

Mark Scheme for June 2012

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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

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
	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 text 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

Opgave 1

Question	Answer	Marks [12]	Guidance
(a)	C	1	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)	B	1	
(c)	C	1	
(d)	A	1	
(e)	C	1	
(f)	B	1	
(g)	C	1	
(h)	A	1	
(i)	C	1	
(j)	A	1	
(k)	A	1	
(l)	C	1	

Opgave 2

Question	Answer	Marks [13]	Guidance
(a)	veel	1	Allow: nauwkeurig
(b)	wijzen	1	Gap-fill
(c)	zonder	1	either
(d)	oude	1	The elements are scanned in individually. No annotation is necessary.
(e)	sneller	1	Enter 1,0 or NR as appropriate. Ignore mis-spellings.
(f)	voorspelbaar	1	
(g)	willen	1	Or
(h)	verkiezingen	1	The elements are scanned by the page. No annotation is necessary.
(i)	jaren	1	
(j)	uitslagen	1	
(k)	bestaan	1	
(l)	minstens	1	
(m)	betrekken	1	vooral

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
(a)	you see a film with the same type of people	1	
(b) (i) (ii)	get more money get more people to the cinema get more varied public	2	in any order, 2 out of 3
(c)	young adults	1	accept 'older youth'
(d) (i – iv)	children / kids, work and lack of time	3	in any order
(e) (i – iii)	quality films, operas and 50+-events	3	in any order
(f) (i) (ii)	people can dress up people sing along people prompt the actors	2	in any order 2 out of 3 allow 'say the text / words of the actors'
(g) (i) (ii) (iii)	young people go in and out quickly young people have snacks while watching old(er) people have evenings with a theme older people have dinner older people drink during the break	3	in any order, 3 of the possible answers

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 (λ).
- 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.

Task 4: Communication points

Question	Answer	Marks	Guidance	
			Accept	Do not accept
		[10]		
1	Ik schrijf u		Allow all expressions that convey the meaning required.	
2	omdat ik uw programma op de radio gehoord heb			
3	Ik heb een kleine bioscoop			
4	die ik zoveel mogelijk wil gebruiken.			
5	Ik wil dat het deel wordt van het dorp			
6	dus kunt u mij vertellen welke evenementen populair zijn.			
7	Wij verwachten een gemengd publiek			
8	daarom zou ik graag een variatie aan films willen hebben.			
9	Kunt u evenementen aanraden			
10	die leuk zouden zijn?			

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

Opgave 5

Question	Answer			Marks	Guidance
	Pim	Anne	Hans		
				[12]	1 mark for each correct answer
(a)			✓		This task is scanned in by the page. The marks are awarded individually. No annotations are necessary. If the candidate has put more than 12 ticks add up the total number of correct marks and deduct 1 mark for each tick over 12.
(b)			✓		
(c)		✓			
(d)		✓			
(e)	✓				
(f)		✓			
(g)			✓		
(h)	✓				
(i)	✓				
(j)			✓		
(k)			✓		
(l)		✓			

Opgave 6

Question	Answer	Marks [8]	Guidance
(a)	stage	1	
(b)	puur	1	
(c)	gedrang	1	
(d)	oproepje	1	
(e)	rendabel	1	
(f)	totaalconcept	1	
(g)	rondkomen	1	
(h)	doorzettingsvermogen	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**.
 - 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.

Opgave 7

Question	Answer	Marks	Guidance	
			Accept	Do not accept
		[20]		
(a)	over klederdrachten	1		
(b) (i)	in dorpen wel	1		
(b) (ii)	niet in steden	1		
(c) (i)	leeftijd	4	in any order: 4 out of 5	
(c) (ii)	seks			
(c) (iii)	arm en rijk			
(c) (iv)	getrouwd en ongehuwd in de rouw of niet			
(d)	Staphorst	1		
(e)	het is wit / het hoofd is bijna geheel bedekt	1		
(f) (i)	een uiting van geloof	3	in any order: 3 out of 4	
(f) (ii)	een uiting van groepsbesef			
(f) (iii)	een uiting van cultuurbesef			
	een uiting van gemeenschapszin			
(g)	mensen worden individualistischer mensen hebben meer geld de dorpen verstedelijken alle dorpen lijken op elkaar	3	in any order: 3 out of 4	
(h)	ze vindt het gezeur	1	Allow lifting	
(i)	dieren kunnen uitsterven, kleren niet	2		
(j)	De moeder en de buurvrouwen droegen een hoofddoek tegen de kou. De nieuwe Nederlanders dragen een hoofddoek vanwege hun geloof	2		

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.

Opgave 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.

Opgave 8(a) 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 (λ).
 - 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	
			Content	Levels of Response
		[10]		
1	Mannen zijn te weinig bij hun kinderen.			Grid I
2	Vrouwen werken te weinig.			COMPREHENSION OF TEXT
3	Mannen zijn dominant.			9 – 10
4	Mannen zijn jagers.			Consistently relevant information. Includes nearly all the points from the original passage. Shows a very clear understanding of the text. (10, 11, 12 points)
5	Vrouwen zijn verzamelaars / huisvrouw.			
6	Hersenen zijn flexibel, veranderen dus van functie.			
7	Sommige genen worden niet geactiveerd.			
8	Vooroordelen van ouders bepalen hoe je denkt.			7 – 8
9	Speelgoed dat je krijgt bepaalt hoe je wordt.			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. (max 9 points)
10	De waarden op school hebben invloed.			
11	De omgeving speelt een rol in hoe je gaat denken.			
12	Mensen verschillen niet zo van elkaar.			5 – 6
13	Relatieproblemen		Allow concept of 'ruzie'	Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage. (max 6 points)
14	Veel verschillen			
15	We denken nog hetzelfde als in de jaren 50			
16	onbegrip			3 – 4
				Little relevant information. Includes up to a third of the points, showing understanding of some of the points. Over-reliance on

Question	Indicative content	Marks	Guidance	
		[10]	Content	Levels of Response
				<p>phrases lifted from the original passage. (max 4 points)</p> <p>0 – 2 No relevant information or supplies one or two relevant points from the original passage. (0 – 2 points)</p>

Opgave 8(b) Response Grid J [20 marks]

Question	Answer	Marks	Guidance	
		[20]	Content	Levels of Response
	No Indicative Content – personal response		<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. Enter 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</p> <p>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>

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

Question	Answer	Marks	Guidance
Opgave 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 – ie 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	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

P Opgave 1: Luisteroefening**P MUSEA**

M1 Veel ouders proberen ieder jaar weer hun kinderen mee te nemen naar een museum. Het loopt vaak uit op ruzie. Hoe komt dat?

F1 Ja, musea zijn niet bekend met wat jonge mensen willen. Er zijn ongeschreven gedragsregels en daardoor wordt een museumbezoek zo formeel.

M1 Maar daar is eigenlijk niets aan te doen?

F1 Jawel hoor, kijk, de serieuze toon van veel musea ligt jongeren niet. Het geeft ze het idee dat ze van een bezoek iets moeten leren. Daarom wijzen ze het af, want iets moeten leren in je vrije tijd is stom. Ze zouden er onbevangen naar toe moeten gaan en er gewoon plezier aan beleven.

M1 Dus wat moet er dan gebeuren?

F1 Jongeren willen aan de hand meegenomen worden. Ze zijn vrij conservatief en houden van een verhaal. Dus abstracte kunst is niet zo geliefd als je zou denken. Jongeren willen graag weten wat ze moeten doen in een museum. Dit betekent letterlijk dat ze goede aanwijzingen nodig hebben waar ze naartoe moeten in grote gebouwen of open terrein. Ook onderschatten musea hoe belangrijk de mening van leeftijdsgenoten is. Jongeren moeten elkaar vertellen wat er allemaal te zien is. Flyers en sites hebben minder effect. Het kan ook goed helpen als jongeren meedoen met de organisatie. Ook moeten musea andere musea niet als hun rivaal zien. Gaming, media en sport nemen veel meer van de vrije tijd van jongeren in beslag.

P Opgave 2: Luisteroefening**P VOORSPELLEN MET GOOGLE**

M1 Ik heb gehoord dat je veel kan voorspellen uit het googlegedrag van mensen. Leg eens uit.

F1 Ja, je kijkt dus naar wat mensen opzoeken op het internet. Neem griep. Het googelen op zoekmachines naar griep en wat er mee te maken heeft, blijkt behoorlijk nauwkeurig te voorspellen wanneer een griep epidemie komt. Ook blijken werkloosheidscijfers vrijwel exact overeen te komen met de zoektocht naar onderwerpen over werkloosheid. Dit systeem werkt veel sneller. Als we nog gezellig

zitten te wachten op officiële werkloosheidcijfers, kunnen wij de nieuwe werkelozen al zien googelen op het net. Hetzelfde geldt voor gegevens over vakantiebestemmingen en het kopen van nieuwe auto's. Voor de duidelijkheid: we zeggen niet dat we alles kunnen voorspellen, maar wel dat we de voorspellingen preciezer kunnen maken.

Het is misschien niet te gebruiken als mensen rond verkiezingen lijsttrekkers opzoeken, maar een heel goed voorbeeld is het Eurovisiesongfestival. De zoekopdrachten voorspellen al een paar jaar op rij vrijwel nauwkeurig de uiteindelijke uitslag.

M1 Hoe representatief is dat allemaal?

F1 Erg representatief want in Nederland heeft 90% van de inwoners internet.

M1 Hoe zit het met de privacy?

F1 Een zoekterm moet op vijftig verschillende computers worden ingevoerd om opgenomen te worden in de database, dus ze zijn nooit tot een persoon te herleiden.

M1 Gaat u dit nog verder ontwikkelen?

F1 We hopen steeds meer gegevens te integreren, maar eigenlijk willen we mensen zelf de gelegenheid geven er iets mee te doen.

P Task 3: Listening

P CINEMA EVENTS IN THE NETHERLANDS

F1 Meneer Willemsen, u heeft een onderzoek gedaan naar het bioscoopbezoek in Nederland. Kunt u daar wat over vertellen?

M1 Ja, bioscopen zijn erg veranderd. Sommige verdienen nu al goed aan evenementen. Die spelen in op de wens om met 'jouw soort mensen' samen iets te beleven. Je maakt een goede winst want mensen betalen veel voor een avondje opera op het witte doek. Toch gaat het eerder om het vergroten van de vijver waaruit we vissen. Want het gaat uitstekend, maar we willen een gevarieerder publiek.

Tieners gaan de laatste tijd vaak naar de bioscoop maar oudere jongeren slaan alles. De groep die je weinig ziet zijn de ouders van dertig tot vierenvijftig. Ze willen wel, maar kunnen gewoon niet door kinderen, werk en tijdgebrek. Daar valt juist winst te halen, want dat is de grootste groep. Senioren - die de laatste jaren steeds minder naar de film gingen- komen sinds kort weer terug, en dat komt vast doordat we meer kwaliteitsfilms en opera's draaien en door de 50+-evenementen. Er zijn nu zelfs heel speciale avondjes waar het publiek verkleed komt en met de liedjes meezingt en soms zelfs de acteurs voorzegt.

Er wordt nu voor die leeftijdsgroep een 'volwaardig avondje uit' geboden. Niet alleen cola, popcorn, tijdens de film, dus erin en eruit, maar avonden met een thema, een etentje en een glaasje in de pauze. Dat vereist maatwerk omdat de jongeren die even een filmpje pikken en operaliefhebbers niet mixen.

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