



**Cambridge Assessment International Education**  
Cambridge Pre-U Certificate

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**RUSSIAN (PRINCIPAL)**

**9782/01**

Paper 1 Speaking

**May/June 2018**

MARK SCHEME

Maximum Mark: 60

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**Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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This document consists of **5** printed pages.

**PUBLISHED****Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

**Part I: Discussion of a newspaper article and related themes (30 marks)**

- Comprehension and discussion (14 marks)
- Range and accuracy (10 marks)
- Pronunciation and intonation (6 marks)

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

**Part II: Prepared topic discussion (30 marks)**

- Factual knowledge and opinions (14 marks)
- Range and accuracy (10 marks)
- Pronunciation and intonation (6 marks)

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