

**MARK SCHEME for the May/June 2010 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.

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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) «Самая серьёзная проблема в мире – загрязнение планеты». Согласны ли вы с этим мнением?**

Opportunity to compare the impact of pollution on the planet with other problems it faces. Candidates are likely to discuss the problems of pollution and then explore other problems, before drawing a conclusion as to whether pollution can be judged to be the most serious problem for the planet, or whether other issues are more serious. The best candidates will draw a clear conclusion, justifying their opinion.

**(b) Можно жениться в 16 лет, а голосовать на выборах в 18 лет. Почему, по-вашему?**

Opportunity to discuss the inequality (or otherwise) in the ages at which one obtains certain rights. In addition to the right to get married and to vote, candidates might discuss the ages at which other rights are granted (driving, for example) or other differences: the fact that, for example, one can join the army at 16, but not buy alcohol until the age of 18. The question asks why the situation is as it is, and candidates should offer an explanation for this.

**(c) Согласны ли вы, что политики больше интересуются своей карьерой, чем будущим нашей страны?**

Opportunity to discuss the motivation of politicians, and to offer an opinion about their purpose and role in society. Candidates should compare both sides of the argument, before coming to a clear conclusion, saying to what extent they agree with the statement and offering justification for their opinion.

**(d) «Самое важное в жизни – быть хорошим гражданином». Согласны ли вы с этим мнением?**

Opportunity to consider whether being a good citizen is the most important thing in life. Candidates might consider what it means to be a good citizen and what else is important in life. The candidates should draw a strong conclusion as to whether being a good citizen is the most important thing in life, or whether something else is more important, justifying their answer.

**(e) «Курильщики не имеют права на бесплатное здравоохранение». Согласны ли вы с этим мнением?**

Opportunity to consider whether smokers, who some might consider to have brought ill health on themselves, should have access to free healthcare. Candidates might consider whether smokers might morally be asked to pay for healthcare, and, if so, then why not others who might be judged to have brought misfortune on their own heads, such as the skier who breaks a leg on the slopes? Candidates might also refer to the contribution smokers make to the economy through taxes. Candidates 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 also be accepted.)

- 2 встречаемся, встречались, будем встречаться [1]
- 3 случилось [1]
- 4 хотят, хотели, будут хотеть [1]
- 5 объяснят [1]
- 6 начнёт [1]

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

**Упражнение 2** (Other correct variations not listed here will also be accepted.)

- 7 Я живу недалеко от очень известного рынка.  
**OR**  
Я живу недалеко от рынка, который очень известный. [1]
- 8 До того, как они посмотрели матч на стадионе, они пообедали в ресторане. [1]
- 9 После того, как студентка написала сочинение, её сестра ей позвонила по телефону. [1]
- 10 Мы знаем студентку, которой мы послали письмо. [1]
- 11 Завтра придет дедушка, что/чего дети ждут с нетерпением. [1]

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

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

**12** Российский (example)

**23** игр

**13** получил

**24** поможет

**14** претендовали

**25** сказал

**15** зимняя

**26** победа

**16** пройдёт

**27** изменения

**17** году

**28** большим

**18** огромную

**29** защиту (ассепт защитой)

**19** в

**30** и

**20** на

**31** людям

**21** нашей

**32** нас

**22** словам

<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