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Cambridge Pre-U Certificate

RUSSIAN (PRINCIPAL)

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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.

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 **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>«России нужен сильный лидер». Согласны ли вы с этим мнением?</p> <p>Opportunity to discuss to what extent the candidate agrees with the view that Russia needs a strong leader. The candidate might consider history and discuss the leaders of the country when Russia (or the former Soviet Union) was at its strongest. S/he might refer to the formation and expansion of the Soviet Union. The fact that governing a country the size of Russia, with so many different regions and nationalities, necessitates a firm leadership is also relevant. S/he will also probably consider what a strong leader is; is it necessarily the same as a dictator? S/he might also consider the fact that a strong leader is not necessarily always the best type; it could be argued that negotiation and cooperation with one's neighbours could be seen the best strategy at times. 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>Нужна ли цензура в СМИ?</p> <p>Opportunity to discuss to what extent the candidate agrees with the statement that there is a need for censorship of the media. The candidate will probably use examples from current or historical events to support his or her argument. S/he might argue that media totally without censorship is potentially harmful, and that, were everybody to write or broadcast whatever they like, there would potentially be damage to human liberty and an individual's right to privacy. S/he might consider when censorship is necessary in the interests of security. S/he might equally debate the extent to which any form of censorship by an external agency is an infringement to the right to free speech; journalists and broadcasters should be trusted to decide for themselves what it is and is not appropriate to broadcast. 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 |

| Question | Answer | Marks |
|----------|---|-------|
| 1(c) | <p>Согласны ли вы, что единственная цель образования - подготовить молодых людей к будущему?</p> <p>Opportunity to discuss to what extent the candidate thinks that the sole purpose of education is to prepare young people for the future. S/he might consider the extent to which one's experience at school prepares one for the future, both in terms of the knowledge acquired and the soft skills learned. S/he will most probably also consider to what extent education provides opportunities for experiences which are beneficial or enjoyable without necessarily having the aim of being of future benefit; taking part in sport or residential activities, for example. S/he might conclude that all of one's experience in education (whether at school or university) prepares one in some way for the future, whether or not that is its aim. 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 |
| 1(d) | <p>Согласны ли вы, что друзья больше влияют на молодых людей, чем их родители?</p> <p>Opportunity to discuss to what extent the candidate agrees or disagrees with the statement that friends have a greater influence on young people than their parents do. S/he might consider the proportion of time spent with friends compared with the proportion of time spent with parents, peer pressure, and/or the different influence of friends and parents at different stages or in different areas of a young person's life. A young person might listen to the opinion of his/her friends when deciding what to wear, or what music to listen to, for example, but take greater notice of his/her parents' advice when making choices about which subjects to study or which career path to follow. The candidate will probably consider, too, the extent to which friends may influence a decision to take up a habit such as smoking, which parents are less likely to condone. S/he might include examples from personal experience. 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 21-ом веке невозможно найти баланс между работой и отдыхом». Согласны ли вы с этим мнением?</p> <p>Opportunity for the candidate to discuss to what extent s/he agrees with the statement that in the 21st century it is impossible to find a balance between work and rest. S/he might consider the pressure on pupils and students to achieve exam results, or the pressure on workers to prove themselves in the workplace. S/he might consider the extent to which new mobile technology makes it possible for people to be available to others at all hours, not just during working hours, and also the fact that this new technology makes it possible for people to study and to work at any time and anywhere, too. S/he might consider to what extent people are able to find time to relax, looking at the growth in gym membership or the increasing popularity of pastimes such as yoga and meditation, for example. S/he might use examples from personal experience. 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 | баллотировался | 1 |
| 3 | дайте | 1 |
| 4 | поступлю | 1 |
| 5 | занимаемся | 1 |
| 6 | принёс | 1 |
| Exercise 2 | | |
| 7 | Сегодня день рождения сестры, поэтому я ей купила торт. | 1 |
| 8 | После того как мы закрыли дверь, мы ушли на улицу. | 1 |
| 9 | Мои братья, с которыми я общаюсь каждую неделю по скайпу, живут в Канаде. | 1 |
| 10 | Когда вы будете в отпуске в Германии, посылайте мне открытки. | 1 |
| 11 | Я в первый раз увидел этого очень талантливого футболиста, когда он играл в школьной команде. | 1 |
| Exercise 3: award a tick for each correct response, then see the conversion table to turn the ticks into marks. | | |
| 12 | В вобрала | |
| 13 | С французской | |
| 14 | А различных | |
| 15 | Д ассоциируется | |
| 16 | Д населения | |
| 17 | А из | |
| 18 | А готовились | |
| 19 | С которых | |
| 20 | В странах | |
| 21 | Д оказала | |
| 22 | Д году | |
| 23 | С значение | |
| 24 | А праздников | |

| Question | Answer | Marks |
|----------|-----------------------|-------|
| 25 | В некоторые | |
| 26 | С картофеля | |
| 27 | А в | |
| 28 | Д иностранного | |
| 29 | В во | |
| 30 | Д едят | |
| 31 | С культур | |

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 |