



Cambridge Pre-U

FRENCH

9779/03

Paper 3 Writing and Usage

For examination from 2020

MARK SCHEME

Maximum Mark: 60

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.

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

This document has **8** 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: Writing (40 marks)**1 Discursive Essay**

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

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
1(a)	<p>« Le mariage est une institution démodée qui n’a aucune valeur dans le monde moderne. » Êtes-vous d’accord ?</p> <p>The question encourages candidates to look at marriage and determine its function in the modern world. They may consider that it is an important commitment made in front of witnesses that links two people and creates a stable platform for the raising of a family. Others may point to the rising numbers of single parent families, couples living together and divorces. Candidates may wish to take issue with the religious, civic and social pressures on couples to marry. A wide topic area giving scope for a variety of views. Conclusion.</p>	40
1(b)	<p>Même en période de crise économique, le gouvernement doit continuer à financer les activités culturelles. Qu’en pensez-vous ?</p> <p>This essay gives candidates the chance to explore the status of the arts in times of financial constraint. Some might see that the arts are a minority interest and that grants given to ballet, opera and theatre might be better spent in other ways such as building hospitals and schools or providing for those in need at home and around the world. Others might see that a country needs a cultural dimension and explain the benefits of experiencing live productions, the escapism and the nurturing of a broader awareness of what it is to be human. They may also mention the range of arts projects, many of which try to bring culture to the masses. Candidates need to form some conclusions from their analysis.</p>	40
1(c)	<p>La fin des études universitaires est-ce la fin de l’éducation ?</p> <p>This essay offers candidates a chance to explore the nature of education and its relevance during life. What is the difference between <i>études</i> and <i>éducation</i>? Is education just about learning various subjects at school and university? Candidates may discuss the importance of life-long learning and consider that experiencing life in the world may bring about more profound learning. A wide topic giving scope for a variety of approaches. Conclusion.</p>	40
1(d)	<p>Rester en bonne santé dans la société du 21^e siècle devient de plus en plus difficile. Partagez-vous ce point de vue ?</p> <p>This essay offers candidates a chance to explore the current health issues in society. They may mention obesity, sedentary lifestyle, common diseases and the public’s attitude to healthy living. They may raise the question of the effectiveness of government initiatives and give reasons as to why we have reached the current state, such as the spread of fast food outlets, the advances in technology and global brands. They may believe that people are complacent, apathetic and unwilling to change despite incontrovertible evidence or they may feel that we are slowly moving towards a realisation of the gravity of our situation. Conclusion.</p>	40

Question	Answer	Marks
1(e)	<p data-bbox="304 232 1171 268">Selon vous, la religion est-elle incompatible avec la science ?</p> <p data-bbox="304 304 1315 577">This is a contentious subject, often in the press and will arouse strong feelings. Candidates may come to this from the religious or the science angle and will need to support their views with evidence. They may express the creationist or the evolutionist view. The essay gives them the chance to discuss whether it is possible to be a religious scientist, whether belief in God can be squared with the developments and discoveries of contemporary science. This is a very broad question giving candidates scope to express a range of opinions and a chance to reflect on a possible answer.</p>	40

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

Question	Answer	Marks	Guidance
2	aura	1	
3	puisses	1	
4	finirait	1	
5	prises	1	
6	nous être assis	1	

Exercise 2

Question	Answer	Marks	Guidance
7	(Pendant qu'elle) visitait la cathédrale de Barcelone, (elle est tombée malade).	1	Reject: elle visitait à la cathédrale
8	(La maison) d'où / dont / de laquelle il s'était échappé / s'échappait / s'est échappé (était en feu).	1	Reject: delaquelle (all one word)
9	(Une enquête sur le cas) a été ouverte (par la gendarmerie).	1	
10	(Bien qu'ils soient célèbres, (ils ne m'ont pas impressionné).	1	
11	(Aussitôt) que j'arriverai / je serai arrivé(e), (je t'enverrai un message). OR (Aussitôt) arrivé(e), (je t'enverrai un message)	1	

Exercise 3

Question	Answer		Marks
(One tick for each, then see conversion table below.)			
Exemple	D	alors	10
12	C	même	
13	B	est	
14	A	car	
15	C	écartant	
16	A	soit	
17	B	contraintes	
18	D	achevés	
19	A	répond	
20	D	élevé	
21	B	selon	
22	B	portant	
23	D	Contrairement à	
24	A	que	
25	A	À titre de	
26	D	le	
27	B	ce qui	
28	B	à	
29	A	y	
30	B	comme	
31	A	autant	

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

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