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Paper 3 Writing and Usage

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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.

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This document consists of **7** 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.

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
<p>Part 1</p> <p>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.</p>		
1(a)	<p>Согласны ли вы, что высшее образование должно быть бесплатным для всех?</p> <p>Opportunity to discuss to what extent the candidate agrees with the view that higher / university education should be free for all. The candidate might consider the benefits of such a policy; everybody would have the chance to go to university, the number of graduates would increase. S/he will also probably look at the negative consequences of such a policy; how would this be funded? Would funding this have negative consequences for other sectors such as healthcare or primary school education? Would an increase in the number of people receiving university degrees lead to a decrease in their value? S/he might also consider the fact that, given that university graduates expect to earn more than non-graduates, it could be seen to be reasonable to expect them to pay for their education. The candidate should explain to what extent s/he agrees with the statement, supporting 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>«В мире всегда будет война». Согласны ли вы с этим мнением?</p> <p>Opportunity to discuss to what extent the candidate agrees with the statement that there will always be war in the world. The candidate might consider historical events in addition to the current day situation in order to find examples to support their argument, including their opinion as to the reason why war exists and whether it will ever be possible to eliminate the causes of war. The candidate should support his/her opinion with reasons. S/he might give examples from his/her own experience. S/he may, of course, choose to agree or to disagree with the statement. The candidate should end the essay with a conclusion, well-supported by reasons and justification for this conclusion.</p>	40
1(c)	<p>Можно ли прожить без мобильного телефона?</p> <p>Opportunity to discuss to what extent the candidate thinks it is possible to live without a mobile phone. S/he might consider all the positive functions of a phone (e.g. being able to stay in contact at all times, using it as a diary, an alarm clock, to access the internet etc.) and also consider to what extent it is an essential piece of equipment, given that everybody seems to have one. S/he might consider life without a mobile phone and/or refer to experiments where people have spent a certain amount of time without technology. S/he might illustrate the argument(s) with examples from his/her own experience. The candidate should come to a clear conclusion with regard to this question and offer justification for this opinion.</p>	40

Question	Answer	Marks
1(d)	<p>«Трудно быть молодым человеком в 21-ом веке». Согласны ли вы с этим мнением?</p> <p>Opportunity to discuss to what extent the candidate agrees or disagrees with the statement that it is difficult to be a young person in the 21st century. S/he might consider the advantages in being young at this time (technology making life easier, improved healthcare, opportunities to travel and to study). The candidate will probably consider, too, the difficulties facing young people today, such as the high cost of education and housing, unemployment or the pressure of exams. 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>«В России много чем гордиться». Согласны ли вы с этим мнением?</p> <p>Opportunity for the candidate to discuss what Russians can be proud of, whether this be achievements in the world of culture, sport, politics, technology or the space race, for example. S/he might also consider the riches of Russian nature or the architectural importance of its cities. S/he might consider aspects of society of which Russians might not be so proud, such as the doping scandals in sport or the allegations of corruption in government. S/he might use examples from personal experience and other sources. The candidate should draw a conclusion, saying to what extent they agree or disagree with the statement, giving reasons for their opinion.</p>	40

Question	Answer	Marks
Part 2: Usage		
Exercise 1		
2	соглашусь	1
3	живёт	1
4	отличалась	1
5	используют	1
6	ведёт	1

Question	Answer	Marks
Exercise 2		
7	Этот известный музыкант, с которым я познакомился когда мне было 8 лет, работает в моём городе.	1
8	В прошлом году мы были в отпуске в Мадриде, где (мы) пообедали в очень хорошем ресторане.	1
9	После того, как мальчик приехал в школу в восемь часов, он вошёл в класс.	1
10	Маша придет завтра, поэтому я сделаю торт.	1
11	Я сказала сотруднику, что (я) принесу документы.	1

Question	Answer	Marks
Exercise 3: award a tick for each correct response, then see the conversion table to turn the ticks into marks.		
12	A первый	
13	D июня	
14	A детстве	
15	B охотно	
16	D слушать	
17	C картинками	
18	B за	
19	A побывал	
20	C делу	
21	C Европы	
22	D своей	
23	A стран	
24	D этой	
25	B морского	
26	A переживала	
27	C передовых	
28	B с	

Question	Answer	Marks
29	В интересом	
30	А всему	
31	С проблемы	

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