



Cambridge Pre-U

FRENCH (PRINCIPAL)

9779/02

Paper 2 Reading and Listening

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 **9** 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.

Reading Exercise 1

Question	Answer	Marks	Not Allowed Responses
Full sentences are not required. As long as language errors do not impede communication of the required information, award the mark.			
1	Allouer/attribuer/accorder/donner 350 millions d'euros <u>à son/au Plan vélo</u> . Débloquer/pourvoir/doter ...	1	Allocation
2	Tripler (en 2024) le nombre de(s) Français qui vont au travail <u>à vélo/utilisent/prennent le vélo/se déplacent/voyagent à vélo [...]</u> <u>tous les jours/quotidiennement</u> . OR Faire augmenter/passer (de 3) à 9 % la part des trajets/déplacements quotidiens que les Français font/feront à vélo/en bicyclette (en 2024).	1	Triplement
3	On utilise/ces mots sont associés au cyclisme/aux courses cyclistes/au Tour de France. OR Le maillot jaune est porté par le leader dans une course cycliste OR Un peloton décrit (souvent) un groupe de cyclistes	1	
4	Utiliser/prendre/monter/faire le trajet à bicyclette/vélo	1	en selle
5	Les images pourraient établir/prouver la responsabilité en cas d'accident/qui a causé l'accident/si quelqu'un n'a pas respecté le code de la route/a commis une contravention/ infraction	1	
6	On va réparer/remettre en état (les trous dans) la chaussée	1	la remise en état ...
7	Ils démarrent/partent/accélèrent plus lentement que les véhicules motorisés Les voitures accélèrent plus vite que les vélos.	1	
8	Se détendre / décompresser	1	se reposer
9(i)	Apprendre aux élèves à faire du vélo/pédaler (en sécurité)	1	apprentissage
9(ii)	Insister sur l'importance du port d'un casque <i>or</i> Insister sur le port d'un casque/pour que les élèves portent un casque	1	insistance les élèves doivent porter un casque

Reading Exercise 2

Question	Answer	Marks	Not Allowed Responses
Full sentences are not required. Candidates must answer in ENGLISH.			
1	on the coast/by the sea	1	tourist areas
2	pick <u>grapes</u> /work in the <u>vineyards</u>	1	harvest – too vague
3	they want to be able to have a few luxuries/extras/treats/bonuses	1	
4	EITHER More adults are looking for jobs OR (Competition from/employers offering) <u>unpaid</u> work/placements	1	
5	Work in reception/welcome/check in/meet and greet the guests/new arrivals	1	any extrapolation that invalidates answer
6	She didn't know how things/the system worked	1	her way around
7	She almost quit/felt like/was close to quitting	1	
8	Smart/formal turns to/becomes casual	1	
9	Oyster-farming/production/oysters	1	
10	It helped her (application to) get a place/be accepted to study (at a) marketing (school) (in Paris)	1	

Reading Exercise 3

Question	Answer	Marks	Not Allowed Responses
20	Re-translation <ul style="list-style-type: none"> Any suitable alternative rendering can be accepted. Minor spelling errors are accepted, but not if the meaning of the word is altered. One tick per box, then see conversion table.	10	

Question	Answer	Marks	Not Allowed Responses
1	<u>Trouver</u>		
2	<u>un job/travail/boulot/emploi d'été</u>		métier
3	permet		
4	aux <u>jeunes</u> (gens)		
5	de <u>découvrir</u> /la découverte du		
6	le <u>monde du travail</u> .		
7	Mais/ <u>cependant</u> les <u>jobs /emplois</u> ne sont pas faciles		
8	à <u>trouver/décrocher</u> ,		
9	ce qui		
10	veut dire/signifie/fait qu'/que		
11	il/c'est important		
12	de commencer à /qu'on commence à		
13	en chercher un		
14	dès/aussitôt que/le plus tôt/possible/au plus vite		
15	avant qu'ils (ne) soient		
16	tous		
17	pris		
18	par quelqu'un d'autre. avant que quelqu'un d'autre (ne) les prenne tous. = 15–18		
19	Les <u>secteurs</u> dans lesquels/où		
20	la plupart des <u>jobs</u>		

Question	Answer	Marks	Not Allowed Responses
21	se trouvent/on <u>trouve</u>		
22	n'ont pas changé/restent/sont toujours les mêmes		
23	récemment/ <u>depuis quelques années</u>		
24	mais les meilleurs		
25	sont ceux		
26	qui <u>fournissent</u> /donnent <u>l'occasion/l'opportunité</u> /permettent		
27	d'obtenir/acquérir/gagner		
28	de l' <u>expérience pratique</u> /gagner en expérience pratique (27 + 28)		
29	ainsi que/et aussi/aussi bien que/ <u>en même temps</u> que/ à la fois – gagner à la fois une expérience pratique et (27+28+29)		
30	de l'argent		

Conversion 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

Listening Exercise 1

Question	Answer	Marks	Not Allowed Responses
Full sentences are not required. As long as language errors do not impede communication of the required information, award the mark.			
21	Elle plongeait (sur les récifs/le corail/dans la mer/l'océan)/elle faisait de la plongée (sous-marine)	1	
22	Il y aura en poids plus de plastique que de poissons (dans les océans)	1	paille instead of plastique
23	Les pailles feraient/pourraient faire/font deux fois et demie le tour de la planète/encercler...	1	
24	On sert/donne une paille (même) avec/pour/dans un verre d'eau (glacée)	1	
25	Il y a eu des épidémies de grippe (dans beaucoup de pays)	1	
26	Ils confondent les pailles avec/prennent les pailles pour de la <u>nourriture</u> or <u>avalent/ingèrent/mangent</u> les pailles	1	
27	Ils retirent des pailles (coincées/enfoncées) dans les narines d'une tortue de mer/marine	1	
28	Elles finissent dans notre chaîne alimentaire/nos assiettes/ Nous mangeons/consommons des poissons qui ont mangé des pailles/du plastique	1	
29	On peut utiliser des pâtes / une pâte (comestibles/alimentaires) <u>creuses</u>	1	
30	Il aime (pouvoir) faire des bulles dans son verre	1	boules

Listening Exercise 2

Full sentences are not required. Candidates must answer in ENGLISH.

Question	Answer	Marks	Not Allowed Responses
31	The early bird catches the worm The future/tomorrow belongs to those who get up early People who get up early do better/best	1	
32	A taste/appetite for effort	1	good habits
33	Delaying the start of the academic day Starting lessons later	1	hours differ/change
34	Late risers People who get up/out of bed late/stay in bed	1	
35	Chemical changes in the brain delay onset of sleep (by at least an hour)	1	
36	They will (simply) go to bed later OR lie/sleep in (in the morning)	1	
37	Drug addiction/substance abuse / <u>toxicomania</u>	1	
38	Spelling	1	writing
39	They attend (school) more regularly/miss/skip school less often Their attendance (record) is better	1	
40	They won't be (very) pleased/happy	1	

Listening Exercise 3

Question	Answer	Marks	Not Allowed Responses
41	Summary <ul style="list-style-type: none"> Give one mark for each of the following content points addressed, up to a maximum of 10 marks. 	10	
	<ul style="list-style-type: none"> Bullet point 1 <ul style="list-style-type: none"> First sold in 1792 (1) Explosion of sales in 20th century (1) Recently flattened out/reached a ceiling (1) 	3	fallen
	<ul style="list-style-type: none"> Bullet point 2 <ul style="list-style-type: none"> Drag/prise details out of the producers (1) Producers reluctant to divulge/hand over commercial secrets to <u>competitors</u> (1) They want to surround/shroud their products in an aura/air of mystery (1) 	3	
	<ul style="list-style-type: none"> Bullet point 3 <ul style="list-style-type: none"> Become symbols of/synonymous with unhealthy eating/bad diet (1) 	1	bad health
	Plus any two of: <ul style="list-style-type: none"> weight gain (1) premature/accelerated ageing of the brain (1) tooth decay (1) 	2	
	<ul style="list-style-type: none"> Bullet point 4 <ul style="list-style-type: none"> (Massively) increase taxes on their products if they don't reduce sugar content (fast) (1) Improve their image by bringing out alternative versions (1) Launch aggressive advertising campaigns (1) They snub them/turn their noses up at them (1) 	3	