

**MARK SCHEME for the May/June 2012 question paper
for the guidance of teachers**

9782 PRINCIPAL COURSE RUSSIAN

9782/03

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

- 1 Opportunity to discuss to what extent the candidate agrees with the view that the train, not the car or aeroplane, is the future of transport in the 21st century. The candidate should support his/her opinion with reasons. S/he might give examples from his/her own experience, and include issues such as pollution, natural resources running out, cost and practicality. S/he might also consider the benefits or otherwise of other means of transport. The candidate should end the essay with a conclusion, well-supported by reasons and justification for this conclusion.

- 2 Opportunity to discuss to what extent the candidate agrees or disagrees with the view that prison does not change criminals' behaviour. S/he might discuss the pros and cons of custodial and non-custodial sentences, consider alternative forms of punishment, consider the causes of crime and how these might be removed, and/or include examples. The candidate should come to a clear conclusion, saying to what extent s/he agrees with the statement and offering justification for this opinion.

- 3 Opportunity to discuss to what extent the candidate agrees, or otherwise, with the statement that it is better, nowadays, to get a job than go to university. S/he might compare the benefits of a university education (e.g. the opportunity to study a subject in greater depth, the social aspect, intellectual development) with the advantages of paid employment (e.g. an income, career development, experience, lack of student debt). S/he might mention that different paths suit different people and/or career plans. The candidate should come to a clear conclusion, saying to what extent s/he agrees with the statement and offering justification for this opinion.

- 4 Opportunity to consider whether the influence of modern technology is harmful or not. The candidate might consider how technology influences society and give examples of occasions when this influence has been good or bad, and the reasons for their opinion. The candidate should conclude by saying whether or not s/he thinks that technology harms society, supporting this conclusion with reasons and examples.

- 5 Opportunity for the candidate to say to what extent the candidate agrees, or otherwise, with the statement that terrorism is the biggest threat of the 21st century. The candidate might consider how terrorism compares with other threats to society such as environmental problems, unemployment, poverty, natural disasters. The candidate should draw a conclusion, saying to what extent they agree or disagree with the statement, giving reasons for their opinion.

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Part II: Use of Russian (20 marks)

Упражнение 1

Other correct variations not listed here will be accepted.

Accept	Reject
2 продаёте, продаете, продавали, продали	
3 получают, будут получать, получают	
4 уедет	будет уехать
5 привык	
6 может, могло бы	

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

Упражнение 2

Other correct variations not listed here will be accepted.

- 7** Мой дом напротив парка в котором можно кататься на велосипеде.
- 8** После того, как она закрыла за собой дверь он понял, что случилось.
- 9** Книги, которые дети читают, интересные и современные.
- 10** Мой брат пишет книгу в которой он описывает жизнь в Москве.
- 11** Когда я буду в Лондоне я посмотрю спектакль в театре.

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

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Упражнение 3 (One tick for each, then see conversion table)

пример привлекательных

- 12** центров
- 13** общего
- 14** прибывающих
- 15** дней
- 16** городе
- 17** к
- 18** году
- 19** Европу
- 20** считать
- 21** работают
- 22** двухсот
- 23** как
- 24** балета
- 25** ресторана
- 26** знамениты
- 27** национальными
- 28** стран
- 29** расширяется
- 30** ночные
- 31** быстрого

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