

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Pre-U Certificate

MARK SCHEME for the May/June 2014 series

9782 PRINCIPAL COURSE RUSSIAN

9782/03

Paper 3 (Writing and Usage), maximum raw mark 60

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 2014 series for most IGCSE, Pre-U, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

| | | | |
|---------------|------------------------------|-----------------|--------------|
| Page 2 | Mark Scheme | Syllabus | Paper |
| | Pre-U – May/June 2014 | 9782 | 03 |

Part I: Discursive Essay (40 marks)

- **Accuracy and linguistic range (24 marks) [AO2]**
- **Development and organisation of ideas (16 marks) [AO3]**

Accuracy and linguistic range

| | | |
|-------|---------------------|--|
| 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

| | | |
|-------|---------------------|---|
| 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. |

| | | | |
|---------------|------------------------------|-----------------|--------------|
| Page 3 | Mark Scheme | Syllabus | Paper |
| | Pre-U – May/June 2014 | 9782 | 03 |

Discursive Essay Indicative Content

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.

(a) «Рост населения – большая проблема 21-ого века». Согласны ли вы с этим мнением?

Opportunity to discuss to what extent the candidate agrees with the view that a big problem of the 21st century is the growth in the world's population. The candidate might consider the ways in which the growth in the world's population affects areas such as employment, pollution, immigration, the drain on the world's natural resources or education, for example. The candidate should explain to what extent s/he agrees that the increase in the population of the world is a **big** problem faced by the world. 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.

(b) «Климат не влияет на жизнь человека». Согласны ли вы с этим мнением?

Opportunity to discuss to what extent the candidate agrees with the statement that climate does not affect how people live. The candidate might consider issues such as where people choose to live, the work they do, the pattern of their daily routine, agriculture or their lifestyle. S/he might explore the extent to which different nations have different lifestyles, depending on where they live, or whether climate influences migration from one place to another. 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.

(c) «Социальные сети, например «Фейсбук», причиняют вред». Согласны ли вы с этим мнением?

Opportunity to discuss to what extent the candidate agrees, or otherwise, with the statement that social networking sites are harmful. S/he might explore the harm caused by use of these sites such as bullying, the spreading of malicious rumours or opportunities for criminal activity, for example. S/he might also consider the positive aspects of using these sites, such as the opportunity to stay in touch or make contact with others and the speed and ease with which people can communicate with each other. 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.

| | | | |
|---------------|------------------------------|-----------------|--------------|
| Page 4 | Mark Scheme | Syllabus | Paper |
| | Pre-U – May/June 2014 | 9782 | 03 |

(d) Согласны ли вы, что невозможно решить проблему безработицы?

Opportunity to discuss to what extent the candidate agrees or disagrees with the statement that it is impossible to solve the problem of unemployment. The candidate might draw on examples from the past and present, consider the fact that much has been done to try to solve this problem, and yet still the problem exists. S/he might consider to what extent unemployment is inevitable in society and whether 100% employment is a realistic prospect. The candidate might point to progress and take an optimistic view that the situation is improving and that a solution can be found. 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.

(e) Согласны ли вы, что служба в армии развивает личность?

Opportunity for the candidate to discuss whether or not military service develops one's personality. S/he might consider factors such as discipline, the fact that military service develops skills, the need for an army to provide security or whether or not it is the duty of each person to serve one's country. S/he might also discuss the negative results of military service; the issue of bullying or the opinion that the time spent doing military service could be spent in education or employment, for example. 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.

| | | | |
|---------------|------------------------------|-----------------|--------------|
| Page 5 | Mark Scheme | Syllabus | Paper |
| | Pre-U – May/June 2014 | 9782 | 03 |

Part II: Usage (20 marks)**Упражнение 1**

Other correct variations will be accepted.

| Q. Nr. | Accept | Mark | Reject |
|---------------|---------------|-------------|---------------|
| 2 | ходят | [1] | |
| 3 | ответит | [1] | |
| 4 | одевается | [1] | |
| 5 | значит | [1] | |
| 6 | встали | [1] | |

[Total: 5 marks]
[AO2]

Упражнение 2

Other correct variations will be accepted.

| Q. Nr. | Accept | Mark | Reject |
|---------------|---|-------------|---------------|
| 7 | Студенты, с которыми я познакомилась в университете, изучают английский язык. | [1] | |
| 8 | В прошлом году, после того, как этот врач окончил институт, он решил работать в Африке. | [1] | |
| 9 | Девушка сказала сестре, что в понедельник (она) едет в Париж. | [1] | |
| 10 | Дом, в котором я жил когда я работал в Лондоне, находится в центре города. | [1] | |
| 11 | Через неделю, когда мы будем в США, мы посетим музей в Нью-Йорке. | [1] | |

[Total: 5 marks]
[AO2]

| | | | |
|---------------|------------------------------|-----------------|--------------|
| Page 6 | Mark Scheme | Syllabus | Paper |
| | Pre-U – May/June 2014 | 9782 | 03 |

Упражнение 3 (One tick for each, then see conversion table below.) [AO2]

| Question number | Correct option | Correct response |
|------------------------|-----------------------|-------------------------|
| 12 | D | большого |
| 13 | D | гостями |
| 14 | A | миллионов |
| 15 | B | возрастает |
| 16 | A | общественного |
| 17 | A | проблему |
| 18 | B | массовых |
| 19 | D | началось |
| 20 | C | участку |
| 21 | A | для |
| 22 | B | первой |
| 23 | D | системы |
| 24 | C | центр |
| 25 | C | жилыми |
| 26 | B | день |
| 27 | C | столицы |
| 28 | C | перевозке |
| 29 | A | интенсивности |
| 30 | D | заметная |
| 31 | A | символом |

| | | | |
|---------------|------------------------------|-----------------|--------------|
| Page 7 | Mark Scheme | Syllabus | Paper |
| | Pre-U – May/June 2014 | 9782 | 03 |

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 |