



Cambridge Pre-U

FRENCH (PRINCIPAL)

9779/03

Paper 3 Writing and Usage

May/June 2022

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 **6** 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
1(a)	<p>« Pour sauver la planète, on doit renoncer à l’avion. » Discutez de cette affirmation.</p> <p>Candidates may well agree with this statement but see that it does present some serious issues. It has become normal to be able to travel for tourism and for business across the globe and realistically the only way to do this is by plane. It has become clear that we are destroying our planet at an alarming rate and we must find ways to halt the progress of global warming. Candidates may demonstrate various ways in which flying can be maintained – carbon footprint offsetting, cleaner fuels, rationing air travel etc. They may also mention the possibility of other forms of travel such as trains and ships. They may also consider that there are other ways to save the planet such as using public transport in cities, reducing waste, reducing population. There should be a clearly developed argument and a reasoned conclusion supported by examples.</p>	40
1(b)	<p>« Il faut se méfier des experts. » dit-on. Qu’en pensez-vous ?</p> <p>In recent times, there has been a growth of populism in the countries of the West. This has led to a belief that experts cannot be trusted and that their views on things should be challenged. Accurate and scientific facts presented by professors and researchers are being disregarded in favour of fake news and views presented by social media groups. Candidates may point out the danger in this phenomenon, since it creates division in society and can lead to serious consequences for those speaking out in favour of the facts such as social media trolling and death threats. Statements by people in positions of authority such as the US President have led to more credence for the view that the people know best. Some candidates may feel that we do pay too much attention to experts since their views can be contradictory and sometimes it is difficult to hear the truth. Candidates should be able to argue strongly and present examples whatever their view.</p>	40
1(c)	<p>« La conquête spatiale n’apporte presque rien à l’humanité. » Partagez-vous ce point de vue ?</p> <p>It cannot be forgotten that exploration of space has brought many benefits to us all in terms of development of science and technology particularly in the realm of communications. It has also created important links between the superpowers – the ISS being an example. Experiments carried out in space have led to advances in medicine, agriculture and computing. Satellites enable us all to use mobile phones and GPS and to connect with people all over the world. Candidates may point out that despite these advances, there is a huge amount of money spent on space travel and that sometimes this money may be spent in order to be ahead of the competition to be the first to the Moon, to Mars etc. The money spent on these expeditions, according to some people, could be better spent on helping humanity on the Earth by providing better medical facilities, decreasing poverty levels or protecting the environment. Candidates should have plenty of material to illustrate their arguments and they should reach a considered conclusion.</p>	40

Question	Answer	Marks
1(d)	<p>« Il faut connaître la tristesse pour connaître le bonheur. » Discutez.</p> <p>Candidates may well feel that happiness can be achieved without experiencing any sadness. They might feel that a happy childhood followed by a fulfilled working and family life can bring true happiness. Others may feel that in order to experience the real highs of happiness, one may need to have experienced the real depths of despair before. This is a question of degree. What is happiness? What is sadness? Are the two inextricably linked? It is rare for someone to pass through life without feeling sadness at some time through relationships that break up, illness and death of loved ones, failure in a work context. Happiness is the reverse side of this and is what we seek in order to make life worthwhile. There are many philosophical and personal ways to respond to this question. Candidates' responses should be coherent with clear exemplification and a measured conclusion.</p>	40
1(e)	<p>« Se conformer aux autres ou être soi-même. » Faut-il choisir ?</p> <p>Candidates may feel that if you always follow others you cannot be yourself. They may choose to discuss to what extent a person can maintain their individuality in a society where we are subject to the pull of social media and the desire to be like others, to emulate celebrities, to wear the same clothes and to enjoy the same music. Being different requires a strong personality and a certain amount of courage. How easy is it to be an independent minded person within a group of friends or in society in general? Candidates will need to reach some conclusions on whether it is possible to achieve a balance or whether it is necessary to make a choice. Clear exemplification is required whatever the position taken.</p>	40

Part II: Usage (20 marks)

Exercise 1

Question	Answer	Marks	Guidance
2	est née/naquit	1	
3	parte/soit parti	1	Reject <i>pas</i>
4	avons reçues	1	
5	venaient	1	
6	Veillez/Voulez-vous	1	

Exercise 2

Question	Answer	Marks	Guidance
7	ne doit/peut pas	1	
8	sans lequel	1	
9	ne résolvait rien	1	
10	ont été envoyées	1	
11	étaient-elles arrivées	1	

Exercise 3

Question	Answer	Marks
(One tick for each, then see conversion table below)		
12	D toutes	10
13	D cadrée	
14	A au moins	
15	C sortant	
16	C ceux	
17	B faibles	
18	C plus	
19	A peu	
20	D Selon	
21	B menée	

Question	Answer	Marks
22	C mieux	
23	D y	
24	C parfois	
25	C créée	
26	D à hauteur de	
27	A que	
28	B au-dessous de	
29	D ont réussi	
30	A Pour que	
31	D fasse	

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