



# Cambridge Pre-U

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**FRENCH (PRINCIPAL)**

**9779/03**

Paper 3 Writing and Usage

**May/June 2023**

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.

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 2023 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: Writing (40 marks)****1 Discursive Essay**

- **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.

**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.

Question	Answer	Marks
1(a)	<p><b>« La montée des mouvements populistes menace la stabilité politique. » Discutez de cette affirmation.</b></p> <p>Populism is a political movement that is shaking the notion of democracy across the world. In the face of a perceived corrupt elite, populist groups and political parties have grown to support the concerns of the general public. Candidates should explore the reasons for the growth of the populist movements and how their beliefs might lead to a breakdown in authority and, in the end, political stability as we know it. Populist leaders have been appointed in many countries and some seek to take apart the democratic structures while seeking to enhance their own power and wealth at the expense of certain factions of the population. Candidates may point out that populism can lead to an extreme form of nationalism, an anti-authority stance, civil disobedience and even a refusal to recognise results of democratically run elections e.g. in the US when Trump was defeated. There is a wealth of material to explore and candidates should use a range of examples to illustrate their answers and come to a considered conclusion.</p>	40
1(b)	<p><b>« Internet permet une meilleure compréhension des différences et encourage la tolérance. » Êtes-vous d'accord ?</b></p> <p>In many ways, the internet has improved our lives in facilitating communication with others and allowing us to share in the experiences of people across the world and from all types of backgrounds, ethnicities and genders. The internet is open to all and allows for all groups and individuals to have a voice. Candidates may choose to discuss the positive aspects of the internet in detail while also explaining that it has many possible downsides such as cyberbullying and giving a platform to those of extreme and extremist views. They should take a balanced view of the benefits and possible threats posed by an unregulated internet. They should use a range of examples to illustrate their points and arrive at a reasoned conclusion.</p>	40
1(c)	<p><b>Le véganisme : mode du moment ou régime éthique durable ?</b></p> <p>Candidates have an opportunity here to discuss the reasons why people might choose to adopt a vegan diet. Veganism can be seen as a current fad, supported and extolled by celebrities and/or as a lifestyle choice based on one's desire to alleviate suffering for animals or to protect the environment. There are pros and cons to a vegan diet – it can be seen to be healthy but imposes a number of strictures on the vegan and difficulties for non-vegan friends and family. Some people choose veganism to follow fashion or because of peer pressure, but true vegans commit to a life without animal products, including leather shoes, and justify their choices with philosophical and ethical arguments. Candidates have plenty of opportunity here to express their views about veganism and they will be expected to provide a range of pertinent examples to support them. A considered conclusion should then follow.</p>	40

Question	Answer	Marks
1(d)	<p><b>« Les jeunes ont perdu le goût de la lecture. » Discutez.</b></p> <p>Research shows that fewer children read for pleasure these days. Candidates are asked to consider first of all if this is really the case in their experience and then why it might be so. Reasons given might be that the internet and live streaming have given young people an alternative to reading books. It is much easier to look at a screen and become involved than it is to choose a book and dedicate time to getting into it. Attention spans are short and reading a book demands concentration and solitude. Some candidates may argue that there are so many other distractions that reading is just too hard. Others may feel that reading still plays a major part in the lives of young people either in reading books for pleasure or simply reading content or communications online. A well-structured and coherent argument leading to a balanced conclusion should be the aim of all students.</p>	40
1(e)	<p><b>Certains disent que le changement climatique n'existe pas. Qu'est-ce que vous en pensez ?</b></p> <p>Candidates will be expected to discuss the background to the statement and describe why some people might hold the view that climate change is a lie. They might talk about the pronouncements of Trump and his withdrawal from international climate agreements. They might point out that it is not in the political interest of certain leaders and countries to support the notion that we are responsible for destroying our own planet. Big powers such as the US and China, for example, have economies that depend on the use of fossil fuels. Candidates may also like to point out that there are many conspiracy theories online which create their own view of the environment. These groups will say that global warming cannot be happening because we still have cold weather or that climate change is a problem for the future or that renewable energy is just a money-making scheme. There are many ways in which candidates can address this question but whichever route they take, they should provide a good range of examples and a logical argument leading to a conclusion.</p>	40

**Part II: Usage (20 marks)****Exercise 1**

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
2	Dépêche-toi/Dépêchez-vous	1
3	seraient sortis	1
4	respections	1
5	avait laissées/a laissées	1
6	s'est permis	1

**Exercise 2**

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
7	qu'il attendait	1
8	se mettre	1
9	seront chantées	1
10	qu'elle fasse	1
11	a impressionnées	1

**Exercise 3**

Question	Answer	Marks
(One tick for each, then see conversion table below)		
12	C en	<b>10</b>
13	B Pour	
14	A leur	
15	A toutefois	
16	C en cas de	
17	D vient	
18	D soient	
19	D Grâce à	
20	A les	
21	C comment	
22	C À terme	
23	A lors de	
24	A afin d'	
25	C si	
26	B faudra	
27	B avant	
28	D a commencé	
29	D moins de	
30	B avancer	
31	C se prendre	

**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