Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

Cambridge
IGCSE

DUTCH	**0515/04**
Paper 4 Writing	**For Examination from 2015**
SPECIMEN MARK SCHEME	
	1 hour

MAXIMUM MARK: 50

This document consists of **14** printed pages.

SECTION 1

Question 1

Candidates are required to list 8 items in Dutch. Read all the items the candidate has listed and award marks as follows:

- **Select the most correct items up to a maximum of 5**
- **Award 1 mark for each correct item up to a maximum of 5**

NB the pictures provided on the question paper are only suggestions. Accept any place the candidate could go to in a town.

Generic mark scheme for Question 1

- Answers should be marked for 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 the correct answer?
    (b) Look-alike test: does what the candidate has written look like the correct answer?
    (c) Ignore any article

Session-specific instructions for Question 1: plaatsen die je in de stad kunt bezoeken

- The following are examples. Accept any place the candidate could go to in a town

ACCEPT	
bank	plein
bibliotheek	politiebureau
bioscoop	postkantoor
brug	restaurant
centrum (stads-)	school
dierentuin	sporthal
garage	stadhuis
ijsbaan	stadion
kantoor	station (bus-/trein-)
kasteel	theater
kathedraal	VVV
kerk	winkel
markt	ziekenhuis
museum	zwembad
park	

Total for Question 1: 5 marks

Question 2

Candidates are required to answer the question. Read the whole answer and award marks as follows:

- **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.**

2.1: award a mark out of 10 for Communication

Generic mark scheme for Communication (Question 2)

(i)	Place the appropriate 'numbered' tick as close as possible to each relevant communication point.
(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: • 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).
(iii)	Add up the ticks to give a mark out of 10 for Communication.
(iv)	For COMMUNICATION, be tolerant of verbs/tenses/spelling (for spelling, use 'rules' in Question 1: look alike, sound alike, etc).
(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 • 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).
(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).
(vii)	Do not penalise factual errors.
	Total marks for Communication: 10

Session-specific instructions for Communication marks (Question 2): een zanger(es) / acteur / actrice / muzikant die je bewondert

- If subject is not a singer/actor/musician, do not award tick 1, but do award ticks 2, 3 and 4.

Tick	Accept
1	**Zeg wie hij/zij is en wat zijn/haar beroep is** **name** = 1 mark; **profession** = 1 mark. As long as either given, consider task complete
2	**Beschrijf deze persoon** **REWARD:** any form of description: e.g. **anything about the person** – appearance, character, age, more detail about what they do, family background, likes/dislikes, etc.
3	**Zeg waarom je deze persoon goed vindt** **REWARD**: a positive comment even if 'goed vinden' not stated
4	**Wil je later hetzelfde beroep doen? Waarom wel of niet?** **ACCEPT:** 'yes' or 'no' or 'don't know' and/or what they are going to do as a job **ACCEPT:** reason why/why not even if not clear whether or not they would do same job/ what job they would do

[Turn over

2.2: award a mark out of 5 for Language

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 *Note on using mark schemes with Grade descriptors* (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 marks for Language: 5

Total for Question 2: 15 marks

SECTION 2

Question 3

Candidates answer 1 question from a choice of 3. Read the whole answer and award marks, as follows:

- **Communication: award a mark out of 5, 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.

3.1 – award a mark out of 10 for Communication

Generic mark scheme for Communication (Question 3):

(i) There are 5 relevant communication points per question, each worth a maximum of 2 marks.

(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.

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.

(iii) Add up the ticks to give a mark out of 10 for Communication.

Total marks for Communication: 10

- **Generic guidance on awarding ticks for Communication**

Example 1: *Wat doe je gewoonlijk tijdens de vakantie?*

Candidate's response	Ticks for Communication	Reason for mark
Ja, ik ben/ga met vakantie	0	Nothing of worth communicated.
Ik werken op het kantoor van mijn vader	1	Some meaning conveyed – use of 'werken' makes message ambiguous.
Ik werk op het kantoor van mijn vader	2	Message clearly communicated.

Example 2: *Waar en met wie heb je gewinkeld?*

Candidate's response	Ticks for Communication	Reason for mark
Met wie ik hebben gewinkeld	0	Nothing of worth communicated.
Ik heb in de stad gewinkeld	1	Some meaning is conveyed, but the message is incomplete.
Ik heb met een vriend in de stad gewinkeld	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 3(a): letter to a friend about a visit to an amusement park*

Tick	Accept	Mark
1	**What candidate did with friend(s)** Insist on past tense Allow *we* as subject with no mention of friend(s) Allow *ik* + activity with *met* + name(s) (of friend(s))	2
2	**What candidate did with friend(s)** Insist on past tense Allow *we* as subject with no mention of friend(s) Allow *ik* + activity with *met* + name(s) (of friend(s))	2
3	**Reason candidate does or does not like amusement park(s)** Do not insist on *ik hou van/ik hou niet van* as *het pretpark is leuk/saai* etc. on its own implies that	2
4	**Reason candidate prefers outings with friend(s) or parent(s)** Allow anything sensible	2
5	**What candidate would like to do (with friend(s)) next weekend** *Volgend weekend wil ik/zou ik graag willen* + infinitive is acceptable (do not insist on 'with friend(s)') Allow for communication a simple future, e.g. *we zullen dit/volgend weekend naar de stad gaan* Allow a present + *dit/volgend weekend,* e.g. *dit/volgend weekend gaan we naar de stad*	2

- *Question 3(b): shopping and fashion*

Tick	Accept	
1	**Description of a day the candidate spent shopping** Insist on past tense	
2	**Extra detail relating to description of a day the candidate spent shopping** Insist on past tense	2
3	**Negative aspects of designer clothes** Allow anything sensible	2
4	**Positive aspects of designer clothes** Allow anything sensible	2
5	**What the candidate would like to wear if s/he had lots of money** *Als ik veel geld zou hebben zou ik graag … willen dragen/kopen / droeg ik/kocht ik +* clothes (allow future for communication)	2

- *Question 3(c): left behind at the train station… (continuation of a story)*

Tick	Accept	Mark
1	**What candidate did to contact friend** Award communication mark for statement in past tense of what candidate did to contact friend after train left	2
2	**What candidate did to arrive at destination** Award communication mark for statement in past tense of what candidate did to arrive at destination Allow *ik heb een kopje koffie gekocht etc.* and reward with communication marks (even though not exactly what the candidate did to arrive at destination)	2
3	**Third communication mark** to be awarded flexibly for extra detail relating to either of first two bullet points in the question.	2
4	**Reaction to the events** Expect opinions/emotions Do not insist on past tenses. Allow *ik was / het was / ik ben / het is …*	2
5	**Reaction to the events** Expect opinions/emotions Do not insist on past tenses. Allow *ik was / het was / ik ben / het is …*	2

3.2 – award a mark out of 8 for Accurate use of verbs

- *Generic mark scheme for Accurate use of verbs (Question 3):*

(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)

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

- **How to award ticks for Accurate use of verbs (Question 3):**

- **(a) Subject (noun or pronoun) + any finite verb**

- **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 (*no tick*)	
Hij heeft gezwommen (✓)	Hij is gezwommen (*no tick*)	insist on correct auxiliary verb
De leraren zijn aardig (✓)	De leraren is aardig (*no tick*)	insist on correct agreement

[Turn over

With direct and indirect object pronouns

Tick	No tick	Note
Ik zie hem (✓)		
Ik speel het (✓)	Ik speel me (*no tick*)	'spelen' is not a reflexive verb
Ik was (✓) de auto's	Ik was me (*no tick*) de auto's	'wassen' should not be used reflexively in this statement

Separable verbs

Tick	No tick	Note
Hij wast af (✓)	Hij afwast (no tick)	

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 (*no tick*)	
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 (✓)		

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 (*no tick*)	do not reward correct verb in a meaningless statement

(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

[Turn over

(d) Infinitive

Tick	No tick	Note
Ik wil (✓) lopen (✓)		
Ik wilt (*no tick*) lopen (✓)		
Ik wil (✓) loopen (*no tick*)		
Hij besloot (✓) te lopen (✓)		
Hij besloot (✓) lopen (*no tick*)		
Zonder nadenken/na te denken (✓)	Zonder na denken (*no tick*)	

(e) Inversion

Tick	No tick	Note
…vertelde ik hem (✓)	… verteld ik hem (*no tick*)	

(f) Reward only the first occurrence of a verb, e.g.

- Ik hou van (✓) zwemmen. Ik hou ook van (*no tick*) tennis
- Ik hou van (✓) zwemmen. Ik hou niet van *(no tick)* tennis
- In het bos zijn er (✓) bergen en rivieren. Er zijn (*no tick*) 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 (*no tick*) tennis leuk – both third person usage
- Ze is (✓) boos, dat is (*no tick*) niet leuk – both third person usage

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 *Note on using mark schemes with Grade descriptors* (last page of mark scheme)):

Grade descriptors for Other linguistic features (Question 3)

11–12	• 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	• 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	• 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	• Attempts more than basic structures. • On balance the work is more accurate than inaccurate. • Straightforward vocabulary relevant to the task.
3–4	• Reliant on basic structures. • Some examples of correct language. Meaning usually conveyed. • Basic vocabulary.
1–2	• A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.
0	• One or two disjointed words or short phrases may be recognisable.

(ii) Consider the extent to which the following are used correctly and appropriately when assessing the candidate's control of structures:

• Adjectives, including possessives and demonstratives. Also comparatives and superlatives
• Object pronouns (*hij vertelde mij*) and 'strong' pronouns (*bij ons* etc.)
• Negatives
• A variety of prepositions and adverbs
• Expressions of quantity
• Use of *er, wel*
• Use of *tijdens*, *voor*, *vanaf*, *sinds*, etc.
• Linking words (e.g. *maar*, *helaas*, *niettemin*) and conjunctions other than *en*
• Subordinate clauses, including *want / omdat*, *die* and *dat* (relative pronouns), *dat wat*. Indirect or reported speech (*hij zei*, *dat*, *ik denk, dat*). Time clauses with *wanneer*, *tijdens* etc. and *als* (= if)
• Appropriate use of *politesses* in the letter.

Total mark for Other linguistic features: 12

Total for Question 3: 30 marks

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.)