



**GCE**

**Dutch**

Unit **F882**: Listening, Reading and Writing 2

Advanced GCE

**Mark Scheme for June 2014**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.















All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Tick
	Development of point
	incorrect
	Irrelevant (material which doesn't answer the question)
	Caret sign to show omission
	Opinion
	Just/Justification
	Good language
	Poorly expressed
	Past tense correctly used
	Future tense correctly used
NA	Highlight
	Accurate language
	Inaccurate language

**Abbreviations**/  
( )  
—**Meaning**

Alternative and acceptable answers for the same marking point

Words which are not essential to gain the mark

Underlined words must be included to gain the mark

**Subject-specific Marking Instructions**

- *You should print out a copy of the paper and work through it yourself (using the transcript for the Listening activities which you can find at the end of the Mark Scheme, if the audio version is not available on the portal.) You will need a copy of the written texts to refer to during the marking process in order to spot excessive lifting in tasks 6 and 7. The texts will not appear automatically on your marking screen.*
- The award of marks is not necessarily dependent on the specific wording in the detailed sheets which follow. Other wordings will score the marks, provided they are semantically equivalent. If the language used by the candidate conveys meaning and also answers the question, then the mark(s) should normally be credited for comprehension (c.f. “sympathetic native speaker/sympathetic examiner”). Use your professional judgement to apply the marking principles given in this mark scheme but if you are still in doubt about the validity of any answer, then consult your Team Leader by phone, the messaging system within SCORIS or e-mail.
- Language marks: These are assessed separately – Grids C.2 and F.2 – See guidance in the detailed sheets below.
- Where candidates give alternative answers, only the first one written, or the one on the line should be marked.

**Section A: Listening and Writing****Task 1:****Task specific guidance:**

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate)
- For single mark questions no annotation is necessary just enter 1, 0 or NR.
- There is no need to use a cross (X) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.
- Answers in Dutch get no marks.

Question	Answer	Marks [6]	Guidance
a	because they might make you think you don't need a doctor anymore.	1	
b	different health claims by food producers	1	
c	inspects (about) 500 products	1	don't allow: products
d	that labels are not scientifically proven	1	
e	because the effects are hardly measurable	1	
f	independent research of claims will be costly	1	
	<b>Total</b>	6	

## Task 2

## Task specific guidance:

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate)
- For single mark questions no annotation is necessary just enter 1, 0 or NR.
- There is no need to use a cross (X) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.

Question	Answer	Marks [22]	Guidance
a	mensen zien dat recyclen goed is en gaan zelf enthousiast recyclen	2	
b (i)	watertekort	1	in any order allow: wereldproblemen
(ii)	voedseltekort	1	
(iii)	energiecrisis	1	
(iv)	vervuiling	1	
c	Het levert niks (concreets) op	1	
d (i)	alles is abstract / er komt niets concreets uit	1	in any order
(ii)	het is ver van <u>mijn</u> bed / ver weg	1	
(iii)	het is lange termijn	1	
e	rondzwervend plastic afval in het water	1	
f	zeeleven raakt verstrikt in het afval en vogels eten het per ongeluk op	2	
g	mensen krijgen schadelijke chemicaliën binnen via het eten van vis	1	
h (i)	bedrijven	1	
(ii)	lokale overheden	1	
(iii)	consumenten	1	
I (i)	aandacht krijgen voor het problemen	1	
(ii)	laten zien dat we het op kunnen lossen	1	
j	12,5 bij 4 meter	1	
k	de reactie van de bootontwerper die mee wil doen want hij weet zelf niet veel van ontwerpen	2	

QoL: Read response again and assess for language.

- **Annotations:** you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential.
- **Grid C.2:** Key words have been highlighted in the Grid. Remember that this grid is also used to assess accuracy at A2. Identify the band which best matches the performance. If you identified the band without hesitation you must award the higher of the two marks.

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
9-10	Characterised by a <b>high and consistent level of accuracy</b> in use of complex structures, although there may be some errors.
7-8	<b>Language generally accurate.</b> Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although <b>there may be some inconsistency and errors in more complex areas.</b>
5-6	Shows evidence of <b>fair understanding of grammatical usage.</b> <b>Generally accurate use of simple sentence</b> structures. Some correct use of complex sentence structures. The performance is likely to be <b>patchy and inconsistent.</b>
3-4	Evidence of <b>gaps in basic grammar.</b> <b>Frequent errors</b> of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but <b>evidence of correct use of simple sentence structures.</b> Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0-2	<b>Little evidence of grammatical awareness.</b> <b>Persistent,</b> serious and <b>elementary errors</b> (endings, verb forms, gender of common nouns). Frequent first language interference.

**Section B: Reading and Writing**

In Section B there are 10 marks for Quality of Language.

**Opgave 3**

Question	Answer	Marks [7]	Guidance
<b>a</b>	voorgelicht	1	<b>Multi-choice</b> Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate. don't allow: teweeg
<b>b</b>	(school)uitval	1	
<b>c</b>	verleiding	1	
<b>d</b>	teweeg brengen	1	
<b>e</b>	stappen	1	
<b>f</b>	(school)arts	1	
<b>g</b>	aan de hand van	1	



## Opgave 4:

Question	Answer	Marks [8]	Guidance
a	F	1	<b>1 mark for each correct answer</b>  The marks are awarded individually. No annotations are necessary.
b	B	1	
c	I	1	
d	G	1	
e	E	1	
f	H	1	
g	A	1	
h	D	1	

## Opgave 5

Question	Answer	Marks [5]	Guidance
a	dat de voorlichting een goed idee is./ dat je stoer bent als je drinkt of blowt	1	<b>Allow:</b> All grammatically correct sentences which are in line with the text. Allow minor mistakes.
b	de beste lessen voor de voorlichting.	1	
c	elkaar goed kennen.	1	
d	jongeren minder gaan drinken (van de voorlichting)	1	
e	heeft weinig zin.	1	

## Opgave 6

Question	Answer	Marks [5]	Guidance
<b>a</b>	drugs	1	<b>Sentence Completion</b> Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
<b>b</b>	normaal/ geaccepteerd	1	
<b>c</b>	eigen	1	
<b>d</b>	gewoon / normaal	1	
<b>e</b>	oudere	1	

## Opgave 7

## Task specific guidance

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate).
- Familiarize yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
- Go through all the responses and assess every question for **comprehension**.
  - a. Marks are awarded on a point by point basis, according to the mark scheme.
  - b. Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL
  - c. For comprehension / content, remember that you are a “sympathetic native speaker / sympathetic examiner”. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2. If appropriate, candidates may answer with single words / short phrases.

**Annotations:**

- Award 1, 0 or NR without annotation.
- Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
- Use a cross (X) when a word in the response invalidates an otherwise acceptable answer.
- Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight and exclude from Quality of Language assessment.

Question	Answer	Marks [10]	Guidance
a	omdat ze minder schooluitval willen	1	
b (i)	leerlingen moeten leren wat drugs met je doen	1	
(ii)	leerlingen moeten zich kunnen verzetten tegen sociale druk	1	
c (i)	een gesprek met de schoolarts en je ouders	1	
(ii)	een gesprek met de schoolarts alleen	1	
(iii)	voorlichtingslessen	1	
d	ze mogen zelf de lessen bepalen	1	
e	omdat je er hoort dat het slecht voor je is.	1	
f	Het heeft weinig zin omdat jonge kinderen niet drinken.	2	

## Opgave 8

Question	Answer	Marks [6]	Guidance
a	maakt mooi	1	<b>Sentence Completion</b> Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
b	dorpen en steden aan zee	1	
c	moderne	1	
d	scherp (allow 'heel groot verschil' / heel bijzonder)	1	
e	lieflijk/ kalm	1	
f	grote steen, meegenomen door de golven	1	

## Task 9: Transfer of Meaning

Question	Answer	Marks	Guidance	
		[10]	Content	Levels of response
1	This year European art has been chosen		<p>Award two marks per translated section according to the grid below. This grid assesses Transfer of Meaning into English. Note that this grid integrates <i>Quality of Written Communication Strand (i)</i> descriptors.</p> <p>Exceptional responses and marks to award:</p> <ol style="list-style-type: none"> <li>Candidates may answer in <b>faultless English but may not transfer meaning accurately. Award either 0 or 1 mark</b>, depending on level of inaccuracy in meaning.</li> <li>The <b>transfer of meaning is accurate but contains significant spelling and/or grammar errors. Award 0 or 1 mark</b>, depending on level of inaccuracy of English.</li> </ol>	<p><b>GRID H.2</b></p> <p><b>TRANSFER OF MEANING</b></p> <p><b>2</b> Accurate transfer of meaning. Faultless or virtually faultless grammar, punctuation and spelling in English.</p> <p><b>1</b> Inconsistent transfer of meaning. Mostly accurate but there are errors and/or missed details. There are instances of error in grammar, punctuation and spelling in English.</p> <p><b>0</b> Very limited transfer of meaning. A substantial number of elements misunderstood or missing. Significant error in grammar, punctuation and spelling in English.</p>
2	because especially art from the Eastern part of this area remains the great unknown.			
3	Nowadays the trend is to pay more attention to American and Chinese artists.			
4	But the organisers of this exhibition (rather) wanted			
5	to look at a common European future through small stories.			

## Opgave 10

Question	Answer	Marks [6]	Guidance
<b>a</b>	onmogelijk	1	<b>Multi-choice</b> Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
<b>b</b>	fietst	1	
<b>c</b>	veranderen	1	
<b>d</b>	stap (over)	1	
<b>e</b>	langer (allow 'een nachtje')	1	
<b>f</b>	museumbezoekers / bezoekers / mensen, toeristen.	1	

## Task11

## Task specific guidance

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate).
- Familiarize yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
- Go through all the responses and assess every question for **comprehension**.
  - a. Marks are awarded on a point by point basis, according to the mark scheme.
  - b. Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL
  - c. For comprehension / content, remember that you are a “sympathetic native speaker / sympathetic examiner”. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2. If appropriate, candidates may answer with single words / short phrases.

**Annotations:**

- Award 1, 0 or NR without annotation.
- Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
- Use a cross (✗) when a word in the response invalidates an otherwise acceptable answer.
- Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight and exclude from Quality of Language assessment.

Question	Answer	Marks [10]	Guidance
<b>a</b>	Naar het strand gaan en over de boulevards lopen	2	Allow 'in negen kustgemeentes aan het strand'
<b>b (i)</b>	duinen	1	
<b>(ii)</b>	strand	1	
<b>c</b>	kunstwerken die passen bij de omgeving	1	
<b>d</b>	Kunst uit Oost Europa blijft relatief onbekend omdat we meer ruimte geven aan Chinese of Amerikaanse kunstenaars.	2	
<b>e</b>	Zien wat de gemeenschappelijke Europese kunst is.	1	
<b>f</b>	De schrijfster geeft al snel op.	1	
<b>g</b>	Ze denken dat dat belangrijk wordt in de toekomst.	1	



- Assessing **Quality of Language** across Section B
  - a. You will get a separate screen which will be the whole page for exercise 4, 5, 6, 7, 9, 10 and 11 (unannotated). Read all the answers again. You may use the green L marking tool to highlight good language to assist you in the application of Grid C.2. but it is not essential.
  - b. Apply Grid C.2 and enter the mark.
  - c. *PE to provide specific guidance on which exercises in Section B will provide best evidence for Quality of Language.*

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
<b>9-10</b>	Characterised by a <b>high and consistent level of accuracy</b> in use of complex structures, although there may be some errors.
<b>7-8</b>	<b>Language generally accurate.</b> Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although <b>there may be some inconsistency and errors in more complex areas.</b>
<b>5-6</b>	Shows evidence of <b>fair understanding of grammatical usage.</b> <b>Generally accurate use of simple sentence</b> structures. Some correct use of complex sentence structures. The performance is likely to be <b>patchy and inconsistent.</b>
<b>3-4</b>	Evidence of <b>gaps in basic grammar.</b> <b>Frequent errors</b> of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but <b>evidence of correct use of simple sentence structures.</b> Vocabulary and structures may be quite strongly influenced by the candidate's first language.
<b>0-2</b>	<b>Little evidence of grammatical awareness.</b> <b>Persistent,</b> serious and <b>elementary errors</b> (endings, verb forms, gender of common nouns). Frequent first language interference.

## Task 12-16

## Task specific guidance

Mark one essay using the grids N, O, C.2 and F.2.

If a candidate has written more than one essay mark both essays in the normal way but enter the mark for the essay which has earned most marks over all.

Question	Indicative Content	Marks	Guidance
Task 12-19	No Indicative Content – personal response	[25]	<p><b>Grid N guidance</b></p> <p>3–4 – No specific example from TL = cap 4</p> <p>5–6 – Demonstration of originality and/or imagination – applies mainly to imaginative</p> <p>7–8 – Imaginative and/or original response to task – applies mainly to imaginative</p> <p><b>Grid O guidance</b></p> <p>6–9 – Straight narration = more 6/7</p> <p>Evidence of some argument = more 8/9</p>

## Task 12-19 – Language (QoL) – Grids C.2 and F.2: [20 marks]

Question	Answer	Marks	Guidance
Task 12-19	Assess for Quality of Language using Grids C.2 and F.2 Appendix 1	<b>[20]</b>	<p>Read the whole response again and assess for Range (Grid F.2) first – i.e. vocabulary and structures. Then assess for Accuracy (Grid C.2). Key words have been highlighted in the grids below. Ignore final sentence of 3-4 band in Grid C.2, because vocabulary and structures have already been assessed under Grid F.2. If you wish, you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential. Enter your mark.</p> <p><b>Grid C.2 guidance</b></p> <p>0–2 – Errors ([e.g.] endings, verb forms, gender of common nouns). Frequent first [= <i>other</i>] language interference.</p> <p>3–4 – Errors ([e.g.] endings, verb forms, gender of common nouns, adjectival agreements). Candidate's first [= <i>other</i>] language. Meaning may be unclear; more wrong than right.</p> <p>5–6 – Wrong/right = 50/50</p> <p>7–8 – More right than wrong.</p> <p><b>Grid F.2 guidance</b></p> <p>5–6 – [A range of] syntax and sentence structures appropriate to the [register of the] task.</p> <p>7–8 – Effective = <i>good</i>. Reads easily.</p> <p>9–10 – idiom ≠ <i>idioms</i>.</p>

## APPENDIX 1

GRID N	RELEVANCE AND POINTS OF VIEW 10 marks AO2	GRID O	STRUCTURE AND ANALYSIS 15 marks AO2
9–10	<b>Consistently relevant information</b> that supports points of view and opinions. Shows <b>genuine insight</b> in responding to the task.	13–15	The response displays genuine control and clarity. A very well-developed argument. Confident ability to develop an argument, analyse and evaluate, and draw conclusions.
7–8	Relevant <b>information</b> that <b>responds to the requirements</b> of the task and is used to support points of view and opinions. Produces an imaginative and/or original response to the task.	10–12	Coherently structured and organised response. Points of view are <b>linked in a logical sequence</b> . <b>Able to develop an argument</b> , analyse and evaluate, and draw conclusions.
5–6	The <b>information</b> given is <b>mainly relevant</b> to the task. Points of view and opinions are generally supported by some factual evidence. May demonstrate some originality and/or imagination.	6–9	Structured and organised response. Points of view are <b>mostly linked in a logical sequence</b> . Shows some ability to develop an argument, analyse and evaluate and draw conclusions.
3–4	Includes <b>some relevant information</b> but does <b>not always address the requirements</b> of the task. May have some difficulty in expressing points of view and/or narrating events and/or communicating factual information.	3–5	Shows <b>some ability to structure</b> and organise the response. <b>Limited ability to develop an argument</b> , analyse and evaluate, and draw conclusions.
0–2	The response to the task is likely to be very short and/or irrelevant and/or very superficial.	0–2	<b>Random organisation</b> of the response. <b>Limited attempt to develop an argument</b> , analyse and evaluate, and draw conclusions.

GRID C.2	QUALITY OF LANGUAGE (ACCURACY) 10 marks AO3
9–10	Characterised by a <b>high and consistent level of accuracy</b> in use of complex structures, although there <b>may be some errors</b> .
7–8	Language <b>generally accurate</b> . Shows a sound grasp of AS and/or A2 structures, as appropriate. <b>Generally correct use of complex</b> structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
5–6	Shows evidence of fair understanding of grammatical usage. <b>Generally accurate use of simple</b> sentence structures. <b>Some correct use of complex</b> sentence structures. The performance is likely to be <b>patchy</b> and <b>inconsistent</b> .
3–4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0–2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

GRID F.2	QUALITY OF LANGUAGE (RANGE) 10 marks AO3
9–10	Effective and confident use of a <b>wide range of vocabulary and idiom</b> with a <b>variety of complex sentence structures</b> .
7–8	Effective use of a range of vocabulary and structures appropriate to the task, with little repetition. A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage).
5–6	<b>Attempts to extend the range of vocabulary</b> , though still rather repetitive. <b>Attempts to use more complex language</b> with <b>some success</b> in producing a range of syntax and sentence structures appropriate to the task.
3–4	Use of a restricted range of vocabulary and structures. Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
0–2	Only <b>simple sentence patterns</b> . Very <b>limited vocabulary</b> . Very <b>limited range of structures</b> .

**APPENDIX 2****Transcripts of Listening Texts**

**Note for Document production team: This section of the mark scheme must stay in Portrait format until after the standardisation meeting.**

**E: Task 1****E: Listening****E: An end to nonsense labels****F:**

Vruchtensap waar je slank van wordt, boter die je slimmer maakt en yoghurt waar je goed van naar de wc kunt. De Europese Unie vindt dit soort beweringen op de verpakkingen in de supermarkt misleidend, omdat je zou denken dat je geen dokter meer nodig hebt. Daarom mogen er binnenkort alleen nog wetenschappelijk bewezen claims op verpakkingen staan.

De Europese Autoriteit voor Voedselveiligheid, de EFSA, stort zich sinds zes jaar op uiteenlopende gezondheidsclaims van voedselabrikanten. Alles waar je volgens de reclame energie van krijgt, van afvalt of van gaat stralen, wordt er kritisch onderzocht. Jaarlijks belanden er bij de EFSA zo'n vijfhonderd producten op tafel om nader bekeken te worden.

Deze week maakte het instituut bekend dat tot nu toe meer dan 80% van de onderzochte claims niet wetenschappelijk te bewijzen zijn. Ook vage claims als 'geeft energie' en 'goed voor de gezondheid' werden afgewezen, omdat zulke effecten nauwelijks te meten zijn.

Wetenschappers en voedingsmiddelenmakers gingen deze week met elkaar in debat over de gevolgen van het verbod. Voedingsmiddelenmakers zijn bang dat onafhankelijk onderzoek naar claims op labels erg kostbaar wordt, maar volgens de wetenschappers is het allemaal prima te verrekenen.

## Opgave 2

## Luisteroefening 2

## Plastic Soep

- F Marius, jij hebt een plan waardoor mensen kunnen zien dat het goed is om te recyclen. Misschien worden ze zelfs wel enthousiaste recyclers.
- M Ja, ik had genoeg van het slechte nieuws over wereldproblemen: water- en voedseltekort, de energiecrisis en vervuiling. Ik werd moedeloos van internationale conferenties waaraan duizenden politici deelnemen, zonder dat je ziet wat het concreet oplevert. Grote bedrijven doen wel beloftes, maar er komt niets uit. Volgens mij haken mensen af want het is allemaal abstract, ver van mijn bed en lange termijn. Je moet het probleem en de oplossing dus concreet maken.
- F Geef eens een voorbeeld?
- M Nou, de Plastic Soep is zo'n probleem. De berg rondzwervend afval die al het water vervuult. Het is een probleem dat gestaag groeit en het is bedreigend voor mens en dier. Het zeeleven raakt verstrikt in het plastic afval dat in de zeeën drijft, vogels eten het per ongeluk op. En wij mensen krijgen schadelijke chemicaliën binnen via het eten van vis.
- F Maar daar moeten we toch over praten?
- M Jawel, maar het moet daar niet bij blijven! Ik wil zelf aan de slag met concrete oplossingen voor Plastic Soep.
- F In je eentje?
- M Nee, samen met bedrijven, de lokale overheden die ook resultaten willen zien en consumenten. Ik heb een concreet plan ontwikkeld: het bouwen van een boot van plastic flesjes. Het is de bedoeling dat die boot aandacht genereert voor het probleem van de Plastic Soep, maar het laat ook zien dat je samen met organisaties en mensen die willen, iets moois kunt bereiken. Dat je samen kunt werken aan een oplossing.
- F Wat voor een boot wordt het?

- M We gaan 100.000 flesjes verzamelen. Die plastic flesjes worden heel fijn gemalen en dan kunnen er platen van worden geperst. Die platen vormen dan de basis voor een boot. We gaan een sloep van 12,5 bij 4 meter bouwen.
- F Hoe ga je dit aanpakken?
- M Ik heb een blog en een persoonlijk netwerk. De uitdaging is om met z'n allen niet alleen het plastic afval van onszelf te gaan gebruiken, maar ook om iedereen aan te sporen om mee te doen. Dit project gaat niet over 'mij', maar over 'wij'. Iedereen die geïnteresseerd is en ideeën heeft, kan meedoen. Er zijn overigens al een flink aantal reacties geweest. Eén van de mensen die reageerde was een bootontwerper die mee wilde doen! Dat is natuurlijk helemaal geweldig, want zoveel weet ik niet van ontwerpen.
- F Nou succes met je project.



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