

**MARK SCHEME for the May/June 2010 question paper  
for the guidance of teachers**

**9779 FRENCH**

**9779/03**

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 must be read in conjunction with the question papers and the report on the examination.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the May/June 2010 question papers for most IGCSE, Pre-U, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9779	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.

<b>Page 3</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2010</b>	<b>9779</b>	<b>03</b>

### 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.

**1 (a) « Les jeunes de nos jours ne s'intéressent qu'à leurs préoccupations personnelles. » Êtes-vous d'accord?**

Today's young people can be seen as selfish, acquisitive and lacking in empathy. Candidates may wish to explore this view of teenagers which is commonly held in the press and by the older generation. It is expected that they should explain why young people may appear like this – physical and emotional changes, changes in society and family structure and expectations. Candidates should be able to counter the assertion by making reference to good works carried out by young people, contributions to society, fresh outlooks, friendships, rapport with teachers and older people. Conclusion.

**(b) « La technologie crée plus de problèmes qu'elle n'en résoud. » Quel est votre avis ?**

A chance to explore technological advances and assess their importance. Candidates may decide that computers, the internet, mobile phones and MP3 players enhance life or they may feel that they create a dependent culture. Medical advances may be discussed and ethical issues raised. An open essay giving plenty of scope for argument. Conclusion.

**(c) Nous nous précipitons vers une catastrophe environnementale et nous sommes incapables de l'empêcher. Partagez-vous ce point de vue?**

A discussion of the current state of the environment with a description of the underlying factors. Candidates may agree with the statement or may think it is overstating the case. The question gives them a chance to explore possible solutions, ways forward, such as energy saving, renewable energy sources, hybrid cars, and assess their potential for improving the situation. Conclusion.

**(d) Croyez-vous que la religion soit une force pour le bien ou le mal. Justifiez votre réponse.**

Candidates need to consider the role of religion in the world and give examples of its good and bad influences. Religion provides solace for some but can be a force for evil when it pushes people to extremist acts. Why do we need religion? How does it affect society / the individual? Conclusion.

**(e) Les gens vivent plus longtemps. C'est un vrai défi pour la société. Qu'en pensez-vous?**

The ageing population is a serious concern for most developed countries. The question invites the candidates to look at how the profile of society is changing and to consider how structures may need to change. Financing of retirement, raising retirement age, provision of medical facilities and drugs, leisure activities. Conclusion.

<b>Page 4</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2010</b>	<b>9779</b>	<b>03</b>

**Part II: Use of French (20 marks)**

**Exercice 1**

<b>Accept</b>		<b>Reject</b>
<b>2</b> écoutant	[1]	ecoutant <i>i.e. without accent</i>
<b>3</b> sentirais	[1]	
<b>4</b> fassiez	[1]	
<b>5</b> envoyées	[1]	
<b>6</b> nous être levés	[1]	

**[Total: 5 marks]**  
**[AO2]**

**Exercice 2**

<b>Accept</b>		<b>Reject</b>
<b>7</b> (Mon ami travaille en France) depuis 3 ans.	[1]	
<b>8</b> (Il semble) que l'équipe ait bien joué.	[1]	
<b>9</b> (De grandes assiettes de moules frites) ont été servies [par le chef].	[1]	
<b>10</b> (Voici le livre) dans lequel il raconte la vie de Louis XIV / qui raconte la vie de Louis XIV.	[1]	
<b>11</b> (Ni) lui ni son frère ne fume / fument.	[1]	

**[Total: 5 marks]**  
**[AO2]**

<b>Page 5</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2010</b>	<b>9779</b>	<b>03</b>

**Exercise 3** (One tick for each, then use conversion table.) [AO2]

<b>Question number</b>	<b>Correct Option</b>	<b>Correct response</b>
13	A	ce
14	C	de
15	B	va
16	D	entraîner
17	B	certains
18	C	donc
19	A	l'a
20	D	ait
21	C	que
22	C	s'y oppose
23	A	tout
24	B	évolue
25	A	au
26	B	qu'il y a
27	D	mieux
28	D	par ailleurs
29	C	sur
30	A	pourrait
31	B	s'agit
32	D	dont

**Conversion table:**

<b>Number of ticks</b>	<b>Mark</b>
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