

Mark Scheme for June 2013

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Annotations

Annotation	Meaning
	Tick
	Development of point
	incorrect
	Irrelevant (material which doesn't answer the question)
	Caret sign to show omission (used to separate sentences in task 8: translation)
	Opinion
	Just/Justification
	Good language
	Poorly expressed
	Past tense correctly used
	Future tense correctly used
	Present tense correctly used
	Accurate language
	Inaccurate language

Abbreviations	Meaning
/	Alternative and acceptable answers for the same marking point
()	Words which are not essential to gain the mark
—	Underlined words must be included to gain the mark

Subject-specific Marking Instructions

- You should print out a copy of the paper and work through it yourself (using the transcript for the Listening activities which you can find at the end of the Mark Scheme, if the audio version is not available on the portal.) You will need a copy of the written texts to refer to during the marking process in order to spot excessive lifting in tasks 6 and 7. The texts will not appear automatically on your marking screen.
- The award of marks is not necessarily dependent on the specific wording in the detailed sheets which follow. Other wordings will score the marks, provided they are semantically equivalent. If the language used by the candidate conveys meaning and also answers the question, then the mark(s) should normally be credited for comprehension (c.f. “sympathetic native speaker / sympathetic examiner”). Use your professional judgement to apply the marking principles given in this mark scheme but if you are still in doubt about the validity of any answer, then consult your Team Leader by phone, the messaging system within scoris or email.
- Language marks: These are assessed separately – Grids C1,C2 and F2 – see guidance in the detailed sheets below.
- Where candidates give alternative answers, only the first one written or the one on the line should be marked.
- Where answers are subdivided into (i), (ii) and (iii) or more, with no specific question attached, then accept answers in any order.

Section A: Listening and Writing

Task 1

Task specific guidance

- Each question will be scanned in individually (questions with more than one element will appear twice / three times as appropriate).
- For single mark questions no annotation is necessary just enter 1, 0 or NR.
- There is no need to use a cross (x) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.
- Answers in Dutch get no marks.

Question		Answer	Marks	Guidance
1	(a)	<u>a small group</u> of people	1	
	(b)	bacteria (and sweat)	1	
	(c)	<u>with light</u> (that kills the bacteria)	1	Do not allow: the machine kills the bacteria
	(d) (i)	pools	1	
	(ii)	hospitals	1	
	(e)	45 minutes	1	
Total			6	

Task 2

Task specific guidance

- Each question will be scanned in individually (questions with more than one element will appear twice / three times as appropriate)
- For single mark questions no annotation is necessary just enter 1, 0 or NR.
- There is no need to use a cross (x) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.

Question		Answer	Marks	Guidance
2	(a)	Een boete voor jongeren (onder de 16) die alcohol gebruiken (in het openbaar).	1	
	(b)	Alleen verkopers van alcohol kunnen een boete krijgen./ alcohol mag niet verkocht worden aan jongeren onder de 16.	1	
	(c)	Omdat drank slecht is voor opgroeiende kinderen.	1	allow: Ze willen jongeren verantwoordelijk maken.
	(d)	zoete mixdrankjes	1	
	(e) (1)	Hij vindt het slecht.	1	in any order
	(2) (i)	Jongeren moeten kunnen experimenteren.	1	
	(ii)	Het wordt toch niet gecontroleerd./ boetes schrikken jongeren niet af	1	
	(iii)	Het is de taak van de verkoper om erop te letten.	1	
	(f) (1)	Ze vindt het goed.	1	in any order allow: jongeren moeten aanspreekbaar zijn veel drinken is slecht voor je gezondheid
	(2) (i)	Alcohol is slecht voor je hersenen.	1	
	(ii)	Alcohol is slecht voor je lever.	1	
	(iii)	Het is geldverspilling.	1	

Question		Answer	Marks	Guidance	
	(g)		Mensen durven geen hulp meer te vragen als het nodig is.	1	
	(h)		Jongeren moeten (hun eigen) verantwoordelijkheid nemen.	1	
	(i)	(i)	Ze moeten een goed voorbeeld geven.	1	do not allow: ouders moeten hun rol spelen.
		(ii)	Ze moeten toezicht houden.	1	
	(j)		Mensen gaan meedoen omdat het stoer is.	2	concept van meedoen èn concept van stoer zijn
	(k)		omdat ze zich <u>toch</u> nergens iets van aantrekken	1	concept
	(l)		zoveel drinken dat je in het ziekenhuis terechtkomt	1	allow: drinken waarmee je in het ziekenhuis terechtkomt
	(m)	(i)	dat de leeftijdsgrens nog hoger werd, naar 18 jaar	1	do not allow: nog strengere regels
		(ii)	Ze zegt dat Nederlanders daar nog niet aan toe zijn.	1	concept
			Total	22	

QoL: Read response again and assess for language.

- **Annotations:** you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential.
- **Grid C.2:** Key words have been highlighted in the Grid. Remember that this grid is also used to assess accuracy at A2. Identify the band which best matches the performance. If you identified the band without hesitation you must award the higher of the two marks.

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
7-8	Language generally accurate. Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
5-6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
3-4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

Section B: Reading and Writing

In Section B there are 10 marks for Quality of Language.

Task 3

Question		Answer	Marks	Guidance
3	(a)	D	1	Multi-choice Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
	(b)	C	1	
	(c)	E	1	
	(d)	G	1	
	(e)	H	1	
	(f)	I	1	
	(g)	F	1	
	(h)	A	1	
Total			8	

Task 4

Question		Answer	Marks	Guidance
4	(a)	produceert	1	1 mark for each correct answer The marks are awarded individually. No annotations are necessary. allow: 'kost' met PE
	(b)	schoon te krijgen	1	
	(c)	experiment	1	
	(d)	Kort gezegd	1	
	(e)	betekent dat	1	
	(f)	De methode	1	
	(g)	toegepast	1	
Total			7	

Task 5

Question		Answer	Marks	Guidance
5	(a)	wordt urine opgevangen om opnieuw te gebruiken	1	Sentence Completion Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate. concept
	(b)	gebruiken al soortgelijke toiletten (passen dezelfde methode toe)	1	
	(c)	het is nog niet zonder problemen / er moet nog veel gebeuren	1	
	(d)	dat je er veel van leert	1	
	(e)	een vernieuwde installatie bouwen	1	
Total			5	

Task 6

Question		Answer	Marks	Guidance
6	(a)	problemen	1	do not allow: 'nadelen' of 'haken & ogen'
	(b)	verkocht / gebruikt	1	allow 'op de markt toegelaten'. Do not allow 'toegelaten'
	(c)	vooralnog, heel, nog	1	Gap-fill
	(d)	blij	1	No annotation is necessary. Enter 1, 0 or NR as appropriate. Ignore mis-spellings
	(e)	nieuwe / volgende / verbeterde	1	
		Total	5	

Task 7

Task specific guidance

- Each question will be scanned in individually (questions with more than one element will appear twice / three times as appropriate).
- Familiarise yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
- Go through all the responses and assess every question for **comprehension**.
 - Marks are awarded on a point by point basis, according to the mark scheme.
 - Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL.
 - For comprehension / content, remember that you are a “sympathetic native speaker / sympathetic examiner”. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2. If appropriate, candidates may answer with single words / short phrases.

Annotations:

- Award 1, 0 or NR without annotation.
- Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
- Use a cross (x) when a word in the response invalidates an otherwise acceptable answer.
- Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight and exclude from Quality of Language assessment.

Task 7

Question		Answer	Marks	Guidance
7	(a)	omdat het alweer een paar jaar geleden is dat ze een 'groene' prijs hebben gewonnen	1	allow: omdat ze de prijs weer opnieuw willen winnen do not allow: Ze hadden een prijs gewonnen.
	(b)	(i) Het bevat stikstof	1	
		(ii) en fosfaat.	1	allow: er zit zwangerschapshormoon in.
	(c)	(een natuurlijke) mest	1	
	(d)	Planten verbranden niet zo snel in de zon waardoor alles groener blijft	2	
	(e)	(i) voor de waterzuivering	1	
		(ii) het kost veel energie om de stikstof en fosfaat uit het water te krijgen	1	
	(f)	Als we de urine van mensen kunnen gebruiken, is het juist goed dat er (juist veel gedronken en) veel geplast wordt.	2	
Total			10	

Task 8 Transfer of Meaning

Question		Answer	Marks	Guidance	
				Content	Levels of response
8	1	De Nederlanders zijn, generaties lang, opgevoed met 'De Hollandse Nieuwe'. <i>For generations the Dutch have been brought up with 'De Hollandse Nieuwe'. / 'The Dutch New' / herring</i>	2	Award two marks per translated section according to the grid below. This grid assesses Transfer of Meaning into English. Note that this grid integrates <i>Quality of Written Communication Strand (i)</i> descriptors. Exceptional responses and marks to award: a. Candidates may answer in faultless English but may not transfer meaning accurately. Award either 0 or 1 mark , depending on level of inaccuracy in meaning. b. The transfer of meaning is accurate but contains significant spelling and/or grammar errors. Award 0 or 1 mark , depending on level of inaccuracy of English.	GRID H.2 TRANSFER OF MEANING 2 Accurate transfer of meaning. Faultless or virtually faultless grammar, punctuation and spelling in English. 1 Inconsistent transfer of meaning. Mostly accurate but there are errors and/or missed details. There are instances of error in grammar, punctuation and spelling in English. 0 Very limited transfer of meaning. A substantial number of elements misunderstood or missing. Significant error in grammar, punctuation and spelling in English.
	2	Eenvoudig, functioneel, anoniem. In enorme hoeveelheden zwemmend. <i>Simple, functional, anonymous. Swimming in very large numbers / in shoals</i>	2		
	3	Soms met miljoenen tegelijk, in vaste routes zodat we ze gemakkelijk kunnen vangen <i>Sometimes millions at a time, following set routes so we can catch them easily.</i>	2		
	4	Een onschuldige vis kortom, die de illusie wekt. <i>In short an innocent fish, who gives the impression / creates the illusion</i>	2		
	5	dat je hem een plezier doet als je 'm opeet <i>that you are doing him a favour by eating him.</i>	2		
Total			10		

Task 9

Question		Answer	Marks	Guidance
9	(a)	(er)van te genieten / (het) lekker te vinden	1	Do not allow: 'voor de mensen'. Allow: 'voor de media'. concept do not allow: 'terugkomst' or 'teruggekomen' on its own.
	(b)	zodat het wordt opgenomen / voor de foto / video camera	1	
	(c)	eten / bijten	1	
	(d)	(honderden) jaren lang / heel lang	1	
	(e)	dezelfde	1	
	(f)	<u>weer gezond en wel</u> terugkomen / <u>veilige</u> terugkomst	1	
Total			6	

Task 10

Question		Answer	Marks	Guidance
10	(a)	aan / aan land / aan wal	1	do not allow: moeten
	(b)	gevangen	1	
	(c)	terug	1	
	(d)	haringfeestjes	1	
	(e)	praat	1	
	(f)	hoeven	1	
Total			6	

Task 11

Task specific guidance

- Each question will be scanned in individually (questions with more than one element will appear twice / three times as appropriate).
- Familiarise yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
- Go through all the responses and assess every question for **comprehension**.
 - Marks are awarded on a point by point basis, according to the mark scheme.
 - Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL.
 - For comprehension / content, remember that you are a “sympathetic native speaker / sympathetic examiner”. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2. If appropriate, candidates may answer with single words / short phrases.

Annotations:

- Award 1, 0 or NR without annotation.
- Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
- Use a cross (x) when a word in the response invalidates an otherwise acceptable answer.
- Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight and exclude from Quality of Language assessment.

Task 11

Question		Answer	Marks	Guidance
11	(a)	met het hoofd in de nek / met genoeg (concept)	1	
	(b) (i)	heel goed	1	
	(ii)	'dat zien wij graag'	1	allow: ' <u>zoiets</u> als een kind over de bol aaien.'
	(c)	omdat er zoveel zijn.	1	
	(d)	omdat je ze dan makkelijk kan vangen	1	
	(e) (i)	eerst was het volksvoedsel	1	
	(ii)	nu is het een luxe snack	1	
	(f)	omdat het op de Nederlandse manier verwerkt wordt	1	
	(g)	We maken een hoop drukte om niets maar we zijn erg dol op de traditie.	2	concept
Total			10	

Assessing **Quality of Language** across Section B

- You will get a separate screen which will be the whole page for exercise 4, 5, 6, 7, 9, 10 and 11 (unannotated). Read all the answers again. You may use the green L marking tool to highlight good language to assist you in the application of Grid C.2. but it is not essential.
- Apply Grid C.2 and enter the mark.
- *PE to provide specific guidance on which exercises in Section B will provide best evidence for Quality of Language.*

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
9–10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
7–8	Language generally accurate. Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
5–6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
3–4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0–2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

Task 12-16

Task specific guidance

Mark one essay using the grids N, O, C.2 and F.2.

If a candidate has written more than one essay mark both essays in the normal way but enter the mark for the essay which has earned most marks over all.

Question	Indicative Content	Marks	Guidance
Task 12-16	No Indicative Content – personal response	25	<p>Grid N guidance</p> <p>3–4 – No specific example from TL = cap 4</p> <p>5–6 – Demonstration of originality and/or imagination – applies mainly to imaginative</p> <p>7–8 – Imaginative and/or original response to task – applies mainly to imaginative</p> <p>Grid O guidance</p> <p>6–9 – Straight narration = more 6/7</p> <p>Evidence of some argument = more 8/9</p>

Task 12-16 – Language (QoL) – Grids C.2 and F.2: [20 marks]

Question	Answer	Marks	Guidance
Task 12-16	Assess for Quality of Language using Grids C.2 and F.2 Appendix 1	20	<p>Read the whole response again and assess for Range (Grid F.2) first – i.e. vocabulary and structures. Then assess for Accuracy (Grid C.2). Key words have been highlighted in the grids below. Ignore final sentence of 3-4 band in Grid C.2, because vocabulary and structures have already been assessed under Grid F.2. If you wish, you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential. Enter your mark.</p> <p>Grid C.2 guidance</p> <p>0–2 Errors ([e.g.] endings, verb forms, gender of common nouns). Frequent first [= <i>other</i>] language interference.</p> <p>3–4 Errors ([e.g.] endings, verb forms, gender of common nouns, adjectival agreements). Candidate's first [= <i>other</i>] language. Meaning may be unclear; more wrong than right.</p> <p>5–6 Wrong/right = 50/50</p> <p>7–8 More right than wrong.</p> <p>Grid F.2 guidance</p> <p>5–6 [A range of] syntax and sentence structures appropriate to the [register of the] task.</p> <p>7–8 Effective = <i>good</i>. Reads easily.</p> <p>9–10 idiom ≠ <i>idioms</i>.</p>

APPENDIX 1

GRID N	RELEVANCE AND POINTS OF VIEW 10 marks AO2	GRID O	STRUCTURE AND ANALYSIS 15 marks AO2
9–10	Consistently relevant information that supports points of view and opinions. Shows genuine insight in responding to the task.	13–15	The response displays genuine control and clarity. A very well-developed argument. Confident ability to develop an argument, analyse and evaluate, and draw conclusions.
7–8	Relevant information that responds to the requirements of the task and is used to support points of view and opinions. Produces an imaginative and/or original response to the task.	10–12	Coherently structured and organised response. Points of view are linked in a logical sequence . Able to develop an argument , analyse and evaluate, and draw conclusions.
5–6	The information given is mainly relevant to the task. Points of view and opinions are generally supported by some factual evidence. May demonstrate some originality and/or imagination.	6–9	Structured and organised response. Points of view are mostly linked in a logical sequence . Shows some ability to develop an argument, analyse and evaluate and draw conclusions.
3–4	Includes some relevant information but does not always address the requirements of the task. May have some difficulty in expressing points of view and/or narrating events and/or communicating factual information.	3–5	Shows some ability to structure and organise the response. Limited ability to develop an argument , analyse and evaluate, and draw conclusions.
0–2	The response to the task is likely to be very short and/or irrelevant and/or very superficial.	0–2	Random organisation of the response. Limited attempt to develop an argument , analyse and evaluate, and draw conclusions.

GRID C.2	QUALITY OF LANGUAGE (ACCURACY) 10 marks AO3	GRID F.2	QUALITY OF LANGUAGE (RANGE) 10 marks AO3
9–10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors .	9–10	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures .
7–8	Language generally accurate . Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.	7–8	Effective use of a range of vocabulary and structures appropriate to the task, with little repetition. A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage).
5–6	Shows evidence of fair understanding of grammatical usage . Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent .	5–6	Attempts to extend the range of vocabulary , though still rather repetitive. Attempts to use more complex language with some success in producing a range of syntax and sentence structures appropriate to the task.
3–4	Evidence of gaps in basic grammar . Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures . Vocabulary and structures may be quite strongly influenced by the candidate's first language.	3–4	Use of a restricted range of vocabulary and structures. Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
0–2	Little evidence of grammatical awareness . Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.	0–26	Only simple sentence patterns . Very limited vocabulary . Very limited range of structures .

APPENDIX 2

Transcripts of Listening Texts

Task 1 Listening

No more smelly shoes

- F Dag Barend, goed nieuws voor de mensen met zweetvoeten, er is een oplossing gevonden...
- M Ja inderdaad. Een kleine groep mensen heeft last van extreem stinkende voeten, en dus ook schoenen. Maar iedereen heeft natuurlijk wel eens een situatie dat ze last hebben van zweetvoeten. Nu heeft een Amerikaans bedrijf een apparaat uitgevonden dat stinkschoenen weer normaal laat ruiken.
- F Is dat nou pure zweetlucht?
- M Nee, het is een combinatie van bacteriën die in je schoen leven, en het zweet. Dit apparaatje maakt die bacteriën dood, en daarmee verdwijnt ook de vieze lucht.
- F Worden er daarvoor chemicaliën gebruikt?
- M Nee, het werkt gewoon met UV-stralen, licht dus. Het is een bekende techniek, hoor. Hij werd al gebruikt in ziekenhuizen en zwembaden bijvoorbeeld om bacteriën aan te pakken.
- F Hoe werkt dat dan?
- M Je stopt het apparaatje in je schoen en stopt de stekker in het stopcontact. Drie kwartier later heb je dan weer opgefriste schoenen.

Opgave 2

Luisteroefening

Drank en minderjarigen

- M1 Vorige week besloot de ministerraad dat jongeren onder de zestien jaar een boete krijgen als ze in het openbaar betrapt worden met alcohol.
Vandaag hebben we hier in de studio Steven en Paula, allebei vijftien, en mevrouw DeRaaij, van Stichting Alcoholpreventie.
Om te beginnen, mevrouw DeRaaij, drank mag toch helemaal niet verkocht worden aan kinderen onder de zestien?
- F1 Dat klopt, volwassenen die drank aan jongeren verkopen, lopen het risico om een fikse boete te krijgen. Met dit plan willen we jongeren zelf ook verantwoordelijk maken voor hun gedrag. Zij krijgen zelf een boete als ze betrapt worden op het drinken van alcohol. Niet als ze thuis drinken natuurlijk, maar wel buiten op straat, of in een winkelcentrum of de sportkantine.
- M1 En waarom is het nodig om de wet te veranderen?
- F1 Omdat steeds maar weer blijkt uit onderzoek dat alcohol slecht is voor opgroeiende kinderen. Er is wel verschil in wat je drinkt natuurlijk. Doorgaans is een biertje of een glaasje wijn minder erg dan die zoete mixdrankjes. Dat zijn de echte boosdoeners want je proeft niet eens dat er alcohol in zit. Voordat je het weet ben je dan dronken.
- M1 Steven, wat vind jij hiervan?
- M2 Ik vind het een slecht idee. De jeugd is tegenwoordig heel experimenteel. Jongeren willen alles uitproberen en dat is ook goed. Daar komt bij dat ze je toch nooit om een identiteitsbewijs vragen, dus ik denk dat dit nu ook niet gaat gebeuren. Zo'n boete schrikt jongeren dus helemaal niet af. En waarom zou je de jongeren straffen? Het is toch aan de verkoper om iemands leeftijd te controleren?
- M1 Mmm en jij, Paula?
- F2 Jongeren moeten toch zelf ook aanspreekbaar zijn op hun gedrag? Zo'n wet is best goed. Veel drinken is erg slecht als je zo jong bent, zowel voor je hersenen als voor je lever. Bovendien kost het handenvol geld, pure geldverspilling!
- M1 Sommige mensen zijn bang dat, als je het strafbaar maakt, jongeren geen hulp meer durven vragen als het misloopt. Wat vindt u van dat argument, Mevrouw DeRaaij?
- F1 Die angst kan ik wel begrijpen, ja. Maar daar staat tegenover dat jongeren zelf verantwoordelijkheid moeten nemen voor hun gedrag.
Het is overigens ook belangrijk dat de ouders hun rol spelen. Het hoort bij de opvoeding. Je leert veel van je ouders, ook wat acceptabel drinkgedrag is. Als je ouders steeds dronken zijn, is de kans groot dat je dat imiteert. Als er soms voor de gezelligheid een glaasje wordt gedronken, is daar natuurlijk niets mis mee. Kortom, ouders moeten het goede voorbeeld geven en toezicht houden op wat hun kinderen drinken. Dat kan wel thuis, maar buitenshuis is dat moeilijk.
- F2 Ja, als je buitenshuis drinkt, doen veel mensen ook gewoon mee omdat het stoer is. Ik vind het wel prettig als het gewoon niet mag, dan word je ook niet zo snel meegesleept.

- M1 En ben jij er bang voor dat jongeren dan niet meer naar het ziekenhuis durven als het verboden wordt?
- F2 Nee, helemaal niet, zoals Steven straks al zei, jongeren gaan toch vaak hun eigen gang. Ze kopen nu ook drank al mag het niet. Als je vriend of vriendin echt in de problemen zit, bel je een ambulance.
- F1 Daar wil ik nog wel iets meer over zeggen: Uit onderzoek blijkt dat je juist rond je vijftiende heel kwetsbaar bent voor het zogenaamde 'comazuipen', dat drinken waarmee je in het ziekenhuis terecht komt. Hoe strenger we zijn voor jongeren tot zestien jaar, hoe meer we dat hopen te voorkomen. Het liefst zou ik eigenlijk nóg strengere regels zien, geen alcohol tot je achttiende, zoals in andere landen. Maar daar zijn we hier nog niet aan toe.

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