



Cambridge Pre-U

RUSSIAN

9782/02

Paper 2 Reading and Listening

For examination from 2020

MARK SCHEME

Maximum Mark: 60

Specimen

This specimen paper has been updated for assessments from 2020. The specimen questions and mark schemes remain the same. The layout and wording of the front covers have been updated to reflect the new Cambridge International branding and to make instructions clearer for candidates.

This syllabus is regulated for use in England, Wales and Northern Ireland as a Cambridge International Level 3 Pre-U Certificate.

This document has **10** pages. Blank pages are indicated.

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: Reading (30 marks)

Question	Answer	Marks	Guidance
Reading Exercise 1			
1	Any one from: она смотрит за внуком или внучкой/ внуками (1) она заботится о внуке или внучке/внуках (1) она воспитывает внука или внучку/внуков роль бабушки (1)	1	
2	она говорит (им): «можно/да» (1) родители говорят: «нельзя/нет» (1) must refer to grandmother and parents	2	
3	они отправляют отца или мать в дом престарелых (reference to lack of respect or poor attitude)	1	
4	они уступают им место (в автобусе)	1	
5	Any two from: о бедах, через которые прошли их бабушки и дедушки (1) о концлагерях (1) об очередях за хлебом (1)	2	Reject: inappropriate case
6	они/внуки рассказывают политические анекдоты (1) они рассказывают о (своём) отдыхе в экзотических странах/за границей (1) они заключают брак с иностранцами (1)	3	

Question	Answer	Marks	Guidance
Reading Exercise 2			
7	everything is new for children (1) (whereas) adults may have experienced/ may have had everything (they want in life) (1)	2	
8	listen to what they say (1) observe what they do (1)	2	
9	a gift token/voucher (for a shop)	1	
10	day/stay in a (romantic) hotel	1	
11	they don't think (deeply) enough	1	
12	ones which joke about age	1	Reject: (presents) about their age
13	comments/commentaries/remarks/notes/ captions/quotes	1	
14	Any one from: recipients will be able to look at it for the rest of their lives (1) it's a(n unusual) way of showing your love for them (1) a good idea if you don't have much money (1)	1	

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Question	Answer	Marks	Guidance
Reading Exercise 3			
15	<p>Re-translation</p> <ul style="list-style-type: none"> Any suitable alternative rendering can be accepted. Minor spelling errors are accepted, but not if the meaning of the word is altered. <p>One tick for each box, then see conversion table.</p>	10	

	Text	Accept	Reject
1	Last week,	На прошлой неделе	
2	my brother Boris	мой брат Борис	
3	went by bus	поехал (ездил) на автобусе	
4	to buy	(чтобы) купить / покупать	
5	a Christmas present	рождественский подарок	
6	for his girlfriend.	для своей девушки / подруги.	“девушки” on its own (without a possessive pronoun)
7	Because	Так как / потому что / из-за того, что	
8	he’s still studying	он ещё изучает	
9	French literature,	французскую литературу,	
10	he doesn’t have much money.	у него маленькое / небольшое количество денег	
11	However,	Однако,	
12	He can usually find	он обычно может находить / находит	
13	something inspiring	что-нибудь вдохновляющее	
14	or, at least,	или, по крайней мере,	
15	unique.	уникальное.	
16	He is a really	Он действительно	
17	remarkable young man!	замечательный молодой человек!	
18	Having made a list	Сделав список	
19	of everything	всего, что	
20	she wanted,	она хотела,	
21	Boris started	Борис начал	
22	to go	заходить / ходить по	
23	to those shops	в те магазины, / тем магазинам,	
24	which sell	в которых / где продают	

	Text	Асcept	Reject
25	cheap	недорогие / дешёвые,	
26	but interesting things.	но интересные вещи .	
27	Very soon,	Очень скоро	
28	in a book shop,	в книжном магазине	
29	he saw	он увидел	
30	the ideal present for her.	идеальный подарок для неё.	

Conversion table

Number of ticks	Mark
28–30	10
25–27	9
22–24	8
19–21	7
16–18	6
13–15	5
10–12	4
7–9	3
4–6	2
1–3	1
0	0

Part II: Listening (30 marks)

Question	Answer	Marks	Guidance
Listening Exercise 1			
16	это только эксперимент	1	
17	в спецшколах (для иностранных языков, математики и т.д.)	1	
18	Any two from: детям с проблемами со здоровьем (1)/ с учёбой (1) (или) с поведением (1)	2	
19	Any one from: мальчики и девочки развиваются по-разному (1) у них разные интересы/игры/пристрастия (1)	1	
20	подробно объяснить тему (1) привести примеры (1)	2	
21	дать/позволить им сделать задание (самостоятельно/самим)	1	
22	Any two from: легче поддерживать порядок на уроках (1) ученики не боятся неправильно ответить (1) или задавать вопросы (1) (если они что-то не поняли)	2	Reject: повысилась работоспособность девочек/ можно пройти больше материала

Question	Answer	Marks	Guidance
Listening Exercise 2			
23	he likes fulfilling his duty	1	
24	pride (1) envy (towards those playing heroic roles) (1)	2	
25	family OR 'beloved' woman/the woman he loves/favourite woman	1	
26	finest (or synonym implying 'positive') emotions OR warm feelings	1	
27	Any two from: everything is much simpler (1) there is dirt/blood (1) there is no time for lofty feelings (1) there is no time to think (1) there is only time to act to save oneself or others (1)	2	
28	people were kinder	1	Reject: kind/better
29	the bravery of Russian soldiers	1	Reject: manliness
30	(inner) patriotism	1	

Question	Answer	Marks	Guidance
Listening Exercise 3			
31	Summary Give one mark for each of the following content points addressed, up to a maximum of 10 marks	10	
<ul style="list-style-type: none"> <li data-bbox="308 477 1267 510">• How unemployment has affected graduates in Nizhegorodskaya <p data-bbox="308 539 507 573">Content points:</p> <ul style="list-style-type: none"> <li data-bbox="308 577 874 611">– (About) 2000 graduates are jobless (1) <li data-bbox="308 616 1214 649">– particularly those specialising in metallurgy/car manufacturing (1) <li data-bbox="308 654 1417 714">– there are fewer young jobless graduates than the Russian average (two thirds to half as many) (1) <ul style="list-style-type: none"> <li data-bbox="308 745 836 779">• The role of employment agencies <p data-bbox="308 810 507 844">Content points:</p> <ul style="list-style-type: none"> <li data-bbox="308 848 1390 909">– they are offering re-qualification/conversion courses and training courses/work experience/work placements/apprenticeships (1) <li data-bbox="308 913 1107 947">– they have given 870 students this opportunity already (1) <li data-bbox="308 952 1257 985">– they hope to arrange the same for the rest by the end of the year (1) <ul style="list-style-type: none"> <li data-bbox="308 1016 954 1050">• What is said about students' expectations <p data-bbox="308 1081 507 1115">Content points:</p> <ul style="list-style-type: none"> <li data-bbox="308 1120 1235 1153">– they have too high/unrealistic expectations of their employment (1) <li data-bbox="308 1158 1437 1191">– they expect to gain a senior post immediately after graduation/upon graduation (1) <li data-bbox="308 1196 1401 1256">– they are not satisfied with the (starting) salary which employers are prepared to offer (1) <ul style="list-style-type: none"> <li data-bbox="308 1288 948 1321">• Popular and less-favoured areas of study <p data-bbox="308 1352 507 1386">Content points:</p> <ul style="list-style-type: none"> <li data-bbox="308 1391 1161 1424">– (most) popular are economics/business management/law (1) <li data-bbox="308 1429 1422 1489">– less favoured are (natural) sciences/agriculture/mechanical engineering/machine building (1) <li data-bbox="308 1494 1114 1527">– few want to be teachers, as teachers are not well paid (1) 			