

**MARK SCHEME for the May/June 2011 question paper  
for the guidance of teachers**

**9779 PRINCIPAL COURSE 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.

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

Cambridge is publishing the mark schemes for the May/June 2011 question papers for most IGCSE, Pre-U, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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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**

<b>22-24</b>	<i>Excellent</i>	Almost flawless. Excellent range of vocabulary and complex sentence patterns. Good sense of idiom.
<b>18-21</b>	<i>Very good</i>	Highly accurate. Wide range of vocabulary and complex sentence patterns. Some sense of idiom.
<b>14-17</b>	<i>Good</i>	Generally accurate. Good range of vocabulary and some complex sentence patterns.
<b>10-13</b>	<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.
<b>6-9</b>	<i>Weak</i>	Persistent errors may impede communication. Simple and repetitive sentence patterns. Limited vocabulary.
<b>1-5</b>	<i>Poor</i>	Little evidence of grammatical awareness. Inaccuracy often impedes communication. Very limited vocabulary.
<b>0</b>		No relevant material presented.

**Development and organisation of ideas**

<b>15-16</b>	<i>Excellent</i>	Implications of question fully grasped. Ideas and arguments very effectively organised, illustrated with relevant examples. Wholly convincing.
<b>12-14</b>	<i>Very good</i>	Most implications of question explored. Ideas and arguments well organised, illustrated with relevant examples. Coherent argument.
<b>9-11</b>	<i>Good</i>	Main implications of question explored. Organisation generally clear but lacking coherence in places. Some relevant examples. Some ability to develop argument.
<b>6-8</b>	<i>Satisfactory</i>	Some implications of question explored. Patchy or unambitious organisation, but with some attempt at illustration. Some irrelevant material.
<b>3-5</b>	<i>Weak</i>	Limited understanding of question. A few relevant points made. Rambling and/or repetitive. Ideas and arguments poorly developed.
<b>1-2</b>	<i>Poor</i>	Minimal response. Implications of question only vaguely grasped. Very limited relevant content. Disorganised, unsubstantiated and undeveloped.
<b>0</b>		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) Les journaux ont un impact dangereux sur la mentalité des gens. Discutez de cette affirmation.**

It is widely acknowledged that the press has a significant impact on people's perception of the world around them. Candidates may wish to discuss the different types of newspapers available, what they choose to present and how they present it. Political stance, creation of prejudice, false reporting, celebrity coverage can all be issues worthy of note. The question demands a discussion of the impact of newspapers with the chance to come to a conclusion on how powerful they are in moulding the thinking of the public.

**(b) "A vrai dire, les gens n'ont pas compris les implications de la crise environnementale." Partagez-vous cette opinion?**

This essay offers candidates a chance to explore what lies behind the current state of the planet and to reveal what the implications might be of not changing our behaviour. They may believe that people are complacent, apathetic and unwilling to change despite incontrovertible evidence or they may feel that we are slowly moving towards a realisation of the gravity of our situation. They may discuss our insatiable appetite for progress even if it is to the detriment of the planet but also discuss renewable energy sources, recycling, hybrid cars and governmental pressure to think green. Conclusion.

**(c) Pensez-vous que l'on puisse toujours parler des femmes comme le sexe inférieur?**

There is still much to discuss in this area as each generation of students has different views. There is still a glass ceiling in some professions; women can be discriminated against in the workplace, the home and in their social activities. To counter this, candidates may wish to explore the huge progress made in gender equality and comment on facts such as girls outperforming boys in school, women managing work and home life and reaching high office. Conclusion.

**(d) Êtes-vous d'accord que les pays en voie de développement dépendent trop de l'aide venant des pays développés?**

This essay gives candidates a chance to express their views on the level of support given to developing countries and how it is used. It raises issues about the types of aid provided, the distribution of aid, the role of the government in the receiving and the donating country and the impact on the living standards in the Third World. Candidates may agree or disagree with the assertion but will need to back up their views with facts and arrive at a conclusion.

**(e) « La société commence à se désintégrer à cause de l'indiscipline des gens ». Jusqu'à quel point est-ce vrai?**

The first question might be "Is society breaking down?" If so, why might this be happening? Candidates might take a historical view and compare today's world with another period. They might see our contemporary way of life as obviously better than anything in the past. The main contention is that people have little respect for authority and have become so intent on seeking personal gratification be it money, possessions, sex, drugs etc that they no longer care about others in their community. Are we progressing or merely becoming decadent? Candidates have plenty of scope for discussion and will need to reach a conclusion.

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

**Exercice 1**

<b>Accept</b>		<b>Reject</b>
<b>2</b>	se réveillaient, se reveillaient [1]	se éveillaient
<b>3</b>	assistions, asistions [1]	
<b>4</b>	atteignant, ateignant [1]	attiegnant
<b>5</b>	aurait pu [1]	aurait pû
<b>6</b>	ont achetées, avaient achetées [1]	achétées, achètées

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

**Exercice 2**

<b>Accept</b>		<b>Reject</b>
<b>7</b>	(Il leur a dit de) se mettre (à la place des autres.) [1]	
<b>8</b>	(Avant) de sortir de la maison, (je prends mon petit déjeuner.) (Avant) de sortir, (je prends...) [1]	Avant de sortir la maison
<b>9</b>	(Une peine de prison) a été prononcée (par le juge à la fin du procès.) [1]	était prononcée
<b>10</b>	(Il se peut qu'il vienne/arrive/aille venir (demain.) [1]	
<b>11</b>	(Voilà le téléphone portable) sans lequel (je ne sors jamais.) [1]	

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

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

<b>Question number</b>	<b>Correct Option</b>	<b>Correct response</b>
<b>Exemple</b>	B	sa
<b>12</b>	D	ainsi que
<b>13</b>	C	contre
<b>14</b>	B	présenter
<b>15</b>	B	à toute
<b>16</b>	A	ni
<b>17</b>	C	desquelles
<b>18</b>	B	en
<b>19</b>	B	précisant
<b>20</b>	C	tout
<b>21</b>	B	ensemble
<b>22</b>	C	autrement
<b>23</b>	C	de
<b>24</b>	B	vient
<b>25</b>	A	n'y aura pas
<b>26</b>	D	fermées
<b>27</b>	A	eux-mêmes
<b>28</b>	C	soulevée
<b>29</b>	B	celle
<b>30</b>	D	ait
<b>31</b>	B	moins

<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