



GCE

Dutch

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

Advanced Subsidiary GCE

Mark Scheme for June 2018

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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.

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Annotations

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
NA	Highlight

Annotation	Meaning
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 6 and 7. The texts will not appear automatically on your marking screen.

Section A: Listening and Writing

Opgave 1:

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

Opgave 2:

Question	Answer	Marks [13]	Guidance	
2	(a)	sporten	1	
	(b)	vrolijke	1	
	(c)	zwaar	1	
	(d)	keer	1	Allow: oefening, alleen
	(e)	genoeg	1	
	(f)	vergelijkbare	1	
	(g)	leuk	1	
	(h)	trots	1	
	(i)	opgegeven	1	
	(j)	verveelt	1	
	(k)	alleen	1	
	(l)	gezellig	1	
	(m)	helpt	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	Guidance	
3	(a)	i. bulbs ii. wind mills	1 1	
	(b)	She shows tourists a different aspect of the Netherlands	1	
	(c)	she shows tourists around (tourist guide)	1	
	(d)	To make them understand The Netherlands better / because people are on holiday	1	
	(e)	When people have a nice time, they will come back which is good for the economy	1	
	(f)	i. there is only a short distance between town and the country side. ii. because it is quiet	1 1	
	(g)	the streets are not suitable for cycle lanes	1	
	(h)	i. because they are not easy to use on a bike ii. because it can be very windy	1 1	
	(i)	i. towels ii. coffee machine iii. trips	1 1 1	
	(j)	they celebrate together/wear orange	1	

Opgave 4

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 (X) 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.

Opgave 4: 10 marks for Communication (Grid H.1), 10 marks for Quality of Language (QoL)

Opgave 4: Communication points

Question	Answer	Marks	Guidance	
			Accept	Do not accept
		[X]		
	wij schrijven je	1	u en je	
	omdat we van plan zijn met vakantie naar Nederland te gaan	1		
	wij zijn geïnteresseerd in de Nederlandse cultuur	1		
	en we zouden het daarom leuk vinden als je een rondleiding door Amsterdam kon geven	1		
	Hoewel we de geschiedenis van Nederland een beetje kennen	1		
	zouden we het leuk vinden om wat meer te leren vooral van de architectuur.	1		
	Heb je tijd om een rondleiding te organiseren	1		
	om ons meer te vertellen over de huizen langs de grachten?	1		
	we zouden het fijn vinden	1		
	als je van tevoren kunt vertellen wat je van plan bent te laten zien	1		

GRID H.1	COMMUNICATION 10 marks AO2
9-10	Most or all of the information successfully conveyed.
7-8	Three quarters of the points conveyed.
5-6	Half of the information successfully conveyed.
3-4	Only a quarter of the points conveyed.
0-2	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

Question	Answer	Marks	Guidance	
5	(a)	zoeken	1	
	(b)	bezoeken	1	
	(c)	raken	1	
	(d)	bestuderen	1	
	(e)	weten	1	
	(f)	trekken	1	Allow:vertellen, hebben
	(g)	komen	1	
	(h)	hebben	1	
	(i)	maken	1	
	(j)	toenemen	1	

Task 6a

Question	Answer	Marks [5]	Guidance
a	Van belang	1	Gap-fill The elements are scanned by the page. No annotation is necessary.
b	verhelderen	1	
c	wordt minder	1	
d	begrijpt	1	
e	opfleuren	1	

Task 6b

Question	Answer	Marks [5]	Guidance
a	B in	1	Gap-fill The elements are scanned by the page. No annotation is necessary.
b	C plaatje	1	
c	D herkenbaar	1	
d	A indienen	1	
e	D groter	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). 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**.
- Marks are awarded on a point by point basis, according to the mark scheme.
- Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL
- 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.

Vraag 7

Question	Answer	Marks	Guidance	
			[X]	Accept
a i	door hun familie	1		
a ii	omdat ze dicht bij woonden	1		
b i	omdat mensen verder weg gingen wonen	1		
b ii	ze konden niet meer voor hun ouders zorgen	1		
c	de overheid	1		
d i	de overheid trok zich terug	1		
d ii	de kinderen woonden ver weg of hadden geen tijd	1		
d iii	bedrijven zagen een gat in de markt.	1		
e i	Ze zetten postbodes in	1		
e ii	omdat de ouderen hen vertrouwen	1		
e iii	nee, ze moeten andere taken aannemen om de post te kunnen blijven bezorgen	2		
f i	ouderen helpen	1		
f ii	een van de caissières	1		
g	Concept: in veel gevallen is de zorg voor de ouderen ontoereikend	2		
h	mensen vinden dat het niet de taak van grote bedrijven.	1		
i	1 kleinschaligheid is belangrijk	1		
	2 iedereen moet zich meer bewust van de ouderen worden	1		
	3 ouderen blijven een deel van de maatschappij	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
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 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
	<ul style="list-style-type: none"> • Mensen vinden tv kijken leuk. • Mensen vinden spelletjes doen leuk. • De media hebben een positieve invloed. • Maar ook negatieve • Een boek lezen beïnvloedt een kind minder dan het kijken naar tv. • Geweldsbeelden schaden kinderen. • Volwassenen worden beïnvloed. • Hoe groot de invloed is, verschilt per persoon. • De invloed hangt af van hoe het geweld getoond wordt. • Er zijn drie effecten: <ul style="list-style-type: none"> ○ Men wordt angstig. ○ Men stompt af. ○ Men wordt zelf gewelddadig. 			<p>Grid I COMPREHENSION OF TEXT 9-10 Consistently relevant information includes nearly all the points from the original passage. Shows a very clear understanding of the text.</p> <p>7-8 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.</p> <p>5-6 Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage</p> <p>3-4 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.</p> <p>0-2 No relevant information or supplies one or two relevant points from the original passage.</p>

Task 8(b) Response Grif J [20 marks]

Question	Answer	Marks	Guidance	Levels of Response
	No Indicative Content – personal response	[20]	<p>Grid J: 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. Entry your mark:</p> <ul style="list-style-type: none"> 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. 	<p>GRID J RESPONSE TO TEXT 16-20 Responds with well developed points of view which show insight, originality and imagination.</p> <p>12–15 Expresses points of view which are consistently developed and respond to the requirements of the task. Shows some originality and/or imagination.</p> <p>8-11 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>4-7 Manages the beginning of a response to the requirements of the task. May have difficulty in expressing and/or developing points.</p> <p>0-3 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	[20]	<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 Task 8a 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
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).

GRID F.2	QUALITY OF LANGUAGE (RANGE) 10 marks AO3
9-10	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures.
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	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	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.

GRID C.2	QUALITY OF LANGUAGE - ACCURACY 10 marks AO3
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
0-2	Only simple sentence patterns. Very limited vocabulary. Very limited range of structures.

APPENDIX 2

Opgave 1

Een unieke bus

F Luisteraars, er komt een unieke bus in Gelderland. Gijs vertel!

M Ja, dáár gaan voor het eerst in de wereld zelfrijdende bussen op de openbare weg rijden, de WEpods. En dat is bijzonder want alle andere zelfrijdende bussen rijden op een aparte afgesloten rijbaan. De bus heeft geen chauffeur en kan dus ook geen menselijke fouten maken. De kans op ongelukken is daarom minimaal.

De provincie Gelderland heeft besloten om de WEpods te laten rijden tussen station Ede-Wageningen en de Universiteit van Wageningen omdat je binnen een kwartiertje via een stille achterweg door een woonwijk de universiteitscampus op rijdt.

F Waarom de naam 'WEpod'?

M WE staat voor Wageningen en Ede, maar ook voor “wij” of “we”, dus iedereen die bij het project betrokken is. Dat is de provincie natuurlijk, maar er doen ook veel andere groepen mee, zoals de FoodValley, een gebied bij Ede en Wageningen waar veel geëxperimenteerd wordt met nieuwe manieren van voedsel verbouwen. Veel organisaties hier werken samen met de universiteit en iedereen wil meedoen met dit project.

De bewoners van de buurten waar de bus doorheen rijdt hebben ook belang bij deze bus, want hij is erg stil. Kortom, het is een geweldig project waar iedereen aan meewerkt en trots op kan zijn.

F Maar wie stapt er nou in een zelfrijdend busje zonder chauffeur?

M Niet veel mensen: daar heeft het bedrijf rekening mee gehouden. Bij de eerste testrit op de openbare weg is men heel voorzichtig te werk gegaan. Er is dan wel geen chauffeur, maar er zijn tijdens de rit meer mensen bezig alles te controleren dan in een normale bus met chauffeur. Er rijdt ook nog een conducteur mee om de passagiers te helpen. Je bent veiliger in de WEpod dan in een gewone bus!

Opgave 2 Sporten

M Erica wat waren jouw goede voornemens voor dit jaar?

F Dit jaar had ik drie voornemens en die hadden allemaal met sport te maken. Het begon ermee dat ik in een jolige bui een uitnodiging van een vriend aannam om met een hindernisloop mee te doen. Dat had ik nog nooit gedaan. Het klonk heel heftig: hardlopen gecombineerd met hindernissen van modderbaden tot hoge muren. Toen ik dat achter de rug had, wilde ik een triatlon doen, dus dat kwam ook op mijn lijstje. Tenslotte besloot ik ook een marathon te gaan lopen.

Ik heb van alle drie evenveel genoten. De marathon gaf me na afloop een enorm gevoel van voldoening omdat ik de inspanning zo lang had volgehouden. Bij de triatlon doe je drie verschillende sporten, en die afwisseling is heel fijn. Bij de triatlon en de marathon was ik helemaal op mezelf aangewezen. Bij de hindernisloop was dat anders, iedereen langs de kant geeft aanwijzingen en dat maakte het heel gezellig.

Task 3 THE NETHERLANDS

- M** Toeristen kennen ons land alleen maar van bloembollen en molens, maar jij laat toeristen een andere kant van Nederland zien, hè Maria.
- F** Ja, ik leid mensen rond in Amsterdam. En om de mensen Nederland beter te laten begrijpen, vertel ik leuke weetjes. Het moet natuurlijk wel vrolijk blijven als je op vakantie bent. We zorgen ervoor dat mensen een heel leuke tijd hebben, want dan blijven ze terugkomen en dat is goed voor de Nederlandse economie.
- Mensen zeggen dat ons land zo klein is, maar dat heeft ook zijn voordelen. Ben je de stad even zat, dan ben je zo op het platteland. Het is leuk voor toeristen om het verschil te zien tussen het hele drukke Amsterdam en de rust van bijvoorbeeld De Rijp.
- Nog een feitje: Er zijn niet veel fietspaden in het centrum van Amsterdam, daar zijn de straatjes niet geschikt voor. En wist je dat Nederlanders veel minder paraplu's gebruiken dan waar dan ook omdat die onhandig zijn op de fiets en omdat het zoveel waait?
- Wat ik zo leuk vind van Nederlanders is dat we allemaal sparen: voor handdoeken met stempeltjes bij het tankstation, voor een koffiezetapparaat met de bonnetjes op een pak koffie en voor de leukste dagjes uit met bonuspunten van de supermarkt.
- Als mensen zeggen dat wij saai zijn, dan vertel ik dat we veel feestvieren, bijvoorbeeld op Koningsdag, of bij het schaatsen en voetballen. We kleden ons dan in het oranje en genieten!

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