



Cambridge Assessment International Education
Cambridge Pre-U Certificate

FRENCH (PRINCIPAL)

9779/03

Paper 3 Writing and Usage

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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.

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This document consists of **8** 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.

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.

Question	Answer	Marks
(a)	<p>« Les animaux ont des droits. » Qu'en pensez-vous ?</p> <p>This is a question which continues to tax the minds of people throughout the world. For some, animals are on a par with humans and should be treated accordingly; for others animals are inferior to humans and can therefore be treated as such. Many people have mixed views. Candidates may wish to talk about animal experimentation and the consequent successful development of treatments for disease; others may see this as unjustified cruelty. Farming techniques could be mentioned which allow animals to be used as meat and milk producers but without much consideration for their welfare. Candidates will undoubtedly feel strongly and will be expected to marshal their arguments to create a logical and well illustrated answer.</p>	30
(b)	<p>« Les études universitaires devraient être gratuites pour tous. » Êtes-vous d'accord ?</p> <p>University fees are expensive and may prevent some students from attending university. In the past students were entitled to free education and there were even grants to allow everyone who had the necessary qualifications to have access to higher education. Now, the government is committed to allowing much larger numbers of students to study at university so inevitably more money is needed in the system. University fees in the UK are higher than in most other countries and so young people from poorer backgrounds may find it hard to fund themselves. Debt is currently an inevitable consequence for all students. Candidates will be expected to reach some form of conclusion as to how the university system could allow fair and equal access to all those with the relevant level of qualification and commitment.</p>	30

Question	Answer	Marks
(c)	<p>« De nos jours on accorde trop d'importance à la beauté physique. » Dans quelle mesure est-ce que vous partagez ce jugement ?</p> <p>Physical appearance seems even more important than ever in the days of online dating apps where a photo can mean success or failure. Young people seem to bear the brunt of expectations and this can lead to depression, poor self-image and eating disorders. Candidates will have plenty of opportunity here to explore the importance of beauty through the ages and in the modern world. Some may choose to focus on what constitutes beauty and whether it is in itself an indicator of character and personality. Some may feel strongly and argue vehemently that beauty is superficial and that there is no substitute for intelligence and humour. Some may link physical beauty to health and fitness and demonstrate the importance of making oneself beautiful. A coherent argument is expected with a range of well-chosen examples.</p>	30
(d)	<p>Le nationalisme : une force pour le bien ou pour le mal ?</p> <p>This is a wide-ranging topic and candidates will be expected to come to some conclusions as to the power of nationalism. They may choose to take a historical perspective and describe the rise of nationalism in Nazi Germany or colonialism in the UK. They may wish to look closely at a definition of nationalism and how it affects our daily life. Is it a unifying force making the inhabitants of a country feel strong and powerful with a unique identity or is it divisive making people inward-looking and unwilling to enter into dialogue with other countries? There is plenty of scope for discussion and exemplification. Candidates should be willing to weigh up the importance of nationalism and come to some reasoned conclusions.</p>	30
(e)	<p>« Les adolescents sont incapables de penser pour eux-mêmes ; ils sont toujours sous l'influence du groupe. » Partagez-vous ce point de vue ?</p> <p>Social networks are changing the way people communicate and in many cases this can lead to a kind of group think. Peer pressure is stronger than ever. Young people can be led to believe and act in accordance with social mores rather than taking the time to work out how they really feel about contemporary or personal issues. Less time is spent alone and out of communication with others. This can mean that young people do not read, mull over serious issues, or make autonomous decisions. There is little scope for being different or standing out from the crowd and bullying can become a problem. Candidates may agree with this view or they may see things completely differently. They may feel that being part of a group provides security and support when they need it most and that they are happy to be individual. It is expected that they will write a coherent answer which justifies their opinions and has a reasoned conclusion.</p>	30

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.

Part II : Usage (20 marks)

Exercice 1

Question	Answer	Marks	Not Allowed Responses
2	avoir vu	1	
3	Mets		
4	seront/auront été	1	
5	nous sommes rapprochés/nous rapprochions/nous étions rapprochés	1	
6	veuille	1	

[Total : 5 marks]
[AO2]

Exercice 2

Question	Answer	Marks	Not Allowed Responses
7	(Il ne boit) que du vin (avec son dîner.)	1	
8	Nous) avons été félicités (par le patron pour notre travail.)	1	Nous étions félicités
9	(Pourvu) que Marc fasse/fit (un gros effort, l'équipe pourrait gagner.)	1	Pourvu qu'il ait fait
10	(Voici les questions) auxquelles (le suspect a répondu hier.)	1	
11	(Tout) ce qui leur manque/ce qu'il leur manque/ce dont ils manquent (c'est la joie de vivre.)	1	

[Total : 5 marks]
[AO2]

Exercise 3: award a tick for each correct response, then see the conversion table to turn the ticks into marks.

Question	Answer	Marks
12	autour	
13	Depuis	
14	devant	
15	au point qu'	
16	connaisse	

Question	Answer	Marks
17	selon	
18	au moyen de	
19	ont été faits	
20	le plus	
21	voulue	
22	lui	
23	détruit	
24	dont	
25	par exemple	
26	encore	
27	créée	
28	passer	
29	souriant	
30	pour	
31	soient	

[20 ÷ 2 = 10]

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