

GCE

Dutch

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

Advanced GCE

Mark Scheme for June 2015

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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
	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

AL	Accurate language
IL	Inaccurate language

Abbreviations Meaning

- / Alternative and acceptable answers for the same marking point
- () Words which are not essential to gain the mark
- Underlined words must be included to gain the mark

Subject-specific Marking Instructions

- You should print out a copy of the paper and work through it yourself (using the transcript for the Listening activities which you can find at the end of the Mark Scheme, if the audio version is not available on the portal.) You will need a copy of the written texts to refer to during the marking process in order to spot excessive lifting in tasks 7 and 11. The texts will not appear automatically on your marking screen.
- The award of marks is not necessarily dependent on the specific wording in the detailed sheets which follow. Other wordings will score the marks, provided they are semantically equivalent. If the language used by the candidate conveys meaning and also answers the question, then the mark(s) should normally be credited for comprehension (c.f. “sympathetic native speaker/sympathetic examiner”). Use your professional judgement to apply the marking principles given in this mark scheme but if you are still in doubt about the validity of any answer, then consult your Team Leader by phone, the messaging system within SCORIS or e-mail.
- Language marks: These are assessed separately – Grids C.2 and F.2 – See guidance in the detailed sheets below.
- Where candidates give alternative answers, only the first one written, or the one on the line should be marked.

Section A: Listening and Writing**Task 1: Towards an eco-chicken****Task specific guidance:**

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate)
- For single mark questions no annotation is necessary just enter 1, 0 or NR.
- There is no need to use a cross (X) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.

Answers in Target language get no marks.

Question	Answer	Marks [6]	Guidance
a	(i) it's <u>fully</u> grown in six weeks	1	concept: ready for slaughter in six weeks
b	(i) they were afraid it would damage McDonalds' reputation (ii) and their sales would go down because of it	1 1	
c	because they are influential/ because AH is a big and important supermarket.	1	
d	because he compared the life of the chickens in the barns with Nazi (concentration) camps	1	
e	eating meat is fine, but _ need to be treated well	1	

Task 2 Jouw school als rijksmonument

Task specific guidance:

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate)
- For single mark questions no annotation is necessary just enter 1, 0 or NR.
- There is no need to use a cross (X) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.

Question	Answer	Marks [22]	Guidance
a	89	1	
b	herfst / najaar	1	
c	van de gemeente /gemeentelijk	1	
d	(i) ruim/groot (ii) licht (iii) ecologisch park	1 1 1	in any order
e	(i) Je kunt er naar de sterren kijken (ii) in alle rust	1 1	
f	(i) op het zuiden (ii) hangt boven het meer (water) (ii) mooi uitzicht	1 1	2 out of 3
g	(i) mozaïek (ii) glas-in-loodramen	1 1	in any order allow: geverfde ramen

h	(i) hij was één van de architecten /hij heeft ontwerptekeningen gemaakt (ii) hij ontwierp de mediatheek	1 1	
i	De periode na de Tweede Wereldoorlog	1	
j	de bouwstijl was bedoeld voor kerken	1	
k	(i) je voelt je prettig (ii) het beïnvloedt je cijfers	1 1	
l	het maakt <u>hem</u> niks uit	1	concept
m	(i) het betekent nationale erkenning (ii) het gebouw wordt wettelijk beschermd	1 1	
n	mensen worden trotser op hun school	1	concept

QoL: Read response again and assess for language.

- Annotations: you may use the underlining tool (-) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential.
-
- Grid C.2: Key words have been highlighted in the grid. Remember that this grid is also used to assess accuracy at A2. Identify the band which best matches the performance. If you identified the band without hesitation you must award the higher of the two marks.

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

Section B: Reading and Writing

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

Opgave 3

Question	Answer	Marks [8]	Guidance
a	om je heen	1	Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
b	fysiek	1	
c	dichtklappen	1	
d	rustig	1	
e	berichten	1	
f	gelijktijdig	1	
g	aan de slag	1	
h	het vermogen	1	

Opgave 4:

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

Opgave 5

Question	Answer	Marks [5]	Guidance
a	Bedrijven	1	Allow: words that make a grammatically and semantically correct sentence Gap-fill No annotation is necessary. Enter 1, 0 or NR as appropriate. Ignore mis-spellings.
b	te veel	1	
c	onderzoek	1	
d	afgeleid / gestoord	1	
e	moeilijk / lastig	1	

Opgave 6

Question	Answer	Marks [5]	Guidance
a	Nederland verandert.	1	Sentence Completion Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
b	we zijn met andere dingen bezig.	1	
c	we minder vaak digitale middelen gebruiken.	1	
d	hijzelf ook verslaafd is.	1	
e	dan wordt hij niet gestoord door zijn telefoon.	1	

Opgave 7

Task specific guidance

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate).
- Familiarize yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
- Go through all the responses and assess every question for **comprehension**.
- 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 [10]	Guidance
a	(i) We zijn allemaal met onze mobieltjes bezig (ii) we zijn mentaal niet meer aanwezig.	2	concept
b	(i) We moeten op dieet (ii) we moeten digitale middelen minder gaan gebruiken	2	concept
c	(i) (We sms'en elkaar wel, maar)we kunnen geen gesprek meer voeren. (ii) we worden dommer / (iii) we worden oppervlakkiger	1 1	concept
d	(i) Het is goed voor je kortetermijngeheugen (ii) Je krijgt tijd om nieuwe kennis te verwerken	1 1	
e	(i) Als je even niets te doen hebt, doe dan ook even niets. (ii) Laat je telefoon met rust. / Verveel je af en toe, dat is goed voor je.	2	concept

Opgave 8

Question	Answer	Marks [6]	Guidance
a	op een onbepaalde plek	1	For all answers: concept Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
b	vaak	1	
c	makkelijk / prettig	1	
d	leuke kanten	1	
e	boven de grond komen/ gaan groeien	1	
f	ontzettend	1	

Opgave 9

Question	Answer	Marks [6]	Guidance
a	een cursus / lessen	1	Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
b	bos / wild	1	
c	dak / vuur	1	
d	wond	1	
e	eten	1	
f	prachtig / geweldig	1	

Task 10: Transfer of Meaning

Question	Answer	Marks	Guidance	
		[10]	Content	Levels of response
1	'Campers in the wild' leave as few traces as possible, says Martin.	2	<p>Award two marks per translated section according to the grid below. This grid assesses Transfer of Meaning into English. Note that this grid integrates <i>Quality of Written Communication Strand (i)</i> descriptors.</p> <p>Exceptional responses and marks to award:</p> <ol style="list-style-type: none"> Candidates may answer in faultless English but may not transfer meaning accurately. Award either 0 or 1 mark, depending on level of inaccuracy in meaning. The transfer of meaning is accurate but contains significant spelling and/or grammar errors. Award 0 or 1 mark, depending on level of inaccuracy of English. 	<p>GRID H.2 TRANSFER OF MEANING</p> <p>2 Accurate transfer of meaning. Faultless or virtually faultless grammar, punctuation and spelling in English.</p> <p>1 Inconsistent transfer of meaning. Mostly accurate but there are errors and/or missed details. There are instances of error in grammar, punctuation and spelling in English.</p> <p>0 Very limited transfer of meaning. A substantial number of elements misunderstood or missing. Significant error in grammar, punctuation and spelling in English.</p>
2	The young tree he bent for the construction of his hut (den) ...	2		
3	... he will release two days later.	2		
4	He scatters the ashes of his campfire	2		
5	and the holes he dug for the toilet are filled in again.	2		

Task11

Task specific guidance

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate).
- Familiarize yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
- Go through all the responses and assess every question for **comprehension**.
 - 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 (✗) when a word in the response invalidates an otherwise acceptable answer.
- Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight and exclude from Quality of Language assessment.

Question	Answer	Marks [10]	Guidance
a	aan niemand	1	
b	(i) zonder kampeerartikelen in de natuur te kamperen. (ii) dat zo lang en gerieflijk mogelijk doen	1 1	
c	Ze vinden het tijdens het kamperen	1	

d	lente: alles begint te bloeien zomer: het weer is goed herfst: veel paddestoelen / veel blad om een hut te bouwen winter: goed gevoel als je vuur hebt gemaakt	1 1 1 1	
e	Je kan lang bezig zijn met je ontbijt zoeken. / Alles duurt langer dan normaal.	1	
f	een week	1	

Assessing **Quality of Language** across Section B

- You will get a separate screen which will be the whole page for exercise 4, 5, 6, 7, 9, 10 and 11 (unannotated). Read all the answers again. You may use the green L marking tool to highlight good language to assist you in the application of Grid C.2. but it is not essential.
- Apply Grid C.2 and enter the mark.
- *PE to provide specific guidance on which exercises in Section B will provide best evidence for Quality of Language.*

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

0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
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Task 12-16
Task specific guidance

Mark one essay using the grids N, O, C.2 and F.2.

If a candidate has written more than one essay mark both essays in the normal way but enter the mark for the essay which has earned most marks over all.

Question	Indicative Content	Marks	Guidance
Task 12-16	No Indicative Content – personal response	[25]	<p>Grid N guidance</p> <p>3–4 – No specific example from TL = cap 4</p> <p>5–6 – Demonstration of originality and/or imagination – applies mainly to imaginative</p> <p>7–8 – Imaginative and/or original response to task – applies mainly to imaginative</p> <p>Grid O guidance</p> <p>6–9 – Straight narration = more 6/7</p> <p>Evidence of some argument = more 8/9</p>

Task 12-16 – Language (QoL) – Grids C.2 and F.2: [20 marks]

Question	Answer	Marks	Guidance
Task 12-16	Assess for Quality of Language using Grids C.2 and F.2 Appendix 1	[20]	<p>Read the whole response again and assess for Range (Grid F.2) first – i.e. vocabulary and structures. Then assess for Accuracy (Grid C.2). Key words have been highlighted in the grids below. Ignore final sentence of 3-4 band in Grid C.2, because vocabulary and structures have already been assessed under Grid F.2. If you wish, you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential. Enter your mark.</p> <p>Grid C.2 guidance</p> <p>0–2 – Errors ([e.g.] endings, verb forms, gender of common nouns). Frequent first [= <i>other</i>] language interference.</p> <p>3–4 – Errors ([e.g.] endings, verb forms, gender of common nouns, adjectival agreements). Candidate's first [= <i>other</i>] language. Meaning may be unclear; more wrong than right.</p> <p>5–6 – Wrong/right = 50/50</p> <p>7–8 – More right than wrong.</p> <p>Grid F.2 guidance</p> <p>5–6 – [A range of] syntax and sentence structures appropriate to the [register of the] task.</p> <p>7–8 – Effective = <i>good</i>. Reads easily.</p> <p>9–10 – idiom ≠ <i>idioms</i>.</p>

APPENDIX 1

GRID N	RELEVANCE AND POINTS OF VIEW 10 marks AO2	GRID O	STRUCTURE AND ANALYSIS 15 marks AO2
9–10	Consistently relevant information that supports points of view and opinions. Shows genuine insight in responding to the task.	13–15	The response displays genuine control and clarity. A very well-developed argument. Confident ability to develop an argument, analyse and evaluate, and draw conclusions.
7–8	Relevant information that responds to the requirements of the task and is used to support points of view and opinions. Produces an imaginative and/or original response to the task.	10–12	Coherently structured and organised response. Points of view are linked in a logical sequence . Able to develop an argument , analyse and evaluate, and draw conclusions.
5–6	The information given is mainly relevant to the task. Points of view and opinions are generally supported by some factual evidence. May demonstrate some originality and/or imagination.	6–9	Structured and organised response. Points of view are mostly linked in a logical sequence . Shows some ability to develop an argument, analyse and evaluate and draw conclusions.
3–4	Includes some relevant information but does not always address the requirements of the task. May have some difficulty in expressing points of view and/or narrating events and/or communicating factual information.	3–5	Shows some ability to structure and organise the response. Limited ability to develop an argument , analyse and evaluate, and draw conclusions.
0–2	The response to the task is likely to be very short and/or irrelevant and/or very superficial.	0–2	Random organisation of the response. Limited attempt to develop an argument , analyse and evaluate, and draw conclusions.

GRID C.2 QUALITY OF LANGUAGE (ACCURACY) 10 marks AO3		GRID F.2 QUALITY OF LANGUAGE (RANGE) 10 marks AO3	
9–10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors .	9–10	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures .
7–8	Language generally accurate . Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.	7–8	Effective use of a range of vocabulary and structures appropriate to the task, with little repetition. A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage).
5–6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent .	5–6	Attempts to extend the range of vocabulary , though still rather repetitive. Attempts to use more complex language with some success in producing a range of syntax and sentence structures appropriate to the task.
3–4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.	3–4	Use of a restricted range of vocabulary and structures. Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
0–2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.	0–2	Only simple sentence patterns . Very limited vocabulary . Very limited range of structures .

APPENDIX 2

Transcripts of Listening Texts

Task 1

TOWARDS AN ECO-CHICKEN

- F De stichting Wakker Dier voert al een paar jaar actie voor het dierenleed van de zogenoemde plofkip. De plofkip is een andere naam voor een 'vleeskuiken', een kip die al in zes weken volgroeid is en dus klaar voor de slacht.
- Bert, die campagne was succesvol, hè?
- M Ja, zelfs het superbedrijf McDonalds werd bang dat de schade aan hun reputatie te zien zou zijn aan de verkoopcijfers. Zij zijn overgestapt op het vlees van de iets duurdere 'Beter-Levenkip'.
- F Dat is één. En nu?
- M Nu is de volgende megaverkoper van supergoedkoop kippenvlees aan de beurt: Albert Heijn. Dat is een belangrijke supermarkt voor ons want die winkel heeft grote invloed op de consument. Ze brachten het Nederlandse gezin aan de balsamico-azijn. Ze propageerden met succes de duurdere, biologisch geteelde groenten en fruit. En in 2011 kondigden ze aan alleen nog biologisch varkensvlees te zullen verkopen. Het is logisch als AH nu zijn klanten bijbrengt dat ook kippenvlees iets meer kost dan gedacht.
- F Waarom is dat nodig?
- M Omdat plofkippen geen dieren meer zijn maar kuikenbouten op poten, veroordeeld tot een miserabel leventje. De schrijver Coetzee vergeleek in 2001 de enorme stallen met de concentratiekampen.
- De vleesindustrie en de grootwinkelbedrijven zeggen telkens weer dat ze niet zonder kunnen. Maar hetzelfde werd in de vorige eeuw beweerd over kinderarbeid. Ook dat bleek niet te kloppen.
- F Moeten we dan toch maar vegetarisch worden?
- M Nee, onzin. Mensen zijn alleseters en dieren worden gefokt om te worden opgegeten. Daar moet je niet sentimenteel of dramatisch over doen. Maar we hebben wel een verantwoordelijkheid. Dat kippen op je bord belanden, betekent niet dat ze eerst mishandeld mogen worden.

Task 2

JOUW SCHOOL ALS RIJKSMONUMENT

- I Zo zit je op een doodgewone middelbare school en zo is je school ineens Rijksmonument. Deze week maakte de minister bekend welke 89 bouwwerken uit de periode 1959-1965 misschien Rijksmonument worden. In het najaar wordt de lijst van gebouwen die in aanmerking komen voor monumentenstatus bekendgemaakt.
- Leneke, jij zit op de scholengemeenschap in Amsterdam-Zuid. Jouw school is al een gemeentelijk monument, toch?
- F1 Ja, en wat mij betreft wordt mijn school ook Rijksmonument. Dit is een fijne school. Het is ruim en erg licht. Aan de overkant ligt een ecologisch park. Dat ziet er nu een beetje dor uit, maar in de zomer wordt het mooi groen. (*Dromerig*) Mijn lievelingsplek is de steigerkoepel. Daar kun je in alle rust naar de sterren kijken.
- I Mee eens, Jan?
- M2 Ja, ik vind het ook een heel prettige school. De scheikundelokalen liggen op het zuiden en hangen boven een meer. Daardoor hebben we mooi uitzicht over het park.
- I En Petra, jij zit op het lyceum in Den Bosch, een provinciaal monument.
- F2 Ja, als je bij ons binnenstapt, kom je in een prachtige hal met mozaïek aan de wand en glas-in-loodramen. Dat zijn kenmerken voor de bouwstijl van de Bossche School. Mijn opa heeft als architect meegetekend aan het gebouw.
- I Dat moet heel bijzonder zijn!
- F2 Ja, dat is een apart gevoel. Hij heeft de mediatheek ontworpen. Mijn vader heeft hier ook op school gezeten. Ik heb een werkstuk geschreven over de bouwstijl van de school. De 'Bossche stijl' was een bouwstijl van na de Tweede Wereldoorlog. Die was bedoeld om kerken weer op te bouwen, maar werd soms ook voor andere gebouwen gebruikt zoals onze school. Daarom lijkt de mediatheek op een kapel. De gangen lijken op kloostergangen en de lokalen op gebedsruimtes.
- M Leneke, hoe belangrijk is een schoolgebouw?
- F1 Heel belangrijk. Je moet je er prettig voelen. Volgens mij beïnvloedt dat je cijfers. Ons gebouw straalt rust uit en dat is fijn om in te werken. Ik heb deze school gekozen vanwege het gebouw. Meteen toen ik binnenkwam, kreeg ik een fijn gevoel.

M Wat betekent het voor jullie dat het gebouw misschien een Rijksmonument wordt?

M2 Voor mij maakt het niet uit. En jij, Petra?

F2 Ik vind het wel leuk! Het is toch een nationale erkenning dat het gebouw bijzonder is. Bovendien wordt het dan wettelijk beschermd. Leneke?

F1 Ja, en ik denk dat mensen ook anders naar ons schoolgebouw kijken. Eerst dachten ze misschien 'Och, het is maar een school'. Maar als het straks een Rijksmonument is, dat is wel iets om over op te scheppen.

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