

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Pre-U Certificate

MARK SCHEME for the May/June 2013 series

9782 PRINCIPAL COURSE RUSSIAN

9782/03

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

- 1 (a) Opportunity to discuss to what extent the candidate agrees with the view that the wealth and riches of Russia lie in the country's culture. The candidate might discuss aspects of Russian culture with which s/he is familiar and to what extent these contribute to the wealth of the country. S/he might discuss other (perhaps material) riches to be found there. The candidate might explore how culture in Russia has changed and what effect this has had, similarly s/he might explain to what extent the cultural aspects of Russia for which the country is most famous have remained constant during changes in the country. The candidate should support his/her opinion with reasons. S/he might give examples from his/her own experience. The candidate should end the essay with a conclusion, well-supported by reasons and justification for this conclusion.
- (b) Opportunity to discuss to what extent the candidate agrees with the statement that parents do not understand children. The candidate might explore issues surrounding the generation gap, changing perceptions, priorities and values and changes in society such as new technology (e.g. social networking sites) which might leave the older generation behind. S/he might explore the extent to which parents insist (or otherwise) that their children follow a certain career path or try to influence their choices. The candidate should support his/her opinion with reasons. S/he might give examples from his/her own experience. S/he might, of course, disagree with the statement. The candidate should end the essay with a conclusion, well-supported by reasons and justification for this conclusion.
- (c) Opportunity to discuss to what extent the candidate agrees, or otherwise, with the statement that euthanasia should be legalized. S/he might explore the moral and/or religious arguments surrounding the issue such as free will, a right to choose, implications for other people involved (family, medical profession, legal profession) and whether only God has the right to take life. S/he might illustrate the argument(s) with examples. The candidate should come to a clear conclusion, saying to what extent s/he agrees with the statement and offering justification for this opinion.
- (d) Opportunity to discuss to what extent the candidate agrees or disagrees with the statement that it is impossible to solve the problem of poverty in developing countries. The candidate might draw on examples from the past and present, consider the fact that aid has been sent to developing countries for many years and yet still the problem of poverty exists and whether or not more effort would help. S/he might consider to what extent inequality is part of society and that poverty will always exist. The candidate might point to progress, to some of the huge campaigns that take place to improve the lives of those in developing countries and take an optimistic view that the situation is improving and that a solution can be found. The candidate should come to a definite conclusion, saying to what extent s/he agrees with the statement and supporting this conclusion with reasons and examples.
- (e) Opportunity for the candidate to discuss whether lack of discipline is the **most** serious problem in schools, or whether there are other equally or more important problems (funding, pressure of exams, curriculum, lack of teachers etc.). S/he might discuss the extent to which lack of discipline might lead to other problems, or vice versa. S/he might use examples from personal experience and other sources. The candidate should draw a conclusion, saying to what extent they agree or disagree with the statement, giving reasons for their opinion.

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Part II: Use of Russian (20 marks)

Упражнение 1

Other correct variations not listed here will be accepted.

Accept	Reject
2 приедет	
3 умеют	
4 вышла	
5 переписываются	
6 грозит	

**[Total: 5]
[AO2]**

Упражнение 2

Other correct variations not listed here will be accepted.

- 7** Магазины, в которых можно покупать всё для дома, – недалеко отсюда.
- 8** После того, как он выпил чашку кофе, учитель посмотрел фильм в кинотеатре.
До того, как он посмотрел фильм в кинотеатре, учитель выпил чашку кофе.
- 9** Студент сказал другу, что (он) сегодня пишет сочинение.
- 10** Мы смотрели на мальчиков, которые играли в баскетбол.
- 11** Завтра, когда бизнесмен будет в Москве, он встретится с клиентами.

**[Total: 5]
[AO2]**

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Упражнение 3 (One tick for each, then see conversion table)

пример эффекта

- 12** B тяжёлыми
13 D изменений
14 A потепление
15 A приведёт
16 D катастрофическим
17 D странах
18 C от
19 A начале
20 B было
21 C большой
22 B каждым
23 A из-за
24 B реки
25 C их
26 C числу
27 D многие
28 C всех
29 A Особая
30 B производстве
31 D попадают

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