

**MARK SCHEME for the May/June 2012 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 2012 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

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) « Le mariage est une institution démodée qui n'a aucune valeur dans le monde moderne. »
Êtes-vous d'accord ?**

The question encourages candidates to look at marriage and determine its function in the modern world. They may consider that it is an important commitment made in front of witnesses that links two people and creates a stable platform for the raising of a family. Others may point to the rising numbers of single parent families, couples living together and divorces. Candidates may wish to take issue with the religious, civic and social pressures on couples to marry. A wide topic area giving scope for a variety of views. Conclusion.

(b) Même en période de crise économique, le gouvernement doit continuer à financer les activités culturelles. Qu'en pensez-vous?

This essay gives candidates the chance to explore the status of the arts in times of financial constraint. Some might see that the arts are a minority interest and that grants given to ballet, opera and theatre might be better spent in other ways such as building hospitals and schools or providing for those in need at home and around the world. Others might see that a country needs a cultural dimension and explain the benefits of experiencing live productions, the escapism and the nurturing of a broader awareness of what it is to be human. They may also mention the range of arts projects, many of which try to bring culture to the masses. Candidates need to form some conclusions from their analysis.

(c) La fin des études universitaires est-ce la fin de l'éducation ?

This essay offers candidates a chance to explore the nature of education and its relevance during life. What is the difference between *études* and *éducation*? Is education just about learning various subjects at school and university? Candidates may discuss the importance of life-long learning and consider that experiencing life in the world may bring about more profound learning. A wide topic giving scope for a variety of approaches. Conclusion.

(d) Rester en bonne santé dans la société du 21^e siècle devient de plus en plus difficile. Partagez-vous ce point de vue?

This essay offers candidates a chance to explore the health issues current in society. They may mention obesity, sedentary lifestyle, common diseases and the public's attitude to healthy living. They may raise the question of the effectiveness of government initiatives and give reasons as to why we have reached the current state such as the spread of fast food outlets, the advances in technology and global brands. 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. Conclusion.

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(e) Selon vous, la religion est-elle incompatible avec la science?

This is a contentious subject, often in the press and will arouse strong feelings. Candidates may come to this from the religious or the science angle and will need to support their views with evidence. They may express the creationist or the evolutionist view. The essay gives them the chance to discuss whether it is possible to be a religious scientist, whether belief in God can be squared with the developments and discoveries of contemporary science. This is a very broad question giving candidates scope to express a range of opinions and a chance to reflect on a possible answer.

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Part II: Usage (20 marks)

Exercice 1

Accept	Reject
2 aura [1]	
3 puisses [1]	
4 finirait [1]	
5 prises [1]	
6 nous être assis [1]	

[Total: 5 marks]
[AO2]

Exercice 2

Accept	Reject
7 (Pendant qu'elle) visitait la cathédrale de Barcelone, (elle est tombée malade). [1]	elle visitait à la cathédrale
8 (La maison) d'où/dont/de laquelle il s'était échappé / s'échappait / s'est échappé (était en feu). [1]	delaquelle (all one word)
9 (Une enquête sur le cas) a été ouverte (par la gendarmerie). [1]	
10 (Bien qu'ils soient célèbres, (ils ne m'ont pas impressionné). [1]	
11 (Aussitôt) que j'arriverai / je serai arrivé(e), (je t'enverrai un message). OR (Aussitôt) arrivé(e), (je t'enverrai un message). [1]	

[Total: 5 marks]
[AO2]

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

Question number	Correct Option	Correct response
Exemple	D	alors
12	C	même
13	B	est
14	A	car
15	C	écartant
16	A	soit
17	B	contraintes
18	D	achevés
19	A	répond
20	D	élevé
21	B	selon
22	B	portant
23	D	Contrairement à
24	A	que
25	A	À titre de
26	D	le
27	B	ce qui
28	B	à
29	A	y
30	B	comme
31	A	autant

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