12 Number, quantity and time** (including use of *depuis*, *venir de*)

# German (Short Course)

## **1 Verbs**

- weak, strong, mixed and irregular verb forms
- tenses: present, perfect, perfect (modal verbs), imperfect, future, conditional, future perfect (R), conditional perfect (R), pluperfect
- imperative
- reflexive verbs
- impersonal
- separable/inseparable verbs
- modal verbs
- passive voice with a direct object
- passive voice with an indirect object (R)
- subjunctive (R)
- infinitive constructions

## **2 Nouns**

- genders
- singular and plural

## **3 Articles**

## **4 Adjectives**

## **5 Adverbs**

## **6 Qualifiers**

## **7 Determiners**

## **8 Pronouns**

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

## **9 Prepositions**

## **10 Cases**

## **11 Word order**

## **12 Clause structures and verb position**

## **13 Conjunctions**

## **14 Subordinating conjunctions**

## **15 Numbers**

## Spanish (Short 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*

### 2 Nouns

- gender
- singular and plural forms

### 3 Articles

- definite, indefinite

### 4 Adjectives

- agreement
- position
- comparative and superlative

### 5 Demonstratives

### 6 Possessives

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

### 8 Numbers

### 9 Personal pronouns

### 10 Reflexive pronouns

### 11 Question words

### 12 Adverbs

### 13 Prepositions

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

### 15 Basic conjunctions requiring the indicative or the subjunctive

## Russian (Short Course)

### 1 Nouns

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

### 2 Adjectives

- long forms, all genders, cases, singular and plural
- short forms (R)
- common comparatives
- common superlatives

**3 Adverbs**

- all common forms
- comparatives (R)

**4 Personal pronouns**

- all cases, singular and plural

**5 Demonstratives**

**6 Relatives**

**7 Interrogatives**

**8 Possessives**

**9 Determinatives**

**10 Verbs**

- tenses
- aspects
- imperatives (R)
- conditional
- subjunctive (R)
- reflexives
- passives
- participles (R)
- gerunds (R)
- common verbs of motion
- indirect statement

**11 Conjunctions**

- common simple
- compound (R)

**12 Impersonal constructions**

- all tenses (R)

**13 Prepositions**

**14 Numerals**

- cardinals – all cases (R)
- ordinals – all cases (R)

**15 Particles**

- -то (R)
- -нибудь (R)

**16 Times and dates**

**17 Negation**

- simple
- common pronouns

## Italian (Short Course)

### 1 Verbs (forms and use)

- indicative: present, *passato prossimo*, imperfect, future, conditional, pluperfect, future perfect, conditional perfect
- reflexives
- imperatives
- passives
- gerunds, *stare* + gerund
- subjunctive: present, past, perfect, pluperfect
- modals
- impersonal verbs
- use of the infinitive
- verbs followed by *di* or *a*
- hypothetical clauses

### 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 and subordinate

### 15 Indefinite adjectives and pronouns

### 16 Comparatives and superlatives

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## Suggested sources of authentic material

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### 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](http://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](http://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 for the encouragement of 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](http://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](http://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 can 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 be a good forum to promote the discussion of issues from the Italian-speaking world.

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## Additional information

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### 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](http://www.cie.org.uk/examsOfficers)

### Entries

For entry information, please refer to the *Cambridge Administrative Guide (UK)*, for the relevant year, available from the website [www.cie.org.uk/examsOfficers](http://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](http://www.cie.org.uk/startcambridge). Email us at [info@cie.org.uk](mailto: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. The *Cambridge Administrative Guide (UK)*, for the relevant year, gives details about the administration of Cambridge Pre-U syllabuses. Both of these documents can be downloaded from the website [www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers) or obtained by contacting [info@cie.org.uk](mailto: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 the study of culture in Paper 1.

### 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 culture in Paper 1 allows candidates to gain specific insights into the societies where the target language is spoken.

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