CAMBRIDGE
International Examinations

Cambridge
Pre-U

Example Candidate Responses
(Standards Booklet)

Cambridge Pre-U
Russian – Paper 1 (Speaking)
9782

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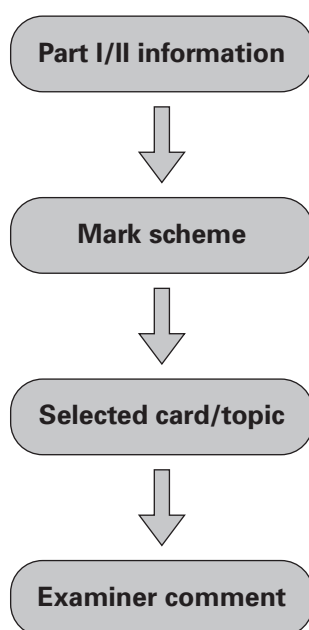
Cambridge Pre-U

Contents

Introduction

The main aim of this booklet is to exemplify standards for those teaching Cambridge Pre-U, and to show how different levels of candidates' performance relate to the subject's curriculum and assessment objectives.

Cambridge Pre-U is reported in three bands (Distinction, Merit and Pass) each divided into three grades (D1, D2, D3; M1, M2, M3; P1, P2, P3).

In this booklet a range of candidate responses has been chosen to illustrate different grades. The examples selected are at D1, D3 and M3. Each response is accompanied by a brief commentary explaining the strengths and weaknesses of the answers.

For ease of reference the following format for both parts of Paper 1 has been adopted:

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┌─────────────────────────┐
│  Part I/II information  │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│       Mark scheme       │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│    Selected card/topic  │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│     Examiner comment    │
└─────────────────────────┘
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Information about each part is followed by an extract from the mark scheme used by examiners. This, in turn, is followed by the card or topic that the candidate has selected to talk about, each with an examiner comment on performance. Comments are given to indicate where and why marks were awarded, and how additional marks could have been obtained. In this way, it is possible to understand what candidates have done to gain their marks and what they still have to do to improve their grades. The candidate recording that accompanies each examiner commentary is available to download from Teacher Support at http://teachers.cie.org.uk

Past papers, Examiner Reports and other teacher support materials are available on Teacher Support at http://teachers.cie.org.uk

Components at a glance

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

This booklet contains examiner comments for a selection of example candidate responses (recordings) for Paper 1 (Speaking). An Example Candidate Responses booklet for Papers 2, 3 and 4 can be found at Teacher Support http://teachers.cie.org.uk

Overview of Paper 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)

Teachers are reminded that a full syllabus and other teacher support materials are available at www.cie.org.uk

Part I: Newspaper article and related themes

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 title in the target language and a general topic heading in English (maximum length 150 words) from a choice of four. Each article and heading will relate to one of the topic areas in the syllabus. 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.

Mark scheme

Comprehension and Discussion (14 marks)	Range and Accuracy (10 marks)	Pronunciation and intonation (6 marks)
13–14 Excellent Excellent understanding of article and response to examiner's prompts. Shows initiative in developing discussion.	**9–10 Excellent** Excellent level of accuracy. Confident and effective use of wide range of structures.	**6 Excellent** Authentic pronunciation and intonation.
11–12 Very good Very good understanding of article and response to examiner's prompts. Responds readily without undue hesitation.	**7–8 Very Good** Very good level of accuracy, over range of structures. Tenses and agreements generally reliable, but some lapses in more complex areas.	**5 Very good** Very good pronunciation and intonation.
9–10 Good Good understanding of article and response to examiner's prompts. Reasonably forthcoming but tends to follow examiner's lead.	**5–6 Good** Good level of accuracy, with some inconsistency. Some complex language attempted. Errors do not impair communication.	**4 Good** Generally good pronunciation and intonation.
7–8 Satisfactory Adequate understanding of article and response to most of examiner's prompts. Has difficulty with more complicated ideas.	**3–4 Satisfactory** Gaps in knowledge of grammar. Communication impaired by errors.	**3 Satisfactory** Satisfactory pronunciation and intonation.
4–6 Weak Limited understanding of article and very limited responses, with marked hesitation.	**1–2 Weak** Little evidence of grammatical awareness. Accuracy only in simple forms.	**2 Weak** Many sounds mispronounced.
1–3 Poor Minimal understanding of article and response to examiner's prompts.		**1 Poor** Native language heavily influences pronunciation and intonation, impeding communication.
0 No significant understanding of article and response to examiner's prompts.	**0** No rewardable language.	**0** Wholly inauthentic pronunciation and intonation.

Example candidate response – grade D1

Card 3

Theme: Urban and rural life

Москва – это Россия?

На радиостанции «Эхо Москвы» прошла передача, обсуждавшая тему, которая редко встречается в СМИ, – отношение к Москве и москвичам со стороны жителей провинции. Эти отношения очень непростые.

С одной стороны, Москва – это «сердце» России, центр науки, культуры, политической и экономической жизни страны. Все важные события и открытия происходят в столице. С другой стороны, жизнь в Москве очень отличается от жизни в провинции, и часто москвичам и провинциалам трудно понять друг друга.

Как сказала одна радиослушательница, «недавняя поездка в Москву меня окончательно убедила, что Москва – это другая страна, с другой жизнью и совсем другим материальным уровнем, абсолютно не понимающая и не желающая знать, что происходит вне столицы. Поэтому москвичей не любят в провинции. Наверное, это объясняет многие проблемы нашей страны: те, кто принимает главные решения, не знают, как живёт остальная страна».

Такое отношение опасно для России. Интересно, в каком-нибудь другом государстве в мире есть подобное отношение к столице?

Recording: 9782_12_Russian_ECR_Part1_D1.mp3

Examiner comment

Comprehension and discussion

This candidate displays immediate confidence in answering the questions. He clearly has an excellent understanding of the text and has no problems understanding or expanding upon the examiner's questions, taking the initiative on several occasions. He copes very well when the discussion moves away from Russia to town and country in general.

Mark awarded = 13 out of 14

Range and accuracy

The candidate shows an immediate confidence and is clearly comfortable in using the language. He displays a good range of vocabulary and structures with only a few grammatical errors, for example *городы, самый важный, чем*.

Mark awarded = 8 out of 10

Pronunciation and intonation

The candidate's pronunciation and intonation are consistently very good.

Mark awarded = 5 out of 6

Total mark awarded = 26 out of 30

Example candidate response – grade D3

Card 1

Theme: Family

Отец-одиночка

Александр Афанасьев – отец-одиночка, который воспитывает двоих детей. Первая жена Александра, мать его 14-летнего сына, стала алкоголиком, и суд лишил её родительских прав. Мальчика оставили с отцом. Вторая жена умерла, когда их дочери было всего 8 месяцев. Александр остался один с двумя детьми, но он не может получить денежное пособие, которое дают семьям с двумя и более детьми – так называемый «материнский капитал».

«Материнский капитал» должен помочь России решить демографическую проблему, связанную с низкой рождаемостью в стране. Эти деньги не дают в руки родителям, но их можно потратить на лучшее жильё или оставить в банке на будущее образование детей. Обычно, это пособие выдаётся матерям, потому что при разводе российские судьи почти всегда оставляют детей матери.

История Александра показывает, как редко отцы воспитывают детей одни. Когда он пришёл за пособием, чиновники очень удивились, потому что они никогда не встречали такую ситуацию. Александру говорили: «Ты мужчина, а эти деньги для матерей!» – и отказывали.

Recording: 9782_12_Russian_ECR_Part1_D3.mp3

Examiner comment

Comprehension and discussion

This candidate shows good understanding of the content of the text, but is occasionally a little hesitant in his responses. He is able to develop the discussion and show some ideas and opinions rather than just following the examiner's lead.

Mark awarded = 12 out of 14

Range and accuracy

The candidate's level of accuracy is generally very good, although there are some errors. For example, occasionally, agreements and/or case endings are wrong, such as *для мальчики, с другие людей*. He does not understand *развод*, but responds well when it is explained. Overall, however, he displays a good range of lexical items.

Mark awarded = 5 out of 10

Pronunciation and intonation

The candidate's pronunciation and intonation are occasionally anglicised but, nevertheless, they are both very good for this level.

Mark awarded = 4 out of 6

Total mark awarded = 21 out of 30

Example candidate response – grade M3

Card 3

Theme: Urban and rural life

Москва – это Россия?

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С одной стороны, Москва – это «сердце» России, центр науки, культуры, политической и экономической жизни страны. Все важные события и открытия происходят в столице. С другой стороны, жизнь в Москве очень отличается от жизни в провинции, и часто москвичам и провинциалам трудно понять друг друга.

Как сказала одна радиослушательница, «недавняя поездка в Москву меня окончательно убедила, что Москва – это другая страна, с другой жизнью и совсем другим материальным уровнем, абсолютно не понимающая и не желающая знать, что происходит вне столицы. Поэтому москвичей не любят в провинции. Наверное, это объясняет многие проблемы нашей страны: те, кто принимает главные решения, не знают, как живёт остальная страна».

Такое отношение опасно для России. Интересно, в каком-нибудь другом государстве в мире есть подобное отношение к столице?

Recording**:** 9782_12_Russian_ECR_Part1_M3.mp3

Examiner comment

Comprehension and discussion

The candidate does not show a good understanding of the text. She responds adequately, but is hesitant and there are examples of muddled thinking, for example when she is asked whether the problems in a town are worse than those in the countryside. Generally, she does not show much evidence of detailed opinion.

Mark awarded = 8 out of 14

Range and accuracy

Although the candidate displays a fairly wide range of lexis with an adequate command of accuracy, she is not confident or consistent. There are errors of case and tense (*к жителей, при Питеря, очень видно, чем*) and she does not appear to understand *преимущество*.

Mark awarded = 5 out of 10

Pronunciation and intonation

The candidate's pronunciation and intonation are consistently very good, although there are some anglicisms and occasional slips, with soft consonants not pronounced accurately.

Mark awarded = 5 out of 6

Total mark awarded = 18 out of 30

Part II: Prepared oral topic

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 Cambridge 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.

Mark scheme

Factual knowledge and opinions (14 marks)	Range and Accuracy (10 marks)	Pronunciation and intonation (6 marks)
13–14 Excellent Excellent factual knowledge of subject, understanding, illustration and opinion. Excellent preparation and discussion.	**9–10 Excellent** Excellent level of accuracy. Confident and effective use of wide range of structures.	**6 Excellent** Authentic pronunciation and intonation.
11–12 Very good Comprehensive knowledge of the subject, demonstrating clear understanding and using appropriate illustration. Range of relevant opinion, confidently discussed.	**7–8 Very Good** Very good level of accuracy, over range of structures. Tenses and agreements generally reliable, but some lapses in more complex areas.	**5 Very good** Very good pronunciation and intonation.
9–10 Good A good range of knowledge, generally well used. Relevant opinions. Ideas discussed well.	**5–6 Good** Good level of accuracy, with some inconsistency. Some complex language attempted. Errors do not impair communication.	**4 Good** Generally good pronunciation and intonation.
7–8 Satisfactory Solid base of knowledge, but insecure in some areas. Opinion adequate. Not always able to develop discussion.	**3–4 Satisfactory** Gaps in knowledge of grammar. Communication impaired by errors.	**3 Satisfactory** Satisfactory pronunciation and intonation.
4–6 Weak Limited knowledge, with obvious gaps. Some irrelevance and repetition. Opinions limited. Discussion pedestrian and/or hesitant.	**1–2 Weak** Little evidence of grammatical awareness. Accuracy only in simple forms.	**2 Weak** Many sounds mispronounced.
1–3 Poor Very limited knowledge. Material very thin and vague. Very hesitant discussion.		**1 Poor** Native language heavily influences pronunciation and intonation, impeding communication.
0 No knowledge shown of topic.	**0** No rewardable language.	**0** Wholly inauthentic pronunciation and intonation.

Example candidate response – grade D1

Chosen topic: Daniil Kharms

Recording**:** 9782_12_Russian_ECR_Part2_D1.mp3

Examiner comment

Factual knowledge and opinions

This candidate is clearly very comfortable with his chosen topic and has researched it thoroughly. He is therefore very confident and able to take the initiative, moving the conversation where he wants it to go. He has no hesitation answering the questions, even the unpredictable ones, and is able to give lots of information and expand his answers fully.

Mark awarded = 14 out of 14

Range and accuracy

The candidate displays a wide range of appropriate lexis and structures and is able to express himself accurately and fluently, even in unprepared situations. He is very confident and comfortable in the language, using complex structures such as difficult conjunctions with few, if any, errors. He copes well with all the questions and has no problems answering fully with accurate language.

Mark awarded = 9 out of 10

Pronunciation and intonation

His pronunciation and intonation were very good, although occasionally some intonation is anglicised.

Mark awarded = 5 out of 6

Total mark awarded = 28 out of 30

Example candidate response – grade D3

Chosen topic: Aleksandr Lukashenko

Recording**:** 9782_12_Russian_ECR_Part2_D3.mp3

Examiner comment

Factual knowledge and opinions

The candidate immediately shows that he has prepared and researched his topic thoroughly by producing a variety of facts and figures. Although he has chosen quite a difficult topic, he is able to give wide-ranging opinions, for example, not just how Lukashenko came to power, but why. He also develops the discussion well, even when answering unpredictable questions.

Mark awarded = 13 out of 14

Range and accuracy

The candidate's level of accuracy is generally very good and he uses a variety of complex structures, including gerunds, with only occasional errors. He has clearly learned a range of vocabulary appropriate to his topic. Typical errors include those with cases: *в много России*, *в Беларус*, *многие мести*, *они любят строгий лидер*. Verbs are usually secure with only minor errors.

Mark awarded = 7 out of 10

Pronunciation and intonation

The candidate's pronunciation and intonation are very good, although there are some stress errors. For example, he stresses *Витебск* on the second, rather than the first, syllable.

Mark awarded = 5 out of 6

Total mark awarded = 25 out of 30

Example candidate response – grade M3

Chosen topic: Icons

Recording**:** 9782_12_Russian_ECR_Part2_M3.mp3

Examiner comment

Factual knowledge and opinions

This candidate has clearly researched her subject, but there are some gaps in what could be expected. For example, having put 'Andrei Rublev' as a heading, she is unable to name more than one of his well-known works and stumbles badly over the name of the Moscow gallery, Tretyakov. She manages to answer all the questions, but she struggles to expand on the examiner's prompts or, sometimes, to express more than an adequate opinion.

Mark awarded = 8 out of 14

Range and accuracy

The candidate is very hesitant, especially as regards noun and adjectival endings. Her inability to expand her answers may well be due to her lack of grammatical confidence. This lack of confidence sometimes makes it difficult to understand her and also causes her to be repetitive. There are errors of case agreement and on many occasions she struggles for the right ending, which, again, affects the listener's comprehension. However, she has researched and learned some lexis appropriate to her topic.

Mark awarded = 4 out of 10

Pronunciation and intonation

Pronunciation and intonation are very good, with only the occasional anglicism.

Mark awarded = 5 out of 6

Total mark awarded = 17 out of 30

*8 3 5 4 2 5 1 7 2 7 *