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**DUTCH**

**0515/02**

Paper 2 Reading

**For Examination from 2015**

SPECIMEN MARK SCHEME

**1 hour**

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**MAXIMUM MARK: 45**

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This document consists of **10** printed pages.

## 1 General Marking Principles

- 1.1 Please note that it is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided in Section 2. You will need to consider all alternative answers and unexpected approaches in candidates' scripts, make a decision on whether they communicate the required elements, in consultation with your Team Leader if necessary (or with your Product Manager if you are a single Examiner), and award marks accordingly.

The following marking principles underpin the detailed instructions provided in Section 2 of the Mark Scheme. Where a decision is taken to deviate from these principles for a particular question, this will be specified in the Mark Scheme.

### 1.2 Crossing out:

- (a) If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.
- (b) If a candidate crosses out an answer to a whole question but makes no second attempt at it, mark the crossed out work.

### 1.3 More than the stipulated number of boxes ticked/crossed by the candidate:

- (a) If more than one attempt is visible, but the candidate has clearly indicated which attempt is his/her final answer (e.g. by crossing out other attempts or by annotating the script in some way), mark in the usual way.
- (b) If two attempts are visible (e.g. 2 boxes ticked instead of the 1 box stipulated), and neither has been crossed out/discounted by the candidate, no mark can be awarded.
- (c) In questions where candidates are required to tick a number of boxes (e.g. tick the 6 true statements) the general rule to be applied is as follows: the number of 'extra' answers indicated by the candidate is deducted from the number of correct answers and the remaining number is the mark awarded. For example, the candidate is required to tick 6 true statements, but instead ticks 8 statements. 5 of the ticks are correctly placed, but there are 2 'extra' ticks (8 ticks placed by candidate minus 6 ticks required by rubric = 2 'extras'). Therefore the candidate is awarded a mark of 3.

number of correct ticks:	5
minus number of extra ticks:	-2
marks awarded:	3

- (d) Answers in pen do not take precedence over answers in pencil, e.g. if a candidate is asked to tick 1 box and ticks 2, one in pen and the other in pencil, the mark cannot be awarded unless there is some explicit indication from the candidate as to which is his/her final answer.

### 1.4 For questions requiring more than one element for the answer, (i) and (ii), where the answers are interchangeable:

Both correct answers on line 1, and line 2 blank = 2  
 Both correct answers on line 1, and line 2 wrong = 1  
 (or vice-versa)

**1.5** Answers requiring the use of Dutch (rather than a non-verbal response) should be based on communication. Tolerate inaccuracies, provided the message is clear.

- (a) 'If in doubt, sound it out': if you read what the candidate has written, does it sound like a correct answer?
- (b) Look-alike test: does what the candidate has written look like the correct answer?
- (c) Accept incorrect gender or person unless Mark Scheme specifies otherwise.
- (d) Accept incorrect possessive adjectives e.g. *mijn, zijn* etc., unless Mark Scheme specifies otherwise (in general, Section 2 accept, Section 3 consult Mark Scheme carefully).
- (e) Tolerate incorrect auxiliary unless Mark Scheme specifies otherwise.
- (f) Tolerate incorrect use of infinitive as a finite verb (e.g. *hij gaan*) unless Mark Scheme specifies otherwise (e.g. for questions where tense is important an infinitive may not be acceptable).

**1.6** Unless the Mark Scheme specifies otherwise, **do not accept incorrect Dutch if the word given means something else in Dutch.** (Incorrect Dutch which constitutes a word in any language other than Dutch is marked (i) on the basis of whether it is accepted or refused in the Mark Scheme and (ii) if not mentioned in the Mark Scheme, on the basis of 1.5 above.)

**1.7** Annotation used in the Mark Scheme/Marking:

- (a) INV = Invalidation and is used when additional material included by the candidate is judged to invalidate an otherwise correct answer thus preventing him/her from scoring the mark (INV = 0).
- (b) INSUF = insufficient and means that on its own the material is not enough to score the mark.
- (c) HA = harmless additional material which in conjunction with the correct answer does not prevent the candidate from scoring the mark.
- (d) BOD = Benefit of the Doubt and is used to indicate material considered by the Examiner and judged to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.

**1.8** No response and '0' marks

There is a NR (No Response) option in scoris.

Award NR (No Response):

- If there is nothing written at all in the answer space, or
- If there is only a comment which does not in any way relate to the question being asked (e.g. 'can't do' or 'don't know'), or
- If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark).

Award 0:

- If there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.

### 1.9 Extra material: Section 2, Exercise 2

In **Section 2, Exercise 2**, reward the candidate for being able to locate the answer in the passage. Do not worry about lifting unless a lift is specifically rejected in the Mark Scheme.

**Unless the Mark Scheme states otherwise, ignore extra material given in an answer.**

### 1.10 Extra material: Section 3

In **Section 3** it is the candidate's responsibility to answer questions in such a way as to demonstrate to the Examiner that s/he has understood the texts/questions. Where candidates introduce extra, irrelevant material to an otherwise correct answer the danger is that the Examiner is being forced to 'choose' the correct answer and s/he cannot be certain that the candidate has shown understanding. Where the Examiner is put in this position the mark cannot be awarded.

In **Section 3**, look for signs of genuine comprehension. Usually, candidates who lift **indiscriminately** fail to demonstrate comprehension and will not score the mark. However, **careful** lifting of the details required to answer the question does demonstrate comprehension and should be rewarded. The Detailed Mark Scheme (Section 3) provides specific guidance but in cases not covered, the following general rules apply:

(a)	Extra material, mentioned in the Mark Scheme, which reinforces the correct answer or in itself constitutes an alternative correct answer:	this is acceptable and is not penalised
(b)	Extra material which constitutes an alternative answer, <b>but which is not explicitly mentioned in the Mark Scheme:</b>	<p>the Examiner needs to decide, by consulting the text and the Team Leader if necessary whether the alternative answer constitutes:</p> <p>(i) an alternative correct answer, in which case this falls into category (a) and the answer should be rewarded</p> <p style="text-align: center;">or</p> <p>(ii) an answer which on its own would be refused, in which case this falls into category (c) and the answer should be refused</p>
(c)	Extra material which constitutes an alternative answer <b>specifically refused in the Mark Scheme:</b>	this puts the Examiner in the position of having to 'choose' which is the candidate's 'final' answer – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded
(d)	Extra material which distorts or contradicts the correct answer:	this affects communication – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded
(e)	Extra material introduced by the candidate and which does not feature in the text:	this affects communication – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded. It can sometimes be difficult to draw the line between what is a deduction made by an able candidate on the basis of what they have read and pure guesswork. Therefore where an answer of this sort occurs which is not covered in the Mark Scheme, Examiners should consult their Team Leader

## 2 Detailed Mark Scheme

## Deel 1

## Oefening 1, vragen 1–5

		ACCEPT		REFUSE
1	B		[1]	
2	D		[1]	
3	B		[1]	
4	C		[1]	
5	A		[1]	

[Total: 5]

## Oefening 2, vragen 6–10

		ACCEPT		REFUSE
6	C		[1]	
7	D		[1]	
8	E		[1]	
9	F		[1]	
10	A		[1]	

[Total: 5]

## Oefening 3, vragen 11–15

		ACCEPT		REFUSE
11	B		[1]	
12	B		[1]	
13	C		[1]	
14	C		[1]	
15	A		[1]	

[Total: 5]

## Deel 2

## Oefening 1, vragen 16–20

ACCEPT			REFUSE
16	mooi	[1]	
17	weinig	[1]	
18	kinderen	[1]	
19	winkels	[1]	
20	auto's	[1]	

[Total: 5]

## Oefening 2, vragen 21–30

- In this exercise, reward the candidate for being able to locate the answer in the passage. Ignore extra material (whether Dutch is accurate or inaccurate unless the Mark Scheme specifies otherwise).
- Accept lifting unless it is specifically refused in the Mark Scheme.
- Read Section 1: General Marking Principles.
- Accept *mijn, jouw, zijn, haar* etc. and *ze/zij* throughout for Justus.

ACCEPT			REFUSE
21	<b>KEY CONCEPT: [op] Saba</b> In Saba / Hij / Ik woon(t) op Saba [met mijn vader, moeder en twee broertjes – <b>HA</b> ]	[1]	eilanden / eiland ( <b>INSUF</b> ) / Grenada
22	<b>KEY CONCEPT: Twee / 2 dagen</b> Twee / 2 dag	[1]	[een/1] dag / deze week / vorige week / dagen / veel dagen / [heel] lang
23	<b>KEY CONCEPT: Omdat het [20] hard regende en waaide / omdat het stormde / vanwege [de storm] Jeanne</b>	[1]	[de orkaan] Ivan
24	<b>KEY CONCEPT: [de storm] Ivan</b> de storm van vorige week	[1]	Jeanne / de storm van deze week
25	<b>KEY CONCEPT: [het/hun] dak [was] weggewaaid</b>  dak eraf / dak weg / geen dak	[1]	dak ( <b>INSUF</b> )

ACCEPT		REFUSE
26	<b>KEY CONCEPT: [Ze hebben]</b> spullen ingezameld / gestuurd [one of these is sufficient] <b>Kleren / speelgoed / eten en drinken ingezameld / gestuurd / container gestuurd</b>	[1] spullen / kleren / speelgoed / eten en drinken / container (on its/their own = INSUF) / Zo helpen de eilanden elkaar
27	<b>KEY CONCEPT: speelgoed</b>	[1] spullen (or any of the other items mentioned, apart from toys)
28	<b>KEY CONCEPT: [naar een] klein kamertje</b> [naar een] kamertje kamer(tje) met alle ramen en deuren dicht	[1] kamer (INSUF)
29	[het is] [te] <b>donker</b>	[1] [hij] probeer[t] te lezen / hij wil verhalen
30	<b>KEY CONCEPT: [gekke] verhalen vertellen</b> lachen om de verhalen	[1] lachen [INSUF]
<b>NB 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)</b>		

[Total: 10]

**Deel 3**

Look for signs of genuine comprehension. Usually, candidates who lift indiscriminately demonstrate comprehension and will not score the mark. However, **careful** lifting of the details required to answer the question does demonstrate comprehension and should be rewarded. The Detailed Mark Scheme provides specific guidance but in cases not covered, see Section 1: General Marking Principles.

**Oefening 1, vragen 31–35**

**1 Mark per question for True or False**  
**1 Mark for correcting False statement (32, 33, 34)**

**First award marks for the True/False element and then award marks for the justification of the False statements**

	<b>WAAR</b>	<b>NIET WAAR</b>	
31	<input checked="" type="checkbox"/>	<input type="checkbox"/>	[1]
32	<input type="checkbox"/>	<input checked="" type="checkbox"/>	[1]
33	<input type="checkbox"/>	<input checked="" type="checkbox"/>	[1]
34	<input type="checkbox"/>	<input checked="" type="checkbox"/>	[1]
35	<input checked="" type="checkbox"/>	<input type="checkbox"/>	[1]

**ACCEPT: wrong gender (accept hij/zij throughout for Alex and Jaap)**

<b>ACCEPT: CHECK NIET WAAR IS TICKED</b>	<b>REFUSE MERE ADDITION OF NEGATIVE</b>
<p><b>32</b> <u><b>KEY CONCEPT:</b></u> [1]</p> <p><u><b>HE WANTED TO SAIL ON HIS OWN</b></u>            Hij wilde alleen varen / zeilen / Hij wilde in zijn eentje varen / zeilen / Hij kwam met het voorstel om in zijn eentje de oceaan over te varen / zeilen [or similar]</p>	<p>'Toen Alex voor de eerste keer met het voorstel kwam om in zijn eentje de oceaan over te varen' [straight, unchanged lift, answer not tailored to the question]            'Hij heeft in zijn eentje [de Atlantische Oceaan] over gezeild' / Hij heeft in zijn eentje gevaren</p>



<p><b>ACCEPT: CHECK NIET WAAR IS TICKED</b></p> <p><b>33</b> <b><u>KEY CONCEPT:</u></b></p> <p><b><u>'THEY ONLY HAD RADIO CONTACT / JAAP GAVE ADVICE OVER THE RADIO'</u></b>          Jaap gaf advies per radio / Jaap is nooit bij hem / Alex aan boord geweest</p>	<p><b>REFUSE MERE ADDITION OF NE</b></p> <p>[1] 'Toen Alex grote problemen met zijn zeil kreeg, gaf Jaap hem advies.' / 'Toch is Jaap nooit bij hem aan boord geweest.' / 'Alle problemen moest hij zelf oplossen.'          [straight, unchanged lift, answer not tailored to the question]          Jaap gaf hem advies over zijn [problemen met] zeilen (INSUF)</p>
<p><b>34</b> <b><u>KEY CONCEPT:</u></b></p> <p><b><u>HIS BIGGEST PROBLEM WAS LACK OF SLEEP</u></b>          Zijn grootste probleem was slaapgebrek / Het grootste probleem was dat hij soms niet in slaap kon vallen</p>	<p>[1] Maar het grootste probleem was dat ik soms totaal uitgeput was – slaapgebrek dus. / Op de dagen dat het stormde of hard waaide, kon ik onmogelijk in slaap vallen!' [straight, unchanged lift, answer not tailored to the question]</p>

[Total: 8]

## Oefening 2, vragen 36–42

ACCEPT: wrong gender (accept hij/zij throughout for Roos)

ACCEPT		REFUSE
36	<b>KEY CONCEPT: [IN HET] LEZEN VAN VERHALEN/BOEKEN OVER AVONTUREN IN DE BERGEN/ BEROEMDE BERGBEKLIMMERS</b>	[1] [in] bergbelimmen/klimmen [INSUF] / lezen / klimmen / klimmen in de klimhal / klimmuren beklimmen / klimmuren
37	<b>KEY CONCEPT is either:</b>  <b><u>OMDAT ZE HAAR [HUIS]SLEUTEL VERGETEN WAS</u></b>  <b>or</b>  <b><u>OMDAT ZE HAAR APPARTEMENT/ HUIS/FLAT WILDE BINNENKOMEN</u></b>	[1] 'Haar flatgebouw was op de achtste etage' / Ze besloot [toen maar] om het flatgebouw te beklimmen [en door het open raam naar binnen te gaan] [no causal relationship established] / Ze werd gevraagd door een bedrijf dat films over extreme sporten maakt
38	<b>KEY CONCEPT:</b>  <b><u>ZE HEEFT HET GEBOUW [EEN AANTAL DAGEN] [NAUWKEURIG] BESTUDEERD</u></b>	[1] '[Maar] nadat zij het gebouw een aantal dagen heel nauwkeurig had bestudeerd, nam zij het aanbod aan.'
39	<b>KEY CONCEPT: ANGST</b> Ze is bang / Bangheid Ze is bang [maar heeft geleerd haar angst te overwinnen HA]	[1] 'Zij is <b>ook</b> wel bang' [INV] / 'ze heeft geleerd haar angst te overwinnen' [too vague]
40	<b>KEY CONCEPT: PERFECTE/[HELE] GOEDE CONCENTRATIE</b> Dat je je perfect / goed kan concentreren. Je heb vooral perfecte concentratie nodig	[1] 'Ze heeft trouwens al vele ongelukken gehad [die haar lichamelijk hebben beperkt].' / 'ze is lichamelijk beperkt' [INSUF]
41	<b>KEY CONCEPT: HAAR [VELE] ONGELUKKEN</b>  Ernstige ongelukken / risico dat je dood kan gaan als gevolg van een fout	[1] 'Ze heeft trouwens al vele ongelukken gehad [die haar lichamelijk hebben beperkt].' / 'ze is lichamelijk beperkt' [INSUF]
42	<b>KEY CONCEPT: KLIMMEN IS HAAR LEVEN/DROOM</b> Ze leeft haar droom <b>ACCEPT 'Klimmen is mijn leven' / 'Ik leef mijn droom' only if correctly rendered in reported speech, e.g. 'Klimmen is mijn droom', zegt ze / Ze zegt: 'ik leef mijn droom'</b>	[1] Klimmen is mijn leven / Ik leef mijn droom

[Total: 7]