

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

**Pre-U Certificate**

## **MARK SCHEME for the May/June 2014 series**

### **9779 PRINCIPAL COURSE FRENCH**

**9779/03**

Paper 1 (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 2014 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**

<b>22–24</b>	<i>Excellent</i>	Almost flawless. Excellent range of vocabulary and complex sentence patterns. Good sense of idiom.
<b>18–21</b>	<i>Very good</i>	Highly accurate. Wide range of vocabulary and complex sentence patterns. Some sense of idiom.
<b>14–17</b>	<i>Good</i>	Generally accurate. Good range of vocabulary and some complex sentence patterns.
<b>10–13</b>	<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.
<b>6–9</b>	<i>Weak</i>	Persistent errors may impede communication. Simple and repetitive sentence patterns. Limited vocabulary.
<b>1–5</b>	<i>Poor</i>	Little evidence of grammatical awareness. Inaccuracy often impedes communication. Very limited vocabulary.
<b>0</b>		No relevant material presented.

**Development and organisation of ideas**

<b>15–16</b>	<i>Excellent</i>	Implications of question fully grasped. Ideas and arguments very effectively organised, illustrated with relevant examples. Wholly convincing.
<b>12–14</b>	<i>Very good</i>	Most implications of question explored. Ideas and arguments well organised, illustrated with relevant examples. Coherent argument.
<b>9–11</b>	<i>Good</i>	Main implications of question explored. Organisation generally clear but lacking coherence in places. Some relevant examples. Some ability to develop argument.
<b>6–8</b>	<i>Satisfactory</i>	Some implications of question explored. Patchy or unambitious organisation, but with some attempt at illustration. Some irrelevant material.
<b>3–5</b>	<i>Weak</i>	Limited understanding of question. A few relevant points made. Rambling and/or repetitive. Ideas and arguments poorly developed.
<b>1–2</b>	<i>Poor</i>	Minimal response. Implications of question only vaguely grasped. Very limited relevant content. Disorganised, unsubstantiated and undeveloped.
<b>0</b>		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) On dit que les rêveurs sont plus heureux que les réalistes. Êtes-vous d'accord ?**

This essay gives candidates the chance to explore the notion of happiness and contentment by discussion of two types of personality. It opens up the debate about outlook and how that impacts on the life of the individual and those around him or her. Is it sensible to avoid reality and drift through life on a cloud or is it better to face the truth and be pragmatic? Success and happiness may come from a mixture of these two qualities. Candidates should be able to use examples and come to a conclusion.

**(b) Les jeunes de nos jours ne s'intéressent plus à la politique. Discutez de cette affirmation.**

This essay gives the candidates the opportunity to suggest why young people might not be enthusiastic about politics in its widest sense. They may believe that young people are political and give examples of how this attitude is manifested in physical or virtual gatherings. Is it simply that there are too many other things to occupy young people? – the internet revolution, for example. Are they merely apathetic? Is politics no longer considered as a possible career? Candidates will be expected to explore the current situation and come up with some conclusions.

**(c) Le facteur clé de la réussite scolaire est la classe sociale. Qu'en pensez-vous ?**

This essay gives candidates the chance to explore what lies behind academic success. Is it just a question of social class or are there many other features which contribute to a student's success in school? Candidates might talk about family background, support and encouragement, hard work, ambition, being open to learning. They may explore the difficulties encountered by some students from deprived areas, they may also discuss the nature of schools themselves. Some analysis and some conclusions are expected.

**(d) Dans les pays développés, la dette personnelle représente une forme d'esclavage moderne. Partagez-vous ce point de vue?**

Candidates have the chance here to discuss the constraints caused by being in debt. They may point out how society today runs on credit and that people expect to be able to acquire possessions without having the money to pay for them. They may then explore how this can affect the lives of individuals and their families. Is there a solution to this? Student loans are the beginning of a life of debt – a mortgage on education. This question may arouse strong opinions and give candidates a chance to explore alternatives. Conclusion.

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- (e) « Le rôle des médias est d'informer, pas de moraliser. » Dans quelle mesure est-ce que vous partagez ce jugement ?

Candidates should have plenty of examples to show how the media inform the public via news broadcasts, newspaper headlines, etc. They should come to a view about the role of the media in presenting facts for discussion and in putting their own slant on them. Does it help discussion if a particular viewpoint is given, is the public brainwashed by the media into taking a certain view? Certain tabloid papers present news in such a way as to polarise opinion. Analysis with examples will be needed and a conclusion reached.

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**Part II : Use of French (20 marks)**

**Exercice 1**

<b>Accept</b>	<b>Reject</b>
<b>2</b> lu [1]	
<b>3</b> irais [1]	
<b>4</b> obéisse [1]	
<b>5</b> vendues [1]	
<b>6</b> trouverions/avons trouvé [1]	

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

**Exercice 2**

<b>Accept</b>	<b>Reject</b>
<b>7</b> (Il se peut) que mon père vende sa voiture (cette année.) [1]	
<b>8</b> (Elle nous a dit) de nous laver (avant de prendre le petit déjeuner.) [1]	
<b>9</b> (Ni) elle ni sa mère ne parle/parlent (anglais.) [1]	
<b>10</b> (Une médaille d'or) a été gagnée (par l'athlète aux Jeux Olympiques.) [1]	
<b>11</b> (Voici les lettres) auxquelles je fais (référence.) [1]	

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

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

<b>Question number</b>	<b>Correct option</b>	<b>Correct response</b>
12	A	prioritaire
13	D	présenté
14	C	sera
15	A	il s'agit
16	B	attendus
17	A	devraient
18	C	parce que
19	C	dont
20	A	selon
21	B	ciblaient
22	A	dans
23	A	aux
24	C	où
25	A	ne pouvoir
26	B	ceux
27	D	s'ajouteront
28	D	votés
29	C	quelques-uns
30	A	a échoue
31	B	que

<b>Number of ticks</b>	<b>Mark</b>
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]**