



**Cambridge International Examinations**  
Cambridge Pre-U Certificate

---

**RUSSIAN (PRINCIPAL)**

**9782/03**

Paper 3 Writing and Usage

**May/June 2017**

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 will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2017 series for most Cambridge IGCSE<sup>®</sup>, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

© IGCSE is a registered trademark.

This syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 3 Pre-U Certificate.

---

This document consists of **6** printed pages.

**Part I: Discursive Essay (40 marks)****Accuracy and linguistic range (24 marks) [AO2]**

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 (16 marks) [AO3]**

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.

Question	Answer	Marks
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.		
1(a)	<p><b>Согласны ли вы, что театр умирает?</b></p> <p>Opportunity to discuss the place of the theatre in today's society and to what extent the candidate agrees with the view that the theatre is dying. The candidate might discuss successes and failures of modern theatre, and the popularity of going to the theatre compared with other forms of entertainment such as television, cinema and the internet. S/he might discuss different types of theatre production and the popularity of these, looking at, for example, the popularity of events such as the Edinburgh festival or successes in the West End London theatres. S/he might consider to what extent acting is a popular profession. The candidate should support his/her opinion with reasons. S/he might give examples from his/her own experience. The candidate should end the essay with a conclusion, well-supported by reasons and justification for this conclusion.</p>	40
1(b)	<p><b>«Частное образование – гарантия успешного трудоустройства». Согласны ли вы с этим мнением?</b></p> <p>Opportunity to discuss to what extent the candidate agrees with the statement that a private education guarantees success in finding a job. The candidate might explore the benefits or otherwise of a private education, such as a perceived higher standard of education and the opportunity to make contacts that might prove useful in later life. S/he might also consider the other qualities and experience needed to find work, and indeed consider what is meant by success in finding a job. S/he might consider issues surrounding a perceived prejudice against private education and whether, in some circumstances, it might be seen to be a disadvantage. The candidate should support his/her opinion with reasons. S/he might give examples from his/her own experience. The candidate should end the essay with a conclusion, well-supported by reasons and justification for this conclusion.</p>	40
1(c)	<p><b>Сможет ли компьютер заменить учителя?</b></p> <p>Opportunity to discuss to what extent the candidate agrees, or otherwise, that a computer will be able to replace a teacher. S/he might consider the advantages of a computer over a teacher, and vice versa, looking at aspects such as knowledge, availability, reliability, the ability to discuss and to comment on work, and cost, etc. S/he might explore the extent to which human contact is necessary in the learning process. S/he might illustrate the argument(s) with examples. The candidate should come to a clear conclusion, saying to what extent s/he agrees with the statement and offering justification for this opinion.</p>	40

Question	Answer	Marks
1(d)	<p><b>«Прежде природа угрожала человеку, а теперь человек угрожает природе». Согласны ли вы с этим мнением?</b></p> <p>Opportunity to discuss to what extent the candidate agrees or disagrees with this statement. There are a wealth of aspects that can be considered in response to this question, including ecological questions, the need for fuel and housing to support the population of the world, and whether or not nature still threatens mankind through natural disasters and dangerous environments. The candidate will probably draw on examples from the past and present, and will probably balance to some extent one side of the argument against the other. The candidate should come to a definite conclusion, saying to what extent s/he agrees with the statement and supporting this conclusion with reasons and examples.</p>	40
1(e)	<p><b>Насколько мы можем доверять СМИ?</b></p> <p>Opportunity for the candidate to discuss to what extent we can trust the media. S/he might consider the extent to which the press/television, etc. is truly independent or whether factors such as the views of those who own the media, or advertising, affect what we read and hear. S/he might also compare the situation in different countries and societies, and whether any media can truly be impartial. S/he might consider the ways in which the media is used at certain times of national importance, such as during general elections, for example. S/he might use examples from personal experience and other sources. The candidate should draw a conclusion, saying to what extent s/he agrees or disagrees with the statement, giving reasons for this opinion.</p>	40

**Part 2: Usage****Exercise 1**

Question	Answer	Marks
2	закончилась	1
3	преподают	1
4	положит	1
5	Скажи/Скажите	1
6	Упражняется (also accept past or future)	1

## Exercise 2

Question	Answer	Marks
7	Мои друзья, которые раньше жили в Омске, живут в Москве.	1
8	Вчера мы ходили в город, где мы посмотрели фильм в кинотеатре.	1
9	После того, как Анастасия купила новую квартиру, ей надо было купить мебель.	1
10	Слушали ли вы эту актрису, которую я очень уважаю?	1
11	Мы решили остаться дома, потому что (когда) шёл дождь./Шёл дождь, поэтому мы решили остаться дома.	1

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

Question	Answer	Marks
12	A    окружающей	
13	B    том	
14	A    планете	
15	D    года	
16	C    приуроченную	
17	D    стартовал	
18	D    радостен	
19	C    примером	
20	A    других	
21	C    занятия	
22	B    дома	
23	A    под	
24	A    исследовали	
25	B    семьи	
26	C    потерь	
27	B    обходится	
28	C    приборов	
29	B    ожидания	

Question	Answer	Marks
30	D экономии	
31	A без	

**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