



FRENCH (PRINCIPAL)

9779/03

Paper 3 Writing and Usage

May/June 2017

MARK SCHEME

Maximum Mark: 60

Published

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This document consists of **7** printed pages.

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.

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.

Question	Answer	Marks
(a)	<p>« Il y a deux systèmes de justice, un pour les riches et un autre pour les pauvres. » Discutez de cette affirmation.</p> <p>This subject is commonly discussed in the media with much comment about the two tier justice system. Candidates may well want to raise the issue that we are all equal before the law and yet it seems that there is often one rule for the wealthy and another for the poor and underprivileged. They may point to corruption in high places which allows cover-ups of significant information concerning top politicians, churchmen and police personnel. They may also refer to the treatment by police and judges of the poor and vulnerable. Some may disagree with the statement. Candidates should present a lively discussion coming to some conclusions as to how a fair and equal justice system should operate.</p>	
(b)	<p>« Avoir un enfant est une condition essentielle à une vie pleinement réussie. » Qu'en pensez-vous ?</p> <p>This is a topic that is being more widely discussed as more people decide not to have children and write about their reasons. Candidates need to consider how children might be for some people a joy and a continuation of the family genes and for others a burden, getting in the way of a creative and dynamic lifestyle. This is a wide ranging topic with plenty of chance for candidates to express their own views on the significance of having a child, the changes required to lifestyle and ambitions, the adjustment from being selfish to caring for another. Candidates should attempt to reach some form of conclusion as to whether a person can be completely fulfilled in life without having a child.</p>	
(c)	<p>On dit que la vie urbaine est beaucoup plus riche que la vie rurale. Dans quelle mesure est-ce que vous partagez ce jugement ?</p> <p>There are undoubted benefits to living in the town – shops, restaurants, culture, workplaces, nightlife, people, but there are equally many disadvantages such as noise, pollution, loneliness, high prices. In the country, there is more space to breathe and a slower pace maybe but sometimes the benefits of country life are outweighed by the negatives such as lack of work, affordable housing and public transport. Candidates will have plenty of opportunity here to explore the advantages and disadvantages of each lifestyle and reach some conclusions as to which may be preferable. A coherent argument is expected with a range of well-chosen examples.</p>	

Question	Answer	Marks
(d)	<p>« Les émissions de télé-réalité nous montrent la vie telle qu'elle est. » Êtes-vous d'accord ?</p> <p>There are currently many very popular reality tv programs on the schedules. Candidates will need to describe how and why this is so, and show how these programmes do or do not reflect life as it is really lived. It is not sufficient for them to describe the programmes in detail, they must also show what kind of view of society they depict and whether this is a fair reflection. Some discussion of the editing of programmes and the desire of those appearing to perform for the cameras will be appropriate. There is a big range of these programmes and candidates will be expected to choose examples from a cross section. A coherent argument leading to a conclusion is expected.</p>	
(e)	<p>« À l'école, on devrait consacrer plus de temps aux activités artistiques. » Partagez-vous ce point de vue ?</p> <p>With the emphasis more and more on the academic subjects, many schools are having to cut the teaching of the more creative subjects such as art, music, drama, dance and design. This will inevitably lead to fewer opportunities for pupils to play in bands and orchestras and to take part in theatrical performances and concerts. Candidates will be expected to take a view of whether this is a productive way forward for education. They may talk about their own experiences and what they have gained from participating in artistic endeavours. They may feel that the emphasis on the academic is what is important as this is what schools and pupils are judged upon. There is plenty of scope here for a wide ranging discussion of the changing face of education.</p>	

Part II: Usage (20 marks)**Exercice 1**

Accept	Reject
2 habite/habitait (à/dans) [1]	
3 achetée [1]	achetée, achetée
4 pleuve/aille pleuvoir [1]	
5 s'est coupé [1]	
6 était-il sorti [1]	

[Total: 5 marks]**[A02]****Exercice 2**

Accept	Reject
7 (Il nous a dit) de nous asseoir (sur les chaises confortables). [1]	
8 (Voici l'enveloppe) sur laquelle (j'ai écrit l'adresse). [1]	
9 (Pendant qu)'il prenait (sa douche, il chantait). [1]	
10 (Puisqu') il faut/fallait agir vite/il est/était nécessaire d'agir vite (j'ai appelé l'ambulance). [1]	
11 (Quelque) intelligents qu'ils soient (ils n'ont pas réussi à trouver une réponse). [1]	

[Total: 5 marks]**[A02]**

Exercise 3: award a tick for each correct response, then see the conversion table to turn the ticks into marks.

Soulignez la bonne réponse :

Exemple:	dans	pendant	pour	<u>depuis</u>
12	destiner	destinée	<u>destinées</u>	destinés
13	duquel	<u>dont</u>	desquels	où
14	<u>voie</u>	voix	voit	vois
15	aura	<u>a</u>	avait	aurait
16	par	à	d'	<u>pour</u>
17	saisir	<u>saisissant</u>	saisi	saisis
18	passeraient	<u>ont passé</u>	passaient	ont passés
19	sois	soi	<u>soit</u>	soie
20	de	y	en	<u>à</u>
21	pour	par	sans	<u>dans</u>
22	se trouvait	se trouvera	<u>se trouver</u>	se trouve
23	<u>en fonction</u>	en avant	à propos	au sujet
24	envers	en dessus	<u>environ</u>	en dessous
25	de	<u>sur</u>	parmi	pour
26	prochaines	<u>dernières</u>	récentes	derniers
27	venir	venant	<u>viennent</u>	viendraient
28	moins	<u>autant</u>	tant	aussitôt
29	Ceux-là	<u>Celles-là</u>	Celle-là	Celui-là
30	se	y	le	<u>en</u>
31	pour qui	<u>pour laquelle</u>	pour lequel	pourquoi

[20÷2= 10]

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