



Cambridge Pre-U

RUSSIAN (PRINCIPAL)

9782/03

Paper 3 Writing and Usage

May/June 2022

MARK SCHEME

Maximum Mark: 60

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.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2022 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Part I: Discursive Essay (40 marks)• **Accuracy and linguistic range (24 marks) [AO2]**

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 (16 marks) [AO3]**

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.

Question	Answer	Marks
Part 1 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)	<p>«У России великое и светлое будущее». Согласны ли вы с этим мнением?</p> <p>Opportunity to consider the future of Russia. The candidate will probably consider progress made in Russia in previous years (e.g. economic progress, developments in industry, technology and science, progress in international relations) and the implications of this for the future. S/he might consider the historical and current and political situation and how this might influence the future of the country. S/he might consider the size and location of the country, and the extent to which this ensures that Russia will always play a major role on the international stage. The essay title, of course, invites the candidate to speculate, but such speculation should be based on knowledge of Russia and, given that this is an academic essay, such speculation should be credible. The candidate should draw a clear conclusion, supported by ideas and evidence, stating to what extent s/he agrees or does not agree with the statement.</p>	40
1(b)	<p>Должны ли музеи быть бесплатными?</p> <p>Opportunity to discuss the benefits and disadvantages of free access to museums. The candidate will probably consider the contribution of museums to society; the preservation of the cultural heritage and their role in educating people. S/he will probably mention that entry fees to museums mean that they are not accessible to all, and consider whether they should be or need to be, whether or not it is a duty of the State to find the funds to enable free access. S/he might consider that access to museums should be free for some (e.g. children and students, pensioners, those on a limited budget) but not for all. S/he might consider the extent to which museums need to charge for entry in order to fund and develop their work. The candidate might mention 'dual-pricing' systems, where, for example, foreign visitors to a museum pay a higher rate than citizens of the country, and consider to what extent this is a good idea. The candidate should draw a clear conclusion, supported by ideas and evidence, stating to what extent s/he agrees or does not agree with the statement.</p>	40
1(c)	This question has been removed.	40

Question	Answer	Marks
1(d)	<p>Согласны ли вы, что надо легализовать лёгкие наркотики?</p> <p>Opportunity for the candidate to explain to what extent s/he agrees that soft drugs should be legalised. S/he will probably consider to what extent “soft” drugs can be considered safer (or otherwise) than ‘hard’ drugs, or indeed legal substances such as tobacco or alcohol. The candidate will probably discuss the effects that legalising these drugs would have on society; the consequences for police time, for those who take the drugs and for those involved in their manufacture and supply. S/he might mention the therapeutic benefits that some people claim to gain from using these drugs (e.g. for pain relief or relieving the symptoms of illness). S/he might also mention examples of countries where the use of some drugs is legal, and the consequences of this for such countries. The candidate will most probably explore the negative consequences of drug use, for all involved in their supply and use. The candidate should come to a clear conclusion as to the extent to which s/he agrees with the statement, supporting this conclusion with examples and reasons for his/her point of view.</p>	40
1(e)	<p>«Вегетарианство полезно как для нашего здоровья, так и для нашей планеты». Согласны ли вы с этим мнением?</p> <p>Opportunity to discuss the health and environmental benefits of a vegetarian diet. Candidates might discuss claims that a vegetarian diet is better for one’s health and the current apparent rise in the number of people following a vegetarian regime. S/he might point to the increased availability of vegetarian food in shops and restaurants. From an environmental point of view, the candidate could draw on knowledge of the cost to the environment of producing meat compared with producing protein from plant-based sources. Conversely, the candidate might point to the fact that a vegetarian diet is not necessarily without environmental harm, given that many vegetarians rely on imported goods for a balanced diet. The candidate should come to a clear conclusion as to the extent to which s/he agrees with the statement, supporting this conclusion with examples and reasons for his/her point of view.</p>	40

Question	Answer	Marks
Part 2: Usage		
Exercise 1		
2	называются	1
3	перевезла	1
4	привлекут	1
5	заплачу	1
6	появился	1

Question	Answer	Marks
Exercise 2		
7	После того, как это исследование было опубликовано в 2017-ом году, правительство внесло изменения в закон.	1
8	В моей комнате есть стол, на котором стоит ваза с прекрасными цветами.	1
9	Мама нам сказала, что она встретит нас на вокзале сегодня вечером.	1
10	Из-за того, что автобус опаздывает на 20 минут, мы долго ждём на автобусной остановке.	1
11	Люди любят эту певицу, которая часто выступает по телевизору.	1

Question	Answer	Marks
Exercise 3: award a tick for each correct response, then see the conversion table to turn the ticks into marks.		
12	А мысли	
13	А слов	
14	Д понимали	
15	В возможностей	
16	В культурах	
17	С даёт	
18	А для	
19	С наше	

Question	Answer	Marks
20	В тебя	
21	В достойный	
22	А можешь	
23	Д начальника	
24	С второго	
25	В повышает	
26	С тем	
27	А полезное	
28	Д владеющих	
29	А языками	
30	Д буквальном	
31	Д между	

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