



FRENCH (PRINCIPAL)

9779/03

Paper 3 Writing and Usage

May/June 2019

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.

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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.

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.

Question	Answer	Marks
1(a)	<p>« Le succès ne dépend pas de ce que vous possédez, mais plutôt de ce que vous faites de votre vie. » Êtes-vous d'accord ?</p> <p>Success can be measured in a number of ways. It might be accumulated wealth, high office or a comfortable life, or it might be being popular, happy or feeling at ease. Candidates should rise to the challenge of discussing the different types of success related to work, family, relationships, money and personal triumph. They should try to evaluate what success really is and how it can be seen differently according to one's personal circumstances – e.g. success may be something quite different in war-torn African countries than it is in the prosperous countries of the West. Candidates will undoubtedly have strong views about what success means to them as individuals – at this stage in their lives it might be passing exams and getting into good universities. It is expected that they will also try to take a more global view beyond the merely personal and will present logical arguments arriving at a conclusion.</p>	30
1(b)	<p>« La libération des femmes n'est jamais venue et ne viendra jamais. » Partagez-vous ce point de vue ?</p> <p>Candidates should have plenty of material available to them about the roles of men and women in the current world. It is clear that much progress has been made in the battle for equality, but in large parts of the world, women are still oppressed and struggle to escape the tyranny of state laws and appalling treatment. Even in the so-called liberal West, it has been shown that women are still harassed in the workplace and receive lower salaries than men, while at home they are expected to do more of the household chores than their male partners. Candidates may wish to show that there are some significant differences between men and women which lead to some of the perceived inequalities but that it is clearly essential that everyone can succeed in life regardless of their gender. A coherent argument is expected with a range of well-chosen examples.</p>	30

Question	Answer	Marks
1(c)	<p>« Autoriser le dopage rendrait le sport plus juste. » Dans quelle mesure est-ce que vous partagez ce jugement ?</p> <p>The question of doping in sport is never far from the headlines. It is one of the major talking points when discussing any sport and candidates should have a wealth of material to call on to illustrate their arguments. This is a question which should stimulate some strong responses as the statement is controversial. It has become evident that many athletes and elite sportspeople have been subjected to pressure from coaches, state athletics bosses and the public to perform at consistently high levels over long periods of time. Training is arduous and injuries are common. It has become the norm for so-called supplements to be used as well as injections and blood changing procedures. Testing has not always been reliable. So, the question for candidates to consider is whether it is time now to allow doping within sport so that all can compete equally. Clean athletes may rebel against this and ethically it may be inappropriate, but it is a solution. Candidates should be willing to weigh up the arguments on both sides and come to some reasoned conclusions.</p>	30
1(d)	<p>« Se maintenir en bonne santé est le devoir de tous. » Qu'en pensez-vous ?</p> <p>To some extent good health is a matter of genes and good fortune, but there are many ways in which we can do our best to stay healthy. Candidates should be able to show many ways in which human beings can improve their general health e.g. not smoking, eating a balanced diet and exercising. They will also be expected to demonstrate why it might be considered a duty for us all to remain healthy. Good health equals a longer and happier life, and the ability to work and contribute to the good of society. It also means that state health programmes such as the NHS do not become stretched by the needs of those who do not take care of themselves. There is plenty of scope for discussion and exemplification, and candidates should come to some conclusions about personal responsibility for health.</p>	30
1(e)	<p>« Le travail, c'est la vie ; sans lui, l'existence ne signifie rien. » Discutez.</p> <p>Candidates may agree with this view or they may see things quite differently. Work is a vital part of life for the individual and the society in which he/she lives. It fills time, pays wages, and allows people to feel useful. The obvious counter to this is unemployment, which can lead to serious mental health issues for the individual and a stagnating economy for the country. Candidates may also want to explore what proportion of life work should be and discuss the use of leisure to obviate the stresses of a full-time job. It is clear that from an early age we are being prepared for the world of work, but how many people end up doing something they really love? There are many different pathways of discussion in this topic and candidates should try to come to some conclusions about the importance of work in life.</p>	30

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.

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

Question	Answer	Marks	Not Allowed Responses
2	viendrai / viens / vais venir	1	
3	aille	1	
4	avoir appris / après qu'il a appris	1	
5	nous nous sommes téléphoné / étions téléphoné / téléphonions	1	
6	a donnée / avait donnée	1	

Exercise 2

Question	Answer	Marks	Not Allowed Responses
7	(Pendant que) nous voyagions / nous étions en voyage aux Indes, (nous sommes tombées malades.)	1	Voyageions / nous étions aux Indes / nous avons voyagé
8	(Le tiroir dans) lequel (elle a mis la lettre était caché.)	1	le quel
9	(Nous ne) sommes restés que / nous ne sommes pas restés plus de (trois mois à Lyon.)	1	
10	(Que) va-t-il faire / fera-t-il (après avoir mangé son repas ?)	1	Expressions with no hyphens
11	(Si malade qu'il soit / ait été / puisse être / fût, (je dois lui parler.)	1	

Exercise 3: Award a tick for each correct response, then see the conversion table to turn the ticks into marks.

Question	Answer				Marks
12	duquel	de laquelle	<u>dont</u>	desquels	
13	par	<u>pour</u>	à	de	
14	pour que	tant que	aussitôt que	<u>parce que</u>	
15	<u>aux</u>	les	des	d'	
16	s'agit	<u>s'agisse</u>	s'agissait	s'agirait	
17	Par	Sans	<u>Selon</u>	À	
18	<u>au fil des</u>	auprès des	au bout des	autant des	
19	meilleur	<u>meilleure</u>	mieux	le mieux	
20	évolué	évolue	évolués	<u>évoluer</u>	
21	après que	avant que	alors que	<u>ainsi que</u>	
22	<u>au</u>	en	de	par	
23	issu	issue	<u>issus</u>	issues	
24	sans	<u>sous</u>	sur	dans	
25	observé	observée	observer	<u>observés</u>	
26	au lieu de	<u>en cas de</u>	à défaut de	en plus de	
27	qu'il	<u>qu'elle</u>	qu'ils	qu'elles	
28	sont	étaient	seraient	<u>soient</u>	
29	ceux qui	ce que	ce dont	<u>ce qui</u>	
30	assez de	<u>plus de</u>	moins que	plus que	
31	<u>soit</u>	soi	sous	sois	

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