



**GCE**

**Dutch**

Unit **F881**: Listening, Reading and Writing 1

Advanced Subsidiary GCE

**Mark Scheme for June 2015**

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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
	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
	Present tense correctly used

<b>AL</b>	Accurate language
<b>IL</b>	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.

## Section A: Listening and Writing

## Task 1:

Question	Answer	Marks [12]	Guidance
a	B	1	<b>Multi-choice</b> <b>either</b> Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate. <b>or</b> This task is scanned in by the page. Marks are awarded individually. No annotations are necessary.
b	C	1	
c	A	1	
d	C	1	
e	B	1	
f	A	1	
g	A	1	
h	B	1	
i	B	1	
j	C	1	
k	B	1	
l	C	1	

## Task 2

Question	Answer	Marks [13]	Guidance
<b>a</b>	nieuw	1	<b>Gap-fill either</b> The elements are scanned in individually. No annotation is necessary. Enter 1,0 or NR as appropriate. Ignore mis-spellings.  <b>Or</b> The elements are scanned by the page. No annotation is necessary.
<b>b</b>	goed	1	
<b>c</b>	combinatie	1	
<b>d</b>	meedoen	1	
<b>e</b>	overal/ buiten	1	
<b>f</b>	buitenlucht	1	
<b>g</b>	zo'n	1	
<b>h</b>	valt	1	
<b>i</b>	veilig	1	
<b>j</b>	kijk	1	
<b>k</b>	voornaamste	1	
<b>l</b>	opgegeven	1	
<b>m</b>	waardoor	1	

**Task 3****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 Target language get no marks.

Question	Answer	Marks [15]	Guidance
<b>a</b>	i	useful activity	<b>allow: concept of reading</b>
	ii	relaxing pastime	
<b>b</b>	i	people between 20 and 35	
	ii	young people under 20	
<b>c</b>	i	deliver information efficiently	<b>allow:</b> be focused / require little time  <b>allow:</b> it needs to tell us what subjects are important (to read about)
	ii	antidote to superficiality	
	iii	(helps to) understand society	
<b>d</b>	i	the story is worth writing about	
	ii	(why) they are angry about an issue	
	iii	(why) they don't want people to miss out on the information	

Question	Answer	Marks [15]	Guidance
e	i no waste of time ii worth the attention iii worth the money	1 1 1	<b>allow:</b> thought
f	their expertise/ their knowledge	1	
g	the <b>old fashioned</b> article (of 1500 words)	1	

#### Task 4 10 marks for Communication (Grid H1), 10 marks for Quality of Language (QoL)

##### Task Specific Guidance

- The candidate response will be scanned in twice. The marks for Communication are awarded the first time. The second image is for you to assess the QoL.
- Communication:** This is a transfer of meaning exercise, not a word-for-word translation, so there may be several ways of putting the points across. Key elements of the points are underlined in the mark scheme. For communication / content, assess as a “sympathetic native speaker / sympathetic examiner” and give credit accordingly.
- Annotations:**
  - In the body of text, use a tick (☑) to show that a point has been fully and successfully conveyed.
  - If an element of the point has been omitted, use the caret sign (^).
  - If a point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use no annotation.
  - Use a cross (✗) when a word in the response invalidates an otherwise acceptable answer.
  - The annotations will give a global impression to help you apply Grid H.1 accurately and consistently.
- Grid H.1: The ticks will show the number of points successfully conveyed. These will normally correspond with the marks you award.



## Task 4: Communication points

Question	Answer	Marks	Guidance	
		[10]	Accept	Do not accept
1	we schrijven u			
2	omdat we van plan zijn IT met Engels te combineren.			
3	Wij zijn allemaal geïnteresseerd in verschillende aspecten van het nieuws,			
4	en daarom dachten we dat het een interessante uitdaging zou zijn om een digitale krant te maken.			
5	hoewel we een idee hebben hoe we de krant willen maken			
6	zou het fijn zijn om de mogelijkheden met u te bespreken.			
7	Heeft u tijd om een workshop met ons te doen			
8	om over dit plan te praten			
9	We willen u graag ontmoeten			
10	zodat u ons kan vertellen wat u van onze ideeën denkt.			

<b>GRID H.1</b>	<b>COMMUNICATION</b> <b>10 marks AO2</b>
<b>9-10</b>	Most or all of the information successfully conveyed.
<b>7-8</b>	Three quarters of the points conveyed.
<b>5-6</b>	Half of the information successfully conveyed.
<b>3-4</b>	Only a quarter of the points conveyed.
<b>0-2</b>	Very little or no information conveyed.

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. At AS level, one year beyond GCSE, the only complexity of language that is expected is that required by the task. 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 high and consistent level of accuracy in use of complex structures, although there may be some errors.
7-8	Language generally accurate. Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex 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. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
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.

**Section B: Reading and Writing**

**Task 5**

- a) gaan
- b) vervoeren
- c) zijn
- d) voorkomen
- e) gebruiken
- f) bevoorraden
- g) zetten
- h) oplossen / bekijken
- i) brengen
- j) maken

## Task 6 a

Question	Answer	Marks [10]	Guidance
<b>a</b>	sterven		<b>Gap-fill</b>  The elements are scanned by the page. No annotation is necessary.
<b>b</b>	wereldwijd		
<b>c</b>	gebrek		
<b>d</b>	baseren		
<b>e</b>	enquêtes		

## Task 6 b

Question	Answer	Marks [10]	Guidance
a	B		
b	C		<b>Gap-fill</b>
c	B		The elements are scanned by the page. No annotation is necessary.
d	D		
e	D		

## Task 7

## Task specific guidance

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate). The entire page will then appear on the screen for you to assess the QoL.
- 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	Guidance	
			Accept	Do not accept
		[20]		
a	vroeger kende men de schrijver niet, alleen zijn werk	1 1		
b	(i) dat hij gelezen werd (ii) hij vindt dat dat zo hoort/ hij vindt dat dat goed is	1		
c	om de andere stem wat er op de bladzijde staat	1 1		
d	zijn gedachten zitten in het boek / zijn persoon zit in zijn boek	1	<b>concept</b>	
e	alles wat hij wilde zeggen staat nu in het boek / er is niets meer over	1		
f	schrijvers laten zichzelf overal zien	1	<b>allow: we leven met een groot media apparaat</b>	
g	(i) TV (ii) radio, (iii) kranten (iv) internet (sociale media)	1 1 1	allow two accept: interviews, talk shows, quizzen	
h	Hij vindt de informatie niet relevant is.	1	concept	
i	(i) je moet een goed schrijver zijn (ii) je moet goed weten hoe je jezelf moet verkoppen	1 1		



Question	Answer	Marks	Guidance	
			Accept	Do not accept
		[20]		
j	(i) vroeger wist de schrijver wat leuk gevonden werd omdat dat boek gekocht werd	1	<b>allow: het is moeilijker voor Engelstalige schrijvers</b>	
	(ii) nu kan hij het te weten komen via de media / hij krijgt continu te horen	1		
k	de opmerkingenstroom gaat maar door	1		
	ze hebben geen energie meer om een nieuw boek te beginnen	1		
l	er wonen maar weinig mensen in Nederland en het is dus erger voor de Engelstalige schrijvers.	1		
m	hij is zoveel tijd kwijt met het lezen van al het commentaar	1		



- Assessing **Quality of Language**
  - a. You will get a separate screen which will be the whole page (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. When candidates have left several questions unanswered, click on “fit height” to have an overall view.
    - If only 1/3 of the questions have been answered, the maximum mark for C2 is the 5/6 band
    - If only 2/3 of the questions have been answered, the maximum mark for C2 is the 7/8 band

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

**Task 8****Task specific guidance**

Have a copy of the text to hand and familiarize yourself with it, so that you can easily spot instances of lifting from the original. Only the candidates' work will appear on the screen. You will have three successive screens 8a, 8b and then 8a + 8b again, but without the annotations in order to assess QoL.

**Task 8a Comprehension. Grid I [10 marks]****a. Annotations:**

- In the body of text, use a green tick  to show that a point from the mark scheme below has been fully and successfully conveyed.
- If an element of the point has been omitted, use the caret sign ().
- If a point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use no annotation.

The annotations will give a global impression to help you apply Grid I accurately and consistently.

**b. Grid I:** Looking at the annotations, assess what proportion of the points has been conveyed and apply Grid I. Enter your mark.

**c. Copying / lifting:** If chunks of the text are simply copied, award marks for comprehension but there is a limit of 3-4 marks for (a) if the entire answer is lifted (see Grid I). Verbatim copying of the stimulus text results in no marks. Use the highlighting tool (.....) to show lifted language. Only phrases of 5 words or more should be counted as lifted language.

Question	Indicative content	Marks	Guidance	
		[10]	Content	Levels of Response
1	vroeger moesten kinderen gehoorzaam zijn			<b>Grid I</b>
2	het is veranderd in de jaren 70.			<b>COMPREHENSION OF TEXT</b>
3	het was een bevelshuishouding			<b>9-10</b>
4	het is een onderhandelingshuishouding			Consistently relevant information. Includes nearly all the points from the original passage. Shows a very clear understanding of the text
5	het was opvoeden met macht			<b>7-8</b>
6	het is opvoeden met gezag			Relevant information showing understanding of up to two thirds of the points from the original passage. There may be one or two instances of lifting from the original passage.
7	grenzen stellen			<b>5-6</b>
8	maar ook aandacht geven			Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage.
9	en liefde geven			<b>3-4</b>
10	verantwoordelijkheidsgevoel is belangrijkst			Little relevant information. Includes up to a third of the points, showing understanding of some of the points. Over-reliance on phrases lifted from the original passage.
11	dan opkomen voor anderen			<b>0-2.</b>
12	rekening houden met anderen			No relevant information or supplies one or two relevant points from the original passage.
13	ouders doen meer met hun kinderen			
14	ouders zijn onzeker			
15	er worden hoge eisen gesteld			
16	opvoeden is nu een individueel project		<b>13</b>	

## Task 8(b) Response Grid J [20 marks]

Question	Answer	Marks	Guidance	
		[20]	Content	Levels of Response
	No Indicative Content – personal response		<p><b>Grid J:</b> Looking at the annotations, assess the quality of the response to the text and apply Grid J. NB: “imagination” and “insight” are interpreted conservatively. The number of ticks you have awarded will indicate a mark band. You must then use your professional judgement to fine tune your marking. You may look at the quality of the candidate's points and go down a mark or two if they seem rather pedestrian or repetitive. Similarly an attempt at originality or humour could gain an extra mark or two. Enter your mark.</p> <ul style="list-style-type: none"> <li>Use the green tick (□) in the body of the text to show each opinion / personal response and a green tick (□+) in body of text to show a development / extension of the opinion. NB: one opinion may have several extensions.</li> </ul>	<p><b>GRID J RESPONSE TO TEXT</b></p> <p><b>16-20</b> Responds with well developed points of view which show insight, originality and imagination.</p> <p><b>12-15</b> Expresses points of view which are consistently developed and respond to the requirements of the task. Shows some originality and/or imagination</p> <p><b>8-11</b> Expresses points of view which respond to the requirements of the task. Some of these may be developed and there may be some originality and/or imagination.</p> <p><b>4-7</b> Manages the beginning of a response to the requirements of the task. May have difficulty in expressing and/or developing points.</p> <p><b>0-3</b> Very short. May not go beyond points of view already expressed in the original text.</p>

## Task 8(a) + 8(b) – Language (QoL) – Grids C.2 and F.2: [20 marks]

Question	Answer	Marks	Guidance
Task 8a+b	Assess for Quality of Language using Grids C2 and F2 Appendix 1	<b>[20]</b>	<p>a. Read the whole response again and assess for Range (Grid F2) first – i.e. vocabulary and structures. Then assess for Accuracy (Grid C2). Key words have been highlighted in the grids below. Ignore final sentence of 3-4 band in Grid C2, because vocabulary and structures have already been assessed under Grid F2. 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. Ignore language lifted from the text when assessing language (See <b>Task 8a</b> above). Lifted language is not credited for QoL – only content points and/or personal response.</p>

## APPENDIX 1

GRID C.2	QUALITY OF LANGUAGE - ACCURACY 10 marks AO3	GRID F.2	QUALITY OF LANGUAGE (RANGE) 10 marks AO3
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.	9-10	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures.
7-8	Language generally accurate. Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.	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	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.	5-6	Attempts to extend the range of vocabulary, though still rather repetitive. Attempts to use more complex language with some success in producing a range of syntax and sentence structures appropriate to the task.
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).	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	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.	0-2	Only simple sentence patterns. Very limited vocabulary. Very limited range of structures.

## 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.**

## Task 1 Wetenschappelijk illustrator

M *Maartje, jij wordt wetenschappelijk illustrator, vertel!*

F Wetenschappelijke illustraties hebben een nieuw jasje gekregen door de digitalisering, maar wetenschappelijke ideeën worden al eeuwen met tekeningen verduidelijkt. Leonardo Da Vinci liet in zijn tekeningen al zien hoe de anatomie van de mens eruit zag. Vandaag de dag hebben wij meer hulpmiddelen dan een potlood, zoals de computer, waarmee we bijvoorbeeld een beeld driedimensionaal kunnen laten draaien.

Mijn opleiding is heel divers. Ik leer de theorie tijdens de colleges, maar door mijn gesprekken met experts uit verschillende wetenschappelijke disciplines doe ik ook veel praktische ervaring op. Ik moet zelf onderwerpen bestuderen die ik daarna vorm geef voor mijn portfolio.

M *Hebben we nog wel tekenaars nodig nu de fotografie zoveel preciezer is?*

F Zeker! Mensen denken vaak dat handwerk niet meer hoeft, maar op een foto is simpelweg te weinig te zien, of juist te veel. Wil je de natuur of het menselijk lichaam goed in beeld brengen, dan is een illustratie DE manier om dat te doen. In een tekening kun je de informatie van een foto zo aanscherpen dat de aandacht naar het onderwerp gaat dat je wilt behandelen.

Het leuke van dit vak is dat je het wetenschappelijke met het kunstzinnige vermengt. Omdat je voor jezelf werkt, kun je opdrachten aannemen van musea, ziekenhuizen en tijdschriften. De tekeningen moeten een verhaal vertellen dat door de lezer begrepen wordt, maar de compositie moet ook zo mooi zijn dat hij het graag wil bestuderen. Weet je, het is het mooiste vak dat er bestaat!



**Task 2 Bossaball**

**F** Joris jij speelt Bossaball, wat is dat?

**M** Bossaball is een nieuwe sport, waarbij het voor iedereen natuurlijk leuk is om te weten dat wij, Nederlanders een van de beste teams van de wereld hebben.

Het is een mengvorm van een aantal sporten en zelfs dans. Het lijkt op volleybal, maar bij bossaball gebruik je al je ledematen. Het is waanzinnig populair! Het fijne is dat iedereen het kan doen. Het enige wat je nodig hebt is een speciaal ontworpen opblaasbaar speelveld met aan beide zijden van het net een trampoline. Het veld kan op verschillende locaties staan, zowel binnen als buiten. In minder dan 45 minuten is het veld speelklaar. En doordat we allerlei gemeentes warm hebben gekregen voor deze sport is er vast wel op een veldje te spelen bij jou in de buurt.

Iedereen kan het doen, ook al is het een heel snel en intensief spel. Je moet erg creatief zijn. Je kunt springen en duiken zonder je te blesseren, want je valt altijd lekker zacht. Wel komt het spel het best tot zijn recht als je echt balgevoel hebt.

Door Bossaball zijn jongeren weer gaan sporten! Dat is een voordeel want het gebrek aan beweging is een groot probleem in Nederland! Door Bossaball hebben we steeds meer mensen die sinds de basisschool niet meer hebben gesport, actief gekregen.

**Task 3****New idea for Newspapers**

**F** Het lezen van de krant is voor iedereen naast een nuttige bezigheid vaak ook een ontspannende activiteit, die dagelijks terug komt. Vindt u dat ook niet, meneer Derksen?

**M** Nee hoor, vrijwel alle Nederlanders tussen de 20 en 35 jaar oud hebben de krant verlaten. Die lezen hem gemiddeld nog maar een kwartiertje per week, terwijl de jongeren onder de twintig waarschijnlijk nog nooit een krant in gekeken hebben.

Er moet nu eindelijk een krant komen die zo gericht mogelijk haar taak vervult en zo min mogelijk van onze tijd vraagt. De nieuwe krant moet een medicijn tegen de oppervlakkigheid worden. Hij moet ons helpen de maatschappij te begrijpen. We willen niet meer zelf uitvinden waarom we iets moeten lezen.

**F** Hoe wilt u dat gaan aan pakken?

De artikelen die in de krant verschijnen, moeten aangeven waarom de schrijver er zo geïnteresseerd in is: 'Dit is de moeite waard, want', 'Ik word hier kwaad om, want', 'Deze ontwikkelingen mag je niet missen, want'. We willen zeker weten dat het lezen van het stuk onze tijd, aandacht en geld waard is.

We willen dat de krant ook interactief is zodat wij bronnen kunnen aandragen die de journalist kunnen helpen. Als lezer van de nieuwe krant willen wij best vragen beantwoorden, onze kennis delen. Mik op onze vakkennis, en we maken samen de mooiste krant op aarde.

Maar we willen niet alles veranderen, hoor. Het ouderwetse artikel van zo'n 1.500 woorden, is een manier van schrijven die we willen behouden. Ook de journalist die in nachtclubs politici ondervraagt of iemand die grondig onderzoek doet, moet in deze nieuwe krant kunnen schrijven. Hopelijk kunnen we zo samen de perfecte digitale krant maken die geschikt is voor de volgende eeuw.

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