



Cambridge International Examinations
Cambridge Pre-U Certificate

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RUSSIAN (PRINCIPAL)

9782/03

Paper 3 Writing and Usage

For Examination from 2016

SPECIMEN MARK SCHEME

2 hours 15 minutes

MAXIMUM MARK: 60

The syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 3 Pre-U Certificate.

This document consists of **5** printed pages and **1** blank page.



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 give an indication of some of the points which could be made in response to the question; they are by no means exhaustive.

(a) «Транспорт будущего – не машина, не самолёт, а поезд». Согласны ли вы с этим мнением?

Opportunity to discuss to what extent the candidates agree with the view that the train, not the car or aeroplane, is the future of transport in the twenty-first century. Candidates should support their opinions with reasons. They might give examples from their own experience, and include issues such as pollution, natural resources running out, cost and practicality. They might also consider the benefits or otherwise of other means of transport. Candidates should end the essay with a conclusion, well-supported by reasons and justification.

(b) «Тюрьма не исправляет преступников». Согласны ли вы с этим мнением?

Opportunity to discuss to what extent candidates agree or disagree with the view that prison does not change criminals' behaviour. They 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. Candidates should come to a clear conclusion, saying to what extent they agree with the statement and offer justification for this opinion.

(c) Согласны ли вы, что в наши дни не стоит учиться в университете, а лучше искать работу?

Opportunity to discuss to what extent candidates agree or disagree with the statement that it is better, nowadays, to get a job than go to university. They 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, no student debt). Candidates might mention that different paths suit different people and/or career plans. Candidates should come to a clear conclusion, saying to what extent they agree with the statement and offer justification for this opinion.

(d) «Новая технология причиняет вред обществу». Согласны ли вы с этим мнением?

Opportunity to consider whether the influence of modern technology is harmful or not. Candidates 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. Candidates should conclude by saying whether or not they think that technology harms society, supporting this conclusion with reasons and examples.

(e) «Терроризм – самая большая угроза 21-го века». Согласны ли вы с этим мнением?

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

Part II: Usage (20 marks)

Упражнение 1

| | Ассепт | Mark | Reject |
|---|------------------------------------|------|--------------|
| 2 | продаёте, продавали, продали | [1] | |
| 3 | получают, будут получать, получают | [1] | |
| 4 | уезжает | [1] | будет уехать |
| 5 | привык | [1] | |
| 6 | может, могло бы | [1] | |

[Total: 5]
[AO2]

Упражнение 2

- 7 Мой дом напротив парка, в котором можно кататься на велосипеде. [1]
- 8 После того, как она закрыла за собой дверь он понял, что случилось. [1]
- 9 Книги, которые дети читают, интересные и современные. [1]
- 10 Мой брат пишет книгу, в которой он описывает жизнь в Москве. [1]
- 11 Когда я буду в Лондоне, я посмотрю спектакль в театре. [1]

[Total: 5]
[AO2]

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

| Question number | Correct option | Correct response |
|-----------------|----------------|------------------|
| 12 | A | центров |
| 13 | B | общего |
| 14 | D | прибывающих |
| 15 | C | дней |
| 16 | D | городе |
| 17 | A | к |
| 18 | B | году |
| 19 | D | Европу |
| 20 | B | считать |
| 21 | C | работают |
| 22 | B | двухсот |
| 23 | A | как |
| 24 | D | балета |
| 25 | C | ресторана |
| 26 | C | знамениты |
| 27 | A | национальными |
| 28 | D | стран |
| 29 | B | расширяется |
| 30 | C | ночных |
| 31 | C | быстрого |

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 |

**[Total: 10]
[AO2]**

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