



# Cambridge Pre-U

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**FRENCH (PRINCIPAL)**

**9779/02**

Paper 2 Reading and Listening

**May/June 2022**

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.

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.

Question	Answer	Marks	Guidance
<b>Reading: Texte à lire 1</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	Pour faire face au problème <u>des accidents</u> de voiture (la nuit) <u>impliquant un conducteur alcoolisé</u>	1	
2	Sam conduit <u>des fêtards</u> chez eux.	1	
3	D'autres pays (européens) ont adopté le concept.	1	
4	Chacun OR Un homme ou une femme N'importe qui / quiconque / tout le monde	1	
5	Les hommes pensent moins à la sécurité (que les femmes).	1	Reject: les femmes sont plus sensibles à la sécurité
6	Qu'elle ne buvait pas (d'alcool) (lors des fêtes)	1	Reject: n'a pas bu Reject: ne buvait pas beaucoup
7	Ils aimaient faire la fête OR ils aimaient boire beaucoup.	1	
8	Lorsqu'elle les a conduits à la maison OR lorsqu'elle est devenue Sam	1	Reject: quand elle peut conduire
9	Parce que Sam veut aider les autres OR Sam n'est pas égoïste.	1	Reject lift: tourné vers les autres
10	Il ne paie rien OR L'entrée est gratuite. On lui offre l'entrée.	1	Reject lift: ...se voit souvent offrir l'entrée en boîte Reject: il est offert l'entrée en boîte
			<b>Max 10</b>

Question	Answer	Marks	Guidance
<b>Reading: Texte à lire 2</b>			
<b>Full sentences are not required. Candidates must answer in ENGLISH.</b>			
11	During a gap year	1	
12	They need to part with a <u>significant</u> sum of money.	1	
13	They can even be under 18.	1	
14	It is making a business out of volunteer work / monetisation of volunteer work / They profit financially / make a profit from the volunteer work. OR There is a negative impact on local communities.	1	Reject: monetarisation
15	Unqualified people may treat locals medically. (1) Orphans may miss the volunteers when they have gone – psychological problems. (1)	2	Reject 'people' for 'orphans'
16	<u>Westerners / people from developed countries</u> think that they can help <u>native / local populations</u> , even if they are unqualified.	1	Reject: can help others
17	Universities prefer applicants to have the experience and skill sets that volunteering offers / language skills, involvement in the non-profit sector, professional experience.	1	Reject: association involvement
18	Volunteering is a way of gaining a job / adapt to the world of work.	1	
19	The elite uses charitable work to justify its wealth (or capital).	1	Reject 'worth' for 'wealth'

Question	Answer	Marks	Guidance
<b>Reading: Texte à lire 3</b>			
20	<b>Re-translation</b> <ul style="list-style-type: none"> <li>Any suitable alternative rendering can be accepted.</li> <li>Minor spelling errors are accepted, but not if the meaning of the word is altered.</li> </ul> One tick per box, then see conversion table.	10	

	Text	Accept	Reject
1		Tant de jeunes / tellement	beaucoup de
2		veulent / souhaitent / désirent faire	
3		Un / du travail bénévole (OR caritatif) du bénévolat / de l'humanitaire	
4		en Afrique.	
5		Bien qu' / alors qu' / tandis qu'une telle expérience	
6		puisse mettre en avant / en lumière / en valeur / vanter / présenter / souligner	démontrer /montrer
7		l'enthousiasme / entrain des étudiants	un
8		et leur capacité / aptitude	capabilité / abilité / compétence
9		de / à s'adapter	pour
10		à des / aux conditions	
11		exigeantes,	demandantes
12		il faut être / on doit être / il faut qu'on soit / tu dois être / vous devez être	
13		prêt à payer / préparé à payer	
14		les frais de séjour / les dépenses journalières / de tous les jours.	
15		Pour / afin de s'engager / s'inscrire T'inscrire / vous inscrire if follows tu dois / vous devez	
16		Nombreux sont ceux / il y <u>en</u> a beaucoup	

	<b>Text</b>	<b>Accept</b>	<b>Reject</b>
17		qui critiquent les organisateurs	organiseurs
18		puisque / comme	étant donné que / car
19		aucune mission concrète	instruction spécifique
20		ne leur	
21		a été donnée.	confiée
22		Il / ce n'est pas surprenant / étonnant	
23		que beaucoup de / de nombreux volontaires / bénévoles	tellement de
24		soient déçus / désappointés	
25		par l'expérience.	
26		Envoyer des / les images / photos	
27		de votre / ton / son séjour	
28		aux / à des amis, / amies	
29		est le seul atout / la seule chose positive	
30		que ce voyage apportera / amènera.	

**Conversion table:**

<b>Number of ticks</b>	<b>Mark</b>
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

Question	Answer	Marks	Guidance
<b>Listening: Texte à écouter 1</b>			
<b>Full sentences are not required. As long as language errors do not impede communication of the required information, award the mark.</b>			
21	Vidée / vide de sens	1	
22	La technologie	1	
23	Sa génération ne peut pas se passer de portable / de technologie.	1	
24	La conscience de soi, (1) (même) l'ennui (1)	2	
25	Ils se parlent, ils lisent ils déjeunent longuement en famille (2 of 3)	2	
26	Ils sont soulagés, (1) même s'ils pensent que c'est une contrainte. (1)	2	
27	<u>un espace hors du temps</u>	1	
			<b>Max 10</b>

Question	Answer	Marks	Guidance
<b>Listening: Texte à écouter 2</b>			
<b>Full sentences are not required. Candidates must answer in ENGLISH.</b>			
28	Farmers have ruined the heritage of their forebears.	1	Reject: regrets
29	He was torn between his great desire to protect or preserve the planet and producing more (and poorly). OR He was pillaging the resources of future generations.	1	
30	Revenue stream / income	1	
31	They were never let out (of the sheds). (1) They were fed cereals, not grass. (1)	2	
32	The birth of his grandchild	1	
33	To organic farming / it is an organic farm accept biological farming / biological farm OR <u>1000</u> trees have been planted.	1	
34	For the benefit of all / the common good	1	
35	They reduce damage from flooding. (1) They promote diversity of insects and birds. (1)	2	
			<b>Max 10</b>



Question	Answer	Marks	Guidance
<b>Listening: Texte à écouter 3</b>			
36	<p><b>Summary:</b> Give one mark for each of the following content points addressed, up to a maximum of 10 marks.</p> <ul style="list-style-type: none"> <li>• Shortage of families in rural areas with low population density  In the North and in Marseille there is a tradition of fostering  Paris region accounts for 30% of foster homes</li> <li>• Families may foster for the long term or sometimes just a few months  More families are needed to maintain the supply of carers  Families come from a variety of backgrounds (pensioners, those with grown-up children)</li> <li>• Some participants were themselves at risk / troubled as youngsters  Their job is to give youngsters a social / educative framework  Teach them to keep to a timetable, how to sit at the table, how to address others properly (2 out of 3 ideas)</li> <li>• They are mostly teenagers aged 16-18  Some do not like being in a hostel  Others need help adapting to a freer environment</li> </ul>	10	