OCR
Oxford Cambridge and RSA

GCE

Dutch

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

Advanced GCE

Mark Scheme for June 2017

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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.

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

Annotation	Meaning
✔	Tick
✔₊	Development of point
✖	incorrect
IR	Irrelevant (material which doesn't answer the question)
λ	Caret sign to show omission
O	Opinion
J	Just/Justification
L	Good language
PE	Poorly expressed
P	Past tense correctly used
F	Future tense correctly used
NA	Highlight

AL	Accurate language
IL	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 7 and 11. 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: THE CAR AS A SECOND HOME

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 [6]	Guidance
a	**to become <u>testing</u> ground for 'self driving cars' / make roads think along**	1	concept
b	**you need to activate the app on your phone**	1	concept
c	**a car that's more sensible than its driver**	1	concept
d	**i) law/rules need to be adjusted** **ii) the industry isn't used to <u>software</u> development**	1 1	concept
e	**the production and testing period takes too long**	1	concept

Task 2   JE EIGEN VOEDSEL VERBOUWEN

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	(tot) kunstenaar	1	
b	Ze was niet veel bezig met de kinderen. allow: Ze zat meer achter de computer en in vergaderingen dan dat ze <u>kinderen</u> lesgaf	1	concept
c	(i) ze hadden een theetuin (ii) Ze verkochten zelfgemaakte produkten / ze maakten jam, chutney en mosterd (iii) ze exposeerden (foto's en beelden)		
d	(i) geen ontvangstruimte (ii) geen opslagruimte (iii) leveranciers konden niet bij het huis komen	1 1 1	
e	(i) te dichtbij de snelweg (ii) Schuren werden gebruikt	1 1	
f	Ze vonden het geweldig	1	concept

g	om te vieren dat ze er waren komen wonen / omdat dat de traditie was	1	concept
h	**a)** ontspannen / relaxt **b)** hardwerkend	1 1	
i	**a)** serveren (high tea) / thee **b)** koken	1 1	
j	kunstklassen organiseren (beeldhouwen)	1	concept
k	daar zijn ze te stads voor (concept: dat durven ze niet echt/ dat zijn ze niet gewend)	1	concept
l	**i)** ze bezoeken een kasteel of tuin (een paar daagjes uit) **ii)** ze gaan op een studiereis over ambachtelijke produkten	1 1	concept
m	**i)** de zee **ii)** tijd voor jezelf	1 1	 concept

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 **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

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

Opgave 3

Question	Answer	Marks [8]	Guidance
a	**versnippering**	1	Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
b	**permanent**	1	
c	**creëren**	1	
d	**exclusiever**	1	
e	**prettig**	1	
f	**moeiteloos**	1	
g	**bedenken**	1	
h	**privilege**	1	

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•   **Opgave 4:**

Question	Answer	Marks [7]	Guidance
a	**D**	1	**1 mark for each correct answer**
b	**A**	1	
c	**H**	1	The marks are awarded individually. No annotations are necessary.
d	**F**	1	
e	**G**	1	
f	**B**	1	
g	**E**	1	

Opgave 5

Question	Answer	Marks [5]	Guidance
a	**communiceren (spreken, praten)**	1	**Allow:** words that make a grammatically and semantically correct sentence
b	**makkelijker / prettiger**	1	**Gap-fill**
c	**identiteit**	1	No annotation is necessary. Enter 1, 0 or NR as appropriate. Ignore mis-spellings.
d	**groep / gemeenschap**	1	
e	**groepstaal** **allow: dialect**	1	

Opgave 6

Question	Answer	Marks [5]	Guidance
a	**nieuwe uitdrukkingen**	1	**Sentence Completion** Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
b	**hoogopgeleiden de standaardtaal**	1	
c	**gingen meer mensen de taal spreken.**	1	allow: is deze meer beïnvloed door de groepstaal.
d	**invloed gekregen op de standaardtaal**	1	allow:beïnvloed door groepstalen.
e	**geen onderscheid gemaakt tussen spreek- en schrijftaal**	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	mensen gingen een ander leven leiden / mensen gingen ergens anders wonen en de taal werd aangepast	2	concept a: (1) de mensen splitsten zich op in stammen (2) de stammen trokken weg en gingen hun eigen leven leiden
b	Het is goed als een taal veel sprekers heeft, maar <u>tegelijkertijd</u> willen we kleine groepjes vormen met een eigen taal.	2	concept
c	om goed te kunnen communiceren met zoveel mogelijk mensen	1	concept
d	dat je je ergens bij voelt horen	1	
e	ze kloppen grammaticaal niet. / het zijn samentrekkingen die niet kunnen / de woorden ‚boodschappelijk' en ‚fietsing' bestaan niet.	1	concept
f	De taal werd door het volk gebruikt / iedereen ging de taal gebruiken	1	concept
g	i) het is minder formeel geworden/ er is een minder groot verschil met spreektaal / het is beïnvloed door groepstalen ii) in de sociale media	1 1	concept

Opgave 8

Question	Answer	Marks [6]	Guidance
a	**condities**	1	**For all answers: concept** Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
b	**stadscentra**	1	
c	**korte reisjes**	1	
d	**ingewikkelde**	1	
e	**normale**	1	
f	**hersenen**	1	

Je moet goed op veel dingen letten en snel reageren (nl is vlak en heeft kleine stadskernen0
Opgave 9

Question	Answer	Marks [6]	Guidance
a	**veranderd**	1	Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
b	**fietsen**	1	
c	**plat / vlak**	1	
d	**niet nodig**	1	
e	**zwaar**	1	
f	**duur**	1	

Task 10: Transfer of Meaning

Question	Answer	Marks	Guidance	
		[10]	**Content**	**Levels of response**
1	'This requires you to simultaneously pay attention to	2	Award two marks per translated section according to the grid below. This grid assesses Transfer of Meaning into English. Note that this grid integrates *Quality of Written Communication Strand (i)* descriptors. Exceptional responses and marks to award: 1. Candidates may answer in **faultless English but may not transfer meaning accurately. Award either 0 or 1 mark**, depending on level of inaccuracy in meaning. 2. The **transfer of meaning is accurate but contains significant spelling and/or grammar errors**. Award **0 or 1 mark**, depending on level of inaccuracy of English.	**GRID H.2** **TRANSFER OF MEANING** **2** Accurate transfer of meaning. Faultless or virtually faultless grammar, punctuation and spelling in English. **1** 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. **0** Very limited transfer of meaning. A substantial number of elements misunderstood or missing. Significant error in grammar, punctuation and spelling in English.
2	lots of fast-moving road users around you and to react quickly	2		
3	and this is great training for your brain.	2		
4	This makes cycling really good for your mental health as well	2		
5	because large parts of the brain are activated and trained.	2		

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.**

d.   Marks are awarded on a point by point basis, according to the mark scheme.

e.   Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL

f.   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	het land is plat / heeft geen heuvels	1	
b	de fiets kan ook zonder versnelling de fiets hoeft niet licht te zijn	1 1	
c	de afstanden zijn klein dus je kunt sneller door de stad op de fiets eigenlijk is er niet genoeg ruimte voor auto's / dus het is veiliger	1 1	
d	hij vindt dat iedereen dat wel weet, dat is niets nieuws	1	
e	Je hersenen moeten hard werken om alle informatie te kunnen verwerken.	1	
f	Fietsers reageren op elkaar en het recht van de snelste telt.	1	
g	er is weinig hierarchie	1	
h	iedereen is gelijk en werkt samen	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
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.

Task 12-19
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]**	**Grid N guidance** 3–4 – No specific example from TL = cap 4 5–6 – Demonstration of originality and/or imagination – applies mainly to imaginative 7–8 – Imaginative and/or original response to task – applies mainly to imaginative **Grid O guidance** 6–9 – Straight narration = more 6/7 Evidence of some argument = more 8/9

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
		[20]	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.
			
			Grid C.2 guidance
			0–2 – Errors ([*e.g.*] endings, verb forms, gender of common nouns).
			      Frequent first [= *other*] language interference.
			3–4 – Errors ([e.g.] endings, verb forms, gender of common nouns, adjectival agreements).
			      Candidate's first [= *other*] language.
			      Meaning may be unclear; more wrong than right.
			5–6 – Wrong/right = 50/50
			
			7–8 – More right than wrong.
			
			Grid F.2 guidance
			
			5–6 – [A range of] syntax and sentence structures appropriate to the [register of the] task.
			7–8 – Effective = *good*.
			      Reads easily.
			
			9–10 – idiom ≠ *idioms*.

APPENDIX 1

GRID N	RELEVANCE AND POINTS OF VIEW 10 marks AO2	GRID O	STRUCTURE AND ANALYSIS 15 marks AO2
• 9–10	• **Consistently relevant information** that supports points of view and opinions. Shows **genuine insight** 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 **information** that **responds to the requirements** 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 **linked in a logical sequence**. **Able to develop an argument**, analyse and evaluate, and draw conclusions.
• 5–6	• The **information** given is **mainly relevant** 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 **mostly linked in a logical sequence**. Shows some ability to develop an argument, analyse and evaluate and draw conclusions.
• 3–4	• Includes **some relevant information** but does **not always address the requirements** of the task. May have some difficulty in expressing points of view and/or narrating events and/or communicating factual information.	• 3–5	• Shows **some ability to structure** and organise the response. **Limited ability to develop an argument**, 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	• **Random organisation** of the response. **Limited attempt to develop an argument**, analyse and evaluate, and draw conclusions.

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

Task 1

Driverless Cars

Nederland heeft de kans om 'voorloper' en 'proeftuin' te worden voor zelfrijdende auto's: voertuigen die onderling communiceren. Het plan is om zelfs wegen mee te laten denken met het verkeer. Vorige week heeft het kabinet eindelijk groen licht gegeven om de experimenten met zelfrijdende auto's op de openbare weg uit te voeren.

De grootste autofabrikanten ter wereld hebben een roedel elektrische auto's ontwikkeld, voorzien van nieuwe automatische rijassistenten. Zo kwam een oranje auto – zonder chauffeur – kwispelend aanrijden nadat de eigenaar de app op zijn smartphone had geactiveerd.

De heilige graal van de auto-industrie is de auto die verstandiger is dan zijn bestuurder. De droom van de automoblist blijft natuurlijk een voertuig waarin jezelf kunt rijden, maar waarin je ook achterin de krant kunt lezen of een dutje kunt doen.

Het zal nog wel een tijdje duren voordat de zelfrijdende voertuigen op de weg te zien zijn. De regelgeving moet namelijk worden aangepast aan de nieuwe situatie. Bovendien is de auto-industrie niet gewend om software te ontwikkelen. De software-leverancier krijgt een pak specificiteis waar hij vervolgens minstens twee jaar aan werkt. Dan moet er nog één jaar getest worden. Tegen die tijd is alles al weer veranderd.

Opgave 2

Je eigen voedsel verbouwen

I   In de studio hebben we vandaag Maaike en Rob. Zij maken en verkopen hun eigen voedsel.

Maaike, vertel eens hoe jullie hier terecht zijn gekomen?

F   We zijn allebei van huis uit kunstenaar, daar zijn we voor opgeleid, maar daar krijg je niet echt brood mee op de plank. Rob werkte als beeldhouwer en ik heb lang lesgegeven op een basisschool. Maar ik zat meer achter de computer en in vergaderingen dan dat ik met kinderen bezig was. Dat vond ik niet leuk meer. In 2009 hebben we het roer omgegooid en zijn we een theetuin en winkel met handgemaakte producten begonnen. Intussen exposeerden we ook samen foto's en beelden."

I   En waar woonden jullie, Rob?

M   In Maasland, in een historisch pandje aan een gracht. Een geweldige plek. We produceerden er ambachtelijke producten aan huis: jam, chutney en mosterd. Maar het huis had ook nadelen: er was geen ontvangstruimte voor bezoekers, geen opslagruimte en leveranciers konden niet bij ons huis komen.
Toen zijn we op zoek gegaan naar een plek met meer ruimte, midden in de natuur. We hebben gekeken naar boerderijen in de buurt van Amsterdam, maar die lagen te dicht bij een snelweg of de schuren waren al in gebruik.

I   En tenslotte vonden jullie dit, Maaike?

F   'Ja, via via zijn we in de Achterhoek terechtgekomen. We waren hier nog nooit geweest. We zakten meteen tot onze enkels in de blubber, maar we waren wel meteen verkocht. Het is hier zó mooi!

Toen we hier kwamen wonen, hebben we een 'intrekkersmaal', georganiseerd voor de buurt: een maaltijd om te vieren dat je er bent komen wonen. Dat is hier traditie. Toen hoorden we erbij.

Wat prettig is dat je hier wordt omringd door natuur en relaxte, hardwerkende mensen. Dat geeft een energieke sfeer. We werken zelf ook altijd. Er is veel te doen: de moestuin, snoeien, fruit plukken."

M   We hebben hier een terras, we serveren high tea en we koken voor gasten. Volgend jaar gaan we een cursus beeldhouwen geven, dan kunnen we weer iets gaan doen met onze opleiding.

F   We willen zelf graag al ons voedsel verbouwen. We hebben al een moestuin. En er komen hier regelmatig jagers. In ruil voor een schilderij van een haas of vos krijgen we dan een haas. We hebben al geleerd hoe we die moeten villen. Zelf schieten doen we niet, daar zijn we toch te stads voor.

M   Af en toe gaan we één of twee dagen weg om inspiratie op te doen. Dan bekijken we een kasteel of een tuin. En eens per jaar maken we een studiereis langs producenten van ambachtelijke producten in Frankrijk, Spanje of Portugal. Op deze manier krijgen we ideeën over wat we kunnen produceren en hoe we onze tuin en winkel kunnen inrichten."

I   En missen jullie de Randstad?

F   Nee, het enige wat ik hier mis, is de zee.

M   En ik zou wel graag wat meer vrije tijd willen hebben, tijd om even wat langer te genieten."

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