



DUTCH

0515/04

Paper 4 Writing

May/June 2017

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.

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This document consists of **16** printed pages.

SECTION 1

Question	Answer	Marks																																	
<p>Question 1 Candidates are required to list 8 items in Dutch. Read all the items the candidate has listed and award marks as follows:</p> <p>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> <p>Note: the pictures provided on the question paper are only suggestions. Accept anything the candidate might need on a camping trip.</p> <p>Generic mark scheme for Question 1</p> <p>Answers should be marked for communication. Tolerate inaccuracies, provided the message is clear:</p> <p>(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</p> <p>Session-specific instructions for Question 1: dingen die je meeneemt naar de camping</p> <p>The following are examples. Accept anything the candidate could take along to a campsite.</p>																																			
1	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="3">ACCEPT</th> </tr> </thead> <tbody> <tr> <td>bal</td> <td>laarzen</td> <td>tandenborstel</td> </tr> <tr> <td>(afwas)borstel</td> <td>landkaart</td> <td>tandpasta</td> </tr> <tr> <td>bord</td> <td>luchtbed</td> <td>toilettas</td> </tr> <tr> <td>deken</td> <td>mes</td> <td>trui</td> </tr> <tr> <td>handdoek</td> <td>mobieltje</td> <td>verrekijker</td> </tr> <tr> <td>kam</td> <td>pan</td> <td>vork</td> </tr> <tr> <td>kleren</td> <td>pyjama</td> <td>zaklamp</td> </tr> <tr> <td>kussen</td> <td>regenjas</td> <td>zakmes</td> </tr> <tr> <td>kaart</td> <td>rugzak</td> <td>zeep</td> </tr> <tr> <td>koeltas</td> <td>slaapzak</td> <td>zonnebril</td> </tr> </tbody> </table> <p style="text-align: right;">Total for Question 1: 5 marks</p>	ACCEPT			bal	laarzen	tandenborstel	(afwas)borstel	landkaart	tandpasta	bord	luchtbed	toilettas	deken	mes	trui	handdoek	mobieltje	verrekijker	kam	pan	vork	kleren	pyjama	zaklamp	kussen	regenjas	zakmes	kaart	rugzak	zeep	koeltas	slaapzak	zonnebril	5
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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> <p>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>		
2	<p style="text-align: center;">2.1: award a mark out of 10 for Communication</p> <p>Generic mark scheme for Communication (Question 2)</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>	10

Question	Answer	Marks										
2	<p>Session-specific instructions for Communication marks (Question 2): een huisdier dat je hebt gekregen</p> <p>If subject is not a pet, do not award tick 1, but do award ticks 2, 3 and 4.</p> <table border="1" data-bbox="312 409 1305 1061"> <thead> <tr> <th data-bbox="312 409 400 459">Tick</th> <th data-bbox="400 409 1305 459">Accept</th> </tr> </thead> <tbody> <tr> <td data-bbox="312 459 400 562">1</td> <td data-bbox="400 459 1305 562"> Vertel wat voor huisdier je hebt animal = 1 mark. As long as a pet is given, consider task complete </td> </tr> <tr> <td data-bbox="312 562 400 745">2</td> <td data-bbox="400 562 1305 745"> Beschrijf jouw huisdier REWARD: any form of description: e.g. anything about the pet/animal – appearance, character, age, more detail about what they do, eat etc. </td> </tr> <tr> <td data-bbox="312 745 400 848">3</td> <td data-bbox="400 745 1305 848"> Zeg waarom je van jouw huisdier houdt REWARD: any positive reason </td> </tr> <tr> <td data-bbox="312 848 400 1061">4</td> <td data-bbox="400 848 1305 1061"> Wil je later met dieren gaan werken? Waarom wel of niet? ACCEPT: ‘yes’ or ‘no’ or ‘don’t know’ and/or what they are going to do with animals ACCEPT: reason why/why not even if not clear whether or not they want to work with animals </td> </tr> </tbody> </table>	Tick	Accept	1	Vertel wat voor huisdier je hebt animal = 1 mark. As long as a pet is given, consider task complete	2	Beschrijf jouw huisdier REWARD: any form of description: e.g. anything about the pet/animal – appearance, character, age, more detail about what they do, eat etc.	3	Zeg waarom je van jouw huisdier houdt REWARD: any positive reason	4	Wil je later met dieren gaan werken? Waarom wel of niet? ACCEPT: ‘yes’ or ‘no’ or ‘don’t know’ and/or what they are going to do with animals ACCEPT: reason why/why not even if not clear whether or not they want to work with animals	
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2	<p>2.2: award a mark out of 5 for Language</p> <p>Generic mark scheme for Language (Question 2): 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)):</p> <p style="text-align: center;">Grade descriptors for Language (Question 2)</p> <table border="1" data-bbox="296 517 1321 1155"> <tbody> <tr> <td data-bbox="296 517 411 667">5</td> <td data-bbox="411 517 1321 667">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.</td> </tr> <tr> <td data-bbox="296 667 411 786">4</td> <td data-bbox="411 667 1321 786">Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.</td> </tr> <tr> <td data-bbox="296 786 411 936">3</td> <td data-bbox="411 786 1321 936">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.</td> </tr> <tr> <td data-bbox="296 936 411 1021">2</td> <td data-bbox="411 936 1321 1021">A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td data-bbox="296 1021 411 1106">1</td> <td data-bbox="411 1021 1321 1106">Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td> </tr> <tr> <td data-bbox="296 1106 411 1155">0</td> <td data-bbox="411 1106 1321 1155">One or two disjointed words or short phrases may be recognisable.</td> </tr> </tbody> </table> <p style="text-align: right;">Total marks for Language: 5 Total for Question 2: 15 marks</p>	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.	5
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Section 2

Question	Answer	Marks						
<p>Question 3 Candidates answer 1 question from a choice of 3. Read the whole answer and award marks, as follows:</p> <p>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>								
<p>3</p>	<p>3.1 – award a mark out of 10 for Communication</p> <p>Generic mark scheme for Communication (Question 3):</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="296 949 1321 1169"> <tbody> <tr> <td data-bbox="296 949 469 1034">2 ticks</td> <td data-bbox="469 949 1321 1034">Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.</td> </tr> <tr> <td data-bbox="296 1034 469 1120">1 tick</td> <td data-bbox="469 1034 1321 1120">Communication of some meaning is achieved, but the message may be ambiguous or incomplete.</td> </tr> <tr> <td data-bbox="296 1120 469 1169">0 ticks</td> <td data-bbox="469 1120 1321 1169">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.	<p>10</p>
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3	<p data-bbox="295 248 1082 282">Generic guidance on awarding ticks for Communication</p> <p data-bbox="295 315 1018 349">Example 1: <i>Wat doe je gewoonlijk tijdens de vakantie?</i></p> <table border="1" data-bbox="295 387 1321 804"> <thead> <tr> <th data-bbox="295 387 679 472">Candidate's response</th> <th data-bbox="679 387 922 472">Ticks for Communication</th> <th data-bbox="922 387 1321 472">Reason for mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="295 472 679 557"><i>Ja, ik ben/ga met vakantie</i></td> <td data-bbox="679 472 922 557">0</td> <td data-bbox="922 472 1321 557">Nothing of worth communicated.</td> </tr> <tr> <td data-bbox="295 557 679 723"><i>Ik werken op het kantoor van mijn vader</i></td> <td data-bbox="679 557 922 723">1</td> <td data-bbox="922 557 1321 723">Some meaning conveyed – use of 'werken' makes message ambiguous.</td> </tr> <tr> <td data-bbox="295 723 679 804"><i>Ik werk op het kantoor van mijn vader</i></td> <td data-bbox="679 723 922 804">2</td> <td data-bbox="922 723 1321 804">Message clearly communicated.</td> </tr> </tbody> </table> <p data-bbox="295 835 927 869">Example 2: <i>Waar en met wie heb je gewinkeld?</i></p> <table border="1" data-bbox="295 907 1321 1305"> <thead> <tr> <th data-bbox="295 907 679 992">Candidate's response</th> <th data-bbox="679 907 922 992">Ticks for Communication</th> <th data-bbox="922 907 1321 992">Reason for mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="295 992 679 1077"><i>Met wie ik hebben gewinkeld</i></td> <td data-bbox="679 992 922 1077">0</td> <td data-bbox="922 992 1321 1077">Nothing of worth communicated.</td> </tr> <tr> <td data-bbox="295 1077 679 1193"><i>Ik heb in de stad gewinkeld</i></td> <td data-bbox="679 1077 922 1193">1</td> <td data-bbox="922 1077 1321 1193">Some meaning is conveyed, but the message is incomplete.</td> </tr> <tr> <td data-bbox="295 1193 679 1305"><i>Ik heb met een vriend in de stad gewinkeld</i></td> <td data-bbox="679 1193 922 1305">2</td> <td data-bbox="922 1193 1321 1305">Message clearly communicated.</td> </tr> </tbody> </table> <p data-bbox="295 1341 1273 1375">Session-specific instructions for Communication marks (Question 3):</p> <p data-bbox="308 1406 1198 1473">Place up to 2 'numbered' ticks as close as possible to each relevant communication point:</p> <table border="1" data-bbox="308 1503 1313 1722"> <tbody> <tr> <td data-bbox="308 1503 461 1588">2 ticks</td> <td data-bbox="461 1503 1313 1588">Message clearly communicated. Minor errors (adjective endings, use of prepositionsetc.) are tolerated.</td> </tr> <tr> <td data-bbox="308 1588 461 1673">1 tick</td> <td data-bbox="461 1588 1313 1673">Communication of some meaning is achieved, but the message may be ambiguous or incomplete.</td> </tr> <tr> <td data-bbox="308 1673 461 1722">0 ticks</td> <td data-bbox="461 1673 1313 1722">Nothing of worth communicated.</td> </tr> </tbody> </table>	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.	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 is conveyed, but the message is incomplete.	<i>Ik heb met een vriend in de stad gewinkeld</i>	2	Message clearly communicated.	2 ticks	Message clearly communicated. Minor errors (adjective endings, use of prepositionsetc.) are tolerated.	1 tick	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.	0 ticks	Nothing of worth communicated.	
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3(b)	<p>Question 3(b): Je bent met vrienden naar een muziekfestival geweest. Schrijf erover in jouw blog.</p> <table border="1" data-bbox="296 344 1324 913"> <thead> <tr> <th data-bbox="296 344 400 394">Tick</th> <th data-bbox="400 344 1203 394">Accept</th> <th data-bbox="1203 344 1324 394">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="296 394 400 479">1</td> <td data-bbox="400 394 1203 479">Description of the music festival Insist on past tense</td> <td data-bbox="1203 394 1324 479">2</td> </tr> <tr> <td data-bbox="296 479 400 564">2</td> <td data-bbox="400 479 1203 564">Description of music likes and dislikes with justification Insist on past tense. Allow anything sensible</td> <td data-bbox="1203 479 1324 564">2</td> </tr> <tr> <td data-bbox="296 564 400 649">3</td> <td data-bbox="400 564 1203 649">Description of the atmosphere Insist on past tense. Allow anything sensible</td> <td data-bbox="1203 564 1324 649">2</td> </tr> <tr> <td data-bbox="296 649 400 763">4</td> <td data-bbox="400 649 1203 763">Whether the candidate would like to go to a music festival again and why or why not. Allow anything sensible in terms of festival preferences</td> <td data-bbox="1203 649 1324 763">2</td> </tr> <tr> <td data-bbox="296 763 400 913">5</td> <td data-bbox="400 763 1203 913">What candidate would like to do next weekend Allow anything sensible, allow a present + infinitive e.g. <i>Volgend weekend wil ik/zou ik graag willen...</i> Allow other appropriate phrases, such as <i>Ik ga naar mijn oma.</i></td> <td data-bbox="1203 763 1324 913">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	1	Description of the music festival Insist on past tense	2	2	Description of music likes and dislikes with justification Insist on past tense. Allow anything sensible	2	3	Description of the atmosphere Insist on past tense. Allow anything sensible	2	4	Whether the candidate would like to go to a music festival again and why or why not. Allow anything sensible in terms of festival preferences	2	5	What candidate would like to do next weekend Allow anything sensible, allow a present + infinitive e.g. <i>Volgend weekend wil ik/zou ik graag willen...</i> Allow other appropriate phrases, such as <i>Ik ga naar mijn oma.</i>	2	
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3(c)	<p>Question 3(c): 'Vorige week had ik mijn eerste bromfietsrijles. Ik startte mijn brommer, keek in mijn spiegels en begon weg te rijden.' Vertel wat er daarna gebeurde.</p> <table border="1" data-bbox="296 1077 1324 1749"> <thead> <tr> <th data-bbox="296 1077 400 1126">Tick</th> <th data-bbox="400 1077 1203 1126">Accept</th> <th data-bbox="1203 1077 1324 1126">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="296 1126 400 1247">1</td> <td data-bbox="400 1126 1203 1247">Account of what happened/what candidate did Award communication mark for statement in past tense of what candidate did/what happened</td> <td data-bbox="1203 1126 1324 1247">2</td> </tr> <tr> <td data-bbox="296 1247 400 1332">2</td> <td data-bbox="400 1247 1203 1332">Reaction of the driving instructor Insist on past tense. Allow anything sensible</td> <td data-bbox="1203 1247 1324 1332">2</td> </tr> <tr> <td data-bbox="296 1332 400 1482">3</td> <td data-bbox="400 1332 1203 1482">Third communication mark to be awarded flexibly for extra detail relating to either of the first two bullet points in the question. Insist on past tense. Allow anything sensible</td> <td data-bbox="1203 1332 1324 1482">2</td> </tr> <tr> <td data-bbox="296 1482 400 1666">4</td> <td data-bbox="400 1482 1203 1666">Candidate's reaction to events (1) Allow opinions in the form of a description with an adjective, e.g. <i>Ik vind rijden spannend!</i> Do not insist on past tenses. Allow <i>ik vond/ik vind/ik ben/het is ...</i></td> <td data-bbox="1203 1482 1324 1666">2</td> </tr> <tr> <td data-bbox="296 1666 400 1749">5</td> <td data-bbox="400 1666 1203 1749">Candidate's reaction to events (2) Expect opinions/emotions. Do not insist on past tense</td> <td data-bbox="1203 1666 1324 1749">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	1	Account of what happened/what candidate did Award communication mark for statement in past tense of what candidate did/what happened	2	2	Reaction of the driving instructor Insist on past tense. Allow anything sensible	2	3	Third communication mark to be awarded flexibly for extra detail relating to either of the first two bullet points in the question. Insist on past tense. Allow anything sensible	2	4	Candidate's reaction to events (1) Allow opinions in the form of a description with an adjective, e.g. <i>Ik vind rijden spannend!</i> Do not insist on past tenses. Allow <i>ik vond/ik vind/ik ben/het is ...</i>	2	5	Candidate's reaction to events (2) Expect opinions/emotions. Do not insist on past tense	2	
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Question	Answer	Marks																				
3	<p>3.2 – award a mark out of 8 for Accurate use of verbs</p> <ul style="list-style-type: none"> • Generic mark scheme for Accurate use of verbs (Question 3): <ol 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. <p style="text-align: center;">Conversion Table for Accurate use of verbs (Question 3)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th data-bbox="331 611 804 663">Number of ticks</th> <th data-bbox="804 611 1286 663">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="331 663 804 712">18+</td> <td data-bbox="804 663 1286 712">8</td> </tr> <tr> <td data-bbox="331 712 804 761">16, 17</td> <td data-bbox="804 712 1286 761">7</td> </tr> <tr> <td data-bbox="331 761 804 810">14, 15</td> <td data-bbox="804 761 1286 810">6</td> </tr> <tr> <td data-bbox="331 810 804 860">12, 13</td> <td data-bbox="804 810 1286 860">5</td> </tr> <tr> <td data-bbox="331 860 804 909">10, 11</td> <td data-bbox="804 860 1286 909">4</td> </tr> <tr> <td data-bbox="331 909 804 958">8, 9</td> <td data-bbox="804 909 1286 958">3</td> </tr> <tr> <td data-bbox="331 958 804 1008">6, 7</td> <td data-bbox="804 958 1286 1008">2</td> </tr> <tr> <td data-bbox="331 1008 804 1057">4, 5</td> <td data-bbox="804 1008 1286 1057">1</td> </tr> <tr> <td data-bbox="331 1057 804 1106">0, 1, 2, 3</td> <td data-bbox="804 1057 1286 1106">0</td> </tr> </tbody> </table> <p style="text-align: right;">Total marks for Accurate use of verbs: 8</p>	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	8
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18+	8																					
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10, 11	4																					
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6, 7	2																					
4, 5	1																					
0, 1, 2, 3	0																					

Question	Answer	Marks															
<p>How to award ticks for Accurate use of verbs (Question 3):</p> <p>(a) Subject (noun or pronoun) + any finite verb</p> <p>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.</p>																	
<table border="1"> <thead> <tr> <th>Tick</th> <th>No tick</th> <th>Note</th> </tr> </thead> <tbody> <tr> <td>Ik ben (✓)</td> <td></td> <td></td> </tr> <tr> <td>Ik vind (✓)</td> <td>Ik vindt (<i>no tick</i>)</td> <td></td> </tr> <tr> <td>Hij heeft gezwommen (✓)</td> <td>Hij is gezwommen (<i>no tick</i>)</td> <td>insist on correct auxiliary verb</td> </tr> <tr> <td>De leraren zijn aardig (✓)</td> <td>De leraren is aardig (<i>no tick</i>)</td> <td>insist on correct agreement</td> </tr> </tbody> </table>			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
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<p>With direct and indirect object pronouns</p> <table border="1"> <thead> <tr> <th>Tick</th> <th>No tick</th> <th>Note</th> </tr> </thead> <tbody> <tr> <td>Ik zie hem (✓)</td> <td></td> <td></td> </tr> <tr> <td>Ik speel het (✓)</td> <td>Ik speel me (<i>no tick</i>)</td> <td></td> </tr> <tr> <td>Ik was (✓) de auto's</td> <td>Ik was me (<i>no tick</i>) de auto's</td> <td>wassen' should not be used reflexively in this statement</td> </tr> </tbody> </table>			Tick	No tick	Note	Ik zie hem (✓)			Ik speel het (✓)	Ik speel me (<i>no tick</i>)		Ik was (✓) de auto's	Ik was me (<i>no tick</i>) de auto's	wassen' should not be used reflexively in this statement			
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<p>Separable verbs</p> <table border="1"> <thead> <tr> <th>Tick</th> <th>No tick</th> <th>Note</th> </tr> </thead> <tbody> <tr> <td>Hij wast af (✓)</td> <td>Hij afwast (<i>no tick</i>)</td> <td></td> </tr> </tbody> </table>			Tick	No tick	Note	Hij wast af (✓)	Hij afwast (<i>no tick</i>)										
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Hij verbaast zich (✓)	Hij zich verbaast (<i>no tick</i>)																
We worden bediend (✓)																	

Question	Answer	Marks
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 (✓)		
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)	If sequence is incorrect, both verbs cannot be rewarded
	zou ik ... willen / koos ik (✓)	
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

Question	Answer	Marks
(b) Imperative		
Tick	No tick	Note
Kom! (✓)		
Niet aanraken! (✓)		
(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>)	
(f) Reward only the first occurrence of a verb, e.g.		
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...		
However,		
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	<p data-bbox="411 241 1206 277">3.3 – award a mark out of 12 for Other linguistic features</p> <p data-bbox="296 313 1181 349">Generic mark scheme for Other linguistic features (Question 3)</p> <p data-bbox="309 380 1270 488">(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)):</p> <p data-bbox="296 519 1126 555">Grade descriptors for Other linguistic features (Question 3)</p> <table border="1" data-bbox="316 586 1302 1680"> <tbody> <tr> <td data-bbox="316 586 469 810">11–12</td> <td data-bbox="469 586 1302 810"> <p data-bbox="529 598 1225 663">Uses a wide range of structures effectively; produces longer, fluent sentences with ease.</p> <p data-bbox="529 667 1203 732">Highly accurate at this level, though not necessarily faultless.</p> <p data-bbox="529 736 1248 801">Makes effective use of a wide range of vocabulary fully appropriate to the task</p> </td> </tr> <tr> <td data-bbox="316 810 469 967">9–10</td> <td data-bbox="469 810 1302 967"> <p data-bbox="529 822 1222 887">Attempts a range of structures with a good degree of success.</p> <p data-bbox="529 891 1085 925">More complex language usually error-free.</p> <p data-bbox="529 929 1177 963">Uses a variety of relevant vocabulary at this level.</p> </td> </tr> <tr> <td data-bbox="316 967 469 1191">7–8</td> <td data-bbox="469 967 1302 1191"> <p data-bbox="529 978 1270 1043">In control of simple structures. Varied success with more complex structures.</p> <p data-bbox="529 1048 1286 1113">Accuracy is fairly consistent throughout. Errors may occur when more ambitious language is attempted.</p> <p data-bbox="529 1117 1219 1182">Has sufficient vocabulary to add some interest to the writing.</p> </td> </tr> <tr> <td data-bbox="316 1191 469 1314">5–6</td> <td data-bbox="469 1191 1302 1314"> <p data-bbox="529 1202 1011 1236">Attempts more than basic structures.</p> <p data-bbox="529 1240 1248 1274">On balance the work is more accurate than inaccurate.</p> <p data-bbox="529 1279 1149 1312">Straightforward vocabulary relevant to the task.</p> </td> </tr> <tr> <td data-bbox="316 1314 469 1471">3–4</td> <td data-bbox="469 1314 1302 1471"> <p data-bbox="529 1326 887 1359">Reliant on basic structures.</p> <p data-bbox="529 1364 1235 1429">Some examples of correct language. Meaning usually conveyed.</p> <p data-bbox="529 1433 762 1467">Basic vocabulary.</p> </td> </tr> <tr> <td data-bbox="316 1471 469 1594">1–2</td> <td data-bbox="469 1471 1302 1594"> <p data-bbox="529 1482 1283 1547">A few phrases or short sentences are accurate enough to be comprehensible</p> <p data-bbox="529 1552 944 1585">Very simple sentence structure.</p> </td> </tr> <tr> <td data-bbox="316 1594 469 1680">0</td> <td data-bbox="469 1594 1302 1680"> <p data-bbox="529 1606 1222 1671">One or two disjointed words or short phrases may be recognisable.</p> </td> </tr> </tbody> </table>	11–12	<p data-bbox="529 598 1225 663">Uses a wide range of structures effectively; produces longer, fluent sentences with ease.</p> <p data-bbox="529 667 1203 732">Highly accurate at this level, though not necessarily faultless.</p> <p data-bbox="529 736 1248 801">Makes effective use of a wide range of vocabulary fully appropriate to the task</p>	9–10	<p data-bbox="529 822 1222 887">Attempts a range of structures with a good degree of success.</p> <p data-bbox="529 891 1085 925">More complex language usually error-free.</p> <p data-bbox="529 929 1177 963">Uses a variety of relevant vocabulary at this level.</p>	7–8	<p data-bbox="529 978 1270 1043">In control of simple structures. Varied success with more complex structures.</p> <p data-bbox="529 1048 1286 1113">Accuracy is fairly consistent throughout. Errors may occur when more ambitious language is attempted.</p> <p data-bbox="529 1117 1219 1182">Has sufficient vocabulary to add some interest to the writing.</p>	5–6	<p data-bbox="529 1202 1011 1236">Attempts more than basic structures.</p> <p data-bbox="529 1240 1248 1274">On balance the work is more accurate than inaccurate.</p> <p data-bbox="529 1279 1149 1312">Straightforward vocabulary relevant to the task.</p>	3–4	<p data-bbox="529 1326 887 1359">Reliant on basic structures.</p> <p data-bbox="529 1364 1235 1429">Some examples of correct language. Meaning usually conveyed.</p> <p data-bbox="529 1433 762 1467">Basic vocabulary.</p>	1–2	<p data-bbox="529 1482 1283 1547">A few phrases or short sentences are accurate enough to be comprehensible</p> <p data-bbox="529 1552 944 1585">Very simple sentence structure.</p>	0	<p data-bbox="529 1606 1222 1671">One or two disjointed words or short phrases may be recognisable.</p>	12
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Question	Answer	Marks
3	<p>(ii) 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</i>, etc. 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>	

Note on using mark schemes with Grade descriptors

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.

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.

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.

To select the most appropriate mark within each set of descriptors, use the following guidance:

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.

Note on irrelevant material

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.

When part of an answer is clearly irrelevant, highlight it and do not consider it when deciding on the Language mark. (e.g. Highlight and do not consider for Language an introduction to a question consisting of an unwanted self portrait on the lines of: *Hallo, ik heet/ben X. Ik ben 16 jaar. Ik woon in Y* or letter etiquette where a letter is not required.)