



Cambridge Pre-U

RUSSIAN (PRINCIPAL)

9782/03

Paper 3 Writing and Usage

October/November 2020

MARK SCHEME

Maximum Mark: 60

Published

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 International will not enter into discussions about these mark schemes.

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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 consists of **7** printed pages.

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	<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.

Question	Answer	Marks
<p>Part 1: Writing 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.</p>		
1(a)	<p>Согласны ли вы, что жизнь в обществе становится всё более безопасной?</p> <p>Opportunity to discuss to what extent the candidate believes that life in society is becoming safer. The candidate might consider ways in which this is true, the widespread use of surveillance cameras, increased police presence on the streets, at airports and railways stations following terror attacks in London and Manchester, or increased awareness of the dangers of online fraud, for example. Candidates might mention public initiatives, such as local communities working together to make the area where they live safer for its residents. Candidates might comment on the fact that, as people are able to communicate more easily (using mobile phones and social media, for example), those who are in danger are able to call for help easily. The candidate may, of course, choose to disagree with the statement, quoting examples such as attacks on public transport, at concerts and in other public places. Candidates might mention the fact that the increase in the amount people travel, and increased speeds, lead to a greater number of accidents on the roads. The candidate should explain to what extent they agree with the statement, supporting their opinion with reasons. Candidates might give examples from their own experience. The candidate should end the essay with a conclusion, well-supported by reasons and justification for this conclusion.</p>	40
1(b)	<p>Насколько мы можем доверять политикам?</p> <p>Opportunity to discuss to what extent the candidate believes that we can trust politicians. The candidate will probably use examples from current or historical events to support their argument, citing, for example, instances when politicians have been found to have been less than truthful with the public, and have even lost their jobs over such events. Candidates might argue that the majority of politicians are truthful and, if there have been occasions when politicians have not been entirely truthful, this is only because it has been in the public interest to be so. Candidates might consider the situation in different countries, saying that while politicians in some countries can be trusted, this is not true of all. They might say that, with the ease in which news can now be spread via social media, politicians can no longer get away with being anything less than truthful. The candidate should support their opinion with reasons. They might give examples from their own experience. The candidate should end the essay with a conclusion, well-supported by reasons and justification for this conclusion.</p>	40

Question	Answer	Marks
1(c)	<p>«Важно найти баланс между учёбой и отдыхом». Согласны ли вы с этим мнением?</p> <p>Opportunity to discuss to what extent the candidate thinks that it is important to find a balance between studying and work. Candidates will probably mention, for example, the importance of taking time to relax with friends, or the importance of finding time to do sport in order to stay physically healthy. They might say that to study all the time is counter-productive. Conversely, the candidate might mention that the need to succeed in exams and to get the highest grades puts young people under such pressure that they feel that they cannot take the time to do anything other than study, or that the volume of work needed to prepare for exams these days means that young people simply cannot find the time to do anything else. The candidate might use examples from their own experience, or that of friends and family. Candidates may, of course, choose to agree or to disagree with the statement. The candidate should come to a clear conclusion. Offering justification for their opinion.</p>	40
1(d)	<p>Научный прогресс – это зло или благо?</p> <p>Opportunity to discuss to what extent the candidate believes scientific progress to be harmful or beneficial. The candidate will probably offer examples of ways in which scientific progress has benefited or benefits society, such as medical advances which save lives, or technological advances which make our lives easier, in addition to mentioning advances which can be argued to have harmed or to harm society, such as the rise in bullying through social media or the increased ease with which people can fall victim to fraud. They might mention the need to take care with scientific progress, quoting, for example, concerns about cloning or the development of ever more sophisticated weapons. Candidates might include examples from personal experience. The candidate should come to a definite conclusion, supporting this conclusion with reasons and examples.</p>	40
1(e)	<p>«Допинг уничтожает профессиональный спорт». Согласны ли вы с этим мнением?</p> <p>Opportunity for the candidate to discuss to what extent they agree with the statement that doping is destroying professional sport. The candidate will probably offer examples of doping scandals in major sporting events such as the Tour de France or the Olympic Games, and mention the consequences of these (those who deserved medals have been denied them, or the lack of public trust in the honesty of athletes). They might consider that doping scandals lead to a reduced level of public interest in sporting events. Conversely, they might argue that increased levels of checking for doping make it harder for sportsmen to use drugs and therefore public confidence in the honesty of athletes is being restored. They might also argue that people's desire to watch professional sport means that they will continue to buy tickets for football matches or major sporting events regardless of concerns over doping. The candidate should draw a conclusion, saying to what extent they agree or disagree with the statement, giving reasons for their opinion.</p>	40

Question	Answer	Marks
Part 2: Usage		
Exercise 1		
2	ношу	1
3	радуемся (accept past or future also)	1
4	придут	1
5	пьёшь (accept past also)	1
6	смеялась	1
Exercise 2		
7	Я хочу изучать русский язык, поэтому мне нужно найти хорошего преподавателя.	1
8	Иван сказал родителям, что они сегодня получают хорошие новости.	1
9	Знаете ли вы этого молодого человека, за которого моя дочь вышла замуж в прошлом году?	1
10	После того, как она вернулась домой, она легла спать.	1
11	В Лондоне мы встретимся с сестрой, которая там живёт и работает.	1
Exercise 3: one tick for each, then see conversion table		
12	D принадлежит	
13	A музеев	
14	D приезжают	
15	B одном	
16	D внесли	
17	A в	
18	C тесно	
19	C Эта	
20	D основателем	
21	B основания	
22	B приобрёл	
23	A национального	
24	C с	

Question	Answer	Marks
25	С его	
26	А национализации	
27	Д из	
28	Д общенациональную	
29	В увеличилось	
30	С насчитывает	
31	А легендарна	

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