

**MARK SCHEME for the May/June 2011 question paper
for the guidance of teachers**

0515 DUTCH (FOREIGN LANGUAGE)

0515/02

Paper 2 (Reading and Directed Writing),
maximum raw mark 65

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 must be read in conjunction with the question papers and the report on the examination.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2011 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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Deel 1

Eerste oefening, vragen 1–5

1 A

2 D

3 C

4 D

5 B

Tweede oefening, vragen 6–10

6 D

7 C

8 F

9 A

10 E

Derde oefening, vragen 11–15

11 niet waar

12 waar

13 niet waar

14 niet waar

15 niet in de tekst

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Vierde oefening, vraag 16

Three pictures × 1
Use of Language: max. 2

[Total: 5 marks]

5 marks: 3 marks for communicating three items of information, 0, 1 or 2 marks according to grid.

Candidates do not have to write in complete sentences; they should not be penalised for writing in note form.

2	Verbs must be in appropriate tenses. Minor errors (adjective endings, use of prepositions, wrong genders, etc.) are tolerated.
1	Some appropriate usage to reward. Where verbs are not in appropriate tenses, award max. 1 mark.
0	No examples of appropriate usage to reward. N.B: 0 marks for Communication means none for Language.

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Deel 2

Eerste oefening, vragen 17–25

17 de eerste persoon

18 zacht

19 aan de volgende persoon / je buurman / buurvrouw

20 een (totaal) andere zin

21 duizend / 1000

22 (i) Ze was er nog nooit geweest.

(ii) Ze hoefde niet naar school. / Het was een schooldag.

23 quizzen en/of puzzels

24 onzin

25 twee uur

Tweede oefening, vraag 26

Communication marks: 10 marks are awarded for communication. Communication marks are allocated as follows:

(a) Twee dingen over jezelf. [max. 2]

(b) Twee dingen over je familie. [max. 2]

(c) Wat je gedaan hebt en wat je daarvan vond. [max. 2]

(d) Twee vragen aan je penvriend/penvriendin. [max. 2]

(e) Twee dingen die je wilt doen. [max. 2]

N.B.: candidates who do not complete all of the tasks cannot score full marks for communication.

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Accuracy: 5 marks are awarded for accuracy, using the table below:

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 recognisable. Very simple sentence structure.
1	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.
0	Nothing accurate enough to be comprehensible.

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Deel 3

Eerste oefening, vragen 27–34

27 B

28 A

29 C

30 C

31 D

32 B

33 B

34 C

Tweede oefening, vragen 35–44

35 naar huis

36 Dat het heel donker / aardedonker was. (niet: Voor me was het aardedonker.)

37 Je kan niets zien. / Ze geven niet genoeg licht.

38 Dat sterren licht geven. / Sterren geven licht. (niet: Ze geven licht.)

39 Er zijn maar drie straten.

40 wijsmaken

41 (i) Meer lantaarnpalen

(ii) De lantaarnpalen zijn de hele nacht aan.

42 Nacht van de Nacht

43 (i) Niemand ziet het.

(ii) energieverpilling

44 Een donkere nacht / een natuurlijke nacht / een nacht zonder kunstmatig licht – *or any plausible explanation*