

**SEC SYLLABUS (2014)**

**RUSSIAN**

**SEC 26**

***SYLLABUS***

**Russian  
Syllabus****SEC 26**(Not available in September)  
Paper I: 2 hours; Paper II: 2 hours**AIMS**

The aims of a course in Russian leading to the award of a Secondary Education Certificate should be:

- (a) to develop the ability to use the language effectively for purposes of practical communication;
- (b) to develop the ability of learning to learn and to evaluate one's own learning;
- (c) to offer insights into the culture and civilisation of the CIS, intercultural awareness and notions of human universal values;
- (d) to contribute to the cognitive and affective development of the student;
- (e) to provide enjoyment and intellectual stimulation.

**ASSESSMENT OBJECTIVES**

**SPEAKING (A2)** — Candidates must show an ability

- (a) to give descriptions of aspects related to everyday affairs and conditions
- (b) to exchange relevant information on familiar and social matters
- (c) to discuss practical issues
- (d) to express personal opinions on common problems
- (e) to make simple transactions in social situations
- (f) to receive required information
- (g) to respond adequately in a direct interview

**LISTENING (A2)** — Candidates must show an ability

- (a) to understand short, concrete texts
- (b) to identify the main point/s of short clear texts
- (c) to extrapolate essential ideas from short texts of concrete type

**READING (A2+B1)** — Candidates must show an ability

- (a) to read short, simple texts on common, concrete topics
- (b) to elicit overall meaning of short texts containing some unfamiliar words

This implies reading with understanding letters, faxes, advertisements, prospectuses, menus, lists, notices, signs, brochures, short newspaper articles

- a. to identify specific information
- b. to understand direct regulations, simple instructions, and short descriptions

**WRITING (A2+B1)** — **Candidates must show an ability**

- (a) to describe common events and experiences
- (b) to write simple narratives including action and circumstances
- (c) to express ideas, opinions, and emotions in letters, notes, and messages

**SUBJECT CONTENT**

Candidates will be assessed on their communicative language competence which has the following components:

- (a) linguistic competences which may include lexical competence, grammatical competence, semantic competence, phonological competence, orthographic competence, and orthoepic competence

Grammatical competence must include the following

The Alphabet

Noun: fem./ masc., neuter, sing. / plural (including the more common irregular ones);

Declension of nouns

Adjectives, indefinite, demonstrative; interrogative; possessive.

Declension of adjectives

The Verbs:

Conjugation of verbs

All the tenses - present, past, future of the Indicative. Aspects: perfective and imperfective and their uses

Use of the infinitive

Present Conditional

Past Conditional

The imperative mood; negative form of the imperative

The infinitive used as imperative

The impersonal construction

Reflexive verbs

The modal verbs

Prepositions

Formation of adverbs

Adjectives and adverbs expressing quantity

Regular comparison of adjectives and adverbs (and the irregular forms most commonly used)

Superlative: absolute and relative

The Pronouns:

Subject personal pronouns

Demonstrative pronouns

Interrogative pronouns

Relative pronouns

Possessive pronouns

Reflexive pronouns

Indefinite pronouns

Direct speech

Indirect speech

- (b) sociolinguistic competences which may include linguistic markers of social relations, politeness conventions, expressions of folk wisdom, register differences, dialect and accent.

This component must include basic vocabulary connected with such topics as:

- family
- home
- time
- weather
- meals
- shopping
- visit to a doctor
- theatre
- travel

- (c) pragmatic competences which may include discourse competence and functional competence.

For the cultural component candidates are expected to have a general knowledge of geography, history, personalities, and other aspects of Russia.

## SCHEME OF ASSESSMENT

Candidates will be required to take two papers of two hours each.

Reception 35%	LISTENING 15%	<i>Listening comprehension</i> (which requires 30 mins), <i>Dictation</i> (this requires another 30 mins) * The <i>Listening Comprehension</i> and the <i>Dictation</i> altogether will comprise between 350 and 420 words	60 mins
	READING 20%	<i>Reading aloud</i> <i>Reading comprehension</i> (30 mins),  * The text will comprise between 250 and 300 words	30 mins
Production 65%	SPEAKING 15%	<i>Role play or guided dialogue</i>	10 mins
	WRITING 50%	<i>Language use,</i> <i>Essay/ writing task,</i> <i>Culture</i>  * The <i>Essay</i> and the <i>Writing Task</i> altogether must follow the following word limits: 200-270 (Paper IIA) 150-220 (Paper IIB)	140 mins
<b>Weighting (100%)</b>		<b>Tasks</b>	<b>Time distribution 240 mins</b> (divided equally between Paper 1 and Paper 2)

## Paper I (2 hours)

## Part 1

(a) Reading/reading comprehension (20%) – 30 mins.

A text of 250-300 words will be set. After reading the passage aloud to the examiner (8%), the candidate will be given a set of questions to be answered orally on the passage (12%). The intention of this part of the paper is to test intonation, pronunciation, and understanding of written Russian.

(b) Conversation (15%) – 10 mins.

This will take the form of a role-play or guided dialogue (“complete your part of the conversation”). The aim of this part is to test the skill of verbal communication.

## Part 2

(a) Listening comprehension (15%) – 30 mins.

A passage of 250-300 words will be set in Russian. The question paper and answer sheet will contain the questions to be answered and space where the answers are to be written. The answers may also be set as a multiple choice. The aim of this part is to test the aural skill.

(b) Dictation (10%) – 30 mins.

A passage of 100 -120 words will be set. It will be read aloud straight through, then in repeated breath groups and finally straight through again. Candidates will NOT be required to write the whole passage, but to fill in the blanks (a word or group of words) during the reading of the repeated breath groups. The intention of this part of the paper is to test the candidates' grasp of the written language, by requiring them to relate the language as written to the language as spoken.

(c) Cultural question (5%) 20 mins

Candidates are expected to have a basic knowledge of different aspects of Russia (brief history, geography in general, customs and a few prominent figures such as writers, composers, etc). There will be multiple choice questions, fill-in-the-blanks and other exercises considered appropriate by the examiners. Questions will be set in Russian and they have to be answered in Russian.

Recommended Literature: "Russia A to Z "

Paper II ( 2 hours)

Either Paper IIA: (2 hours)

(a) Comprehension (20%): a text of around 250 words followed by questions in Russian, which are to be answered in Russian. The comprehension passage will be followed by different grammar exercises and/or questions set for that passage.

(b) Candidates have to do a writing task (25%) of about 200 words, which can take the form of a free composition, a letter, or a picture composition in Russian.

Or Paper IIB: (2 hours)

(a) Comprehension (20%): a text of around 150 - 200 words followed by questions in Russian, which are to be answered in Russian.

(b) Candidates have to do a writing task (25%) of about 150 words, which can take the form of a free composition, a letter, or a picture interpretation in Russian.

Paper I + Paper IIB should be pegged at level A2 (CEF) and candidates sitting for Paper I and Paper IIB may qualify for a grade not higher than 4 (i.e. grades 4, 5, 6, 7); the results of candidates who do not obtain at least a Grade 7 shall remain Unclassified (U).

Paper I + Paper IIA should be pegged at levels A2 and B1 (CEF) and candidates sitting for Paper I + Paper IIA may qualify for a grade within the range 1 to 5 (i.e. 1, 2, 3, 4, 5); the results of candidates who do not obtain a Grade 5 shall remain Unclassified (U).

### **GRADE DESCRIPTIONS**

Candidates who obtain Grades 1, 2, and 3 will be assumed to have reached level B1.

The results of candidates who obtain Grades 4 and 5 will indicate level A2 (CEF) in the language.

The results of candidates who obtain Grades 6 and 7 will indicate a level below A2.

Grade 1 means outstanding realisation of the tasks set. This means sophisticated use of an extensive range of vocabulary, collocation and expression which have to be entirely appropriate to the tasks set. It means also effective use of stylistic devices, register, and format; impressive use of a wide range of structures. Tasks have to be skillfully organised and coherent, and there must be an excellent development of the topic with a minimum of mistakes.

Grade 5 means satisfactory realisation of the tasks set. Tasks contain a reasonably natural use of a range of vocabulary and expression. They contain evidence of stylistic devices, and register and format are generally appropriate. Tasks reveal an adequate range of structures and are clearly organised and generally coherent. There is an adequate coverage of topic with some non-impeding errors

Achieves the desired effect on the reader

Grade 7 means poor attempt at the tasks set. The work is severely limited and contains an inaccurate range of vocabulary and expression. There is no evidence of stylistic devices, and there is little or no attempt at register and format. There is a complete lack of structural range and tasks are poorly organised, leading to incoherence. They have little relevance to topic, and/or are too short with numerous errors, which distract and often impede communication.