

**UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS**  
International General Certificate of Secondary Education

**MARK SCHEME for the May/June 2009 question paper**  
**for the guidance of teachers**

**0515 FOREIGN LANGUAGE DUTCH**

**0515/02**

Paper 2 (Reading and Directed Writing),  
maximum raw mark 65

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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CIE is publishing the mark schemes for the May/June 2009 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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## Deel 1

## Eerste oefening, vragen 1–5

1	B	[1]
2	D	[1]
3	A	[1]
4	A	[1]
5	C	[1]

[Totaal: 5]

## Tweede oefening, vragen 6–10

6	D	[1]
7	C	[1]
8	G	[1]
9	A	[1]
10	B	[1]

[Totaal: 5]

## Derde oefening, vragen 11–15

11	niet waar	[1]
12	niet waar	[1]
13	waar	[1]
14	niet waar	[1]
15	niet in de tekst	[1]

[Totaal: 5]

## Vierde oefening, vraag 16

5 marks: 3 marks for communicating three items of information + 0, 1 or 2 marks according to grid.

Candidates do not have to write in complete sentences; they should not be penalised for writing in note form.

2	Verbs must be in appropriate tenses. Minor errors (adjective endings, use of prepositions, wrong genders, etc.) are tolerated.
1	Some appropriate usage to reward. Where verbs are not in appropriate tenses, award max. 1 mark.
0	No examples of appropriate usage to reward. N.B: 0 marks for Communication means none for Language.

[Totaal: 5]

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## Deel 2

## Eerste oefening, vragen 17–26

17	op Saba	[1]
18	de orkanentijd	[1]
19	twee dagen	[1]
20	(de storm) Ivan	[1]
21	Het dak was van hun huis gewaaid./Ze hadden geen dak meer.	[1]
22	Ze hebben een container (met kleren, speelgoed, eten en drinken) gestuurd.	[1]
23	speelgoed	[1]
24	in een klein kamertje	[1]
25	Het is te donker.	[1]
26	verhaaltjes vertellen/horen	[1]

[Totaal: 10]

## Tweede oefening, vraag 27

**Communication marks:** 10 marks are awarded for communication. Communication marks are allocated as follows:

- |     |   |          |
|-----|---|----------|
| (a) | Vertel <b>twee</b> dingen over de toneelclub.                                       | [max. 2] |
| (b) | Vertel iets over het laatste toneelstuk <b>en</b> de rol die jij hebt gespeeld.     | [max. 2] |
| (c) | Zeg wat je van de voorstelling vond <b>en</b> waarom.                               | [max. 2] |
| (d) | Vraag <b>twee</b> dingen aan je vriend/vriendin over de band waarin hij/zij speelt. | [max. 2] |
| (e) | Vertel <b>twee</b> dingen die je gaat doen nu je wat meer tijd hebt.                | [max. 2] |

N.B.: candidates who do not complete all of the tasks cannot score full marks for communication.

**Accuracy:** 5 marks are awarded for accuracy, using the table below:

5	Limited range of vocabulary, idiom and structure (e.g. <i>omdat, want, toen</i> ). The style of writing is basic but reasonably coherent. Use of a limited range of verbs, often successful. More accuracy than inaccuracy.
4	Basic range of vocabulary, idiom and structure (e.g. <i>omdat, want, toen</i> ). Sentences may be repetitive (e.g. all beginning with <i>ik</i> , but are often successful). Use of a basic range of verbs, with limited success. The writing is sufficiently accurate for some meaning to be conveyed.
3	Basic range of vocabulary and structure (e.g. infinitive constructions) Sentences may be repetitive (e.g. all beginning with <i>ik</i> ). Some awareness of verb usage. Despite regular errors, the writing often conveys some meaning.
2	Basic range of vocabulary and structure. Effective for a variety of straightforward messages. Some awareness of verb usage. The degree of inaccuracy frequently obscures the meaning.
1	Basic range of vocabulary. Effective for some messages. Insufficient accuracy to convey the meaning.
0	Nothing to reward

[Totaal: 15]

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## Deel 3

## Eerste oefening, vragen 28–35

28	D	[1]
29	C	[1]
30	C	[1]
31	B	[1]
32	B	[1]
33	D	[1]
34	D	[1]
35	A	[1]

[Totaal: 8]

## Tweede oefening, vragen 36–45

36	Er is een tekort (aan hagelslag).	[1]
37	werkt/werken	[1]
38	Baarn	[1]
39	Iemand die/Een bedrijf dat het brood mooi maakt.	[1]
40	bij het ontbijt/'s morgens	[1]
41	(i) De nieuwe fabriek maakte (nog) niet genoeg.	[1]
	(ii) de beweging op de ontbijtmarkt/jaarlijkse stijging van 3%/mensen eten meer	[1]
	(iii) het succes van de nieuwe producten	[1]
42	Ze kunnen geen hagelslag kopen./De winkel heeft geen hagelslag./De schappen zijn leeg.	[1]
43	Ze moeten werken.	[1]
44	snel/binnenkort	[1]
45	Op het brood met hagelslag zit ook boter./De naam lijkt op boterham.	[1]

[Totaal: 12]