

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

**MARK SCHEME for the May/June 2010 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.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the May/June 2010 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme: Teachers' version	Syllabus	
	IGCSE – May/June 2010	0515	

## Deel 1

## Eerste oefening, vragen 1–5

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

[Totaal: 5]

## Tweede oefening, vragen 6–10

- |    |   |     |
|----|---|-----|
| 6  | D | [1] |
| 7  | C | [1] |
| 8  | F | [1] |
| 9  | A | [1] |
| 10 | E | [1] |

[Totaal: 5]

## Derde oefening, vragen 11–15

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

[Totaal: 5]

Page 3	Mark Scheme: Teachers' version	Syllabus	
	IGCSE – May/June 2010	0515	

**Vierde oefening, vraag 16**

Three pictures × 1

Use of Language: max. 2

**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.**

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

**[Totaal: 5]**

Page 4	Mark Scheme: Teachers' version	Syllabus	
	IGCSE – May/June 2010	0515	

## Deel 2

## Eerste oefening, vragen 17–26

- |    |   |     |
|----|---|-----|
| 17 | De Kuip   | [1] |
| 18 | Voor het wave-experiment  | [1] |
| 19 | Je staat op.  | [1] |
| 20 | Op een golf   | [1] |
| 21 | Zenuwachtig   | [1] |
| 22 | De Klerk telt af.   | [1] |
| 23 | Hij wil weten of ze doorrollen of stoppen. / <i>Allow</i> : Een gewone wave is niet zo bijzonder. | [1] |
| 24 | De waves gaan snel / met 72 km per uur.   | [1] |
| 25 | Ze rollen gewoon door.  | [1] |
| 26 | Omdat het publiek enthousiast was.  | [1] |

[Totaal: 10]

## Tweede oefening, vraag 27

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

- |     |   |          |
|-----|---|----------|
| (a) | Iets over deze familie en waar ze wonen.  | [max. 2] |
| (b) | <b>Twee</b> dingen over de reis.  | [max. 2] |
| (c) | Wat je vond van de vakantie en waarom.  | [max. 2] |
| (d) | <b>Twee</b> vragen over dingen die je vriend/vriendin tijdens de vakantie gedaan heeft. | [max. 2] |
| (e) | <b>Twee</b> dingen die je gaat doen voordat je weer naar school moet.                   | [max. 2] |

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

Page 5	Mark Scheme: Teachers' version	Syllabus	
	IGCSE – May/June 2010	0515	

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

<b>5</b>	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.
<b>4</b>	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.
<b>3</b>	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.
<b>2</b>	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.
<b>1</b>	Basic range of vocabulary. Effective for some messages. Insufficient accuracy to convey the meaning.
<b>0</b>	Nothing to reward

[Totaal: 15]

Page 6	Mark Scheme: Teachers' version	Syllabus	
	IGCSE – May/June 2010	0515	

## Deel 3

## Eerste oefening, vragen 28–35

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

[Totaal: 8]

## Tweede oefening, vragen 36–45

- 36 Het is echt Amsterdams. [1]
- 37 Je hoeft zelf niets te doen / Er is een chauffeur / Je wordt niet moe (*or similar*). [1]
- 38 Ze zijn onhandig. [1]
- 39 (i) leuk voor in het Vondelpark [1]  
(ii) goedkoop [1]
- 40 het verkeer / de mensen [1]
- 41 Hij gaat op loopsnelheid / te langzaam. [1]
- 42 (bier) drinken [1]
- 43 (i) deuken in het gebouw / Ze rijden tegen de muur. [1]  
(ii) onervaren(heid) [1]
- 44 de elektrische step [1]
- 45 Er zijn zoveel mogelijkheden / Het huren van een fiets etc. is al leuk om te doen / *or any plausible alternative based on the text.* [1]

[Totaal: 12]