

Mark Scheme for June 2013

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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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1. 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
	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

2. Subject-specific Marking Instructions

- You should print out a copy of the paper and work through it yourself (using the transcript for the Listening activities which you can find at the end of the Mark Scheme, if the audio version is not available on the portal.) You will need a copy of the written texts to refer to during the marking process in order to spot excessive lifting in tasks 6 and 7. The texts will not appear automatically on your marking screen.
- The award of marks is not necessarily dependent on the specific wording in the detailed sheets which follow. Other wordings will score the marks, provided they are semantically equivalent. If the language used by the candidate conveys meaning and also answers the question, then the mark(s) should normally be credited for comprehension (c.f. “sympathetic native speaker/sympathetic examiner”). Use your professional judgement to apply the marking principles given in this mark scheme but if you are still in doubt about the validity of any answer, then consult your Team Leader by phone, the messaging system within SCORIS or e-mail.
- Language marks: These are assessed separately – Grids C.2 and F.2 – See guidance in the detailed sheets below.
- Where candidates give alternative answers, only the first one written, or the one on the line should be marked.
- Where answers are subdivided into (i), (ii) and (iii) or more, with no specific question attached, then accept answers in any order.

Section A: Listening and Writing

Opgave 1:

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

Opgave 2

Question		Answer	Marks	Guidance
2	(a)	tiener	1	Gap-fill either The elements are scanned in individually. No annotation is necessary. Enter 1,0 or NR as appropriate. Ignore mis-spellings. Or The elements are scanned by the page. No annotation is necessary.
	(b)	juiste	1	
	(c)	als	1	
	(d)	op	1	
	(e)	druk	1	
	(f)	geoefend	1	
	(g)	makkelijk	1	
	(h)	onthouden	1	
	(i)	uitlachen	1	
	(j)	bang	1	
	(k)	prettig	1	
	(l)	humeur	1	
	(m)	mogelijkheid	1	
		Total	13	

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 Dutch get no marks.

Question		Answer	Marks	Guidance
3	(a)	She thought it was a silly job.	1	concept. Allow: She disliked it. (boring)
	(b)	It paid more than her old job.	1	
	(c)	She started to import goods.	1	
	(d)	tax advice from her dad	1	
	(e) (i)	from the internet	1	
	(ii)	experience / practice	1	
	(f)	from all over the world	1	
	(g) (i)	earning more money	1	
	(ii)	not having to distribute leaflets	1	
	(iii)	deciding when to work	1	
	(h)	she was too young / under age	1	
	(i) (i)	the bank	1	
	(ii)	public relations	1	
	(j)	They both started their business young.	1	
	(k)	Other people are jealous of her.	1	
		Total	15	

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
4	1		We hebben op de radio het programma gehoord	1		
	2		<u>over</u> je bedrijf.	1		
	3		We moeten voor school allemaal een klein bedrijfje beginnen	1		
	4		en dat willen we zo goed mogelijk doen.	1		
	5		We zijn maar een beetje ouder	1		
	6		dan toen jij begon.	1		
	7		Omdat we niet allemaal hetzelfde soort bedrijf mogen hebben,	1		
	8		willen we graag algemene informatie.	1	Wat informatie	
	9		We zouden het leuk vinden	1		
	10		Als je over je ervaringen komt praten.	1		
			Total	10		

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	
		Welke scholier ...	Nina	Maarten	Janine		
5	(a)	... keert terug?		√		1	This task is scanned in by the page. The marks are awarded individually. No annotations are necessary. If the candidate has put more than 10 ticks add up the total number of correct marks and deduct 1 mark for each tick over 10.
	(b)	... houdt van feesten?			√	1	
	(c)	... geniet van de natuur?	√			1	
	(d)	... gaat alleen?		√		1	
	(e)	... heeft geen geldzorgen?		√		1	
	(f)	... houdt van bewegen?			√	1	
	(g)	... is geïnteresseerd in andere culturen?		√		1	
	(h)	... houdt niet van landgenoten?		√		1	
	(i)	... ontmoet geen onbekenden?	√			1	
	(j)	... heeft geen burens?	√			1	
		Total				10	

Opgave 6a

Question		Answer	Marks	Guidance
6	(a)	doener	1	Gap-fill The elements are scanned by the page. No annotation is necessary.
	(b)	klust	1	
	(c)	overtocht	1	
	(d)	zien	1	
	(e)	vervoeren	1	
Total			5	

Opgave 6b

Question		Answer	Marks	Guidance
6	(a)	B	1	Gap-fill The elements are scanned by the page. No annotation is necessary.
	(b)	C	1	
	(c)	B	1	
	(d)	A	1	
	(e)	A	1	
Total			5	

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.
- Familiarise 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.

Question		Answer	Marks	Guidance	
				Accept	Do not accept
7	(a)	(gratis) colleges (lessen) op het internet	1	reacties allow: ze zijn georganiseerd Er zijn veel bezoekers allow (concept): rekruteren concept Allow: onpersoonlijk	
	(b)	aanvullingen	1		
	(c) (i)	er ontstaat een ranglijst	1		
	(ii)	slechte colleges verdwijnen	1		
	(d)	ze plaatsen alle colleges op één site.	1		
	(e) (i)	bedrijven	1		
	(ii)	filantropen	1		
	(f) (i)	door het onderwijs toegankelijk te maken.	1		
	(ii)	(volgens de enquête) hebben veel mensen de site bekeken	1		
	(g)	mensen van buiten de universiteit	1		
	(h) (i)	ideële doeleinden	1		
	(ii)	pr	1		
	(i) (i)	studenten kunnen zien wat voor onderwijs er is	1		
	(ii)	ze kunnen beoordelen of het de juiste studie keus zou zijn	1		
	(iii)	bezuiniging	1		
	(j) (i)	lijntje naar de college zaal ernaast	1		
	(ii)	op het internet zodat de student thuis kan kijken	1		
	(k) (i)	geen goed idee	1		
	(ii)	1. omdat ze geen vragen kunnen stellen 2. omdat ze het contact met medestudenten missen	1 1		
		Total	20		

Assessing Quality of Language

- 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.
- Apply Grid C.2 and enter the mark.
- 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.

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 (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	Content	Guidance
						Levels of Response
8	(a)	1	macht der gewoonte			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 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. 5–6 Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage. 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. 0–2 No relevant information or supplies one or two relevant points from the original passage.
		2	comfort			
		3	veel bagage			
		4	korte afstanden			
		5	financiële beloning			
		6	niet gestraft			
		7	wel beloond			
		8	werkt motiverender			
		9	betere fietsenstalling			
		10	reparatiemogelijkheden			
		11	goedkoper			
		12	Gps gebruiken			
			Total	10		

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

Question		Answer	Marks	Guidance	
				Content	Levels of Response
8	(b)	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. 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

E: Opgave 1: Luisteroefening

E: Boerin zijn op een dak

M: Annelies, jij bent de eerste dakboerin in Nederland. Vertel:

F: Ja. Ik verbouw sinds een paar jaar groente in mijn raamkozijnen en op een plat dak. Het smaakt beter uit eigen tuin en ik wilde meer controle over wat ik at. Ik vond het ook belangrijk dat alles biologisch was.

Het grootste probleem van dit idee is dat je een akker niet zomaar naar het dak kan tillen omdat de aarde waar alles in moet groeien erg zwaar is. Dus ben ik nu op zoek naar lichtere alternatieven. Er zijn daken die een laag van 50 centimeter aarde kunnen dragen, daar kunnen zelfs bomen op groeien. Zo'n tuin kan de levensduur van een dak zelfs verlengen, want het beschermt de dakbedekking tegen warmte en licht, en werkt nog isolerend en geluiddempend ook.

Mijn droom is tuinderijen aanleggen op daken van scholen, bedrijven en bij mensen die biologische groenten willen verbouwen. Zo kan iedereen altijd gezonde groente van boven zijn hoofd kan eten. Ik heb inmiddels een plek voor mijn eerste serieuze proeftuin op het oog, een dak van 800 vierkante meter, dat niet alleen het gewicht kan dragen van groente maar ook van een kas, wat kippen en een composthoop.

M: Ben jij de enige met zo'n idee?

F: Nee hoor, een vriend van mij heeft voor zijn afstudeerproject een mobiele bak met wormen ontwikkeld. Daar kunnen de burens van hun groente-afval compost maken. Er is zelfs ruimte voor een mini-tuin! Op die manier kon mijn vriend zonder een stuk grond aardappelen, sla en tomaten verbouwen. Hij denkt niet dat al het eten straks uit de stadstuinen komt. Hij vindt het produceren van voedsel niet het belangrijkste, maar je leert je burens beter kennen omdat je samen voor je eten zorgt.

Ik hoop wel dat alle groente uiteindelijk uit de stad zelf komt, verbouwd zonder chemicaliën en zonder de vervuiling van het transport van de akker naar de stad. Uiteindelijk moet niet alleen op alle platte daken maar ook in stadsparken genoeg groente en fruit beschikbaar zijn zodat het voedsel weer gewoon dicht bij huis verbouwd kan worden.

E: Opgave 2: Luisteroefening

E: ZINGEN

F: Tobias, jij treedt op met de belangrijkste symfonieorkesten. Hoe kan dat als je pas 15 bent?

M: Het is niet zomaar gegaan, ik ben er al jaren mee bezig. Ik werd namelijk al lid van het Nationaal Kinderkoor toen ik zes was. De muziek paste goed bij mijn stem en het is weer wat anders dan anders. Je kunt er lekker in op gaan. Maar zingen in zo'n koor is wel hard werken. Je moet zeker iedere dag een uur zang studeren en je hebt wekelijks groepsrepetities en maandelijks een studiedag ergens in Nederland. En soms optreden in het buitenland. Veel reizen dus, vroeg opstaan en veel teksten uit je hoofd leren. Er zitten trouwens niet veel jongens op ons koor want ze zijn bang dat ze geplaagd worden op school, maar ik doe het gewoon en als anderen dat niet accepteren jammer dan. Het koor is een hele hechte groep, omdat je allemaal klassiek zingt. De vriendschappen, die zal ik het meest missen als ik te oud ben voor dit koor, maar ook het feit dat het een goede uitlaatklep is als ik verdrietig of boos ben. Gelukkig is er ook een jeugdkoor waar ik later naar toe kan.

E: Task 3:

E: Young Entrepreneur

M: Fleur, jij bent nu 18 en een echte ondernemer, hoe is dat zo gekomen?

F: Ik had een suf bijbaantje: voor 2 euro per uur in een donker hok alarmen vastmaken aan kledingstukken. Mijn moeder had een heleboel sjaaltjes ingekocht, die ben ik op mijn veertiende gaan verkopen op Marktplaats. Al snel merkte ik dat dat meer loonde dan een schamel bijbaantje. Op het moment dat mijn spullen uitverkocht waren, besloot ik via ebay kleding en accessoires uit andere landen te importeren en te verkopen via Marktplaats. Dat ging me zo goed af dat ik echt een eigen bedrijf begonnen ben. In het begin kreeg ik nog veel hulp van mijn ouders. Mijn vader hielp me bijvoorbeeld met dingen zoals de belasting. Ik heb veel informatie opgezocht op internet, maar ik leer ook in de praktijk. Via allerlei sites koop ik wereldwijd spullen in. Ik moet in het Engels e-mailen en het contact met andere in- en verkopers vind ik erg leuk.

Ik verdien meer dan mijn leeftijdsgenoten. Door de uitgebreide media-aandacht omdat ik al zo jong mijn eigen bedrijf heb, blijven de bestellingen binnenstromen. Maar dat is niet het enige pluspunt aan het ondernemerschap. Ik hoef bijvoorbeeld niet zoals andere jongeren elke donderdagmiddag folders bij het postkantoor op te halen om rond te brengen. Dat indelen van je eigen tijd is voor mij belangrijk, een baan van 9 tot 5 is gewoon écht niks voor mij!

M: Wat is er nou moeilijk aan om zo jong al je eigen bedrijf te hebben?

F: Voor mij niets, ik heb bij de rechter om toestemming moeten vragen omdat ik minderjarig was, maar dat was niet moeilijk. Als ik mijn bankzaken zelf zou moeten regelen, zou dat ingewikkeld zijn, maar dat laat ik door mijn boekhouder doen. Het zou ook niet makkelijk zijn de public relations zelf te regelen, maar ik heb een pr-vrouw gevonden die ook heel jong is en tegelijk met mij begon. Misschien is het enige wat ik moeilijk vind dat sommige klasgenoten jaloers zijn, maar daar probeer ik me gewoon niks van aan te trekken.

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