



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

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**PRINCIPAL COURSE FRENCH**

**9779/03**

Paper 3 Writing and Usage

**May/June 2016**

MARK SCHEME

Maximum Mark: 60

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**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.

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This document consists of **5** printed pages.

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**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.   |

|        |                                 |          |       |
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### 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) « Il vaut mieux éduquer séparément les filles et les garçons. » Discutez de cette affirmation.

This topic is regularly discussed in the media and by educationalists. Candidates will be expected to explore the pros and cons of single sex and mixed classes. It is said that boys learn better with girls in the class while girls perform better when taught in a single sex class. Why might this be? Candidates will need to consider the advantages and disadvantages arising from both types of education and, using examples from personal experience and/or an understanding of the issues, come to some conclusions about how best to proceed to ensure a fair and equal educational opportunity for all.

- (b) « La famille nous apporte autant de peine que de joie. » Partagez-vous ce point de vue ?

Candidates are at an age where disputes in the family happen regularly as parents and children clash over matters relating to authority, personal identity and freedom to expand horizons through drink, drugs, sex etc. Candidates will be expected to look at both sides of the question explaining the struggles and trials of family life as well as the possible support, care and love it might offer. Some may find that the family is a strong and vital force guiding and creating opportunity; others may find it to be a claustrophobic and stifling force that inhibits personal development and causes grief and suffering. Exemplification will be required and an attempt at a conclusion is expected.

- (c) « Un monde sans guerre est inconcevable. » Dans quelle mesure est-ce que vous partagez ce jugement ?

This is a wide ranging topic which gives candidates plenty of scope to discuss the reasons and ramifications of war and to imagine how a world without war might function. It may be argued from a political, historical or philosophical point of view. Examples will be needed to demonstrate the stance taken. Candidates may express the view that the only way to have peace is through war; others may find that other solutions are possible or need to be found in order to stop the needless waste of life. A coherent argument is expected with a balanced conclusion.

- (d) « L'avenir de la démocratie est incertain. » Qu'en pensez-vous ?

This essay gives candidates the chance to explore the birth and development of democracy and to demonstrate its current position in the world. Some may find that democracy is a loaded term and that true democracy does not exist; others may think that it offers the only chance of allowing individuals to have a say in the government of countries. Some candidates may wish to explore other political systems and assess their effectiveness. Some may think that democracy is overrated and express support for benign dictatorship, for example. There is plenty of scope here for a wide ranging discussion.

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- (e) « On ne peut pas apprécier le monde sans avoir voyagé. » Discutez de cette affirmation.

This question gives candidates a chance to analyse what it means to appreciate the world. Can we fully appreciate it by staying at home and seeing it on the TV or do we need to travel to experience other countries, cultures and landscapes with our senses. What does travel bring to the traveller and is it essential? What about people who cannot travel because they are poor, disabled or ill? Candidates may decide that travel is essential or that it is sufficient to be well informed by the media in order to appreciate the wider world. Some may feel that the world is what we make it and that the world is where we are at any given time.

## Part II : Usage (20 marks)

### Exercice 1

| Accept                      | Reject |
|-----------------------------|--------|
| 2 allions [1]               |        |
| 3 Reste [1]                 |        |
| 4 arrivera, sera arrive [1] |        |
| 5 disiez [1]                |        |
| 6 a pas trouvées [1]        |        |

[Total : 5 marks]  
[A02]

### Exercice 2

| Accept  | Reject |
|---|--------|
| 7 (Il nous a demandé) <u>ce qui</u> se passait/ s'est passé. [1]                  |        |
| 8 (Il ne) prend qu'(un thé et un croissant au café.) [1]                          |        |
| 9 (Nous) serons accompagné(e)s (de plusieurs de nos amies pendant la course.) [1] |        |
| 10 (Il se peut) qu'elles partent (pour l'Amérique la semaine prochaine.) [1]      |        |
| 11 (A peine) avaient-ils fini (leur travail que Jean est arrivé.) [1]             |        |

[Total : 5 marks]  
[A02]

|        |                                 |          |       |
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**Exercise 3** (One tick for each, then see conversion table below.)

| Question number | Correct option | Correct response |
|-----------------|----------------|------------------|
|-----------------|----------------|------------------|

|    |          |               |
|----|----------|---------------|
| 12 | D        | touche        |
| 13 | D        | où            |
| 14 | C        | environ       |
| 15 | C        | réduite       |
| 16 | <u>A</u> | selon         |
| 17 | D        | contre        |
| 18 | D        | attendre      |
| 19 | D        | s'attaque     |
| 20 | C        | repérée       |
| 21 | C        | s'en          |
| 22 | <u>A</u> | aura          |
| 23 | C        | venir         |
| 24 | B        | la            |
| 25 | <u>A</u> | travaillaient |
| 26 | C        | alors que     |
| 27 | <u>A</u> | devrait       |
| 28 | <u>A</u> | pour          |
| 29 | D        | celle         |
| 30 | B        | seules        |
| 31 | B        | que           |

**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    |

**[20÷2= 10]**