

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge Pre-U Certificate

MARK SCHEME for the May/June 2015 series

9779 PRINCIPAL COURSE FRENCH

9779/03

Paper 3 (Writing and Usage), maximum raw mark 60

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Part I: Discursive Essay (40 marks)

- **Accuracy and linguistic range (24 marks) [AO2]**
- **Development and organisation of ideas (16 marks) [AO3]**

Accuracy and linguistic range

22–24	<i>Excellent</i>	Almost flawless. Excellent range of vocabulary and complex sentence patterns. Good sense of idiom.
18–21	<i>Very good</i>	Highly accurate. Wide range of vocabulary and complex sentence patterns. Some sense of idiom.
14–17	<i>Good</i>	Generally accurate. Good range of vocabulary and some complex sentence patterns.
10–13	<i>Satisfactory</i>	Predominantly simple patterns correctly used and/or some complex language attempted, but with variable success. Adequate range of vocabulary, but some repetition.
6–9	<i>Weak</i>	Persistent errors may impede communication. Simple and repetitive sentence patterns. Limited vocabulary.
1–5	<i>Poor</i>	Little evidence of grammatical awareness. Inaccuracy often impedes communication. Very limited vocabulary.
0		No relevant material presented.

Development and organisation of ideas

15–16	<i>Excellent</i>	Implications of question fully grasped. Ideas and arguments very effectively organised, illustrated with relevant examples. Wholly convincing.
12–14	<i>Very good</i>	Most implications of question explored. Ideas and arguments well organised, illustrated with relevant examples. Coherent argument.
9–11	<i>Good</i>	Main implications of question explored. Organisation generally clear but lacking coherence in places. Some relevant examples. Some ability to develop argument.
6–8	<i>Satisfactory</i>	Some implications of question explored. Patchy or unambitious organisation, but with some attempt at illustration. Some irrelevant material.
3–5	<i>Weak</i>	Limited understanding of question. A few relevant points made. Rambling and/or repetitive. Ideas and arguments poorly developed.
1–2	<i>Poor</i>	Minimal response. Implications of question only vaguely grasped. Very limited relevant content. Disorganised, unsubstantiated and undeveloped.
0		No relevant material presented.

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Discursive Essay Indicative Content

Candidates are free to interpret the question in any way they wish. The following notes are not intended to be prescriptive but to give an indication of some of the points which could be made in response to the question; they are by no means exhaustive.

(a) À l'école aujourd'hui, on n'apprend rien sans souffrir. Êtes-vous d'accord ?

Candidates might express the view that school today can be a source of torment for pupils. They may wish to point out that the relentless push for better school performance puts pressure on the young as never before. They might argue that there is no time any more to reflect on learning. Teachers are pressured into teaching to the tests and have little time to allow pupils to experience the joys of learning at their own pace and exploring subjects beyond the national or examination curriculum. Competition can lead to success for some and abject failure for others whose sense of self-worth is seriously compromised. Candidates may also wish to explore the positive sides of school life which can bring great joy and satisfaction. A conclusion about the role of school in learning should be reached.

(b) « La politique est étroitement liée à la corruption. » Discutez de cette affirmation.

This essay gives candidates the opportunity to discuss the nature of politics through history and in the modern world. They may wish to point out that corruption and power go hand in hand and that it is hard to find an honest politician or regime. They may illustrate their answers with examples from the developing world or indeed from Europe or the US. Candidates might also point out that the need to run societies and countries effectively leads to using measures that the populace might not understand or sanction. Corruption may be seen as financial bribes, nepotism or power in the hands of the few. Candidates will be expected to provide concrete examples and come up with some conclusions.

(c) On dit que le plus grand accomplissement de notre ère est l'invention d'Internet. Qu'en pensez-vous ?

The internet is everywhere in modern life. This essay gives candidates the opportunity to explore its role in society and discuss whether it is indeed the greatest invention of our era. Candidates will be expected to provide examples of other inventions which may challenge the internet for the role of the greatest achievement. These might include advances in medicine and science, transport and travel, agriculture etc. A conclusion should be reached.

(d) « Pour que nous soyons en bonne santé, il faut que notre planète le soit aussi. » Partagez-vous ce point de vue ?

Candidates have the opportunity here to consider how human health is linked to the health of the planet in general. There is widespread awareness of the links between climate change and ecological damage and human health and a number of different groups who are keen to make a difference by lobbying governments to acknowledge the gravity of the situation. Changes are needed in people's expectations as we need to eat more sensibly, travel with more awareness of environmental issues and pay attention to the destruction of rain forests and other environmental catastrophes. A wide ranging essay with many different approaches possible that should offer candidates the chance to demonstrate knowledge but also to come to some firm conclusions.

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- (e) « Un monde sans sport, c'est un monde sans joie. » Dans quelle mesure est-ce que vous partagez ce jugement ?

There is no doubt that sport is an essential part of many people's lives whether they play it or just follow it through the media. For some people, sport is a way of life and they could not imagine a world without it. For others, it is an area of modern life where there is too much money, corruption and power. Sport brings with it pleasure and pain, success and failure in equal measure. It is about endeavour, endurance, achievement, the search for perfection. It is also about greed, drugs and power. Candidates will want to point out the role of sport in the world and explore to what degree it is an essential part of human life, making a positive contribution to our wellbeing. Some conclusions will be expected.

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Part II: Usage (20 marks)

Exercice 1

Accept	Reject
2 pourrions [1]	
3 Réfléchissez [1]	
4 a perdues [1]	
5 nous être maquillées [1]	
6 soit [1]	

[Total: 5 marks]
[AO2]

Exercice 2

Accept	Reject
7 (Avant) de partir pour l'aéroport, nous avons fait nos valises.	
8 (À cause) de son départ deux heures avant je ne l'ai pas vu.	
9 (Les photos) ont été mises dans le tiroir par la vieille dame.	
10 (Ce) dont j'ai besoin, c'est un bon livre de grammaire.	
11 (Le vétérinaire nous a dit que) quelques chiennes avaient été abandonnées.	

[Total: 5 marks]
[AO2]

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Exercise 3 (One tick for each, then see conversion table below.)

[AO2]

Question number	Correct option	Correct response
12	B	depuis
13	D	venus
14	B	à
15	C	partie
16	B	au
17	B	où
18	D	se
19	B	réduites
20	A	Outre
21	C	auront
22	C	celui
23	B	tout
24	A	Selon
25	B	d'ailleurs
26	D	que
27	B	nous
28	C	Au-delà
29	A	enrichissant
30	B	voix
31	C	nôtres

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Conversion table:

Number of ticks	Mark
19–20	10
17–18	9
15–16	8
13–14	7
11–12	6
9–10	5
7–8	4
5–6	3
3–4	2
1–2	1
0	0

[20 ÷ 2 = 10]