



Cambridge International Examinations
Cambridge Pre-U Certificate

PRINCIPAL COURSE RUSSIAN

9782/03

Paper 3 Writing and Usage

May/June 2016

MARK SCHEME

Maximum Mark: 60

Published

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

This document consists of **5** printed pages.

Page 3	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2016	9782	03

Part I: Writing

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.

Page 3	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2016	9782	03

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) **«Самая эффективная мера по уменьшению загрязнения окружающей среды – развитие альтернативных источников энергии». Согласны ли вы с этим мнением?**

Opportunity to discuss to what extent the candidate agrees with the view that the most effective way to reduce pollution is to develop alternative sources of energy. The candidate might explore the advantages of different types of alternative energy and should also discuss other ways to prevent pollution (e.g. recycling, saving energy, improving public transport) before coming to a conclusion as to whether s/he agrees or not with this statement. 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 sound conclusion, well-supported by reasons and justification for this conclusion.

- (b) **Согласны ли вы, что школьная программа должна быть единой для всех школ?**

Opportunity for candidate to discuss to what extent s/he agrees with the view that the school curriculum should be the same for all schools. The candidate might discuss the advantages of one curriculum such as the opportunities this affords for comparability, for one state exam or for children who have to move between schools for example. S/he might also explore the advantages of the curriculum being tailored to the needs of different groups of students, for example students with different needs, abilities and ambitions having the opportunity to study what is relevant to them. 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.

- (c) **Согласны ли вы, что в наши дни люди недостаточно занимаются спортом?**

Opportunity to discuss to what extent the candidate agrees, or otherwise, with the statement that nowadays people do not do enough sport. The candidate might consider factors such as the rise in popularity of technology as a leisure activity, the pressure of school work affecting the time available to do sport, the perceived dangers of young children playing outside, the cost involved in doing sport or the lack of sports facilities in schools. S/he might equally disagree with the statement and discuss the extent to which young people do sport, in school or otherwise. 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.

- (d) **«Реклама плохо влияет на молодых людей». Согласны ли вы с этим мнением?**

Opportunity for the candidate to discuss to what extent s/he agrees with the statement that adverts have a bad influence on young people. The candidate might discuss the bad influences of adverts, for example the view that so-called ideal images on television and in magazines etc. lead to eating disorders, to commercialisation and to a distorted view of what society should be. The candidate might discuss the positive aspects of advertising, the revenue produced which finances television programmes and sporting events, for example. The candidate should support his/her opinion with reasons. The candidate should end the essay with a conclusion, well-supported by reasons and justification for this conclusion.

Page 4	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2016	9782	03

- (e) «Самая серьезная проблема в мире – иммиграция». Согласны ли вы с этим мнением?

Opportunity for the candidate to discuss whether immigration is the most serious problem in the world. Candidates might discuss issues and problems resulting from immigration (such as unemployment, the pressure on resources, racism or poverty) before exploring other problems which face the world. S/he might also consider the positive aspects of immigration such as the mix of cultures and languages, a greater work force and the sharing of knowledge and ideas. 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.

Part II: Usage (20 marks)

Упражнение 1

Other correct variations will be accepted.

Q	Ассепт	Mark	Reject
2	ложусь	[1]	
3	поют	[1]	
4	пишете	[1]	
5	курил	[1]	
6	увидишь	[1]	

[Total: 5 marks]
[AO2]

Упражнение 2

Other correct variations will be accepted.

Q	Ассепт	Mark	Reject
7	Они решили погулять в парке потому что погода – очень хорошая.	[1]	
8	Почему вы читаете эту неинтересную книгу?	[1]	эта книга
9	Вот студент, работу которого я сейчас проверяю.	[1]	
10	Они живут рядом с историческим музеем.	[1]	
11	После того, как он приготовил ужин, гости сели за стол.	[1]	

[Total: 5 marks]
[AO2]

Page 5	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2016	9782	03

Упражнение 3 (One tick for each, then see conversion table below.) [AO2]

Question number	Correct option	Correct response
12	A	года
13	C	был
14	C	в
15	D	лавку
16	C	службы
17	D	доме
18	A	воспитывались
19	A	гимназии
20	B	отца
21	A	вечерам
22	B	на
23	D	жила
24	D	детей
25	A	театр
26	B	его
27	A	огромное
28	C	своих
29	D	к
30	C	что
31	B	матери

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