



DUTCH

0515/04

Paper 4 Writing

May/June 2018

MARK SCHEME

Maximum Mark: 50

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

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This document consists of **22** printed pages.

PUBLISHED**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

| Question | Answer | Marks |
|---|--------|-------|
| SECTION 1 | | |
| <p>Question 1</p> <p>Candidates are required to list 8 items in Dutch. Read all the items the candidate has listed and award marks as follows:</p> <ul style="list-style-type: none">• Select the most correct items up to a maximum of 5• Award 1 mark for each correct item up to a maximum of 5 <p>Note: the pictures provided on the question paper are only suggestions. Accept any items the candidate could pack for a school sports day.</p> | | |
| <p>Generic mark scheme for Question 1</p> <ul style="list-style-type: none">• Answers should be marked for communication. Tolerate inaccuracies, provided the message is clear:<ul style="list-style-type: none">(a) 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?(b) Look-alike test: does what the candidate has written look like the correct answer?(c) Ignore any article | | |

| Question | Answer | | Marks |
|--|------------------------|----------------|-------|
| Session-specific instructions for Question 1: dingen die je naar een sportdag op school meeneemt | | | |
| <ul style="list-style-type: none"> The following are examples. Accept anything the candidate could take with them to a school sports day. | | | |
| ACCEPT | | | |
| appel | handdoek | (sport)sokken | |
| bal | kam | (sport)tas | |
| banaan | korte broek | (sport)trui | |
| boterham(men) | paraplu | trainingsbroek | |
| bril/sportbril | pet | trainingspak | |
| chocolade | (regen-, trainings)jas | t-shirt | |
| drinken | sinaasappel | zeep | |
| druiven | snoep | zonnebril | |
| eten | sport/gymschoenen | zwembroek | |
| fruit | (sport)kleren | zwempak | |
| Total for Question 1: 5 marks | | | |

| Question | Answer | Marks |
|---|--------|-------|
| <p>Question 2</p> <p>Candidates are required to answer the question. Read the whole answer and award marks as follows:</p> <ul style="list-style-type: none"> • Communication: award a mark out of 10 according to the instructions in 2.1 • Language: award a mark out of 5 according to the instructions in 2.2 | | |
| <p><u>2.1: award a mark out of 10 for Communication</u></p> <p><i>Generic mark scheme for Communication (Question 2)</i></p> <p>(i) Place the appropriate ‘numbered’ tick as close as possible to each relevant communication point.</p> <p>(ii) Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the 4 tasks must be covered to get the 10 communication marks:</p> <ul style="list-style-type: none"> • If 1 of the tasks is missing, the maximum communication mark is 9. • If 2 of the tasks are missing, the maximum communication mark is 8 (and so on). <p>(iii) Add up the ticks to give a mark out of 10 for Communication.</p> <p>(iv) For COMMUNICATION, be tolerant of verbs/tenses/spelling (for spelling, use ‘rules’ in Question 1: look alike, sound alike, etc).</p> <p>(v) LISTS = a maximum of 3 marks for communication: lists of 1–3 items = 1 mark; lists of 4 items = 2 marks; lists of 5–6 items = 3 marks</p> <ul style="list-style-type: none"> • ze heeft zwarte haren en mooie ogen en een kleine mond = 1 mark (1 verb = a list of 3). • ze heeft zwarte haren (1), is slank (1), en ze is mooi (1) = 3 marks (3 verbs). <p>(vi) Only reward each piece of information once, e.g. ‘zij is leuk’ cannot score both as description and reason for liking (‘zij is leuk’ and ‘haar muziek is leuk’ can both be rewarded).</p> <p>(vii) Do not penalise factual errors.</p> <p style="text-align: right;">Total marks for Communication: 10</p> | | |

| Question | Answer | Marks | | | | | | | | | | |
|----------|--|-------|--------|---|---|---|---|---|--|---|--|--|
| 2 | <p>Session-specific instructions for Communication marks (Question 2): werk als gids</p> <ul style="list-style-type: none"> <u>If subject is not a working as a tour guide</u>, do not award tick 3, but do award ticks 1, 2 and 4. <table border="1" data-bbox="365 352 1908 919"> <thead> <tr> <th data-bbox="365 352 517 400">Tick</th> <th data-bbox="521 352 1908 400">Accept</th> </tr> </thead> <tbody> <tr> <td data-bbox="365 403 517 536">1</td> <td data-bbox="521 403 1908 536"> Vertel waar je woont. place of abode = 1 mark. As long as the place where the candidate lives is given, consider task complete </td> </tr> <tr> <td data-bbox="365 539 517 671">2</td> <td data-bbox="521 539 1908 671"> Beschrijf jouw woonplaats. REWARD: any form of description: e.g. anything about the place or attractions – buildings, church, shops, museums, park, sea, beach, fairground, castle etc. </td> </tr> <tr> <td data-bbox="365 675 517 770">3</td> <td data-bbox="521 675 1908 770"> Vertel waarom je het werk als gids interessant vindt. REWARD: a positive reason </td> </tr> <tr> <td data-bbox="365 774 517 919">4</td> <td data-bbox="521 774 1908 919"> Wil je dit werk volgend jaar weer gaan doen? Waarom wel of niet? ACCEPT: 'yes' or 'no' or 'don't know' and/or what they are going to do next year ACCEPT: reason why/why not even if not clear whether or not they want to work </td> </tr> </tbody> </table> | Tick | Accept | 1 | Vertel waar je woont. place of abode = 1 mark. As long as the place where the candidate lives is given, consider task complete | 2 | Beschrijf jouw woonplaats. REWARD: any form of description: e.g. anything about the place or attractions – buildings, church, shops, museums, park, sea, beach, fairground, castle etc. | 3 | Vertel waarom je het werk als gids interessant vindt. REWARD: a positive reason | 4 | Wil je dit werk volgend jaar weer gaan doen? Waarom wel of niet? ACCEPT: 'yes' or 'no' or 'don't know' and/or what they are going to do next year ACCEPT: reason why/why not even if not clear whether or not they want to work | |
| Tick | Accept | | | | | | | | | | | |
| 1 | Vertel waar je woont. place of abode = 1 mark. As long as the place where the candidate lives is given, consider task complete | | | | | | | | | | | |
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| Question | Answer | Marks |
|---|--|-------|
| 2.2: award a mark out of 5 for Language | | |
| Generic mark scheme for Language (Question 2): | | |
| <ul style="list-style-type: none"> Award a mark out of 5 for Language according to the Grade descriptors in the table below (see <i>Note on using mark schemes with Grade descriptors</i> (last page of mark scheme)): | | |
| Grade descriptors for Language (Question 2) | | |
| 5 | Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Use of a limited range of verbs, generally successful. More accuracy than inaccuracy. | |
| 4 | Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed. | |
| 3 | Very basic vocabulary and structure. Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs). Despite regular errors, the writing often conveys some meaning. | |
| 2 | A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure. | |
| 1 | Disjointed words or short phrases, one or two of them accurate enough to be comprehensible. | |
| 0 | One or two disjointed words or short phrases may be recognisable. | |
| Total for Language: 5 marks | | |
| Total for Question 2: 15 marks | | |

| Question | Answer | Marks | | | | | | |
|---|---|-------|----------------|---|---------------|--|----------------|--------------------------------|
| SECTION 2 | | | | | | | | |
| <p>Question 3</p> <p>Candidates answer 1 question from a choice of 3. Read the whole answer and award marks, as follows:</p> <ul style="list-style-type: none"> • Communication: award a mark out of 10 according to the instructions in 3.1 • Language: award a mark out of 8 for Verbs according to the instructions in 3.2 award a mark out of 12 for Other linguistic features according to the instructions in 3.3 | | | | | | | | |
| <p><u>3.1 – award a mark out of 10 for Communication</u></p> <p><i>Generic mark scheme for Communication (Question 3):</i></p> <p>(i) There are 5 relevant communication points per question, each worth a maximum of 2 marks.</p> <p>(ii) For each relevant communication point, use the appropriate numbered tick and place up to 2 of these ticks as close as possible to each relevant communication point.</p> <table border="1" data-bbox="197 858 2040 1010"> <tbody> <tr> <td data-bbox="197 858 344 906">2 ticks</td> <td data-bbox="349 858 2040 906">Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.</td> </tr> <tr> <td data-bbox="197 909 344 957">1 tick</td> <td data-bbox="349 909 2040 957">Communication of some meaning is achieved, but the message may be ambiguous or incomplete.</td> </tr> <tr> <td data-bbox="197 960 344 1008">0 ticks</td> <td data-bbox="349 960 2040 1008">Nothing of worth communicated.</td> </tr> </tbody> </table> <p>(iii) Add up the ticks to give a mark out of 10 for Communication.</p> <p style="text-align: right;">Total marks for Communication: 10</p> | | | 2 ticks | Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated. | 1 tick | Communication of some meaning is achieved, but the message may be ambiguous or incomplete. | 0 ticks | Nothing of worth communicated. |
| 2 ticks | Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated. | | | | | | | |
| 1 tick | Communication of some meaning is achieved, but the message may be ambiguous or incomplete. | | | | | | | |
| 0 ticks | Nothing of worth communicated. | | | | | | | |

| Question | Answer | Marks |
|--|---|--|
| <ul style="list-style-type: none"> Generic guidance on awarding ticks for Communication | | |
| Example 1: <i>Wat doe je gewoonlijk tijdens de vakantie?</i> | | |
| Candidate's response | Ticks for Communication | Reason for mark |
| <i>Ja, ik ben/ga met vakantie</i> | 0 | Nothing of worth communicated. |
| <i>Ik werken op het kantoor van mijn vader</i> | 1 | Some meaning conveyed – use of 'werken' makes message ambiguous. |
| <i>Ik werk op het kantoor van mijn vader</i> | 2 | Message clearly communicated. |
| Example 2: <i>Waar en met wie heb je gewinkeld?</i> | | |
| Candidate's response | Ticks for Communication | Reason for mark |
| <i>Met wie ik hebben gewinkeld</i> | 0 | Nothing of worth communicated. |
| <i>Ik heb in de stad gewinkeld</i> | 1 | Some meaning conveyed, but the message is incomplete. |
| <i>Ik heb met een vriend in de stad gewinkeld</i> | 2 | Message clearly communicated. |
| Session-specific instructions for Communication marks (Question 3): | | |
| Place up to 2 'numbered' ticks as close as possible to each relevant communication point: | | |
| 2 ticks | Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated. | |
| 1 tick | Communication of some meaning is achieved, but the message may be ambiguous or incomplete. | |
| 0 ticks | Nothing of worth communicated. | |

| Question | Answer | Marks | | | | | | | | | | | | | | | | | | |
|----------|--|----------|--------|------|---|---|----------|---|---|----------|---|---|----------|---|---|----------|---|---|----------|--|
| 3(a) | <ul style="list-style-type: none"> <li data-bbox="349 217 1924 284">• Question 3(a): De gemeente wilde de bibliotheek in jouw woonplaats sluiten, maar door jouw reddingsactie blijft hij open! Schrijf een artikel voor de schoolkrant over jouw actie <table border="1" data-bbox="365 320 1912 959"> <thead> <tr> <th data-bbox="365 320 517 368">Tick</th> <th data-bbox="521 320 1756 368">Accept</th> <th data-bbox="1760 320 1912 368">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="365 371 517 488">1</td> <td data-bbox="521 371 1756 488"> Two reasons why it was important for the library to remain open Insist on past tense Allow any two reasons/anything sensible </td> <td data-bbox="1760 371 1912 488" style="text-align: center;">2</td> </tr> <tr> <td data-bbox="365 491 517 608">2</td> <td data-bbox="521 491 1756 608"> Account of how the library was saved Insist on past tense Allow any sensible account </td> <td data-bbox="1760 491 1912 608" style="text-align: center;">2</td> </tr> <tr> <td data-bbox="365 611 517 727">3</td> <td data-bbox="521 611 1756 727"> Mention of people who helped save the library Insist on past tense Allow anything sensible </td> <td data-bbox="1760 611 1912 727" style="text-align: center;">2</td> </tr> <tr> <td data-bbox="365 730 517 847">4</td> <td data-bbox="521 730 1756 847"> Reaction on hearing the library would stay open Insist on past tense Allow anything sensible </td> <td data-bbox="1760 730 1912 847" style="text-align: center;">2</td> </tr> <tr> <td data-bbox="365 850 517 959">5</td> <td data-bbox="521 850 1756 959"> Future changes to the library Insist on present or future tense Allow anything sensible. </td> <td data-bbox="1760 850 1912 959" style="text-align: center;">2</td> </tr> </tbody> </table> | Tick | Accept | Mark | 1 | Two reasons why it was important for the library to remain open Insist on past tense Allow any two reasons/anything sensible | 2 | 2 | Account of how the library was saved Insist on past tense Allow any sensible account | 2 | 3 | Mention of people who helped save the library Insist on past tense Allow anything sensible | 2 | 4 | Reaction on hearing the library would stay open Insist on past tense Allow anything sensible | 2 | 5 | Future changes to the library Insist on present or future tense Allow anything sensible. | 2 | |
| Tick | Accept | Mark | | | | | | | | | | | | | | | | | | |
| 1 | Two reasons why it was important for the library to remain open Insist on past tense Allow any two reasons/anything sensible | 2 | | | | | | | | | | | | | | | | | | |
| 2 | Account of how the library was saved Insist on past tense Allow any sensible account | 2 | | | | | | | | | | | | | | | | | | |
| 3 | Mention of people who helped save the library Insist on past tense Allow anything sensible | 2 | | | | | | | | | | | | | | | | | | |
| 4 | Reaction on hearing the library would stay open Insist on past tense Allow anything sensible | 2 | | | | | | | | | | | | | | | | | | |
| 5 | Future changes to the library Insist on present or future tense Allow anything sensible. | 2 | | | | | | | | | | | | | | | | | | |

| Question | Answer | Marks | | | | | | | | | | | | | | | | | | |
|----------|--|----------|--------|------|---|--|----------|---|---|----------|---|--|----------|---|--|----------|---|---|----------|--|
| 3(b) | <ul style="list-style-type: none"> <li data-bbox="347 215 1921 287">• Question 3(b): Jow middelbare school heeft de prijs ‘De schoonste school’ gewonnen. Schrijf erover in jouw blog. <table border="1" data-bbox="362 319 1908 991"> <thead> <tr> <th data-bbox="362 319 510 367">Tick</th> <th data-bbox="510 319 1758 367">Accept</th> <th data-bbox="1758 319 1908 367">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="362 367 510 486">1</td> <td data-bbox="510 367 1758 486"> Reason why school took part in contest Insist on past tense Allow any sensible reason </td> <td data-bbox="1758 367 1908 486" style="text-align: center;">2</td> </tr> <tr> <td data-bbox="362 486 510 606">2</td> <td data-bbox="510 486 1758 606"> What school did and who helped out Insist on past tense. Allow anything sensible </td> <td data-bbox="1758 486 1908 606" style="text-align: center;">2</td> </tr> <tr> <td data-bbox="362 606 510 726">3</td> <td data-bbox="510 606 1758 726"> Views/opinions on contest Insist on past tense. Allow anything sensible </td> <td data-bbox="1758 606 1908 726" style="text-align: center;">2</td> </tr> <tr> <td data-bbox="362 726 510 845">4</td> <td data-bbox="510 726 1758 845"> Prize won by school and opinion/views on prize Insist on past tense. Allow any sensible description of prize and opinion of prize </td> <td data-bbox="1758 726 1908 845" style="text-align: center;">2</td> </tr> <tr> <td data-bbox="362 845 510 991">5</td> <td data-bbox="510 845 1758 991"> Recommended future improvement + justification Insist on past or future tense Allow any sensible recommendation(s) and justification(s) One recommendation and one justification are sufficient </td> <td data-bbox="1758 845 1908 991" style="text-align: center;">2</td> </tr> </tbody> </table> | Tick | Accept | Mark | 1 | Reason why school took part in contest Insist on past tense Allow any sensible reason | 2 | 2 | What school did and who helped out Insist on past tense. Allow anything sensible | 2 | 3 | Views/opinions on contest Insist on past tense. Allow anything sensible | 2 | 4 | Prize won by school and opinion/views on prize Insist on past tense. Allow any sensible description of prize and opinion of prize | 2 | 5 | Recommended future improvement + justification Insist on past or future tense Allow any sensible recommendation(s) and justification(s) One recommendation and one justification are sufficient | 2 | |
| Tick | Accept | Mark | | | | | | | | | | | | | | | | | | |
| 1 | Reason why school took part in contest Insist on past tense Allow any sensible reason | 2 | | | | | | | | | | | | | | | | | | |
| 2 | What school did and who helped out Insist on past tense. Allow anything sensible | 2 | | | | | | | | | | | | | | | | | | |
| 3 | Views/opinions on contest Insist on past tense. Allow anything sensible | 2 | | | | | | | | | | | | | | | | | | |
| 4 | Prize won by school and opinion/views on prize Insist on past tense. Allow any sensible description of prize and opinion of prize | 2 | | | | | | | | | | | | | | | | | | |
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| Question | Answer | Marks | | | | | | | | | | | | | | | | | | |
|----------|--|----------|--------|------|---|--|----------|--|--|----------|---|---|----------|---|---|----------|---|---|----------|--|
| 3(c) | <ul style="list-style-type: none"> <li data-bbox="349 217 1924 284">• Question 3(c): ‘Vorige week heb ik auditie gedaan voor een dansprogramma op de televisie, ‘Nederland Danst’. Ik stond te trillen van de zenuwen toen het mijn beurt was ...’ <table border="1" data-bbox="365 320 1912 991"> <thead> <tr> <th data-bbox="365 320 512 368">Tick</th> <th data-bbox="517 320 1758 368">Accept</th> <th data-bbox="1762 320 1912 368">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="365 371 512 491">1</td> <td data-bbox="517 371 1758 491"> Account of what the candidate had to do in the audition Allow any sensible description Insist on past tense </td> <td data-bbox="1762 371 1912 491" style="text-align: center;">2</td> </tr> <tr> <td data-bbox="365 494 512 614"></td> <td data-bbox="517 494 1758 614"> and how the audition went Allow any sensible opinion Insist on past tense </td> <td data-bbox="1762 494 1912 614" style="text-align: center;">2</td> </tr> <tr> <td data-bbox="365 617 512 721">2</td> <td data-bbox="517 617 1758 721"> Reaction of the judges and the audience Allow any sensible reaction Insist on past tense </td> <td data-bbox="1762 617 1912 721" style="text-align: center;">2</td> </tr> <tr> <td data-bbox="365 724 512 876">3</td> <td data-bbox="517 724 1758 876"> Third communication mark to be awarded flexibly for extra detail relating to either of first two bullet points in the question. Allow anything sensible Insist on past tense </td> <td data-bbox="1762 724 1912 876" style="text-align: center;">2</td> </tr> <tr> <td data-bbox="365 879 512 991">4</td> <td data-bbox="517 879 1758 991"> Candidate’s reaction to events Allow any sensible reaction/opinion Do not insist on past tenses. </td> <td data-bbox="1762 879 1912 991" style="text-align: center;">2</td> </tr> </tbody> </table> | Tick | Accept | Mark | 1 | Account of what the candidate had to do in the audition Allow any sensible description Insist on past tense | 2 | | and how the audition went Allow any sensible opinion Insist on past tense | 2 | 2 | Reaction of the judges and the audience Allow any sensible reaction Insist on past tense | 2 | 3 | Third communication mark to be awarded flexibly for extra detail relating to either of first two bullet points in the question. Allow anything sensible Insist on past tense | 2 | 4 | Candidate’s reaction to events Allow any sensible reaction/opinion Do not insist on past tenses. | 2 | |
| Tick | Accept | Mark | | | | | | | | | | | | | | | | | | |
| 1 | Account of what the candidate had to do in the audition Allow any sensible description Insist on past tense | 2 | | | | | | | | | | | | | | | | | | |
| | and how the audition went Allow any sensible opinion Insist on past tense | 2 | | | | | | | | | | | | | | | | | | |
| 2 | Reaction of the judges and the audience Allow any sensible reaction Insist on past tense | 2 | | | | | | | | | | | | | | | | | | |
| 3 | Third communication mark to be awarded flexibly for extra detail relating to either of first two bullet points in the question. Allow anything sensible Insist on past tense | 2 | | | | | | | | | | | | | | | | | | |
| 4 | Candidate’s reaction to events Allow any sensible reaction/opinion Do not insist on past tenses. | 2 | | | | | | | | | | | | | | | | | | |

| Question | Answer | Marks | | | | | | | | | | | | | | | | | | | | |
|--|--------|-------|-----------------|------|-----|---|-------|---|-------|---|-------|---|-------|---|-----|---|-----|---|-----|---|---------|---|
| <u>3.2 – award a mark out of 8 for Accurate use of verbs</u> | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Generic mark scheme for Accurate use of verbs (Question 3): | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> (i) Place a tick above the first occurrence of each correct verb, up to a maximum of 18 ticks (details of how to award ticks are provided below). (ii) Convert the total number of ticks to a mark out of 8 using the Conversion table below. | | | | | | | | | | | | | | | | | | | | | | |
| Conversion table for Accurate use of verbs (Question 3) | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th data-bbox="728 518 1232 566">Number of ticks</th> <th data-bbox="1232 518 1512 566">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="728 566 1232 614">18+</td> <td data-bbox="1232 566 1512 614">8</td> </tr> <tr> <td data-bbox="728 614 1232 662">16,17</td> <td data-bbox="1232 614 1512 662">7</td> </tr> <tr> <td data-bbox="728 662 1232 710">14,15</td> <td data-bbox="1232 662 1512 710">6</td> </tr> <tr> <td data-bbox="728 710 1232 758">12,13</td> <td data-bbox="1232 710 1512 758">5</td> </tr> <tr> <td data-bbox="728 758 1232 805">10,11</td> <td data-bbox="1232 758 1512 805">4</td> </tr> <tr> <td data-bbox="728 805 1232 853">8,9</td> <td data-bbox="1232 805 1512 853">3</td> </tr> <tr> <td data-bbox="728 853 1232 901">6,7</td> <td data-bbox="1232 853 1512 901">2</td> </tr> <tr> <td data-bbox="728 901 1232 949">4,5</td> <td data-bbox="1232 901 1512 949">1</td> </tr> <tr> <td data-bbox="728 949 1232 1029">0,1,2,3</td> <td data-bbox="1232 949 1512 1029">0</td> </tr> </tbody> </table> | | | Number of ticks | Mark | 18+ | 8 | 16,17 | 7 | 14,15 | 6 | 12,13 | 5 | 10,11 | 4 | 8,9 | 3 | 6,7 | 2 | 4,5 | 1 | 0,1,2,3 | 0 |
| Number of ticks | Mark | | | | | | | | | | | | | | | | | | | | | |
| 18+ | 8 | | | | | | | | | | | | | | | | | | | | | |
| 16,17 | 7 | | | | | | | | | | | | | | | | | | | | | |
| 14,15 | 6 | | | | | | | | | | | | | | | | | | | | | |
| 12,13 | 5 | | | | | | | | | | | | | | | | | | | | | |
| 10,11 | 4 | | | | | | | | | | | | | | | | | | | | | |
| 8,9 | 3 | | | | | | | | | | | | | | | | | | | | | |
| 6,7 | 2 | | | | | | | | | | | | | | | | | | | | | |
| 4,5 | 1 | | | | | | | | | | | | | | | | | | | | | |
| 0,1,2,3 | 0 | | | | | | | | | | | | | | | | | | | | | |
| Total marks for Accurate use of verbs: 8 | | | | | | | | | | | | | | | | | | | | | | |

| Question | Answer | Marks |
|--|---|---|
| How to award ticks for Accurate use of verbs (Question 3): | | |
| <p>(a) Subject (noun or pronoun) + any finite verb</p> <ul style="list-style-type: none"> • both subject and verb must be correct for the verb to score a tick • verb must be in the appropriate tense to score a tick • do not tick verbs contained in the ‘letter etiquette’: appropriate beginnings and endings to letters are considered for reward under Other linguistic features. | | |
| Tick | No tick | Note |
| Ik ben (✓) | | |
| Ik vind (✓) | Ik vindt (<i>no tick</i>) | |
| Hij heeft gezwommen (✓) | Hij is gezwommen (<i>no tick</i>) | insist on correct auxiliary verb |
| De leraren zijn aardig (✓) | De leraren is aardig (<i>no tick</i>) | insist on correct agreement |
| With direct and indirect object pronouns | | |
| Tick | No tick | Note |
| Ik zie hem (✓) | | |
| Ik speel het (✓) | Ik speel me (<i>no tick</i>) | ‘spelen’ is not a reflexive verb |
| Ik was (✓) de auto’s | Ik was me (<i>no tick</i>) de auto’s | ‘wassen’ should not be used reflexively in this statement |
| Separable verbs | | |
| Tick | No tick | Note |
| Hij wast af (✓) | Hij afwast (<i>no tick</i>) | |

| Question | Answer | Marks |
|--------------------------|--------------------------------------|--|
| With 'er' | | |
| Tick | No tick | Note |
| Ik koop er twee (✓) | | |
| Ik er koop twee (✓) | | correct 'ik koop' scores despite incorrect position of 'er' |
| Reflexive/passive | | |
| Tick | No tick | Note |
| Hij verbaast zich (✓) | Hij zich verbaast (<i>no tick</i>) | |
| We worden bediend (✓) | | |
| Impersonal | | |
| Tick | No tick | Note |
| Het is leuk (✓) | | |
| Er is/er zijn (✓) | | |
| Is er/zijn er (✓) | | |
| With negative | | |
| Tick | No tick | Note |
| Ze spelen niet (✓) | | tick is awarded for the correct verb; the negative is considered for reward in 'Other linguistic features' |
| Ze spelen nee (✓) | | |

| Question | Answer | Marks |
|---|--|--|
| Sequence of tenses | | |
| Tick | No tick | Note |
| Als ik de keuze had / zou hebben (✓) zou ik ... willen / koos ik (✓) | Als ik de keuze heb (no tick) zou ik ... willen / koos ik (✓) | If sequence is incorrect, both verbs cannot be rewarded |
| Single auxiliary with multiple past participles | | |
| Tick | No tick | Note |
| We hebben gezongen en gedanst (✓) (✓) | | We hebben gezongen = tick 1; We hebben gedanst = tick 2 |
| Correct verb within meaningless statement | | |
| Tick | No tick | Note |
| De dag duurt lang (✓) | De dag duurt intelligent (<i>no tick</i>) | do not reward correct verb in a meaningless statement |
| (b) Imperative | | |
| Tick | No tick | Note |
| Kom! (✓) | | |
| Niet aanraken! (✓) | | |

| Question | Answer | Marks |
|--|---------------------------------------|---|
| (c) Interrogative | | |
| Tick | No tick | Note |
| Kom je? (✓) / Kom je. (✓) | | question mark not required for mark to be awarded |
| Hoe gaat het(?) (✓) | | question mark not required for mark to be awarded |
| (d) Infinitive | | |
| Tick | No tick | Note |
| Ik wil (✓) lopen (✓) | | |
| Ik wilt (<i>no tick</i>) lopen (✓) | | |
| Ik wil (✓) lopen (<i>no tick</i>) | | |
| Hij besloot (✓) te lopen (✓) | | |
| Hij besloot (✓) lopen (<i>no tick</i>) | | |
| Zonder nadenken/na te denken (✓) | Zonder na denken (<i>no tick</i>) | |
| (e) Inversion | | |
| Tick | No tick | Note |
| ...vertelde ik hem (✓) | ... verteld ik hem (<i>no tick</i>) | |

| Question | Answer | Marks |
|---|--|-------|
| (f) Reward only the first occurrence of a verb, e.g. | <ul style="list-style-type: none">• Ik hou van (✓) zwemmen. Ik hou ook van (<i>no tick</i>) tennis• Ik hou van (✓) zwemmen. Ik hou niet van (<i>no tick</i>) tennis• In het bos zijn er (✓) bergen en rivieren. Er zijn (<i>no tick</i>) ook... <p>However,</p> <ul style="list-style-type: none">• Ik vind (✓) zwemmen leuk en mijn broer vindt (✓) tennis leuk – 2 different persons of the verb• Mijn broer vindt (✓) zwemmen leuk en mijn zus vindt (<i>no tick</i>) tennis leuk – both third person usage• Ze is (✓) boos, dat is (<i>no tick</i>) niet leuk – both third person usage | |

| Question | Answer | Marks |
|--|--|-------|
| 3.3 – award a mark out of 12 for Other linguistic features | | |
| Generic mark scheme for Other linguistic features (Question 3): | | |
| (i) Award a mark out of 12 for Other linguistic features according to the Grade descriptors in the table below (please see <i>Note on using mark schemes with Grade descriptors</i> (last page of mark scheme)): | | |
| Grade descriptors for Other linguistic features (Question 3) | | |
| 11–12 | <ul style="list-style-type: none"> • Uses a wide range of structures effectively; produces longer, fluent sentences with ease. • Highly accurate at this level, though not necessarily faultless. • Makes effective use of a wide range of vocabulary fully appropriate to the task | |
| 9–10 | <ul style="list-style-type: none"> • Attempts a range of structures with a good degree of success. • More complex language usually error-free. • Uses a variety of relevant vocabulary at this level. | |
| 7–8 | <ul style="list-style-type: none"> • In control of simple structures. Varied success with more complex structures. • Accuracy is fairly consistent throughout. Errors may occur when more ambitious language is attempted. • Has sufficient vocabulary to add some interest to the writing. | |
| 5–6 | <ul style="list-style-type: none"> • Attempts more than basic structures. • On balance the work is more accurate than inaccurate. • Straightforward vocabulary relevant to the task. | |
| 3–4 | <ul style="list-style-type: none"> • Reliant on basic structures. • Some examples of correct language. Meaning usually conveyed. • Basic vocabulary. | |
| 1–2 | <ul style="list-style-type: none"> • A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure. | |
| 0 | <ul style="list-style-type: none"> • One or two disjointed words or short phrases may be recognisable. | |

| Question | Answer | Marks |
|----------|--|-------|
| (ii) | <p>Consider the extent to which the following are used correctly and appropriately when assessing the candidate's control of structures:</p> <ul style="list-style-type: none"> • Adjectives, including possessives and demonstratives. Also comparatives and superlatives • Object pronouns (<i>hij vertelde mij</i>) and 'strong' pronouns (<i>bij ons</i> etc.) • Negatives • A variety of prepositions and adverbs • Expressions of quantity • Use of <i>er, wel</i> • Use of <i>tijdens, voor, vanaf, sinds, etc.</i> • Linking words (e.g. <i>maar, helaas, niettemin</i>) and conjunctions other than <i>en</i> • Subordinate clauses, including <i>want / omdat, die</i> and <i>dat</i> (relative pronouns), <i>dat wat</i>. Indirect or reported speech (<i>hij zei, dat, ik denk, dat</i>). Time clauses with <i>wanneer, tijdens</i> etc. and <i>als</i> (= if) • Appropriate use of <i>politesses</i> in the letter. <p style="text-align: right;">Total mark for Other linguistic features: 12</p> <p style="text-align: right;">Total for Question 3: 30 marks</p> | |

| Question | Answer | Marks |
|--|--------|-------|
| <p>Note on using mark schemes with Grade descriptors</p> <p>It is important that you award marks positively. In order to ensure that you reward achievement rather than penalise failure or omissions, you should start at the bottom of the mark scheme and work upwards through the descriptors when awarding marks.</p> <p>You should adopt a ‘best fit’ approach. You must select the set of descriptors provided in the mark scheme that most closely describes the quality of the work being marked. As you work upwards through the mark scheme, you will eventually arrive at a set of descriptors that fits the candidate’s performance. When you reach this point, you should always then check the descriptors in the band above to confirm whether or not there is just enough evidence to award a mark in the higher band.</p> <p>For example, when marking Question 3 you may find that a candidate uses a variety of relevant vocabulary but has varied success with more complex structures. In such cases, you will need to award a mark that takes into account both the strengths and weaknesses of the piece of work.</p> <p>To select the most appropriate mark within each set of descriptors, use the following guidance:</p> <ul style="list-style-type: none">• If most of the descriptors fit the piece (and after you have considered the band above), award the top mark in the band.• If there is just enough evidence (and you had perhaps been considering the band below), award the lowest mark in the band. <p>Note on irrelevant material</p> <p>In the case of a deliberately evasive answer which consists entirely of irrelevant material exploited in defiance of the rubric, a score of 0 is given. These are extremely rare. The genuine attempt to answer the question which fails due to a misunderstanding of the rubric will normally lose Communication marks but will score for Language. You should consult your Team Leader.</p> | | |