



**Cambridge Assessment International Education**  
Cambridge International General Certificate of Secondary Education

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**FIRST LANGUAGE DUTCH**

**0503/01**

Paper 1 Reading

**May/June 2019**

MARK SCHEME

Maximum Mark: 50

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**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.

Cambridge International is publishing the mark schemes for the May/June 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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This document consists of **8** printed pages.

**PUBLISHED****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.

Question	Answer	Marks	Guidance
<p><b>Question 1</b> 20 marks for Content 5 marks for Accuracy of Language</p> <p>In own words: <b>Note:</b> Do not penalise selective lift of appropriate vocabulary taken from the passage, but an extended lift that does not convey understanding = 0</p>			
1(a)	<ul style="list-style-type: none"> <li>• Overgewicht <u>veroorzaakt allerlei ziektes</u> (door overgewicht word je ziek)</li> <li>• en daarom vormt het <u>een bedreiging voor de samenleving/volksgezondheid</u></li> </ul>	<b>2</b>	
1(b)	<ul style="list-style-type: none"> <li>• We hebben geen bewijs of deze maatregelen wel helpen.</li> <li>• We weten niet wie er verantwoordelijk is/De verantwoordelijkheid ligt misschien ook bij het individu, de voedingsindustrie of de overheid.</li> </ul>	<b>2</b>	
1(c)	<ul style="list-style-type: none"> <li>• Het lichaam slaat energie die niet verbruikt wordt, om in vet.</li> <li>• Vroeger moesten mensen een vetvoorraad opbouwen voor tijden dat er minder voedsel was.</li> </ul>	<b>2</b>	
1(d)	<ul style="list-style-type: none"> <li>• Een maatschappij waarin ongezond eten aangeboden wordt en het makkelijk gemaakt wordt om weinig te bewegen</li> <li>• waardoor de inwoners dik(ker) worden</li> </ul>	<b>2</b>	
1(e)	<p>Eerste aspect:</p> <ul style="list-style-type: none"> <li>• de voedingsindustrie zorgt voor eenzijdig aanbod van eten (en drinken)</li> <li>• Uitleg: daardoor heeft de consument weinig keuze en is de verleiding groot om ongezond te eten</li> </ul> <p>Tweede aspect:</p> <ul style="list-style-type: none"> <li>• onze samenleving is zo geautomatiseerd</li> <li>• Uitleg: daardoor bewegen we te weinig</li> </ul>	<b>4</b>	
1(f)	Een uurtje per week is niet te vergelijken met de doorlopende beweging die we vroeger hadden	<b>1</b>	

Question	Answer	Marks	Guidance
1(g)	• lui = gemak > We willen alles zo gemakkelijk mogelijk doen	2	
	• lekker = consumptie > We willen zoveel mogelijk hebben		
1(h)	<ul style="list-style-type: none"> <li>• ondanks het aanbod minder eten</li> <li>• ondanks het gemak dat we hebben dingen blijven doen</li> </ul>	2	
1(i)	<ul style="list-style-type: none"> <li>• voetbalvelden aan te leggen</li> <li>• leerlingen leren om te gaan met reclame</li> <li>• betere informatie geven over wat er in het eten zit</li> </ul>	3	

Give up to 5 marks for Accuracy (a holistic mark for **Question 1**).

#### Writing: Accuracy of Language

<b>5</b> (Excellent)	Clear, carefully chosen language with complex syntax where appropriate. Varied, precise vocabulary. Hardly any or no technical errors.
<b>4</b> (Good)	Clear, appropriate language. Appropriate vocabulary. Few technical errors.
<b>3</b> (Adequate)	Language generally appropriate, but unsophisticated and generally simple syntax. Adequate vocabulary. Some technical errors.
<b>2</b> (Weak)	Unsophisticated language, not always appropriate. Very simple syntax with some clumsiness. Thin vocabulary. A number of technical errors.
<b>1</b> (Poor)	Thin, inappropriate use of language. Confused and obscure. Many errors.

Question	Answer	Marks	Guidance
<b>Question 2</b>  15 marks for Content 5 marks for Style and Organisation 5 marks for Accuracy of Language  No marks will be awarded for anything the candidate writes beyond the upper word limit.  15 points are required, but other points than those given below may also be valid and worthy of credit. Each point scores one mark, with a maximum of 15 to be awarded for content.  Please note that the points below are possible answers and are in note form, but that candidates are required to present their summary in continuous prose.  10 marks are available for Writing (see tables below).			

Question	Answer	Marks	Guidance
2	<p>overeenkomsten:</p> <ul style="list-style-type: none"> <li>• beide teksten gaan over de obesogene samenleving</li> <li>• beide teksten geven aan dat overgewicht tot ziektes leidt</li> <li>• beide teksten erkennen dat de obesogene samenleving door onze moderne manier van leven leven</li> <li>• beide teksten geven de schuld aan de manier waarop de maatschappij in elkaar zit (veel aanbod van ongezond voedsel)</li> <li>• beide teksten gaan over ons zittende bestaan</li> <li>• beide teksten hebben het over het belang van de cultuur van het land</li> <li>• beide teksten gebruiken veel feiten</li> </ul> <p>verschillen:</p> <ul style="list-style-type: none"> <li>• Tekst A wil iets doen aan overgewicht en geeft daar redenen en oplossingen voor</li> <li>• Tekst B vindt dat we moeten accepteren dat we dikke mensen in de maatschappij hebben en dat we ons meer moeten gaan afvragen waarom mensen ervoor kiezen om dik te zijn, en dan te zien of het allemaal wel zo erg is.</li> <li>• Volgens tekst B kunnen we leren van dikke mensen, terwijl tekst A vindt dat zij juist moeten leren. De conclusie is erg anders.</li> <li>• Tekst A veronderstelt dat overgewicht voor alle mensen onwenselijk is, terwijl tekst B zegt dat dik zijn wordt gestigmatiseerd</li> <li>• Eerste tekst is een achtergrondartikel, tweede tekst is een betoog</li> <li>• In de eerste tekst ligt het accent ook op meer bewegen, in de tweede bijna alleen op voeding</li> <li>• Tweede tekst is subjectiever dan eerste tekst.</li> <li>• Het perspectief in beide teksten is verschillend</li> </ul>	25	

Question	Answer	Marks	Guidance
<b>Writing: Style and Organisation</b>			
5 (Excellent)	Excellent expression and focus with assured use of own words. Good summary style with orderly grouping of ideas; excellent linkage. Answer has sense of purpose		
4 (Good)	Good expression in recognisable summary style. Attempts to focus and to group ideas; good linkage		
3 (Adequate)	Satisfactory expression in own words. Reasonably concise with some sense of order. Occasional lapses of focus		
2 (Weak)	Limited expression but mostly in own words. Some sense of order but little sense of summary. Tendency to lose focus (e.g. by including some anecdote); thread not always easy to follow		
1 (Poor)	Expression just adequate; maybe list-like. Considerable lifting; repetitive. Much irrelevance		
<b>Writing: Accuracy of Language</b>			
5 (Excellent)	Clear, carefully chosen language with complex syntax where appropriate. Varied, precise vocabulary. Hardly any or no technical errors.		
4 (Good)	Clear, appropriate language. Appropriate vocabulary. Few technical errors.		
3 (Adequate)	Language generally appropriate, but unsophisticated and generally simple syntax. Adequate vocabulary. Some technical errors.		
2 (Weak)	Unsophisticated language, not always appropriate. Very simple syntax with some clumsiness. Thin vocabulary. A number of technical errors.		
1 (Poor)	Thin, inappropriate use of language. Confused and obscure. Many errors.		