

**GCE**

**Dutch**

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

Advanced Subsidiary GCE

**Mark Scheme for June 2014**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.
















All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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

Annotation	Meaning
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	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 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

## Task 1:

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

## Task 2

Question		Answer	Marks	Guidance
2	(a)	uit	1	<b>Gap-fill</b> <b>Either</b> The elements are scanned in individually. No annotation is necessary. Enter 1, 0 or NR as appropriate. Ignore misspellings.  <b>Or</b> The elements are scanned by the page. No annotation is necessary.
	(b)	onderzocht / bewezen	1	
	(c)	boven	1	
	(d)	tussen	1	
	(e)	reden	1	
	(f)	steeds	1	
	(g)	iets	1	
	(h)	zakenmensen	1	
	(i)	krijgen	1	
	(j)	minder	1	
	(k)	kostbaar	1	
	(l)	andere	1	
	(m)	kiest	1	
		<b>Total</b>	<b>13</b>	

## 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	
				Accept	Do not accept
3	(a)	you can soon eat pork without slaughtering a pig	2	allow <i>chop</i> or <i>piece of meat</i>	
	(b)	(i) he will <u>create</u> a hamburger	1		not: 'hamburger'
		(ii) <u>within</u> a year	1		
	(c)	meat slurry (1); not a high value product (1)	2	allow <i>meat juice</i> / <i>meat tissue</i> etc	
	(d)	to prove it can be done	1		
	(e)	people think it is unnatural	1		
	(f)	the cell is the start of everything	1		
	(g)	they use antibiotics and hormones (1); to make them grow quickly (1)	2		
	(h)	you can make 50 million kilos of meat (1) in two months (1)	2		
	(i)	it <u>needs</u> to taste and smell like meat and have the right structure	2	concept	
<b>Total</b>			<b>15</b>		

**Task 4 10 marks for Communication (Grid H1), 10 marks for Quality of Language (QoL)****Task Specific Guidance**

- The candidate response will be scanned in twice. The marks for Communication are awarded the first time. The second image is for you to assess the QoL.
- **Communication:** This is a transfer of meaning exercise, not a word-for-word translation, so there may be several ways of putting the points across. Key elements of the points are underlined in the mark scheme. For communication / content, assess as a “sympathetic native speaker / sympathetic examiner” and give credit accordingly.
- **Annotations:**
- In the body of text, use a tick (✓) to show that a point has been fully and successfully conveyed.
- If an element of the point has been omitted, use the caret sign (^).
- If a point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use no annotation.
- Use a cross (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
1	Wij hebben kookles op school			
2	daarom zouden we het leuk vinden om te helpen met het project.			
3	Wij eten allemaal vlees,			
4	maar we vinden de manier waarop dieren behandeld worden niet goed.			
5	We denken dat u mensen nodig hebt			
6	Om de hamburgers te testen.			
7	Is het mogelijk om uw lab te bezoeken			
8	zodat we mee kunnen doen met deze spannende uitvinding			
9	Hebben onderzoekers de laatste tijd			
10	nieuwe informatie gepubliceerd?			
	<b>Total</b>	<b>10</b>		

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)	wachten	1	
	(b)	ervaren	1	
	(c)	noemen	1	
	(d)	veranderen	1	don't allow: verkorten/ gebruiken
	(e)	gebruiken	1	don't allow: verbergen
	(f)	verkorten	1	
	(g)	creëren	1	don't allow: ervaren
	(h)	winkelen	1	allow: bewegen
	(i)	worden	1	
	(j)	verbergen	1	
		<b>Total</b>	<b>10</b>	'veranderen' could be used in other sentences, but is only allowed to be used once.

## Task 6a

Question			Answer	Marks	Guidance
6a	(a)		stiekem	1	
	(b)		(de) wanhoop (nabij)	1	
	(c)		klopt	1	
	(d)		onderliggende	1	
	(e)		blijken	1	
			<b>Total</b>	<b>5</b>	

## Task 6b

Question			Answer	Marks	Guidance
6b	(a)		D	1	
	(b)		B	1	
	(c)		C	1	
	(d)		B	1	
	(e)		A	1	
			<b>Total</b>	<b>5</b>	

## Task 7

## Task specific guidance

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate). The entire page will then appear on the screen for you to assess the QoL.
- Familiarize yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
- Go through all the responses and assess every question for **comprehension**.
  - a. Marks are awarded on a point by point basis, according to the mark scheme.
  - b. Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL
  - c. For comprehension / content, remember that you are a “sympathetic native speaker / sympathetic examiner”. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2. If appropriate, candidates may answer with single words / short phrases.
- **Annotations:**
- Award 1, 0 or NR without annotation.
- Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
- Use a cross (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.

## Task 7

Question		Answer	Marks	Guidance	
				Accept	Do not accept
7	(a)	voor de vruchtbaarheid van het land	1		
	(b)	licht van Pasen	1		
	(c)	Oost Europeanen	1	allow: Slovenen	
	(d)	iedereen wil het hoogste en het mooiste paasvuur bouwen	2		
	(e)	Omdat er maar honderd families wonen	1		
	(f)	Ze hadden geen tijd voor de computer	1		
	(g)	(i) Ze hadden meer contact	1	allow: sociale cohesie	
		(ii) Ze leverden samen een prestatie	1		
	(h)	(i) eerst waren 30 mensen	1	allow: ze zijn sinds november een beetje bezig de laatste tijd non-stop	
		(ii) uiteindelijk het hele dorp	1		
	(i)	het zijn vaders en zonen	1		
	(j)	omdat ze pallets gebruikten en met een voorgefabriceerde punt.	1	allow: en dat is valsspelen (concept)	Note: the use of pallets/prefabricated point is one mark, the explanation is the other mark.
		Ze hebben geen echt paasvuur gebouwd	1		
	(k)	(i) Ze moesten hout sprokkelen	3	allow: door de modder trekken was zwaar werk allow: ze waren maar met 30 man	
		(ii) dat samen persen			
		(iii) met een lier omhoog brengen en opstapelen			
	(l)	dan leren ze samenwerken	1		

	(m)	het is traditie	1		Don't allow: ze hadden geen keuze
	(n)	het hele dorp werkt samen	1		
		<b>Total</b>	<b>20</b>		

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

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



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

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

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

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

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

- b. **Grid I:** Looking at the annotations, assess what proportion of the points has been conveyed and apply Grid I. Enter your mark.
- c. **Copying / lifting:** If chunks of the text are simply copied, award marks for comprehension but there is a limit of 3-4 marks for (a) if the entire answer is lifted (see Grid I). Verbatim copying of the stimulus text results in no marks. Use the highlighting tool (.....) to show lifted language. Only phrases of 5 words or more should be counted as lifted language.

Question	Indicative content	Marks	Guidance	
			Content	Levels of Response
1	Huiswerk wordt niet meer thuis gemaakt	[10]		<b>Grid I</b>
2	Leerlingen hebben ook problemen			<b>COMPREHENSION OF TEXT</b>
3	Ouders zijn gemakzuchtig			<b>9-10</b> Consistently relevant information. Includes nearly all the points from the original passage. Shows a very clear understanding of the text <b>7-8</b> 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. <b>5-6</b> Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage. <b>3-4</b> 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. <b>0-2.</b> No relevant information or supplies one or two relevant points from the original passage.
4	Scholen zijn lamlendig			
5	De ouders willen geen confrontatie met de school			
6	Scholen hebben geen opvang in tussenuren geregeld			
7	Scholen helpen niet			
8	Scholen benutten de tijd niet goed			
9	Leerlingen zijn bang om te falen			
10	Scholen geven slecht les			
11	Als ouders geld hebben kunnen ze de examenresultaten van hun kinderen beïnvloeden			

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

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

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

Question	Answer	Marks	Guidance
Task 8a+b	Assess for Quality of Language using Grids C2 and F2 Appendix 1	<b>[20]</b>	<p>a. Read the whole response again and assess for Range (Grid F2) first – i.e. vocabulary and structures. Then assess for Accuracy (Grid C2). Key words have been highlighted in the grids below. Ignore final sentence of 3-4 band in Grid C2, because vocabulary and structures have already been assessed under Grid F2. If you wish, you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential. Enter your mark.</p> <p>b. Ignore language lifted from the text when assessing language (See <b>Task 8a</b> above). Lifted language is not credited for QoL – only content points and/or personal response.</p>

## APPENDIX 1

GRID C.2	QUALITY OF LANGUAGE - ACCURACY 10 marks AO3	GRID F.2	QUALITY OF LANGUAGE (RANGE) 10 marks AO3
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.	9-10	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures.
7-8	Language generally accurate. Shows a sound grasp of AS structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.	7-8	Effective use of a range of vocabulary and structures appropriate to the task, with little repetition. A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage).
5-6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.	5-6	Attempts to extend the range of vocabulary, though still rather repetitive. Attempts to use more complex language with some success in producing a range of syntax and sentence structures appropriate to the task.
3-4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.	3-4	Use of a restricted range of vocabulary and structures. Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.	0-2	Only simple sentence patterns. Very limited vocabulary. Very limited range of structures.

## APPENDIX 2

## Transcripts of Listening Texts

**Note for Document production team: This section of the mark scheme must stay in Portrait format until after the standardisation meeting.**

**R: Opgave 1: Sportverslaving**

**M:** Sporten is gezond en werkt ontspannend, maar het kan ook een verslaving worden, geloof ik.

**F:** Ja, Sommige mensen schieten door en zijn dus niet meer lekker gezond bezig. Voor hen wordt het een obsessie. Waar gezonde sport stopt en verslaving begint, is niet eenvoudig te zien.

Sportverslaafden krijgen veel complimenten en worden bewonderd om hun afgetrainde lichamen. Dus wil je nog fitter, en mooier worden, en dan ga je nog meer trainen. Je pikt de sportverslaafden er zo uit in een sportschool: Ze hebben weinig contact met andere sporters en zijn altijd fanatiek bezig.

Bij een sportverslaving draait het om de endorfine, die geproduceerd wordt door het lichaam zelf maar pas vrij komt als je bijvoorbeeld chocola eet of sport. Endorfine geeft een gelukkig gevoel en dat werkt verslavend. Sportverslaafden krijgen een tekort aan endorfine als ze ziek zijn omdat ze dan niet kunnen sporten. Te veel sport is dus slecht voor je lichaam.

Bovendien gaat een sportverslaving ook ten koste van je sociale leven. Sportverslaafden zetten hun, vrienden en familie steeds vaker aan de kant om te kunnen trainen. Sporten zou een middel moeten zijn om de kwaliteit van je leven te verbeteren. Als de aandacht steeds meer op het uiterlijk en de relatie tussen eten en trainen komt te liggen, dan wordt het tijd om je eens goed af te vragen waar je mee bezig bent.

**R: Opgave 2 : Brommers**

**F:** Bram ik heb gehoord dat bromfietsen niet meer zo in zijn.

**M:** Dat klopt, dat blijkt uit allerlei onderzoeken. In tegenstelling tot wat veel mensen denken is 75 procent van de brom- en snorfietsrijders ouder dan 35 jaar. Die groep vindt het steeds onveiliger om tussen auto's op de rijbaan door te manoeuvreren. Vroeger kozen ze nog voor brommers, maar die mogen niet meer op het fietspad en daar wordt tegenwoordig steeds strenger opgelet. Mensen ruilen hun brommer dus in voor een snorfiets.

Daar komt ook nog bij dat snorfietsen een stoerder uiterlijk hebben gekregen. Het zijn kekke hebbedingetjes geworden. Die tweewielers zijn niet meer de saaie fietsen van vroeger. Allerlei zakenmensen hebben zo'n fiets om in de binnenstad te gebruiken, het is veel sneller dan een taxi.

Je mag nu vanaf je zeventiende al autorijles hebben, dus voor jongeren is dat brommerrijbewijs niet meer zo aantrekkelijk. Het wordt ook wel erg duur als je het ene jaar moet betalen voor je examen voor je brommer en het volgende jaar voor je auto. Die autorijlessen zijn al duur genoeg.

Dus is het veel beter voor zowel de ouderen als de jongeren om voor een snorfiets te gaan en de brommer thuis te laten.

**E: Task 3****E: Meat made from stem cells**

**F:** Stel je voor dat je een sappige karbonade kunt eten zonder dat daarvoor een varken is geslacht. Dat kan, denken wetenschappers uit Nederland. Jaap Jansen vertel!

**M:** Ja, een Maastrichtse onderzoeker zegt binnen een jaar daadwerkelijk een hamburger te presenteren die is gekweekt zonder dat daarvoor een dier is gedood. Dit vlees wordt gekweekt in het lab uit stamcellen. We moeten daar nog niet teveel van verwachten, hoor. Nu kunnen we alleen nog maar een soort vleespapje maken. Het gaat nog niet om een kwalitatief hoogwaardig product, we kunnen alleen laten zien dat het kan. Een obstakel voor kweekvlees is dat consumenten voelen dat het onnatuurlijk is. Maar wetenschappers zouden zeggen dat al het leven ooit uit één cel is ontstaan, dus kweekvlees is niet anders. Je zou kunnen zeggen dat de meeste koeien, kippen en varkens een onnatuurlijk leven lijden. Denk aan antibiotica en de hormonen die gebruikt worden om ze snel te laten groeien. Je zou het vlees zelfs extra gezond kunnen maken door er dingen aan toe te voegen, zoals vitamines. Weet je, je kunt in principe elke stamcel oneindig laten delen, waardoor je theoretisch **met** één cel de hele wereld kunt voeden. Van tien stamcellen kan binnen twee maanden 50 miljoen kilo vlees gemaakt worden. We zouden in een keer van het wereld voedsel probleem af zijn. Het enige probleem op het moment is dat het product naar vlees moet smaken, ruiken en de juiste structuur moet hebben. En zover zijn we nog niet.

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