

**MARK SCHEME for the May/June 2011 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 2011 question papers for most IGCSE, Pre-U, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9782	03

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.

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9782	03

Discursive Essay Indicative Content

- (a) Думаете ли вы, что средства массовой информации (СМИ) хорошо влияют на общество?**

Opportunity to consider whether the media's influence on society is good or not. The candidate might consider how the media 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 the media is a good influence on society, supporting this conclusion with reasons and examples.

- (b) Где лучше жить, в городе или в деревне?**

Opportunity to discuss whether in the candidate's opinion, it is better to live in a town/city or in the countryside. The candidate should support his/her opinion with reasons. S/he might give examples from his/her own experience, and include matters such as transport, opportunities for education and employment, culture, quality of life, pollution and air quality. The candidate should end the essay with a conclusion, well-supported by reasons and justification for this conclusion.

- (c) Согласны ли вы, что «путешествие расширяет кругозор»?**

Opportunity to discuss to what extent the candidate agrees, or otherwise, with the statement that "travel broadens one's outlook". S/he might give examples from his/her own experience or include arguments such as the value of experiencing other cultures or learning new languages. S/he might comment on the benefits to the individual, or comment, in a wider context, on the part played by understanding between cultures in establishing peace. The candidate should come to a clear conclusion, saying to what extent s/he agrees with the statement and offering justification for this opinion.

- (d) «Борьба за равноправие женщин ещё не кончилась». Согласны ли вы с этим мнением?**

Opportunity to consider to what extent the candidate agrees, or otherwise, with the statement that the women do not yet have equal rights. The candidate might give examples from the fields of work and education, consider the meaning of equality and whether, indeed, complete equality is desirable, or beneficial to society. S/he might consider traditional roles and stereotypes and give examples from his/her own life. The candidate should draw a strong conclusion, making clear to what extent s/he agrees with the statement, giving sound justification for this conclusion.

- (e) «У каждого человека должно быть право свободно и открыто исповедовать свою религиозную веру». Согласны ли вы с этим мнением?**

Opportunity for the candidate to say to what extent the candidate agrees, or otherwise, with the statement that all should have the right to free expression of religious beliefs. The candidate might consider the pros and cons of complete freedom, giving examples of conflicts caused by religion, or examples of extremism. The candidate should draw a conclusion, saying to what extent they agree or disagree with the statement, giving reasons for their opinion.

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9782	03

Part II: Usage (20 marks)

Упражнение 1

Accept	Reject
2 развивалась	
3 преподаёт (преподаает)	
4 живут, жили, будут жить	
5 закрой	
6 пригласят, пригласили	

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

Упражнение 2

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

- 7** Школа находится рядом с не очень красивым памятником.
Школа находится рядом с памятником, который не очень красивый.
- 8** До того, как клиент подписал контракт, адвокат внимательно прочитала его.
После того, как адвокат внимательно прочитала контракт, клиент подписал его.
- 9** Знаете ли вы этих детей, которым мы часто помогаем?
- 10** Внучка сказала дедушке, что она ему купит подарок.
- 11** Когда мы будем в Петербурге, мы посетим Эрмитаж.

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

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9782	03

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

пример февраля

12 царит

22 оркестра

13 состоится

23 у

14 композиторе

24 звучат

15 единственное

25 произведений

16 на

26 показан

17 иностранной

27 молодые

18 о

28 училища

19 своих

29 фортепьянных

20 влиянии

30 Тринадцатая

21 квартет

31 скрипичный

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