



Cambridge IGCSE™

DUTCH

0515/04

Paper 4 Writing

May/June 2021

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.

Cambridge International is publishing the mark schemes for the May/June 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **21** 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 anything the candidate could take to the beach.</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 nodig hebt op / meeneemt naar het strand																																	
<ul style="list-style-type: none"> The following are examples. Accept anything the candidate could take to the beach. 																																	
<table border="1"> <thead> <tr> <th colspan="3" data-bbox="226 352 1176 416">ACCEPT</th> </tr> </thead> <tbody> <tr> <td data-bbox="226 416 544 480">appel</td> <td data-bbox="544 416 862 480">geld</td> <td data-bbox="862 416 1176 480">tas</td> </tr> <tr> <td data-bbox="226 480 544 544">bal / strandbal</td> <td data-bbox="544 480 862 544">handdoek</td> <td data-bbox="862 480 1176 544">tijdschrift</td> </tr> <tr> <td data-bbox="226 544 544 608">banaan</td> <td data-bbox="544 544 862 608">koekjes</td> <td data-bbox="862 544 1176 608">trui</td> </tr> <tr> <td data-bbox="226 608 544 671">bikini</td> <td data-bbox="544 608 862 671">lunchpakket</td> <td data-bbox="862 608 1176 671">zwembroek</td> </tr> <tr> <td data-bbox="226 671 544 735">boek</td> <td data-bbox="544 671 862 735">parasol</td> <td data-bbox="862 671 1176 735">zwempak</td> </tr> <tr> <td data-bbox="226 735 544 799">boot</td> <td data-bbox="544 735 862 799">pet(je)</td> <td data-bbox="862 735 1176 799">zonnebrandcrème</td> </tr> <tr> <td data-bbox="226 799 544 863">eten</td> <td data-bbox="544 799 862 863">rugzak</td> <td data-bbox="862 799 1176 863">zonnebril</td> </tr> <tr> <td data-bbox="226 863 544 927">drinken</td> <td data-bbox="544 863 862 927">speelgoed</td> <td data-bbox="862 863 1176 927"></td> </tr> <tr> <td data-bbox="226 927 544 991">fruit</td> <td data-bbox="544 927 862 991">surfplank</td> <td data-bbox="862 927 1176 991"></td> </tr> </tbody> </table>				ACCEPT			appel	geld	tas	bal / strandbal	handdoek	tijdschrift	banaan	koekjes	trui	bikini	lunchpakket	zwembroek	boek	parasol	zwempak	boot	pet(je)	zonnebrandcrème	eten	rugzak	zonnebril	drinken	speelgoed		fruit	surfplank	
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			Total for Question 1: 5 marks																														

Question	Answer	Marks
<p>Question 2</p> <p>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): bakwedstrijd op school.</p> <ul style="list-style-type: none"> If subject is not about baking, do not <u>award tick 1</u>, but do award ticks 2, 3 and 4. <table border="1" data-bbox="333 349 1912 933"> <thead> <tr> <th data-bbox="333 349 506 416">Tick</th> <th data-bbox="506 349 1912 416">Accept</th> </tr> </thead> <tbody> <tr> <td data-bbox="333 416 506 547">1</td> <td data-bbox="506 416 1912 547"> <p>Vertel wanneer de wedstrijd is en wie er meedoen.</p> <p>As long as date / time and participants are mentioned, consider task as complete.</p> </td> </tr> <tr> <td data-bbox="333 547 506 678">2</td> <td data-bbox="506 547 1912 678"> <p>Vertel wat je gaat bakken en welke prijs je kunt winnen.</p> <p>As long as what is going to be baked and the prize are mentioned, consider task as complete.</p> </td> </tr> <tr> <td data-bbox="333 678 506 809">3</td> <td data-bbox="506 678 1912 809"> <p>Vertel wat je leuk vindt aan de wedstrijd en wat niet.</p> <p>As long as a like and a dislike are mentioned, consider task as complete.</p> </td> </tr> <tr> <td data-bbox="333 809 506 933">4</td> <td data-bbox="506 809 1912 933"> <p>Vertel waarom je wel of niet later bakker wilt worden.</p> <p>Accept any reason(s) why or why not.</p> </td> </tr> </tbody> </table>	Tick	Accept	1	<p>Vertel wanneer de wedstrijd is en wie er meedoen.</p> <p>As long as date / time and participants are mentioned, consider task as complete.</p>	2	<p>Vertel wat je gaat bakken en welke prijs je kunt winnen.</p> <p>As long as what is going to be baked and the prize are mentioned, consider task as complete.</p>	3	<p>Vertel wat je leuk vindt aan de wedstrijd en wat niet.</p> <p>As long as a like and a dislike are mentioned, consider task as complete.</p>	4	<p>Vertel waarom je wel of niet later bakker wilt worden.</p> <p>Accept any reason(s) why or why not.</p>	
Tick	Accept											
1	<p>Vertel wanneer de wedstrijd is en wie er meedoen.</p> <p>As long as date / time and participants are mentioned, consider task as complete.</p>											
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4	<p>Vertel waarom je wel of niet later bakker wilt worden.</p> <p>Accept any reason(s) why or why not.</p>											

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 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.	
<p>Total marks for Language: 5</p> <p>Total for Question 2: 15 marks</p>		

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>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="224 820 1975 1018"> <tbody> <tr> <td data-bbox="224 820 392 884">2 ticks</td> <td data-bbox="392 820 1975 884">Message clearly communicated. Minor errors (adjective endings, use of prepositions, etc.) are tolerated.</td> </tr> <tr> <td data-bbox="224 884 392 948">1 tick</td> <td data-bbox="392 884 1975 948">Communication of some meaning is achieved, but the message may be ambiguous or incomplete.</td> </tr> <tr> <td data-bbox="224 948 392 1018">0 ticks</td> <td data-bbox="392 948 1975 1018">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.
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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>															
<table border="1"> <thead> <tr> <th data-bbox="165 355 799 419">Candidate's response</th> <th data-bbox="799 355 1182 419">Ticks for Communication</th> <th data-bbox="1182 355 1816 419">Reason for mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="165 419 799 483"><i>Ja, ik ben/ga met vakantie</i></td> <td data-bbox="799 419 1182 483">0</td> <td data-bbox="1182 419 1816 483">Nothing of worth communicated.</td> </tr> <tr> <td data-bbox="165 483 799 587"><i>Ik werken op het kantoor van mijn vader</i></td> <td data-bbox="799 483 1182 587">1</td> <td data-bbox="1182 483 1816 587">Some meaning conveyed – use of 'werken' makes message ambiguous.</td> </tr> <tr> <td data-bbox="165 587 799 651"><i>Ik werk op het kantoor van mijn vader</i></td> <td data-bbox="799 587 1182 651">2</td> <td data-bbox="1182 587 1816 651">Message clearly 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.
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<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>															
<table border="1"> <thead> <tr> <th data-bbox="165 754 799 818">Candidate's response</th> <th data-bbox="799 754 1182 818">Ticks for Communication</th> <th data-bbox="1182 754 1816 818">Reason for mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="165 818 799 882"><i>Met wie ik hebben gewinkeld</i></td> <td data-bbox="799 818 1182 882">0</td> <td data-bbox="1182 818 1816 882">Nothing of worth communicated.</td> </tr> <tr> <td data-bbox="165 882 799 986"><i>Ik heb in de stad gewinkeld</i></td> <td data-bbox="799 882 1182 986">1</td> <td data-bbox="1182 882 1816 986">Some meaning is conveyed, but the message is incomplete.</td> </tr> <tr> <td data-bbox="165 986 799 1050"><i>Ik heb met een vriend in de stad gewinkeld</i></td> <td data-bbox="799 986 1182 1050">2</td> <td data-bbox="1182 986 1816 1050">Message clearly communicated.</td> </tr> </tbody> </table>				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.
Candidate's response	Ticks for Communication	Reason for mark													
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<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.													
Session-specific instructions for Communication marks (Question 3).															
Place up to 2 'numbered' ticks as close as possible to each relevant communication point:															
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Question	Answer		Marks
3(a)	Question 3(a): vrijwilligerswerk voor ouderen		
	Tick	Accept	Mark
	1	Description of who the elderly were and where they lived Accept present and past tense.	2
	2	Two activities Insist on past tense. Allow anything sensible.	2
	3	Whether the candidate thought the work was difficult or easy + explanation Insist on past tense. No need to insist on inclusion of <i>omdat</i> . Allows statements of opinion / preference and explanation with adjective (<i>Ik vond het erg leuk, want iedereen kan nu computeren</i>).	2
	4	What the elderly thought of the candidate's voluntary work Insist on past tense.	2
5	Whether the candidate would like to do the same or another type of voluntary work in the future + explanation why / why not Allow present + infinitive, e.g. <i>ik ga werken</i> . Reward any sensible opinion.	2	

Question	Answer		Marks
3(b)	Question 3(b): toneelstuk		
	Tick	Accept	Mark
	1	Choice of play + venue Insist on past tense.	2
	2	Role played + preparation Insist on past tense.	2
	3	What went well and what did not during the performance Insist on past tense.	2
	4	Audience response Allow present and past tense.	2
	5	Whether or not the candidate would like to participate in a play again next year + explanation Allow present + infinitive, e.g. <i>Volgend jaar wil ik / zou ik graag willen.. ; Ik ga niet meer zingen.</i>	2
3(c)	Question 3(c): <i>Mee met de politie</i>		
	Tick	Accept	Mark
	1	Destination Insist on past tense.	2
	2	Account of events Insist on past tense.	6
	3	Opinion of events Allow present and past tense.	2

Question	Answer	Marks																				
<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): <p>(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> <p>Conversion Table for Accurate use of verbs (Question 3)</p> <table border="1" data-bbox="640 520 1592 1177"> <thead> <tr> <th data-bbox="640 520 1117 584">Number of ticks</th> <th data-bbox="1117 520 1592 584">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="640 584 1117 647">18+</td> <td data-bbox="1117 584 1592 647">8</td> </tr> <tr> <td data-bbox="640 647 1117 711">16, 17</td> <td data-bbox="1117 647 1592 711">7</td> </tr> <tr> <td data-bbox="640 711 1117 775">14, 15</td> <td data-bbox="1117 711 1592 775">6</td> </tr> <tr> <td data-bbox="640 775 1117 839">12, 13</td> <td data-bbox="1117 775 1592 839">5</td> </tr> <tr> <td data-bbox="640 839 1117 903">10, 11</td> <td data-bbox="1117 839 1592 903">4</td> </tr> <tr> <td data-bbox="640 903 1117 967">8, 9</td> <td data-bbox="1117 903 1592 967">3</td> </tr> <tr> <td data-bbox="640 967 1117 1031">6, 7</td> <td data-bbox="1117 967 1592 1031">2</td> </tr> <tr> <td data-bbox="640 1031 1117 1094">4, 5</td> <td data-bbox="1117 1031 1592 1094">1</td> </tr> <tr> <td data-bbox="640 1094 1117 1177">0, 1, 2, 3</td> <td data-bbox="1117 1094 1592 1177">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
Number of ticks	Mark																					
18+	8																					
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14, 15	6																					
12, 13	5																					
10, 11	4																					
8, 9	3																					
6, 7	2																					
4, 5	1																					
0, 1, 2, 3	0																					

Question	Answer	Marks
<ul style="list-style-type: none"> 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

Question	Answer		Marks
Separable verbs			
Tick	No tick	Note	
Hij wast af (✓)	Hij afwast (<i>no tick</i>)		
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 (✓)			

Question	Answer		Marks
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 (<i>no tick</i>) 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 with 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>)		

Question	Answer		Marks
(e) Inversion			
Tick	No tick	Note	
... vertelde ik hem (✓)	... verteld ik hem (<i>no tick</i>)		
<p>(f) Reward only the first occurrence of a verb, e.g.</p> <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 sentence 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</i>, <i>wel</i> • Use of <i>tijdens</i>, <i>voor</i>, <i>vanaf</i>, <i>sinds</i>, etc. • Linking words (e.g. <i>maar</i>, <i>helaas</i>, <i>niettemin</i>) and conjunctions other than <i>en</i> • Subordinate clauses, including <i>want</i> / <i>omdat</i>, <i>die</i> and <i>dat</i> (relative pronouns), <i>dat</i>, <i>wat</i>. Indirect or reported speech (<i>hij zei</i>, <i>dat</i>, <i>ik</i>, <i>denk</i>, <i>dat</i>). Time clauses with <i>wanneer</i>, <i>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.</p> <p>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: <i>Hallo, ik heet/ben X. Ik ben 16 jaar. Ik woon in Y</i> or letter etiquette where a letter is not required.)</p>		