

Mark Scheme for June 2011

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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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Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

Section A

Opgave 1

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		Expected Answer	Mark	Rationale/Additional Guidance
1	(a)	seeing with your ears	[1]	Allow: 'determining the location of objects by listening to returning sounds' or similar
	(b)	(they localise an object) by listening to the echo	[1]	
	(c)	blind people	[1]	Reject: bats/ dolphins
	(d)	train a few hours a day	[1]	Reject: make the right sound
	(e) (i)	produce exact sound	[1]	Allow: difficult to learn
	(ii)	outside there are too many different sounds (must have all details)	[1]	
		Total	[6]	

Opgave 2

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	Expected Answer	Mark	Rationale/Additional Guidance
2 (a)	Het was geen echte (nep) campagne.	[1]	Allow: explanation of research but answer to
(b)	Of het makkelijk is om mensen een ziekte aan te praten	[1]	(b) needs to link up with that alternative.
(c)	Het was eenvoudig / makkelijk.	[1]	
(d)	Dan kunnen ze hun spullen niet verkopen	[1]	
(e) (i)	Ze maken een simpel probleem groot.	[1]	Allow: 'ze praten de consument een kwaal aan'
(ii)	Ze zorgen dat hun medicijn / de oplossing zichtbaar is.	[1]	
(f)	Omdat de kwaal niet ernstig is / omdat het geen echte kwaal is	[1]	
(g)	Een op de vier / een kwart	[1]	
(h) (i)	(Ze lieten een) onderzoek (doen)	[1]	
(ii)	Dat maakten ze bekend aan de kranten / persbericht	[1]	
(iii)	(Ze zetten een) website (op)	[1]	
(iv)	(Ze legden) foldertjes (neer) bij de apotheek (en huisartsen)	[1]	Allow: 'medicijn in de schappen leggen'
(i)	Verborgene reclame is makkelijk.	[1]	
(j)	Mensen gebruiken teveel medicijnen.	[1]	
(k)	Ze maken geen reclame maar geven alleen informatie.	[1]	
(l)	Informatie bevat feiten, reclame niet.	[1]	
(m)	De consument weet niet dat de industrie achter de informatie zit. De informatie is dus niet objectief.	[2]	
(n) (i)	Als zoveel mensen last van iets hebben, is er wel degelijk een probleem.	[1]	
(ii)	Er wordt een verkeerde indruk gewekt van artsen / het lijkt net of artsen zomaar medicijnen voorschrijven en dat is niet zo.	[1]	
(o)	Dat ze juist weinig medicijnen voorschrijven	[1]	
(p)	Mensen die ervaring hebben met het onderwerp / Mensen die een mening hebben over het onderwerp	[1]	Reject: 'de luisteraars van het radioprogramma'

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.

Total [22 punten + 10 voor taalvaardigheid] [32]

Section B

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

Opgave 3

Question		Expected Answer	Mark	Rationale/Additional Guidance
3	(a)	B	[1]	
	(b)	B	[1]	
	(c)	C	[1]	
	(d)	A	[1]	
	(e)	B	[1]	
	(f)	B	[1]	
	(g)	A	[1]	
		Total	[7]	

Opgave 4

Question		Expected Answer	Mark	Rationale/Additional Guidance
4	(a)	kern	[1]	
	(b)	verschillende	[1]	
	(c)	uitstoot	[1]	
	(d)	dubbel	[1]	Allow: 'verschillende' but add IL
	(e)	gecompenseerd	[1]	
	(f)	vervuiling	[1]	Allow: 'uitstoot'
	(g)	duidelijk	[1]	
	(h)	afval	[1]	
		Total	[8]	

Opgave 5

Question		Expected Answer	Mark	Rationale/Additional Guidance
5	(a)	ideeën	[1]	meningen
	(b)	verbeteren / helpen	[1]	Allow 'beschermen'
	(c)	alleen	[1]	Allow: 'zomaar'
	(d)	opgelost	[1]	Allow: 'kleiner/ minder'
	(e)	verdwijnt	[1]	Allow: 'opgelost wordt / verwijderd wordt / minder groot wordt'
		Total	[5]	

Opgave 6

Question		Expected Answer	Mark	Rationale/Additional Guidance
6	(a)	welke ideeën de jongeren hebben.	[1]	
	(b)	iedereen een andere mening heeft.	[1]	Allow: 'Nederland de uitstoot van CO2 wil verminderen maar niet stoppen.' Reject: 'landen'. Not in text
	(c)	gebruiken mensen een vliegtuig / moet je vliegen.	[1]	
	(d)	met de auto de stad in.	[1]	
	(e)	dat het milieu verbetert.	[1]	
		Total	[5]	

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**.
 - 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.

Question			Expected Answer	Mark	Rationale/Additional Guidance
7	(a)	(i)	bepalen wat het probleem is	[1]	
		(ii)	oplossingen zoeken	[1]	
	(b)		hun ideeën worden gepresenteerd	[1]	
	(c)		Landen moeten gaan samenwerken.	[1]	
	(d)	(i)	ja / nee	[1]	Allow 1 mark for 'ja' or 'nee' with a logical, but incorrect explanation.
		(ii)	Ze proberen iets te doen aan de vervuiling die ze creëren / je moet er met het vliegtuig heen.	[1]	
	(e)		We moeten ons verantwoordelijker gedragen.	[1]	
	(f)	(i)	auto's die over speciale drempels te rijden	[1]	
		(ii)	het lawaai dat auto's maken	[1]	
		(iii)	elektriciteit te halen uit regenwater dat opgevangen wordt	[1]	
		Total	[10]		

Opgave 8

Question	Expected Answer	Mark	Rationale/Additional Guidance
(a)	bekend(er) worden in Amerika.	[1]	
(b)	waarom Nederland haar imago wil verbeteren.	[1]	
(c)	dat je wel erg veel belasting moet betalen.	[1]	
(d)	Nederland een (extreem) links land is.	[1]	
	Total	[4]	

Opgave 9

Question	Expected Answer	Mark	Rationale/Additional Guidance
(a)	een feest (ter gelegenheid van iets bijzonders)	[1]	
(b)	uitgebreid / groot	[1]	
(c)	uitstekende	[1]	
(d)	beeld	[1]	
(e)	zien snel in / accepteren / omgeturnd worden / veranderen van gedachten	[1]	Allow: 'veranderen'
(f)	gevoel voor godsdienst	[1]	
(g)	over het algemeen	[1]	
(h)	slecht	[1]	
	Total	[8]	

Opgave 10

Transfer into English the meaning of PARAGRAPH 2 from

'Dat Nederland ..' to '... kaas en klompen.'

Award two marks per translated section according to the first grid below.
The translations given in the second grid are intended only as a guide.

Mark	Grid H.2 Transfer of Meaning – 10 marks AO2
2	Very clear transfer of meaning. Faultless or virtually faultless grammar, punctuation and spelling in English.
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.
0	Very limited transfer of meaning. A substantial number of elements misunderstood or missing. Significant error in grammar, punctuation and spelling in English.

Notes to Grid H.2

Exceptional responses and marks to award

- 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.

	Dutch	English	Do not accept
1	Dat Nederland zich concentreert op cultuur en geschiedenis	That the Netherlands focuses on culture and history	
2	ligt voor de hand als je er over nadenkt.	actually makes sense when you think about it.	
3	Het imago kan wel wat opwaardering gebruiken.	The image could do with some improvement.	
4	Zelfs het omslag van een bekende reisgids toont nog steeds stereotypen.	Even the cover of a well-known travel guide still shows stereotypes.	
5	Wordt het tijd voor wat anders dan kaas en klompen?	Is it time for something other than cheese and clogs?	

Total [10]

Opgave 11

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**.
 - d. Marks are awarded on a point by point basis, according to the mark scheme.
 - e. Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL
 - f. 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		Expected Answer	Mark	Rationale/Additional Guidance
11	(a)	met een cultureel programma tijdens de viering	[1]	
	(b)	(i) Ze zijn tolerant.	[1]	
		(ii) creatief	[1]	
	(c)	(i) Ze vinden de gezondheidszorg goed. (goedkoop)	[1]	
		(ii) Nederland heeft dezelfde normen en waarden als Amerika.	[1]	Allow: 'Nederlanders zijn gelukkig / tevreden'
	(d)	De meeste Amerikanen vinden het een goed idee.	[1]	
	(e)	(i) Nederlanders zijn links.	[1]	Allow: 'geen moraal'
		(ii) We hebben rare ideeën over euthanasie.	[1]	
8		(iii) en drugs	[1]	
11 16	(f)	Ze hebben misvattingen / ze zien ons als een raar verdorven land / zoals hij ons beschrijft / we moeten rechtgebred worden.	[1]	Allow: 'er heerst'
Total			[10]	

- 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.

Task 12-19

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 12-19	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 12-19 – Language (QoL) – Grids C.2 and F.2: [20 marks]

Question	Answer	Marks	Guidance
Task 12-19	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 ([eg] endings, verb forms, gender of common nouns). Frequent first [= <i>other</i>] language interference.</p> <p>3-4 – Errors ([eg] 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**

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.

**GRID F.2 QUALITY OF LANGUAGE (RANGE)
10 marks AO3**

9-10	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures .
7-8	Effective use of a range of vocabulary and structures appropriate to the task, with little repetition. A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage).
5-6	Attempts to extend the range of vocabulary , though still rather repetitive. Attempts to use more complex language with some success in producing a range of syntax and sentence structures appropriate to the task.
3-4	Use of a restricted range of vocabulary and structures. Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
0-2	Only simple sentence patterns . Very limited vocabulary . Very limited range of structures .

Task 1: Listening**Echo – location**

- F1** Er zijn dieren die kijken met hun oren. Fred van Dam komt ons daar iets over vertellen, Fred?
- M1** Ja, dat proces heet echo-lokalisatie. Als je een geluid maakt, produceer je geluidsgolven. Die botsen ergens tegen aan en komen dan terug. Sommige dieren kunnen informatie halen uit het geluid dat terug komt: ze lokaliseren waar iets is door naar de echo van het geluid te luisteren.
- F1** Zoals vleermuizen? Die vangen zo toch insecten?
- M1** Ja, en dolfijnen bijvoorbeeld. Ze luisteren hoe snel het gemaakte geluid terugkomt. Als een voorwerp dichtbij is, komt het sneller terug dan als het ver weg is. Zo kijken deze dieren dus eigenlijk in hun omgeving zonder hun ogen te gebruiken.
- F1** En wij kunnen deze techniek ook gebruiken?
- M1** Nou, dat is het aardige, voor blinden is het heel erg handig en je kunt het inderdaad leren door een paar uur per dag te oefenen.
Het is in het begin wel moeilijk om precies het goede geluid te maken. Het blijkt dat blinden die ermee werken het binnen over het algemeen makkelijker vinden dan buiten. Daar zijn zoveel andere geluiden.

Luistertekst 2

Dat opgeblazen gevoel

- M1** Vorige maand heeft ons programma een nepreclame-campagne gelanceerd. Gerdien van Leem is hier om ons te vertellen over het resultaat.
- F1** Ja, we wilden eens weten hoe gemakkelijk het is om mensen een ziekte aan te praten. Dat bleek heel eenvoudig te zijn.
- M1** Leg eens uit?
- F1** Nou, misschien weet je dat het verboden is om reclame te maken voor medicijnen. Dat is natuurlijk heel vervelend voor de farmaceutische industrie, want die willen hun pillen aan de man brengen. Daar hebben ze nou een trucje voor gevonden: ze praten de consument gewoon een probleem aan, zoals schimmeltene of maagzuur. Als je dan tegelijkertijd zorgt dat huisartsen van hun medicijnen op de hoogte zijn, dan haal je de klant binnen.
- M1** En hoe doen ze dat dan?
- F1** Wij hebben het zelf geprobeerd en het is niet moeilijk. We namen een onschuldige kwaal, winderigheid, en daar maakten we opeens een serieus verhaal van. Eerst lieten we een bureau onderzoek doen naar hoeveel Nederlanders last hebben van winden laten, dat bleek een probleem te zijn voor 1 op de 4 Nederlanders. Vervolgens schreven we een persbericht over dit onderzoek zodat het verhaal in de kranten kwam, en we zetten een website op over flatulentie.
- M1** Maar dan heb je je medicijn nog niet verkocht.
- F1** Dat klopt. De volgende stap was om bij apotheken en huisartsen foldertjes neer te leggen over het probleem van winden laten naast het zogenaamde medicijn. Het is dus eigenlijk makkelijk om verborgen reclame te maken voor iets wat niet mag.
- M1** Is dat een probleem?
- F1** Wij vinden van wel ja. Het kan er namelijk toe leiden dat mensen teveel medicijnen gebruiken.
- M1** We hebben hier ook Mark de Groot, woordvoerder van een farmaceutisch bedrijf in de studio. Bent u het met Gerdien van Leem eens?
- M2** Nou nee, wij maken geen reclame. Je mag wel informatie geven over een kwaal of ziekte en dat doen we dus wel.
- M1** Is dat gewoon een kwestie van definitie?
- M2** Nee, er is een groot verschil tussen informatie geven en reclame maken. Informatie moet feitelijk juist zijn.
- F1** Dat klopt, maar het is voor de consument niet duidelijk dat de verkoper van de medicijnen achter de informatie zit. De informatie is dus niet objectief.
- M1** Wat vond u verder van het onderzoek, meneer De Groot?
- M2** Nou, dat onderzoek heeft echt plaatsgevonden en daaruit blijkt toch echt dat een kwart van de Nederlanders problemen hebben op dat gebied. Dan mag daar toch ook wel een pilletje voor op de markt komen? Daarbij komt trouwens ook nog dat de indruk werd gewekt dat huisartsen onmiddellijk medicijnen voorschrijven en dat is zeker niet waar. Nederlandse artsen hebben zelfs internationaal de naam dat ze weinig medicijnen voorschrijven.
- M1** U hoort het, beste luisteraars. Wat vindt u ervan? Bel als u ervaring heeft met dit onderwerp of er gewoon een mening over heeft. Het nummer is 0800 654444. De lijnen zijn nu open tot kwart voor 1.

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