

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Pre-U Certificate

MARK SCHEME for the May/June 2013 series

9779 PRINCIPAL COURSE FRENCH

9779/03

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

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.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2013 series for most IGCSE, Pre-U, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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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) La croissance incessante de la population mondiale est le plus grand défi pour la planète. Discutez de cette affirmation.**

The question is wide ranging giving candidates the chance to express their views on the current state of the planet environmentally, politically and socially. They may wish to explore the relationship between population growth and global warming, economic growth, technological change, food production and sustainability. They may also wish to mention other determining factors such as pollution and materialism. Candidates need to arrive at some conclusions.

- (b) On dit qu’Internet a eu un effet dévastateur sur les relations interpersonnelles et professionnelles. Êtes-vous d’accord?**

Candidates will no doubt explore the positive side of the Internet with its wealth of information and ease of access. They may also be able to show that reliance on the virtual can lead to less well developed social skills with little face to face contact with friends, acquaintances and business associates. They may wish to explore how this has changed society and how we relate to each other. This topic should provoke some strong views and candidates should reach some reasoned conclusions.

- (c) La caractéristique la plus importante chez un individu, c’est une attitude positive. Partagez-vous ce point de vue?**

Candidates may choose to agree or disagree with the statement and should describe various situations where attitude is important such as personal relationships and work interviews. They may also discuss the psychological importance of being positive and optimistic in all dealings. They may also decide there are many other important characteristics. A conclusion based on the points raised is required.

- (d) Selon vous, la violence urbaine est-elle le produit de la pauvreté ou bien de la criminalité?**

This topic is current throughout Europe with the *émeutes* in France and riots in London and other big cities. Discussions will need to revolve around the right wing view that young people involved are criminals and a more left wing view that they are the product of a toxic environment with poverty at the root. Conclusion.

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- (e) «Nous n'avons plus de choix; les compagnies publicitaires dirigent tous nos achats.»
Qu'en pensez-vous?

Advertising is everywhere we look. Candidates are asked to assess the importance of what we see and hear every day in our choice of purchases. They might be expected to describe some of the strategies used by advertisers together with some successful and less successful campaigns. The aim of the question is to evaluate how much choice we actually have as consumers and to come to some conclusions about the positives and negatives of advertising.

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Part II: Use of French (20 marks)

Exercice 1

Accept		Reject
2	baisse [1]	
3	ait [1]	
4	retomberions [1]	
5	vues [1]	
6	nous levant [1]	

[Total: 5 marks]
[AO2]

Exercice 2

Accept		Reject
7	(La poche) dans laquelle / où il a mis son portable était, hélas, trouée. [1]	
8	(Il arrive quelquefois que) ses idées soient tout à fait ridicules. [1]	
9	(Mon père n'a) payé qu'une part de mon loyer. [1]	que une
10	(Les dessins) avaient été réunis dans un album par l'artiste. [1]	
11	(Elle lui a dit) que plusieurs aspects de l'histoire l'inquiétaient. [1]	

[Total: 5 marks]
[AO2]

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

Question number	Correct option	Correct response
12	A	Ensuite
13	C	percevoir
14	A	Dans
15	C	ouvrira
16	C	Lancée
17	A	depuis
18	B	vieilles
19	B	dont
20	A	près
21	A	pourtant
22	D	les
23	D	puissent
24	B	voie
25	B	qui
26	B	répartis
27	D	à
28	C	parmi
29	D	l'intéressée
30	C	part
31	D	devra

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]