



# Cambridge Pre-U

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**FRENCH**

**9779/02**

Paper 2 Reading and Listening

**For examination from 2020**

MARK SCHEME

Maximum Mark: 60

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**Specimen**

This specimen paper has been updated for assessments from 2020. The specimen questions and mark schemes remain the same. The layout and wording of the front covers have been updated to reflect the new Cambridge International branding and to make instructions clearer for candidates.

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This syllabus is regulated for use in England, Wales and Northern Ireland as a Cambridge International Level 3 Pre-U Certificate.

This document has **10** pages. Blank pages are indicated.

**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

## Part I: Reading (30 marks)

Question	Answer	Marks	Guidance
<b>Reading Exercise 1</b>			
1	any <b>one</b> from: Elle leur donne de l'énergie (1) Elle les empêche de devenir fatigués (1) Concept of giving them energy OR enabling them to dance <u>all</u> night	1	Reject: answers to the question ' <u>what</u> it helps them to do'
2	<u>Le choix</u> du nom (de la boisson) (1) Concept : of him having chosen the name OR the <u>name</u> because the idea of rebellion appeals to young people (1)	1	
3	EITHER: Dimitri réapprovisionne les bars / en moins d'une heure OR immédiatement (2) OR: Le client en demande plus / et reçoit les boissons en moins d'une heure (2)	2	Reject: Idea of delivery guaranteed on its own is not sufficient – answer must target question 'what happens?' direct lift of 'dans l'heure'
4	Les grandes firmes veulent éviter (1) EITHER: que <i>Rebel !</i> devienne plus répandu dans le marché (1) OR: qu'il ait des ventes beaucoup plus grandes (1)	2	
5	Any <b>two</b> from: Le club a déjà un contrat exclusif / qui l'empêche de lui vendre ses canettes (1) Le Grand Hôtel a négocié un contrat / qui exclut la vente des produits de Dimitri (1) concept of free delivery of drinks earning him the right to exclusive sale of drinks (1)	2	
6	Any <b>one</b> from: Ils voulaient <u>lui</u> voler son sponsoring. (1) Ils voulaient sponsoriser la disco dont Dimitri était le sponsor (1) (NB need to make it clear that Rebel ! was the sponsor of the disco in question)	1	Reject: unspecified disco

Question	Answer	Marks	Guidance
7	Any <b>one</b> from: Il ne veut pas énerver / provoquer les grandes compagnies en leur faisant concurrence dans les supermarchés (1) Dimitri accepte que les supermarchés sont le terrain traditionnel des grandes marques (1) Il ne veut pas déclencher une guerre commerciale (1) Il sait qu'il ne peut pas gagner la lutte dans les supermarchés contre les grandes compagnies (1)	<b>1</b>	Reject: straight lift of 'provoquer les grandes marques' without explanation

Question	Answer	Marks	Guidance
<b>Reading Exercise 2</b>			
8	Teach / inform / instruct the nation (1) Provide a stock / store / bank / collection / reserve / archive of pictures / plastic arts for artists (1)	<b>2</b>	Reject: reservoirs constitute
9	Any <b>one</b> from: They suffered budget cuts (1) Museums were not innovative or creative (1) Conservation of works became the sole objective (1)	<b>1</b>	
10	It regenerates itself particularly <u>through</u> mounting temporary exhibitions (1) (Link between two elements needed) It was a completely (different) innovative approach to the concept of museum (1)	<b>2</b>	Reject: Expositions Museums renovate themselves
11	<u>International cooperation</u> to set up exhibitions (circulated in several countries) (1) To share costs (1)	<b>2</b>	
12	<u>The money</u> / <u>all the money</u> earned will go to fund museums in France	<b>1</b>	Reject: some of the money money
13	Any <b>one</b> from: Visitors might not be able to see certain masterpieces (in the Louvre if the paintings have been sent abroad) (1) The plan has been put forward for financial, not cultural, reasons (1)	<b>1</b>	Reject: big works

Question	Answer	Marks	Guidance
<b>Reading Exercise 3</b>			
14	<b>Re-translation</b> <ul style="list-style-type: none"> <li>Any suitable alternative rendering can be accepted</li> <li>Minor spelling errors are accepted, but not if the meaning of the word is altered.</li> </ul> <p>One tick for each box, then see conversion table.</p>	<b>10</b>	

	Text	Accept	Reject
1	More than a million	Plus d'un million	
2	visitors	de visiteurs	
3	are expected	sont attendus / on attend	prévus
4	annually	chaque année / annuellement	
5	in the new museum,	dans le nouveau musée,	
6	which is a lot.	ce qui est beaucoup.	
7	There are plans	Il y a des propositions / plans	
8	for	pour que	
9	the museum to open	le musée soit ouvert	s'ouvrir
10	in the evenings	le soir	pendant la soirée
11	and part of the night.	et (pendant / pour) une partie de la nuit.	
12	It's not certain that	Il n'est pas sûr que	si
13	there will be	l'entrée soit	
14	an admission charge.	payante.	
15	The director,	Le directeur,	
16	thanks to	grâce à des / aux	
17	state subsidies,	subventions de l'État,	
18			
19	should be	devrait	
20	in a position to	être à même d' / pouvoir	dans une position de
21	acquire	acquérir / acheter	obtenir
22	works	des œuvres	les oeuvres
23	whose	dont	
24	importance is	l'importance est	
25	beyond doubt.	hors de doute / incontestable / indubitable	

	<b>Text</b>	<b>Accept</b>	<b>Reject</b>
26	It's an exciting project,	C'est un projet	plan
27		passionnant / palpitant	excitant
28	but how many tourists	mais combien de voyageurs / touristes	
29	will bother to	vont faire un effort pour / faire l'effort de / se donner la peine de	
30	travel there?	s'y rendre / se rendre sur place / y aller / voyager là-bas ?	y voyager

**Conversion table:**

<b>Number of ticks</b>	<b>Mark</b>
28–30	10
25–27	9
22–24	8
19–21	7
16–18	6
13–15	5
10–12	4
7–9	3
4–6	2
1–3	1
0	0

**Part II: Listening (30 marks)**

Question	Answer	Marks	Guidance
<b>Listening Exercise 1</b>			
15	Elle s'est mise dans la peau d'une travailleuse pauvre	<b>1</b>	
16	Ils pensaient qu'elle était bonne à rien OR au fond de la casserole	<b>1</b>	
17(a)	Ils présentaient les ménages comme le travail de l'avenir (prometteur)	<b>1</b>	
17(b)	Elle a fini par nettoyer les toilettes sur les ferrys (qui traversent la Manche)	<b>1</b>	
18	Any <b>two</b> from: C'est un travail dur / elle est épuisée / elle a mis une éternité pour nettoyer les toilettes (1) Le temps de déplacement pour se rendre au travail est très long / l'aller-retour au travail comporte plus de 2 heures / il lui faut plus d'une heure pour aller au travail (1) Elle rentre chez elle à minuit / elle repart à 4h 30 le matin (1)	<b>2</b>	
19	Elle a perdu beaucoup de poids (1) Elle manquait de sommeil (1)	<b>2</b>	
20	Any <b>one</b> from: Elle avait peu d'argent à consacrer aux sorties (1) elle est sortie une seule fois boire un café (1) elle n'est jamais allée au restaurant (1) cinéma / quand elle a payé sa chambre il lui reste très peu d'argent (1)	<b>1</b>	
21	Any <b>one</b> from: Être sans droits / à la merci de tout et de tous (1) Les contrats de travail ne sont que des principes théoriques, jamais appliqués (1)	<b>1</b>	



Question	Answer	Marks	Guidance
<b>Listening Exercise 2</b>			
22	They financed the cost of their weddings through sponsorship (1)  to save money / cut the bill (by half) (1)	<b>2</b>	
23	Any <b>one</b> from: Sponsoring considerably extended the planning time of the wedding (from 6–12 to 18 months) (1) They took <u>more than</u> 18 months to organise the wedding (1)	<b>1</b>	
24	They thought of hiring a dress (1) & doing the decorations <u>themselves</u> (1)	<b>2</b>	
25	Any <b>one</b> from: Badly / They did not understand their arrangements / Some chose not to attend the wedding (1)	<b>1</b>	
26	She did not pay the <u>designer</u> (1), but she bought the fabric (1)	<b>2</b>	
27	His work generated a lot of customers / 30 new clients / he has 17 (confirmed) meetings <u>with clients</u> / appointments / fittings) / he has made new contacts <u>with (potential) clients</u> (1) He was able to extend his customer base well beyond the limits of distribution of the local press in which he advertised / A young woman even called him from Bordeaux (having seen a report on Aurore) (1)	<b>2</b>	

**Exercise 3**

Question	Answer	Marks	Guidance
<b>Listening Exercise 3</b>			
28	Summary  Give one mark for each of the following content points addressed, up to a maximum of 10 marks	<b>10</b>	
<ul style="list-style-type: none"> <li>• <b>How the interviewer describes the job</b>                 Content points:               <ul style="list-style-type: none"> <li>– the job comprises writing for customers (1)</li> <li>– to let them realise their ideas (1)</li> <li>– with linguistic clarity and precision (1)</li> </ul> </li> <li>• <b>The personal qualities required</b>                 Content points:               <ul style="list-style-type: none"> <li>– the ability to write effectively (1)</li> <li>– the ability to take an interest in other people (and their problems) (1)</li> <li>– listen carefully, understand the requirements of circumstances, be diplomatic (1)</li> </ul> </li> <li>• <b>The guidelines Sandrine observes</b>                 Content points:               <ul style="list-style-type: none"> <li>– her job is to put their thoughts on paper (she tries to steer) / (1)</li> <li>– not pass judgement / not try and teach/moralise / (1)</li> <li>– even when she does not agree with the content (of a letter) (1)</li> </ul> </li> <li>• <b>Details of customers' requirements</b>                 Content points:               <ul style="list-style-type: none"> <li>– (individuals ask for:) simple advice to administrative help / filling in a form / a job application (1)</li> <li>– help in writing to their family (to explain things or apologise for something) (1)</li> <li>– or writing their (auto)biography (1)</li> </ul> </li> </ul>			