



Cambridge Pre-U

FRENCH (PRINCIPAL)

9779/03

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 **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.

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 |
|----------|---|-------|
| 1(a) | <p>« Les réseaux sociaux devraient être interdits aux moins de 16 ans. » Êtes-vous d'accord ?</p> <p>Social media sites are very popular with people of all ages for keeping in touch with friends, commenting on events and communicating with like-minded people. Increasingly, the danger of free and uncensored access to these sites has become a major talking point as well as the fact that the sites harvest data from users for advertising and maybe other nefarious purposes. Candidates should be able to set their answer in this context and evaluate the significance of removing access to social media from minors under 16. Would this be difficult to implement? Would it be difficult to police? Would it be better if young people were denied access? Candidates might talk about the risks of cyberbullying, sexual predators and internet addiction for young people. They will undoubtedly have strong views and will be expected to write a coherent and balanced answer with a good range of examples.</p> | 30 |
| 1(b) | <p>« Mentir est toujours inacceptable. » Partagez-vous ce point de vue ?</p> <p>We live nowadays in a culture where lying is common even at the top levels of government. Candidates should evaluate the significance of lying as a means of escaping censure or justice or of denying responsibility for results of actions. They should discuss the different types of lies quoting a range of examples. They may decide that there is a sliding scale from little white lies to lies to cover up for errors to a full-blown refusal to accept responsibility for consequences. Some may think that lying may at times be appropriate or acceptable. Others may take the view that lying is always unacceptable as it signifies dishonesty and lack of integrity. Candidates will have strong views on the subject and will be expected to put forward a range of examples to back them up. A logical and coherent argument will be expected that leads to a reasoned conclusion.</p> | 30 |
| 1(c) | <p>« Les médias reflètent le monde d'une manière superficielle. » Qu'en pensez-vous ?</p> <p>Journalism is a business that depends on sales. Superficial content sells to an inattentive and uncritical audience who want to be entertained rather than informed. The best journalism is carried out by people who are dedicated to finding the truth and showing clear evidence of its truthfulness. Candidates will have plenty to contribute to the argument about the role of the media in modern society and its ability to hoodwink and mislead a public hungry for celebrity stories, sleaze and political diatribes. Some may point out that there are still serious and committed journalists, film makers and writers who devote their lives to ensuring that difficult subjects are treated appropriately in an informative and sympathetic way. They should be able to back up any arguments with examples and should be prepared to discuss the question in a balanced way. A reasoned conclusion is expected.</p> | 30 |

| Question | Answer | Marks |
|----------|---|-------|
| 1(d) | <p>Le graffiti, est-il un art ou un acte de vandalisme ?</p> <p>Graffiti is evident in all big cities, from tags by railway lines to impressive murals on the side of high rise buildings. Councils spend large sums of money cleaning up graffiti. Candidates will no doubt be forthright in discussing the value or otherwise of graffiti as street art and its role in the urban landscape. Some may see it as vandalism when people feel free to deface walls and subways with their scribbles, but see the value of murals which enliven areas that are seriously deprived and in need of some form of local colour. They may refer to art projects which give free rein to artists to express themselves in the public domain. They may also talk about the damage caused to public monuments and public buildings by criminals using graffiti to promote their cause. Candidates will have plenty of material to use to discuss the issue and good exemplification will be expected as well as a logical and coherent argument.</p> | 30 |
| 1(e) | <p>« Pour connaître un pays à fond, il faut connaître sa langue. » Partagez-vous ce point de vue ?</p> <p>This essay provides candidates the chance to consider the importance of language in the culture of a country and its people. Does the knowledge of the language increase our appreciation and insight? We can learn much from reading about a country, seeing its films with subtitles and talking with locals who speak our language. The essential of a country might well be considered to be inside its language with its particular vocabulary, expressions and sayings developed over centuries. To what level do we need to know the language before we can feel we have absorbed the essential of a country? There are many ways to approach this question. Candidates will be expected to create a coherent argument with examples and 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)

Exercise 1

| Question | Answer | Marks | Not Allowed Responses |
|----------|---------------------|-------|-----------------------|
| 2 | études | 1 | |
| 3 | aie | 1 | |
| 4 | payait | 1 | |
| 5 | nous être assis(es) | 1 | |
| 6 | a descendus | 1 | |

Exercise 2

| Question | Answer | Marks | Not Allowed Responses |
|----------|--|-------|-----------------------|
| 7 | (Les peintures) couvraient (les murs.) | 1 | |
| 8 | (Il nous a dit de) ne pas tourner (à gauche.) | 1 | |
| 9 | (Il disait) qu'il buvait (du café tous les jours.) | 1 | |
| 10 | (Bien que) nous ayons perdu nos documents (nous avons pu rester dans le pays.) | 1 | |
| 11 | (Personne) n'est (aussi désagréable qu'un prof strict.) | 1 | |

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

Soulignez la bonne réponse :

| Question | Answer | | | | Marks |
|-----------|--------|------------|------|------|-------|
| Exemple : | sous | <u>sur</u> | sans | dans | |

| Question | Answer | | | | Marks |
|----------|-------------|----------|--------|-----------------|-------|
| 12 | <u>cela</u> | celui | ce | se | |
| 13 | jusqu'à | jusqu'où | jusque | <u>jusqu'au</u> | |
| 14 | <u>avec</u> | sans | pour | dans | |
| 15 | D'ici | Dans | Pour | <u>Depuis</u> | |

| Question | Answer | | | | Marks |
|----------|--------------------|----------------|-----------------|----------------------|-------|
| 16 | revitalisons | revitaliserons | revitaliserions | <u>revitalisions</u> | |
| 17 | avant | <u>ayant</u> | étant | avoir | |
| 18 | tous | <u>tout</u> | toutes | toute | |
| 19 | <u>permettront</u> | permettent | permettaient | permettre | |
| 20 | <u>duquel</u> | desquels | desquelles | de laquelle | |
| 21 | <u>Sur</u> | Pendant | Sans | Sous | |
| 22 | favorise | favorisé | favorisent | <u>favoriser</u> | |
| 23 | Ce qu' | <u>Ce qui</u> | Celui qu' | Ceux qu' | |
| 24 | pour | <u>d'</u> | par | à | |
| 25 | au lieu de | sans | à propos de | <u>malgré</u> | |
| 26 | desquelles | <u>dont</u> | duquel | de laquelle | |
| 27 | <u>soit</u> | soi | sous | sois | |
| 28 | parmi | entre | dans | <u>contre</u> | |
| 29 | Lorsque | Quand | <u>Lors de</u> | À part | |
| 30 | bon | mauvais | <u>bien</u> | mal | |
| 31 | étaient | ont été | furent | <u>seront</u> | |

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 |