



**Cambridge Assessment International Education**  
Cambridge Pre-U Certificate

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**FRENCH (PRINCIPAL)**

**9779/02**

Paper 2 Reading and Listening

**May/June 2018**

MARK SCHEME

Maximum Mark: 60

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**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.

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This document consists of **11** printed pages.

**PUBLISHED****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.

Question	Answer	Marks	Not Allowed Responses
<b>Part 1: Reading AO1</b> <b>Exercise 1: Full sentences are not required. As long as language errors do not impede communication of the required information, award the mark.</b>			
1	Il habite chez ses parents / avec sa famille / avec leur famille	1	
2	Il va à l'université (pour faire des études supérieures)	1	University
3	Ils trouvent difficile de louer un appartement / payer pour le logement	1	Loyer Les loyers sont chers De <u>trouver</u> son propre appartement (with no mention of price)
4	La famille finance tout, sauf les sorties / presque tout	1	
5	Il gagne le salaire minimum/il gagne très peu	1	Il gagne un peu
6	Il ne supporte pas l'idée de vivre dans un appartement si petit / C'est trop petit	1	Ce ne serait pas confortable Pas ou peu convenable C'est pénible à gérer.
7	Il les envie OR il est jaloux de leur vie Un sentiment d'aliénation Il se sent éloigné L'agacement et la gêne <i>Insist on feeling</i>	1	La honte L'indifférence L'isolement
8	C'est la séparation d'un partenaire, ou un divorce et la douleur qui s'ensuit. <i>Both elements must be explained</i>	1	
9	Ils se sentent frustrés (1) et désespérés/déprimés (1)	2	Pas contents/tristes/décus (not in the text)

Question	Answer	Marks	Not Allowed Responses
<b>Exercise 2: full sentences are not required. Candidates must answer in ENGLISH.</b>			
Reading Passage 2			
<b>L'illettrisme dans l'entreprise</b>			
10	He is illiterate, (1) even though he has been to a business school (where a degree of literacy is expected)/he has a prestigious position (1)	2	
11	He almost never had to write. He was out of practice in writing. (1)	1	He never wrote.
12	Coping mechanisms/strategies/techniques	1	
13	He is his confidant/he writes Mickaël's reports/he explains daily procedures (1)	1	
14	They feel trapped/caught-out	1	Worried Uncomfortable
15	Current help/training with (French language) is <u>aimed at them</u> (1)	1	They get/receive help
16	It helps them camouflage their illiteracy or problems in writing.	1	
17	Illiteracy is more shameful/difficult for a manager/white collar worker than for a chambermaid.	1	
18	(A more senior post will be easier for him) because he can delegate (writing) jobs to others.	1	

Question	Answer	Marks	Not Allowed Responses
19	<p><b>Exercise 3: Re-translation</b> <b>One tick per box, then see conversion table.</b></p> <p>Isabelle est une immigrée sénégalaise qui ne parlait pas français. Elle a trouvé un poste/emploi et travaillait comme/en tant que femme de chambre pour une entreprise/société prestigieuse. Son cousin lui a expliqué les tâches à accomplir/faire. Bien que les longues heures aient été/étaient préoccupantes / une source d'inquiétude, elle a dû les accepter. Elle a reçu du/le soutien d'une association et elle est arrivée à apprendre à lire. Maintenant elle a un poste mieux rémunéré/payé et son salaire dépasse celui de ses ami(e)s. Quelle promotion fantastique !</p>		
	1 Isabelle est une immigrée		
	2 <u>s</u> énégalaise / du <u>S</u> énégal		
	3 qui ne parlait pas français/ qui ne savait pas français		
	4 Elle a trouvé un poste/emploi		
	5 travaillant		En travaillant
	6 comme/en tant que femme de chambre		
	7 pour une entreprise/société		
	8 prestigieuse.		
	9 Son cousin / Sa cousine		
	10 lui a expliqué		
	11 les tâches à accomplir/faire.		Les devoirs Les responsabilités
	12 Bien que les longues heures		

Question	Answer	Marks	Not Allowed Responses
	13 aient été /étaient		
	14 préoccupantes / une source d'inquiétude		
19	15 elle a dû / elle devait		
	16 les		
	17 accepter.		
	18 Ella a reçu		
	19 du / le soutien		
	20 d'une association		
	21 et elle est arrivée à / elle a réussi		
	22 apprendre à		
	23 lire.		
	24 Maintenant elle a un poste		
	25 mieux rémunéré / payé		
	26 et son salaire		
	27 dépasse / excède		
	28 celui de		
	29 ses ami(e)s.		
	30 Quelle superbe promotion / promotion fantastique !		

Question	Answer	Marks	Not Allowed Responses																								
19	Conversion table: <table border="1" data-bbox="571 284 1025 890" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Number of ticks</th> <th>Mark</th> </tr> </thead> <tbody> <tr><td>28–30</td><td>10</td></tr> <tr><td>25–27</td><td>9</td></tr> <tr><td>22–24</td><td>8</td></tr> <tr><td>19–21</td><td>7</td></tr> <tr><td>16–18</td><td>6</td></tr> <tr><td>13–15</td><td>5</td></tr> <tr><td>10–12</td><td>4</td></tr> <tr><td>7–9</td><td>3</td></tr> <tr><td>4–6</td><td>2</td></tr> <tr><td>3</td><td>1</td></tr> <tr><td>0–2</td><td>0</td></tr> </tbody> </table>	Number of ticks	Mark	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	3	1	0–2	0	<b>10</b>	
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28–30	10																										
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4–6	2																										
3	1																										
0–2	0																										



Question	Answer	Marks	Not Allowed Responses
<b>Part 2: Listening AO1</b> <b>Exercise 1: full sentences are not required. As long as language errors do not impede communication of the required information, award the mark.</b>			
20	un gilet <u>blanc</u>	1	
21	Elle vient en aide aux familles (1) pour lutter contre la violence ou l'échec scolaire (1)	2	
22	les jeunes (de moins de 15 ans) déscolarisés	1	
23	trouver un toit à une femme victime de violences, OR trouver un toit à un adolescent mis à la porte qui dort dans un parking, OR faire cesser les bagarres. (1/3)	1	
24	On la respecte comme mère ; (on la voit comme médiatrice)	1	Elle est mère
25	Ils peuvent être radicalisés	1	
26	l'école fait du surbooking	1	
27	les services sociaux sont débordés, (donc elle n'a pas de choix.) OR les services sociaux refusent d'assumer la responsabilité.	1	
28	Ils ne travaillent pas ensemble/ la rapport ne fonctionne pas	1	

Question	Answer	Marks	Not Allowed Responses
<b>Exercise 2: full sentences are not required. Candidates must answer in ENGLISH.</b>			
29	working from home OR away from the office/working in cafes/teleworking	1	Working online
30	None: one can stay all day	1	
31	a plate of cold/cured meats	1	
32	The use of a printer /chargers for their mobile phones/(unlimited) hot drinks/office facilities	1	<b>Office supplies</b>
33	She cannot work at home (next to her bed) OR in her bedroom	1	
34	To combat boredom, when she cannot concentrate on her work; to regain inspiration	1	
35	One can be work in groups and make some noise (1) and have breaks and go to the bar/counter (for refreshment) (1)	2	
36	They go there (to work) in a relaxed atmosphere/have human contact (1)	1	
37	A suggestion box (to respond to customers' needs)	1	<b>A box of ideas</b>

Question	Answer	Marks	Not Allowed Responses
<b>Exercise 3:</b> Give one mark for each of the following content points addressed, up to a maximum of 10 marks.			
38		<b>10</b>	
38(a)	Initially just a few of them decided to act and patrol the beach with a bin bag When they created an association numbers grew, there are now about 50 But the atmosphere is friendly/characterised by informality	<b>Max 3</b>	
38(b)	He says that humans are great for inventing/making things, but do not know what becomes of them <b>OR</b> one has become enslaved by the products of the industry He no longer buys <u>packaged products</u> He has unplugged his refrigerator	<b>Max 3</b>	
38(c)	It is no good pointing a finger of blame The solution is to produce less waste He undertakes awareness programmes in schools <b>OR</b> He put up signs on roadsides	<b>Max 3</b>	
38(d)	People do not like seeing their environment being spoiled Some people jump at the chance of taking action <b>OR</b> He appreciates the number of people (throughout the country) who wish to do something They choose not just to complain, but as a political gesture, claim back these areas.	<b>Max 3</b>	